

EDEXCEL INTERNATIONAL GCSE (9-1) **Swahili**

GETTING READY TO TEACH

Event code: 17IBAL12

First teaching in 2017, first assessment in 2019.



Aims and Objectives

1. Consider the key changes from 4SW0 to 4SW1.
2. Learn about the new 9-1 grading scale.
3. Consider the content and assessment of this qualification through examining each of the papers in detail, and the support available to guide you through these changes.
4. Explore possible teaching and delivery strategies for the new qualification.



Agenda

10.00 – 10.05

Introductions

10.05 – 11.15

11.15 – 12.30

12.30 – 1.15

1.15 – 1.45

1.45 – 2.45

2.45 – 3.05

3.05 – 3.35

3.35 -3.45

Agenda &

Key changes, Timeline and

9-1 Grading scale

Overview of new specification

Overview of the new Assessment

Paper 1 – Reading and Writing

Going through the Reading

Questions (1-4)

Going through the Writing

Questions (5-7)

Lunch

Understanding reading and writing

Paper 2 – Listening

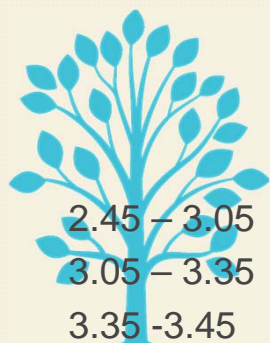
Going through the listening
transcript and

Going through the listening exam
paper

Paper 3 - Speaking

Sharing best practice

Wrapping up



POLLS

Getting to know
the delegates



Key Changes



Changes at a glance

The previous qualification (4SW0) focused heavily on translation. The new model (4SW1) is similar to the approach used in European Modern Foreign Language (MFL) subjects.

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
<i>Topics:</i>	<i>Topics:</i>
Home and abroad	Home and abroad
Education and employment	Education and employment
House, home and daily routine	Personal life and relationships
The modern world and the environment	The world around us
Social activities, fitness and health	Social activities, fitness and health
Graded A*-G	Graded 9-1



What has changed?

- Fully linear structure - All papers must be taken at the end of the course of study.
- External examinations only
- New 9-1 grading scale, with 9 the top level
- There are three papers now, not just one as in the old spec.
 - Paper 1: Reading and Writing Paper 2: Listening,
Paper 3: Speaking (optional)
- Focus on Culture with a specific assessment objective (AO4) to assess knowledge and understanding of Swahili.



What has changed?

- In the previous paper, the first question was made up of short sentences to translate, question 2 and 3 were made up of passages to translate from and into Swahili, and question 4, which had the most mark was an essay.
- The new paper has Moved to a more recognisable 'MFL' model with Reading, Writing and Listening skills assessed, and speaking optionally assessed.
- More choice of questions within the new 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.
- Authentic stimuli in the reading, writing and translation sections including literary texts.

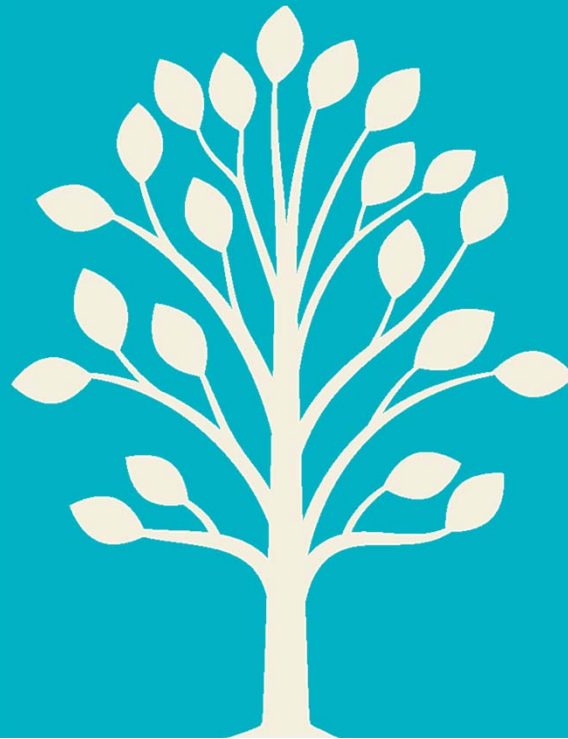


What has changed?

- 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 is straightforward so as not to place additional hurdles for candidates
- Speaking assessments reflect real-life scenarios
- 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



The new 9-1 grading scale



9-1 grading scale (1)

Awarding

- The grading system is changing but our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries (minimum number of marks needed to achieve each grade) for each assessment of each qualification.

Benefits

- Greater differentiation across levels of attainment e.g. 2 grades where the current C grade is
- Rewards truly outstanding achievement with the grade 9
- Provides more information about student attainment to help progression to A Level
- Same scale for Pearson Edexcel GCSE and International GCSE allows clear comparison with English standards, unlike old A* to G grading



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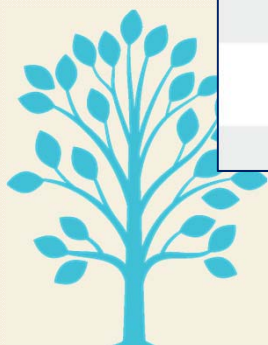
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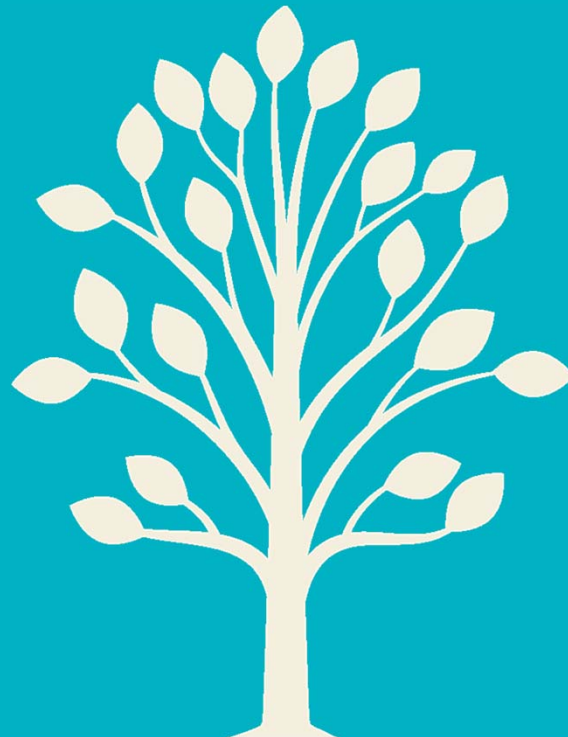


9-1 grading scale (2)

