

Mark Scheme (Results)

Summer 2012

International GCSE Swahili (4SW0)
Paper 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at www.edexcel.com.

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

www.edexcel.com/contactus

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2012

Publications Code UG033150

All the material in this publication is copyright

© Pearson Education Ltd 2012

Assessment criteria

Assessment criteria reflects the standards expected for IGCSEs. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each assessment criteria grid. References to 'standard' should be interpreted in this context.

Major errors

These may include, for example, the consistent mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

Minor errors

These may include, for example, the occasional omission of accents, incorrect gender, article, slight spelling errors.

Awarding marks

Marks are awarded positively using the following assessment criteria grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box, it is important to refer to the boxes and above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Question Number	Answer	Mark
1	<p>Sentences Testing grammatical knowledge</p> <p>This part of the paper is marked out of fifteen.</p> <p>3 marks per sentence 2 X 5 = 10 marks</p> <p>Deduct ½ mark for each minor error.</p>	(15)
Question Number	Answer	Mark
1(a)	Aliitafuta kofia yake nyeusi kila pahali.	(2)
Question Number	Answer	Mark
1(b)	Je/walihudhuria hotuba ya rais jana?	(2)
Question Number	Answer	Mark
1(c)	Mimi huwa napendelea/nikipendelea kazi ya nje kuliko ya ofisini.	(2)
Question Number	Answer	Mark
1(d)	Hatutakiwi kuvaa mavazi yaliyobana kitandani.	(2)
Question Number	Answer	Mark
1(e)	Kama nyote mkijifunza lugha za kigeni, basi sisi hatutajifunza.	(2)

Five sentences each worth 2 marks, plus a global mark for **quality of language**. Marks are awarded for **communication** and for **quality of language**, using the following assessment criteria grids.

Communication	Mark
No relevant communication.	0
At least half the sentence is correctly communicated in the target language.	1
Fully communicated in the target language, although with some ambiguity in the expression.	2

The **quality of language** assessment criteria grid below is applied **globally** to all five sentences.

Quality of language	Mark
No language worthy of credit.	0
Frequent basic errors with only isolated examples of accurate language.	1
High incidence of error which impedes communication at times; inconsistent.	2
Accuracy variable with some basic errors.	3
Level of accuracy generally secure but incidence of error increase in more complex language.	4
High level of accuracy with only minor errors.	5

Question 2 – Translation Into Swahili

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worthy of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worthy of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6
A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Question Number	Answer	Mark
2	<p>Katika miaka kumi hivi iliyopita nimekuwa nikiota ndoto inayorudiarudia. Ndotoni hii kwa kawaida mimi huwa na watu wengine na huwa nikiwaambia vile mlima huu fulani huonekana. Miruzi ya jua huwa inaupa mwangaza mzuri kabisa. Ingawa sijui umo bara ipi au nchi gani, ndoto yangu ya mwisho ilionyesha mazingira ya Ulaya. Lakini tena lilikuwa ni jambo la kushtua sana kuona mimea ambayo kawaida huonekana katika tabia ya nchi zenye joto, kama vile pamba, mananasi, chai, kahawa na makonge, ikikua vizuri sana hapa pia! Hebu nisimulie zaidi juu ya mandhari iliyobakia:</p> <p>Kilele cha mlima huu kina ncha nyingi ambazo huwa zimezungukwa na theluji na jua halitui. Mahali hapa huonekana kama ni karibu na ikweta</p>	

	<p>(kwa sababu ya joto kali la kama 33°C). Mara nyingi huwa najiuliza kama pengine mahali hapa hutumiwa katika mchezo wa kuteleza / mchezo wa skii kwenye theluji. Madhari / mazingira inayobaki ni ya kijani kibichi na yenye mtelemko lakini mlima wenyewe ni mrefu na umezungukwa na rangi za majivu na nyeupe. Upande wa mashariki ina msitu wenye ukungu mzuri na mto mtulivu katikati, bila mkondo wa maji au mawimbi yo yote. Wakati mwingine mimi huona watoto wadogo wakitembeatembea karibu nao huku wakiongea kwa furaha na wakicheza. Kwa upande wa kaskazini-magharibi kuna mito ya barafu. Lakini sijawahi kuona wanyama wo wote ila tu wakati mmoja ambapo niliiona boti /ngalawa iliyombeba farasi mgonjwa ikitelemka taratibu kuufuata mto. Pengine hili ndilo jambo la pekee la kuhuzunisha lililotokea kwenye ndoto yangu tamu ya ajabu.</p>	<p>(25)</p>
--	---	--------------------

Question 3– Translation into English

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worthy of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worthy of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6
A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Question Number	Answer	Mark
3	<p>A website is a place where information of various kinds is left to be read by certain people. Some websites need permission to use them. It is possible for someone to have their own personal blog. Here they could start personal affairs discussions or even campaigns. This is very surprising when we compare the situation in the past; whereby important communication was usually only of three types. For example visiting each other, writing letters to one another or calling each other on phones. But these days as long as electricity is available people are able to email each other easily at anytime.</p> <p>On the other hand websites might be official. These are used for business education or even to provide entertainment. It is possible to buy or to sell anything, to be educated, or to relax without leaving your house. Many governments place information to attract tourists on their websites. Visitors are able to compare different countries to choose those they would like to visit. Often those that have</p>	

	<p>visited these parts leave reviews on the websites so as to inform fellow travellers their good or bad encounters. This type of co-operation causes healthy business competition. As a result companies are able to put as much effort as possible so as not to lose their customers. It is easy to see why they say that websites are increasing.</p>	<p>(25)</p>
--	--	-------------

Question 4 – Writing (35 marks)

Marks are awarded for **communication and content** and **quality of language**, using the following assessment grid.

Communication and content	Mark
No language worthy of credit.	0
<p>Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.</p>	1-4
<p>Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read.</p>	5-8
<p>Majority of task completed, however, with some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.</p>	9-12
<p>Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequences generally</p>	13-16

sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.	
Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.	17-20

Quality of language	Mark
No language worthy of credit.	0
A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time reference. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.	1-3
Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct, but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time reference limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives and/or adverbial phrases. Not easy to read.	4-6
Fairly accurate in simple language, however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time reference. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies, the basic message is conveyed.	7-9
Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time reference. Manipulates language to suit the task at hand, however with some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.	10-12
Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time reference. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.	13-15

4. Write an essay of up to 250 words in **Swahili** on **one** of the following topics:

(a) What do you think of the Olympic Games London 2012?

Je, unaonaje juu ya michezo ya Olimpiki London 2012?

(b) You are asked to help the president of your country for a week. What important issues do you think must be addressed to make the lives of young people better? State your reasons.

Unaombwa kumsaidia rais wa nchi yako kwa wiki moja. Ni mambo gani ya muhimu ambayo unafikiri yanatakiwa yashughulikiwe ili kuyafanya maisha ya vijana bora zaidi? Sema sababu zako.

(c) Do you think it is better to buy second-hand or new goods?

Je unafikiri ni bora kununua bidhaa zilizotumiwa au bidhaa mpya?

(d) Write an application letter to the head of your prospective university. Mention all your past achievements and why you would like to join that university.

Andika barua ya kuomba nafasi katika chuo kikuu ambacho unatarajia kuenda. Taja mambo makuu ambayo umefanikiwa kufanya na ni kwa nini ungependa kujiunga na chuo hicho.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG033150 Summer 2012

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

