

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

GETTING READY TO TEACH

Event code: 17IOAL18

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 Introduction
- 10.10 Key changes, Timeline and 9-1 Grading scale
- 10.20 Overview of new specification
- 10.25 Overview of the new Assessment
- 10.35 Paper 1 – Reading and Writing
 - Going through the Reading Questions (1-4)
 - Going through the Writing Questions (5-7)
- 11.10 Paper 2 – Listening
 - Going through the listening transcript and
 - Going through the listening exam paper
- 11.40 Paper 3 - Speaking
- 11.50 Support
- 12.00 Closing



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, questions 2 and 3 were made up of passages to translate from and into Swahili, and question 4, which had the most marks 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.

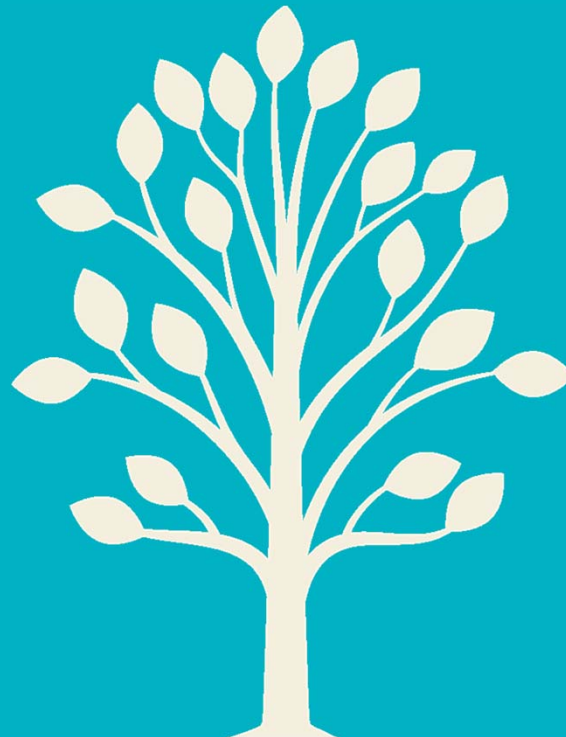


What has changed?

- 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



The 9-1 Grading

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.

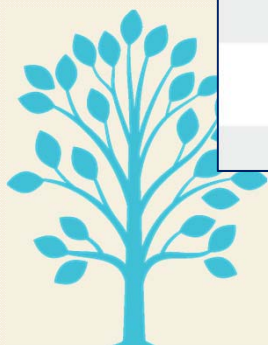
Benefits

- 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 England standards, unlike old A* to G grading

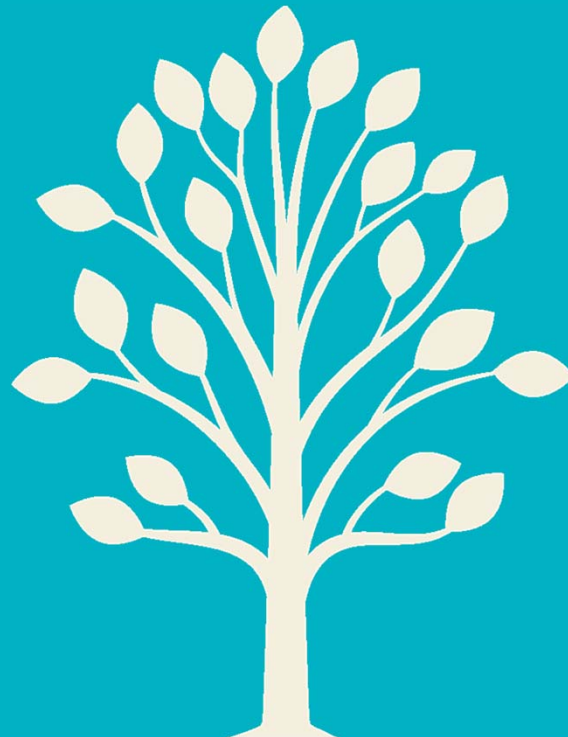


9-1 grading scale (2)

	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.