	NEW 9-1 GRADES	CURRENT A*-G GRADES
The new Grade 9 represents a new level of attainment and we've introduced this to really differentiate your top performing students.	9	A*
	8	
The bottom of the grade 7 aligns with the bottom of the grade A.	7	A
	6	B
There's also greater differentiation in the middle range of grades, with grades 4 to 5 being equivalent to the old grade B and grade C.	5	
So grade 5 will be awarded to the top grade C performers and grade 6 to the grade B performers.	4	C
	3	D
The bottom of the grade 4 aligns with the bottom of the grade C.	2	E
	1	F
		G
The bottom of the grade 1 aligns with the bottom of the grade G.	U	U



The Swahili Qualification



World Class Qualifications

- Pearson's World Class Qualification design principles mean all Edexcel qualifications are developed to be **Rigorous**, **Demanding**, **Inclusive** and **Empowering**
- Externally approved by the Expert Panel for World Class Qualifications



The Swahili Qualification

Key qualification features – The qualification in Swahili comprises two papers which assess Listening, Reading and Writing skills.

Clear and straightforward question papers – The question papers are clear and accessible for students of all ability ranges. The mark schemes are straightforward, so that the assessment requirements are clear.

Broad and deep development of learners' skills – Pearson has designed the International GCSE to extend learners' knowledge by broadening and deepening skills. For example, learners will:

1. Read and respond to material from a variety of sources
2. Respond to materials culturally relevant to where Swahili is spoken
3. Construct and convey meaning in written language, matching style to audience and purpose.



Qualification Aims & Objectives

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.



Transferable Skills

- Skills frameworks adapted to support design of new Edexcel International GCSEs
- Ensure learners acquire skills needed to access Higher Education and fulfilling careers



Cognitive skills

Core skills brain uses to think, learn and reason – used to carry out any task.



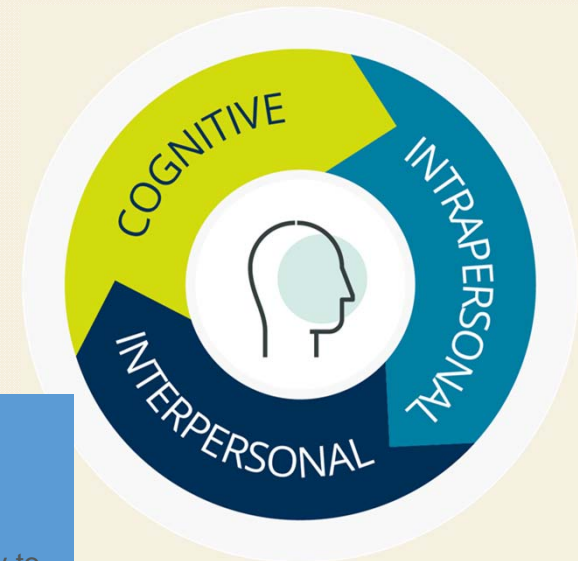
Intrapersonal Skills

Emotional intelligence, ability to know, understand and manage own emotions and learning.



Interpersonal Skills

Life skills used every day to communicate and interact with others, individually and in groups.



Understand your new ‘tools’

The Swahili Specification

The Getting Started Guide

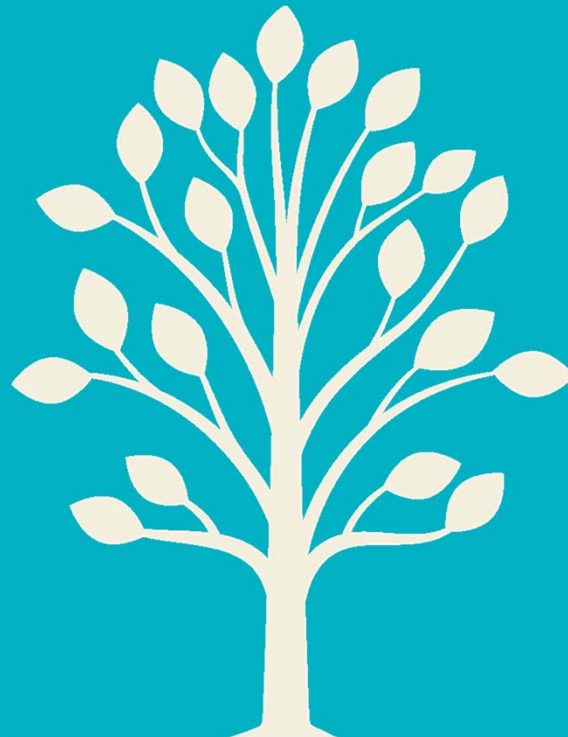
The Scheme of Work

The Vocabulary List

The Grammar List



Assessment



Types of Assessment

- Assessment *of* Learning
 - Standardised, benchmarked means of reporting attainment, allowing mobility across countries and systems
- Assessment *for* Learning
 - Monitoring progress and using findings to inform the next teaching stage.



Assessment OF Learning

Also known as summative assessment.

Activities associated with AoL result in an evaluation of learner achievement - for example, allocation to a level or standard or allocation of a letter or numerical grade, which might later appear in a report.



Assessment Objectives and Weighing

Assessment Criteria

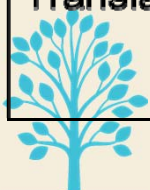
Assessment Objectives	Criteria	% in International GCSE
AO1	Understand and respond, in writing, to written language.	31%
AO2	Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in 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



Reading and Writing

Overview

Paper 1: Reading and Writing	Paper code: 4SW1/01
<p>Externally assessed Written examination: 2 hours and 30 minutes Availability: June 80 marks</p>	<p><i>66.7% of the qualification</i></p>
<p>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 from English into Swahili, linked to a theme.</p>	



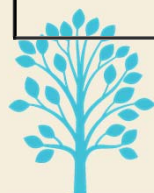
Section	Assessment: 1 hour
Section A: Reading (38 marks)	<ul style="list-style-type: none"> • There will be multiple-choice and short-answer questions related to four text extracts. • Students will answer all questions in this section. • Sample paper has: Maonyesho ya Kimataifa ya Vitabu, Wasanii Afrika Mashariki, Wasichana waogeleaji and Ajira.
Section	Assessment: 1 hour and 15 minutes for writing and 15 minutes for translation
Section B: Writing (32 marks)	<ul style="list-style-type: none"> • There will be two compulsory essay questions in this section, one of which offers three subject options. • The sample paper has: essay on 'Familia yangu', with compulsory words in boxes, and 3 essay choices: Matumizi ya mifuko, Barua kuhusu sinema and Matumizi ya rununu.
Section C: Translation (10 marks)	<ul style="list-style-type: none"> • The translation is made up of statements in English to be translated into Swahili, the sample paper has sentences on 'Lamu'.



