

IGCSE

Swahili

Sample Assessment
Materials (SAMs)

Edexcel IGCSE in Swahili (4SW0)

First examination 2011

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which help to raise attainment.

We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.org.uk.

Acknowledgements

This document has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel acknowledges its indebtedness to all those who contributed their time and expertise to its development.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Edexcel will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

References to third-party material made in this document are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Roger Beard
Prepared by Parul Patel

All the material in this publication is copyright
© Edexcel Limited 2008

Contents

Introduction	3
Sample question paper	5
Paper 1	7
Sample mark scheme	19
General marking guidance	21
Paper 1	23

Introduction

This sample assessment material has been prepared to support the specification.

The aim of the material is to provide students and centres with a general impression and flavour of the actual question paper and mark scheme in advance of the first operational examination.

Sample question paper

Paper 1

7

1. Translate the following sentences into **Swahili**:

(a) We are pleased with our new house; it has five rooms.

.....
.....
(3)

(b) I hope he will pass his examinations.

.....
.....
(3)

(c) My brother always goes for a swim on Saturday mornings.

.....
.....
(3)

(d) Why didn't they run to the car when the fire started?

.....
.....
(3)

(e) If you do not think I should buy that shirt, I won't.

.....
.....
(3)

(Total 15 marks)

Q1

--	--

2. Translate the following passage into **Swahili**:

Marriage is an important part of many cultures. Although different cultures in the world celebrate marriage in different ways, there are two aspects that are common to them. Firstly, people gather to celebrate the wedding of two people who are uniting in a new relationship. People wish them good luck for the future and hope that they will be happy in that relationship. There is, secondly, the question of residence. In some cultures the bride leaves her home and stays with her husband in his house or in one that belongs to his family. In other cultures it is the husband who lives in a house that belongs to the wife, usually given to her by her family. Nowadays, however, many couples prefer to live by themselves; most of them live in rented property.

I love Swahili weddings. When my sister got married two years ago I enjoyed the music, the dances, the songs and the food. According to Swahili custom, the celebrations go on from three to seven days. As my sister is the only daughter in the family, our parents decided to hold the wedding for seven days. I danced in some of the dances, but some other dances were for women only. Men were not even allowed to watch!

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[This section contains 18 horizontal dotted lines for writing.]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total 25 marks)

Q2

--	--

3. Translate the following passage into **English**:

Mkutano maalumu wa Halmashauri ya Jiji ulifanyika jana kuzingatia shida ya upungufu wa nyumba katika miji mikubwa. Upungufu huo si wa nyumba zenyewe kama ujenzi bali ni upungufu wa makao kwa ajili ya watu wasio na uwezo wa kununua au kupanga mahali pa kuishi. Tuchukue mifano ya miji kama Nairobi, Mombasa au Dar es Salaam. Idadi ya watu katika miji hii inaongezeka kila mwaka. Wengi wa hao wanaohamia miji mikubwa hutoka vijijini, wanakuja mjini kutafuta maisha ya raha na starehe. Si wote wanaofanikiwa katika lengo hili. Wengi wasiokuwa na pato zuri inawabidi wakae katika hali ngumu ya maisha. Hukodi chumba kidogo kwenye nyumba, au hata hukaa na watu wawili au watatu wengine katika chumba kimoja.

Ripoti katika magazeti ya leo inasema kwamba mkutano wa Halmashauri ya Jiji jana uliendelea kwa muda wa masaa matatu. Mwishowe, Halmashauri iliamua kuwasaidia watu wasio na makao ya heshima katika miji mikuu. Watu wanaopanga vyumba na kukaa watatu kila chumba ndio wataosaidiwa mwanzo. Watasaidiwa kwa njia ya vyama vya ushirika. Halmashauri inapendekeza kwa serikali kuundwa kwa vyama vya ushirika. Kila chama kitapewa fedha ya kununua nyumba ambazo zitapangishwa kwa watu hawa. Kodi itakayolipwa itaingizwa kwenye mfuko maalumu wa kuilipia ununuzi wa nyumba. Baada ya miaka kadha, nyumba ile itakuwa imenunuliwa na wapangaji wenyewe. Hii ni njia moja ya kuwasaidia watu wawe na nyumba zao wenyewe.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

A large rectangular area with a dotted line border, intended for writing or drawing.

Leave
blank

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total 25 marks)

Q3

--	--

4. Write an essay of about **200–250** words in **Swahili** on **one** of the following topics:

Either

- (a) Imagine that you had to go by dhow from the coast of East Africa to either India or Arabia. Describe your journey and the challenges you faced.

Tuseme imekubidi usafiri kwa jahazi kutoka pwani ya Afrka ya Mashariki hadi Bara Hindi au Uarabuni. Eleza safari yako, na mambo (matatizo au changamoto) yaliyokukabili kwenye safari hiyo.

- (b) ‘The internet is an essential tool of life today.’ Do you agree? Why?

‘Mtandao ni chombo cha dharura katika maisha ya leo.’ Unakubaliana na wazo hili? Kwa nini?

- (c) Describe a hobby of your friend which you also share.

Eleza jambo apendalo kulifanya rafiki yako ambalo nawe pia unapenda kufanya (nje ya mambo ya kazi au shule).

Or

- (d) You found an important document on a bus which has the address of its owner on it. Write a letter to her informing her of your find. Describe the document and give her directions to where she might meet you.

Ulikuta hati muhimu kwenye basi. Hati hiyo ina anwani ya mwenyewe. Mwandikie barua ukimwarifu kwamba umeipata hati. Ieleze hati yenyewe na pia mpe mwongozo wa mahala mnapoweza kukutana.

Instructions to candidates:

Indicate which question you are answering by marking the box (☒).

If you change your mind, put a line through the box (☒)

and then indicate your new question with a cross (☒).

Chosen question number: **Question 4(a)** ☒

Question 4(b) ☒

Question 4(c) ☒

Question 4(d) ☒

Please turn over for answer space

A large rectangular area with a dotted line border, intended for writing or drawing. The area is currently blank.

Leave
blank

Q4

(Total 35 marks)

TOTAL FOR PAPER: 100 MARKS

END

Sample mark scheme

General marking guidance

21

Paper 1

23

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Assessment criteria

Assessment criteria reflects the standard 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 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.

Paper 1

Question 1 – Practical application of grammar (15 marks)

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 and Question 3 – Translation (25 marks per question)

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 point are transmitted successfully. Very little of 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 an 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. Problems at times with tense concept/time sequence. 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 4 – Writing (35 marks)

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

Communication and content	Mark
No language worthy of credit	0
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.	1-4
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.	5-8
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.	9-12
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 sequence generally 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.	13-16
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 referents. 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 referents 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 referents. 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 referents. 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 referents. 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

September 2008

For more information on Edexcel and BTEC qualifications
please visit our website: www.edexcel.org.uk

Edexcel Limited. Registered in England and Wales No. 4496750
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07