Listening

Overview

Paper 2: Listening	Paper code: 4SW1/02
Externally assessed Written examination: 30 minutes (+ 5 mins preparation time) Availability: June 40 marks	<i>33.3% of the qualification</i>
Assessment overview Section A: Reading MCQ and short response questions set on any of the themes.	



Section	Assessment: 30 minutes + 5 minutes preparation.
Listening (40 marks)	<ul style="list-style-type: none">• There will be seven questions and all students must answer all questions.• Each question is set on one of the themes.• The paper will include multiple-choice, short-open response.• Sample paper includes: Nyumbani, Mavazi, Siku ya Kuzaliwa, Chakula Afrika ya mashariki, Kazi, Likizo and Ununuzi.



Speaking

Overview

Paper 3: Speaking	Paper code: 4SW1/03
Internally set and assessed, externally moderated. Non-examined assessment: 10 -12 minutes Availability: June Endorsed separately (optional)	<i>Endorsed separately (optional)</i>
Content overview This paper assesses the effective use of spoken Standard Swahili in speeches and presentations	
Assessment overview Discussion/dialogue tasks prepared by the centre. Awarded separately with a Pass/Merit/Distinction grade.	



Section	Assessment: 10 - 12 minutes
Speaking (endorsed separately with grades pass, merit or distinction)	<ul style="list-style-type: none">• There will be discussion tasks set and assessed by the centre, and externally moderated.• Each question is set on any theme.• The paper will include multiple-choice, short-open response.• The assessment is 10-12 minutes.• First assessment: August 2019.



Themes and topics

Questions across the assessed skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

Home and abroad

Education and employment

Personal life and relationships

The world around us

Social activities, fitness and health

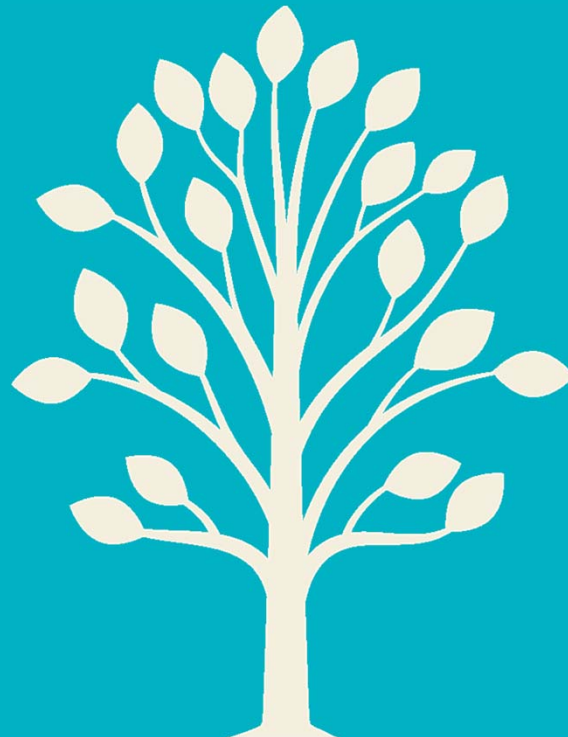
All themes and topics must be studied in the context of countries and communities where Swahili is spoken.

A scheme of work should offer guidance to the teachers.

Suggested activities are included in the Getting Started for teachers.



Reading and Writing



Structure

Section A - Reading

- Question 1 - Word drop question
- Question 2 - Multiple matching question
- Question 3 - Note taking question (a range of responses targeting verbs, nouns, adjectives, numbers, years, dates, etc.)
- Question 4 - Short answer questions (SAQs) on a text

Section B - Writing

- Question 5 - Short writing task - functional target
- Question 6 - Extended writing

Section C – Translation

- Question 7 - Translation into Swahili



Section A - Reading

Students read four engaging texts and then answer questions on each text.

Students must be able to:

- read and respond to material from a variety of sources
- demonstrate their ability to summarise a short text by writing the main points clearly
- interpret and infer explicit and implicit meaning, including writers' thoughts, feelings and ideas

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

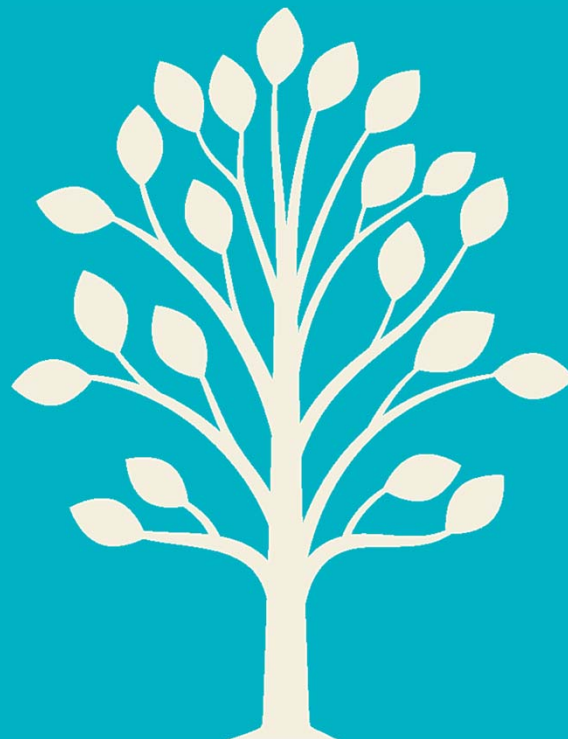


Students should be able to:

1. Identify overall message of text, key points, details & opinions
2. Deduce meaning from a variety of written texts
3. Recognise relationship between past, present and future events
4. Recognise and respond to key information, important themes and ideas in more extended written texts and authentic sources, including some extracts from relevant or adapted literary texts
5. Demonstrate understanding by being able to scan for particular information, organise, & present relevant details, draw inferences in context and recognise implicit meaning where appropriate



Some samples from Paper 1 - Reading



Question 1

Lets read Passage 1-
Maonyesho ya
Kimataifa ya Vitabu
then respond to the
exercise in the next
slide.



SECTION A: READING

Answer ALL questions.

Write your answers in the spaces provided.

Multiple-choice questions must be answered with a cross in a box ☐. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☐. Open-response questions do not have to be written in full sentences and you must respond using single words or phrases.

Malizia sentensi zifuatazo kwa **Kiswahili** na tumia taarifa katika maelezo. Weka alama sahihi kwenye kila kisanduku.

Maonyesho ya Kimataifa ya Vitabu

Mwaka uliopita darasa langu lilitembelea Maonyesho ya Kimataifa ya Vitabu Nairobi. Ilikuwa ni mara yangu ya kwanza kuhudhuria onyesho la vitabu kamwe. Awali nilifikiri kwamba maonyesho ya vitabu ni tukio ambapo watu huuza vitabu tu. Nikafurahi kugundua kwamba kulikuwa na shughuli nyingine za kufurahisha. Kwa mfano, watoto walipata fursa ya kuchora wakati wakubwa walipohudhuria warsha tofauti.

Kulikuwa na waonyeshaji 55 kutoka Kenya na 15 wa kimataifa waliotoka ulimwenguni kote zikiwamo nchi za Kiafrika kama Tanzania, Uganda, Nigeria na Afrika ya Kusini. Maelfu ya watu walitembelea maonyesho haya.

Mimi binafsi nilipenda zaidi ufumbuzi wa vitabu ambapo tuliweza kukutana na waandishi uso kwa uso, kuzungumza nao na pia kupiga picha. Pia nilifurahia mdahalo uliojadili kuhusu umuhimu wa kusoma ambapo tulijadili jinsi ya kufanya watu wengi zaidi wasome ili kujiburudisha.

The Exercise

DO NOT WRITE IN THIS AREA

A Burudani	B Watoto	C Warsha	D Vitabu
E Maonyesho	F Sanaa na Ufundi	G Maingiliano	H Wengine
I Shule	J Watu wazima	K Nairobi	L Wengi
M Kazi			

Example:	Maonyesho yalifanyika mjini...	K
1 (a)	Wageni waliweza kuviona...	
1 (b)	Watoto walifurahishwa na...	
1 (c)	Warsha zilihudhuriwa na...	
1 (d)	Watu... walihudhuria maonyesho.	
1 (e)	Alifurahia... na waandishi.	
1 (f)	Mdahalo ulihusu dhana ya kusoma kwa...	

(Total for Question 1 = 6 marks)



Question 2

Read their statements about 'Wasanii Afrika ya Mashariki' then respond to the exercise in the next slide.



Mwajuma



Ninampenda Diamond Platinumz kwa sababu anawapa motisha vijana kujiendeleza kimaisha. Muziki wake umejikita hata kwenye utamaduni na huimba na wasanii wengine wa barani Afrika. Yeye anapendwa na wengi kwani nyimbo zake hupigwa hadi harusini ambapo watu wa umri tofauti huwapo.

Ahmed



Muziki niupendao zaidi ni Bongo Flava; na mwanamuziki bora ni Ali Kiba. Nyimbo zake zinapendwa na wote. Yeye hana haraka na huchukua muda mrefu kutoa wimbo, kwa hivyo nyimbo zake huwa nzuri mno lakini ningefurahia zaidi kama angetoa miziki mipya mara kwa mara. Ameshinda matuzo duniani kote.

Wangui



Sauti Sol ndio wanamuziki wanaoelewa umuhimu wa elimu maishani. Wote wamesoma hadi chuo kikuu. Ninapenda wimbo wao unaoitwa 'soma' ambao unawapa vijana motisha ya kuwa na maisha mazuri. Hivi majuzi walijiongezea tuzo katika matuzo yao ya kimataifa.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Tick 8 correct boxes

Based on the statements in the previous slide, find 8 correct boxes.

THIS AREA
DO NOT WRITE IN THIS AREA

		Mwajuma	Ahmed	Wangui
Mfano:	Ninajua wakati mwimbaji ameshinda matuzo.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A	Ninafurahia Bongo Flava.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Msanii nimpendaye zaidi anapendwa na wazee pia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Anatambua nyimbo kuwa za asili kwa kuzisikia kwenye sherehe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Umuhimu wa msanii unaonekana kwa kujulikana kwake kimataifa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Elimu ni muhimu sana.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Hana subira ya kungoja nyimbo za msanii ampendaye.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Muziki wao unahamasisha kizazi cha sasa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 2 = 10 marks)



Question 3 – find short answers from the passage

- 3 Soma makala kuhusu wasichana waogeleaji. Malizia taarifa kwa kutumia namba au maneno kwa **Kiswahili**.

Wasichana waogeleaji

Siti amelewa karibu na bahari huko Zanzibar. Alizoea kucheza ndani ya maji na kaka yake, lakini, tofauti na kaka yake, yeye kamwe hakujifunza kuogelea. Kaka yake alipokuwa akijifunza kuogelea, Siti alijishughulisha na mambo mengine.

Anasema "sisi tunaishi kwenye kijiji cha wavuvi, hivyo maji ni maisha yetu. Kila siku, watu hutumia majahazi kusafiri na kuenda kwenye visiwa vilivyo jirani; ni wachache wanaotumia meli kwani ni ghali".

Kwa hiyo, mwaka uliopita, alipokuwa na miaka 24 aliamua kujifunza kuogelea. Alijiunga na kundi la marafiki wanawake na wakafundishwa kuogelea. Mwalimu wao alikuwa ni gwiji wa kuogelea kutoka visiwani Zanzibar.

Ilimchukua madarasa 15 kuweza kuogelea. Alijifunza kuelea, kuogelea na kuokoa wengine kwa kutumia vijiti na madebe. Alifanya mazoezi mengi kila wiki na sasa anaweza kuogelea vizuri sana kwa zaidi ya mita 200.

Tangu kuwa mwogeleaji mzuri sana ameamua kuwa mwalimu wa kuogelea na kuwafundisha ujuzi huu wasichana wengine kijijini kwake. Anaamini kwamba kila mvulana na kila msichana anastahili kuweza kuogelea.

Mfano: Siti amekulia: _____ Zanzibar _____

- (a) Siti hakupata kujifunza: _____ (1)
- (b) Ajira ya wanavijiji wengi ni: _____ (1)
- (c) Vyombo viwili vya usafiri: _____ na _____ (2)
- (d) Umri alipojifunza kuogelea: _____ (1)
- (e) Muda uliohitajika kujifunza: _____ (1)
- (f) Anajua kuokoa kwa kutumia: _____ (2)
- (g) Anaweza kuogelea umbali wa zaidi ya: _____ (1)
- (h) Kazi mpya ya Siti is: _____ (1)
- (i) Nani ajifunze kuogelea: _____ (2)

(Total for Question 3 = 12 marks)



The Literary Question

1. Lets read Question 4 – an extract from ‘Shaka ya mambo’ by Farouk Topan.
2. Look at the questions.
3. Can we think of ways of including literary texts in class?



Section B - Writing

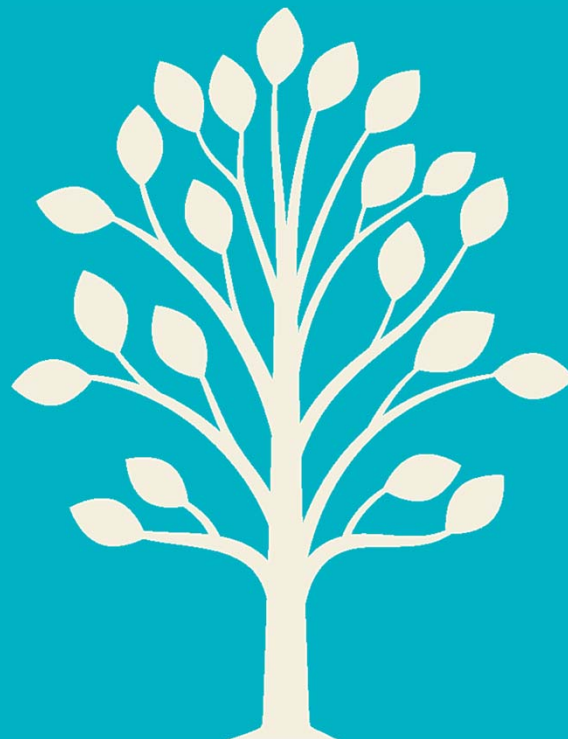
Students read two engaging texts and then write two essays. In one of the essays, students must choose and write their essay on one of three optional texts.

Students must be able to:

1. focus writing on a particular purpose and audience
2. use a wide range of suitable vocabulary
3. use accurate spelling
4. structure their work effectively



Some samples from Paper 1 - Writing



Question 5

1. Lets read Question 5, noting the words in the four boxes.
2. Notice the different tenses.
3. To mark this question, examiners will consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
3. Examiners will be looking at: [communication and content](#) & [linguistic knowledge and accuracy](#).



Question 5

SECTION B: WRITING
Answer Questions 5 and **either** Question 6(a) **or** 6(b) **or** 6(c).
Write your answers in the spaces provided.

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.

(12)



Question 6

- Question 6 is also marked using bands. It has more marks which is reflected in the bands.
- Students choose one of the three options available.
- Each question has three points that need to be addressed, they require the use of different registers, creativity and clarity.
- Lets read the questions in the sample paper.



Section C – Translation

Students are required to convey their understanding of written English and translate it into Swahili. In Section B, students read engaging statements in English and then translate them into Swahili.

Students must be able to:

- Apply the conventions of grammar in order to produce and manipulate pertinent and accurate content.



Question 7

Lets look at the translation passage on 'Lamu'

SECTION C: TRANSLATION INTO SWAHILI
Write your answer in the space provided.

7 Tafsiri aya ifuatayo kwa **Kiswahili**.

Lamu

Lamu is a small island in Kenya. Each year, there are several competitions and races during the Lamu festival. Normally, the donkey race is the most anticipated show of the day. People have spent the entire year practising their skills for this event, and the winner is celebrated at the end of the day.

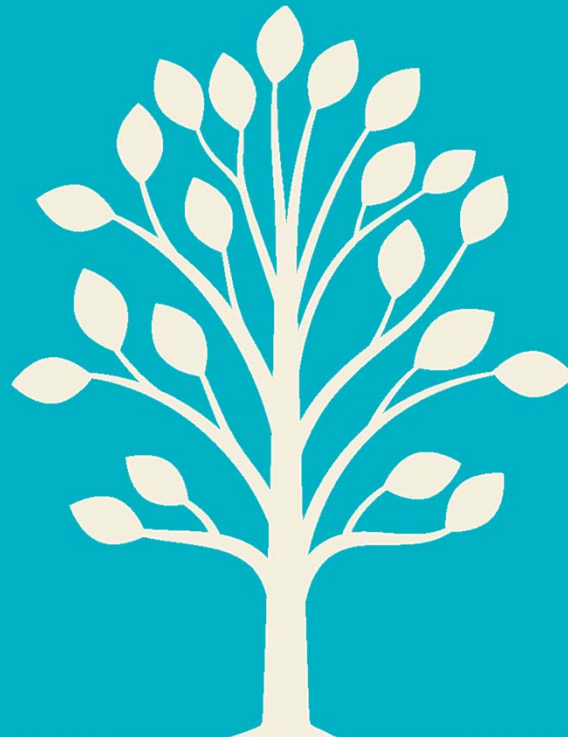
DO NOT WRITE IN THIS AREA

Lets look at the mark scheme. The text has been divided into single point sections.

The examiner will be looking at how the meaning is conveyed.

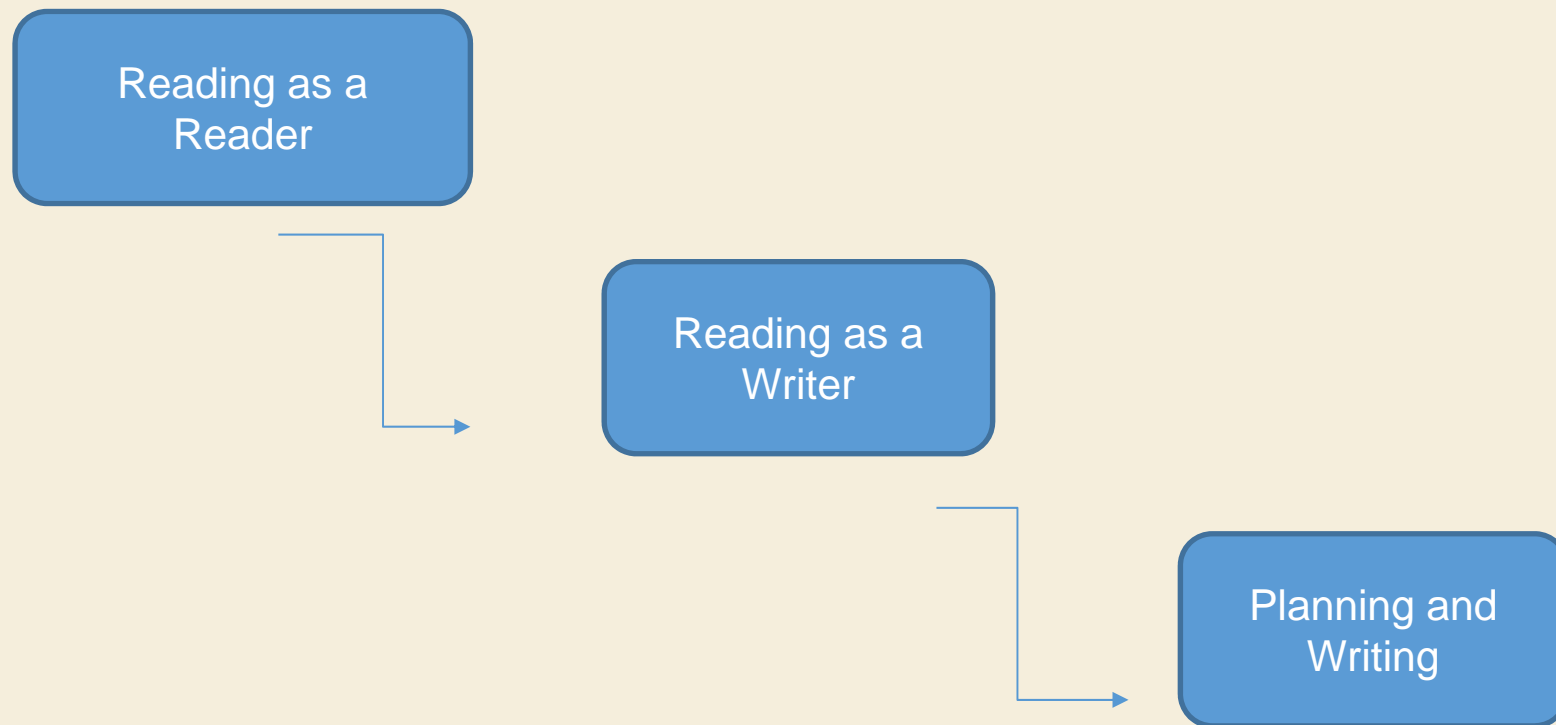


Understanding the process of Reading and Writing



From reading to writing

The process:



Reading as a Reader

This is probably the “normal” way of reading. We try to figure out what a piece of writing means by understanding the words a writer is using.

When we read as readers we:

Question

Predict

Infer

Connect

Feel

Evaluate



Reading as a Writer

Read from the perspective of a writer. Focus less on WHAT the writer is trying to say and more on HOW the writer is saying it. Our interest is the techniques the writer is using and how those techniques affect us as we experience the text.

The goal is to locate what we believe to be the most important ‘writer’ choices in the text— these can be as big as the overall structure or as small as a single word.

When we read as writers we look for:

Ideas

Organization

Voice

Word Choice

Sentence Fluency

Conventions



In Class -

Before learners plan and write- teach them to 'talk for writing'.
This is when they explore the text through:

Dance or music

Drama or role play

Art or design

Re-sequencing, re-interpreting and retelling

Then – **plan**



While planning ...

Introduce a variety of planning methods:

- Word based planning sheets and grids

- Graphic organisers including writing skeletons, mind maps

- Visual ideas such as storyboards

- Oral planning using video/audio recorders



Before Writing they should have:

Read and responded to a text.

Analysed the text to understand the focus features

Engaged in speaking and listening activities to develop their own language and ideas ...



- Learners do not write what they haven't read or otherwise experienced.

- They

read, listen (or otherwise experience)

imitate

innovate

invent



- Acquiring the technical knowledge needed to write successfully
 - at sentence level
 - at text level
- Improving ideas *before* writing them down
- Improving ideas *after* writing as a result of feedback



At sentence level

Learners need to develop a toolkit of expertise.

This needs to include:

- an extensive vocabulary;
- an understanding of how to construct and punctuate a simple sentence
- then how to make the sentence less simple;
- how to use all kinds of sentences effectively in their writing.



Swahili sentences

1. Agglutinating verbal sentence

1. Anapika
2. Watasafiri

2. Nominal and verbal sentence

1. Motokaa ile imekwama
2. Watoto wale wanakula

3. Others

Using connectors – Mvuvi yule alivua samaki na kuwatupa majini

Complex – Mvuvi aliyevua samaki hakujifikiria ...



First – the simple sentence

Nani	Alifanya Nini?	Nani, Nini, Wapi
Mimi	ninawajua	vijana
Vijana	wanaishi	nyumbani
msimulizi	alipenda	gauni
Dada	alihisi	furaha
Mama	alilia	machozi



Then make it less simple

- An appropriate use of connectives 'na, kwa...'
- Varying sentence openers, 'Basi, Yule, Hivyo...'
- Punctuation to support meaning.
- Students should be comfortable using the Noun Class system appropriately.



Translation task

Translating from one language to another requires students to pay attention to detail in order to convey meaning accurately. Students need vocabulary, the ability to manipulate language structures and an awareness of the pitfalls of word-to-word translation. In Class use passages offering various translations through:

Multiple choice

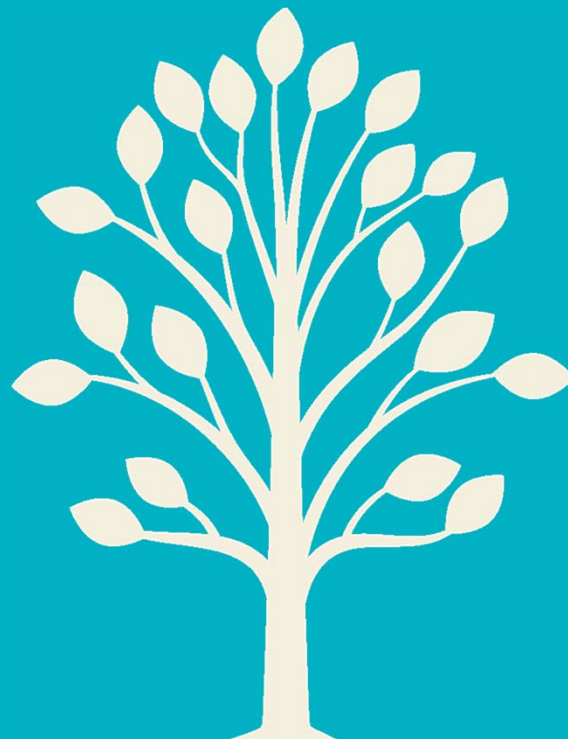
What is the Swahili/English word for...?

True/ False

Use literary texts



Listening



Listening paper

Students are required to convey their understanding of spoken Swahili through a series of listening tasks.

Students must be able to:

1. identify and note main points
2. deduce the meaning of words from context
3. extract specific details
4. identify points of view
5. show some understanding of unfamiliar language
6. recognise attitudes, emotions and opinions



Students will be expected to:

1. Identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
2. Deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
3. Recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions



Listening – Question 1& 2

Question 1 -

Lets look at the mark scheme.

Repeat for Question 2 – mavazi gani ndiyo yanayoongelewa?



Question 1

Look at the Transcript /

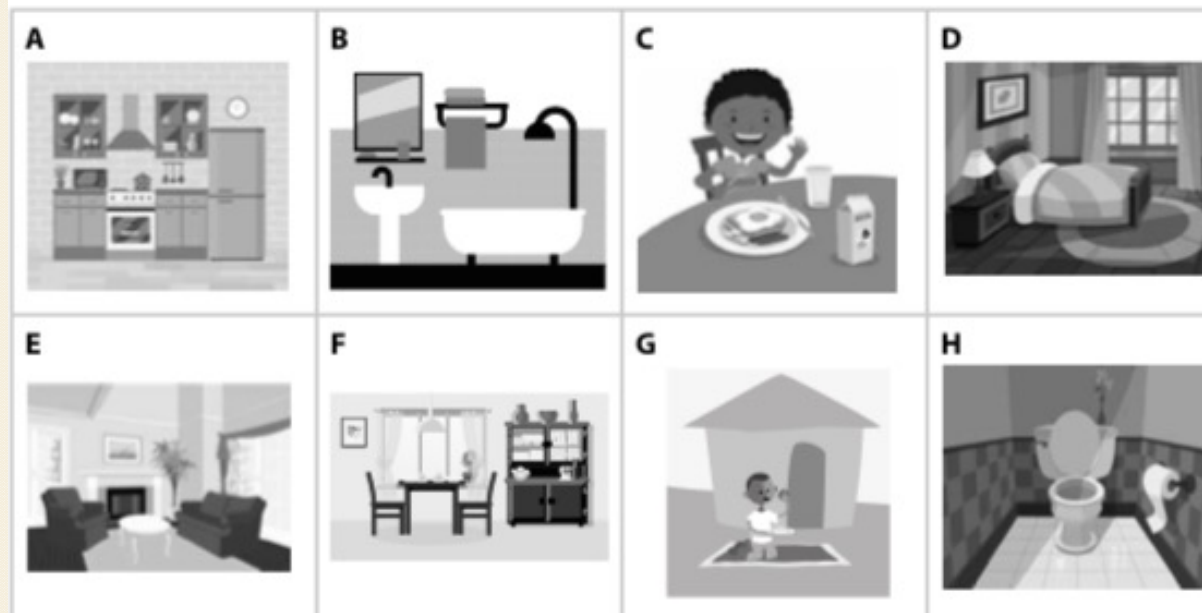
Listen to the phrases

Explore the exam paper –
sehemu gani ya nyumba
ndiyo inayoongelewa?



Nyumbani

Wanaongelea sehemu gani ya nyumbani? Weka alama ya ☒ katika visanduku sahihi.



	A	B	C	D	E	F	G	H
Mfano	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 1 = 4 marks)

Question 2

Look at the
Transcript /

Listen to the
phrases

Explore the exam
paper – *mavazi*
gani ndiyo
yanayoongelewa?



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Mavazi

2 Nani anapendelea kuvaa mavazi gani? Weka alama ya ☒ katika visanduku 6 sahihi.



	Fauziya	Rehema	Lulu	Ibrahim
Mfano	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Listening Questions

For each of these - Lets Look at the Transcript, Listen to the Question, Look at the exam paper

Question 3 requires short answers

Question 4 requires that students be able to understand spoken language and put the right tick.

Question 5 is a multiple answer question

Question 6 and 7 require spoken language comprehension to fill the tables.







Question 4

Tick correct answer:

Chakula Afrika ya Mashariki

4 Maoni ni chanya, hasi au chanya na hasi? Weka alama ya ☒ katika kisanduku kimoja tu, kwa kila chaguo.

	Chanya 	Hasi 	Chanya/Hasi  
Mfano: Venansi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a) Mariamu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Duli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Jackline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) George	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Salha	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Michael	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 6 marks)



Question 6

Write the correct letter:

Likizo

6 Wasikilize wanavyoongea kuhusu Likizo. Chagua alama sahihi

A boti	B zoezi	C tabu	D rafiki
E jamaa	F umati	G Kilimanjaro	H kupiga mbizi
I gari	J majumba	K mjini	L hoteli
M sokoni			

Mfano: Wakati wa likizo Juma alikwenda...	G
(a) Juma alihisi kwamba kupanda Kilimanjaro ni...	
(b) Juma hakupata nafasi ya kulala kwenye...	
(c) Hamisi alifurahia kuwaona ...zake	
(d) Akiwa baharini Hamisi alifurahia....	
(e) Roza hakupendelea kuogelea kwa sababu ya...	
(f) Roza alikwenda kununua vinyago...	

(Total for Question 6 = 6 marks)



Question 7

Deduce the positives and negatives

Ununuzi

7 Msikilize Mwameded anavyozungumza kuhusu Ununuzi. Andika kwa **Kiswahili** vipengele chanya na vipengele hasi. Hakuna ulazima wa kuandika sentensi kamili.

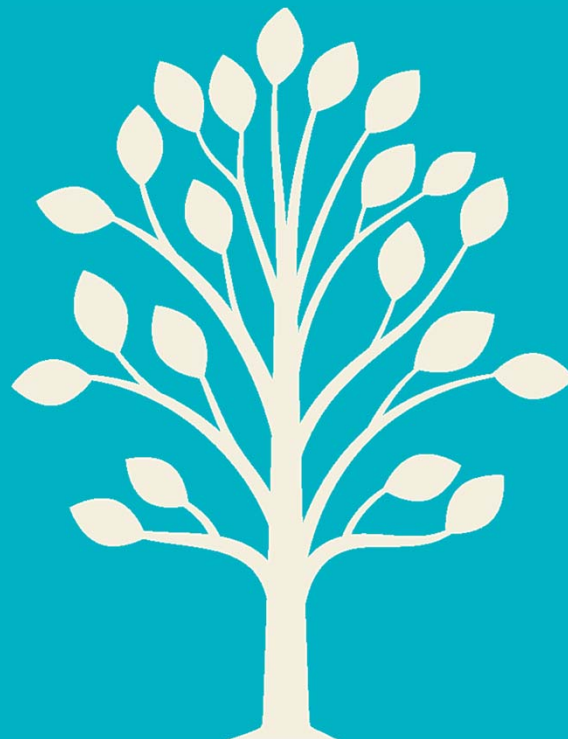
	Vipengele chanya	Vipengele hasi
Mfano: Maoni ya Mwameded kuhusu kununua vifaa	Ni muhimu kununua chakula	Hapendi kabisa ununuzi
Maoni ya wakazi kuhusu duka kubwa...	(a) _____ _____	(b) _____ _____
Ununuzi kwa simu	(c) _____ _____	(d) _____ _____
Ununuzi kwa mtandao wa intaneti	(e) _____ _____	(f) _____ _____

(Total for Question 7 = 6 marks)

TOTAL FOR PAPER = 40 MARKS



Speaking



Speaking Endorsement

The spoken language presentation may take a variety of forms, including:

a) a speech or talk by a student, followed by questions from the audience.

b) a formal debate or dialogue, such as an interview where the student is able to prepare extended responses to questions or prompts, which have been shared in advance, followed by questions from the audience.

In all cases, the presentation should be prepared and last no longer than 10 -12 minutes.



Students are required to :

Convey their understanding of spoken Swahili through a short discussion of a topic which they have some familiarity with.

Students must be able to:

1. convey information in speech on a range of topics, using context-specific vocabulary
2. express their opinions about a topic, developing their ideas through speech
3. respond spontaneously to both predictable and unpredictable questions on a range of topics
4. participate in extended discussions on a range of topics, from the familiar and every day to more abstract themes
5. speak fluently and coherently, using a range of grammatical structures without undue hesitation or obvious searching for vocabulary.

6. the intention of this task is to test students on a topic which has not been specifically prepared so as to test spontaneity of response.



Also, students should:

- Convey information and narrate events coherently and confidently, using and adapting language for different purposes
- **Speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies as appropriate**
- Use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present & future events
- Make creative and more complex use of the language, as appropriate, to express and justify their own thoughts & points of view

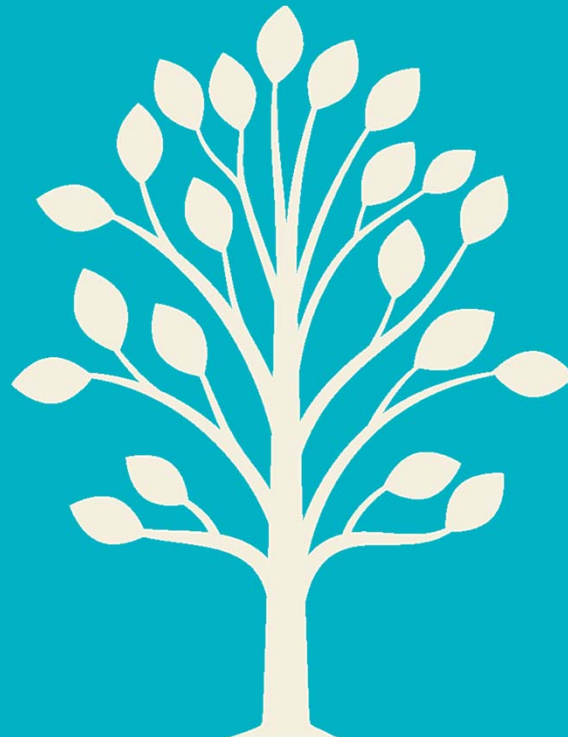


Speaking Assessment Criteria

- Students should be assessed either live or from recordings.
- There are no marks for the spoken language endorsement.
- Should students choose to attempt the assessment, they should be awarded a grade (Not Classified, Pass, Merit or Distinction) using the assessment criteria on page 21 of the Specification. Students' grades will appear on their certificates.
- Guidance on making and submitting recordings are on page 21 and 22 of the Specification.



Sharing best practice: Speaking



An Activity

Pupils are given cards relating to a topic and have to talk about what is on the card for x amount of time. Pupils can then select 2 or 3 cards to make longer speeches.

Kuhusu
mimi

Familia
yangu

Wikiendi
iliyopita

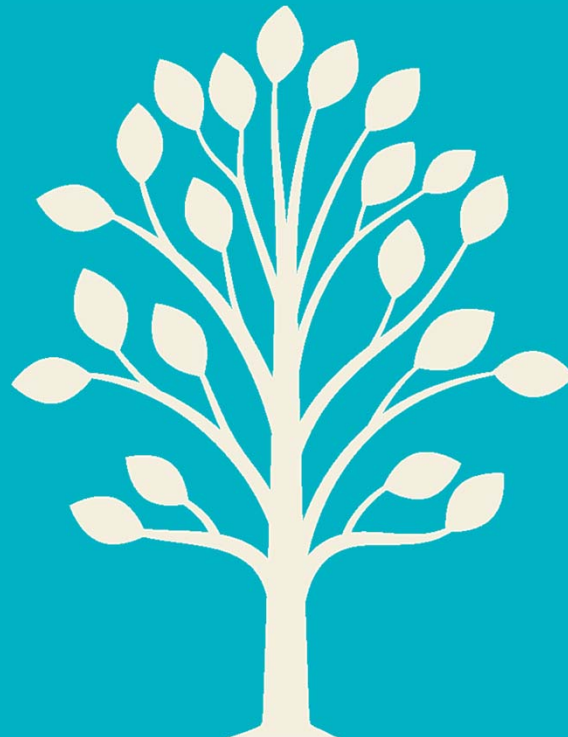


Talking Activities

- Explaining why something is wrong
- Saying what they think the answer is
- Agreeing and disagreeing with each other
- Giving an alternative response
- Finishing another student's answer
- 'thinking' together



General Sharing of Best Practice



Strategies in the Class

1. Delegate's views on the delivery of the qualification and best practice
 - Teaching Strategies.
 - Resources.



Literary texts

Part 1 - How are they assessed?

Part 2 - How do I incorporate them into the classroom?

(See handout)



Tackling Reading and Writing

What kind of activities have you found successful when exploiting texts in your lessons?



Examples of reading activities

- Read aloud for pronunciation
- Decoding
- Grammatical focus
- Creative production



Examples of reading Strategies

- Prediction
- Anticipation
- Skimming
- Scanning
- Decoding



Vocabulary Learning Strategies

- Building a Vocabulary – The Swahili Vocabulary list from Pearson will be handy for this
- Re-activate prior Vocabulary
- Learning Vocabulary
- Remember: Elaboration is the key! Doing something active to re-work the language over and over is how to fix it in long-term memory.



Spontaneous Speaking

- How is speaking assessed in the exam?
- What are the most important elements in the assessment criteria?
- How do I encourage spontaneous speaking in the classroom?



Group Discussion

What kind of activities have you found successful when exploiting literary texts in your lessons?





Resources

We offer a range of free and paid for resources for International GCSEs. These have been designed to support teachers to improve learner outcomes



Support overview

Support for
all subjects

Getting Started
Guide &
Scheme of
Work

Getting Ready
to Teach Events

Subject
interpretation of
transferable
skills

Subject Advisor

Results Plus

Regional
Support
Manager



Free support

Getting Started Guide *includes mapping of changes, content and assessment guidance, course planner and resource list*

Editable Scheme of Work *includes activities to support transferable skills development*

Results Plus *free online service giving instant and detailed analysis of your students' exam and mock performance*

Regional support manager *access to a regionally based support manager for any query*

Subject Advisor *For any subject related query you have. Sign up to mailing list*



For your subject specific enquiries
Subject advisor:
teachinglanguages@pearson.com

ALWAYS LEARNING