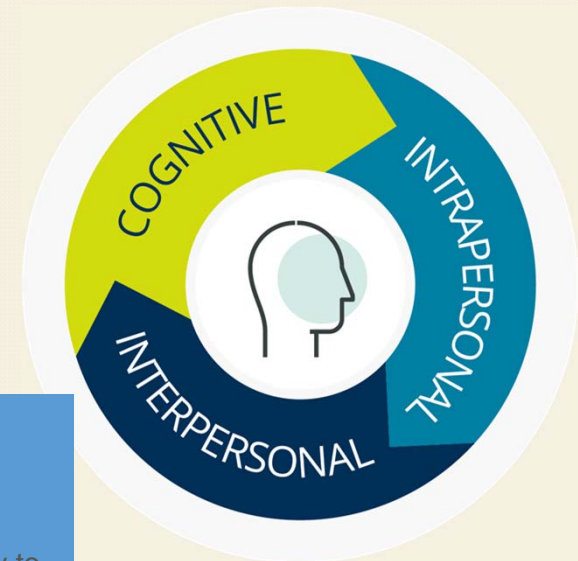
Intrapersonal Skills

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

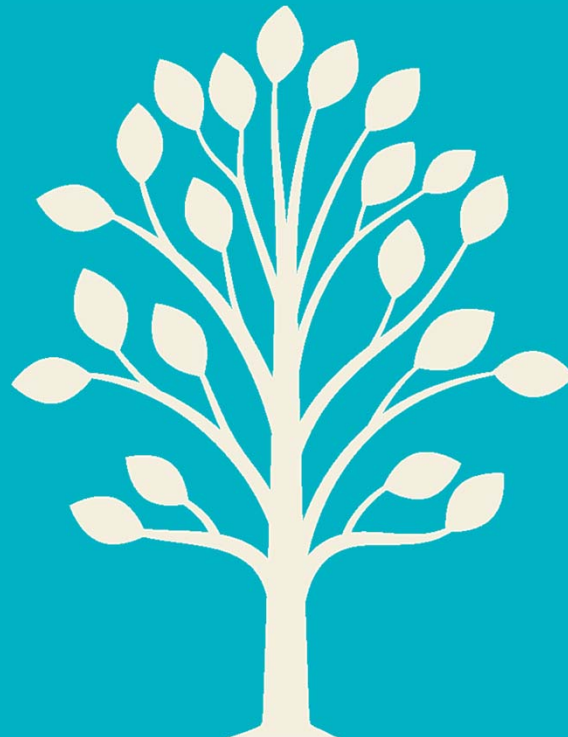


Interpersonal Skills

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



Assessment



		% in International GCSE
AO1	Understand and respond, in writing, to written language.	40
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, using them accurately, and understand contemporary written texts in English and translate them into the target language.	40
AO3	Understand and respond, in writing, to spoken language.	20
AO4	Communicate in speech comprehensively and fluently: <ul style="list-style-type: none">- Give information and express opinions on a range of topics at different levels of complexity- Respond to a range of questions on a variety of topics- Use a range of vocabulary, grammar and structures appropriately.	Endorsed separately



Assessment Objectives and Weighing

Assessment Criteria

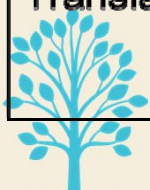
Assessment Objectives	Criteria	% in International GCSE
AO1	Understand and respond, in writing, to written language.	31%
AO2	Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in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



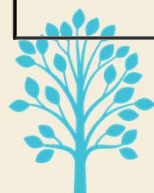
Section	Assessment: 1 hour
Section A: Reading (38 marks)	<ul style="list-style-type: none"> • There will be multiple-choice and short-answer questions related to four text extracts. • Students will answer all questions in this section. • Sample paper has: Maonyesho ya Kimataifa ya Vitabu, Wasanii Afrika 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
<p>Internally set and assessed, externally moderated. Non-examined assessment: 10 -12 minutes Availability: June Endorsed separately (optional)</p>	<p><i>Endorsed separately (optional)</i></p>
<p>Content overview This paper assesses the effective use of spoken Standard Swahili in speeches and presentations</p>	
<p>Assessment overview Discussion/dialogue tasks prepared by the centre. Awarded separately with a Pass/Merit/Distinction grade.</p>	



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

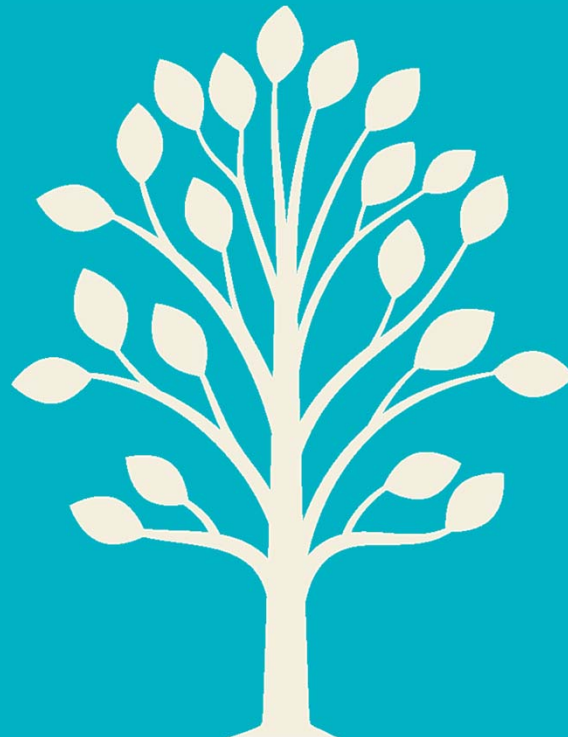
All themes and topics must be studied in the context of countries and communities where Swahili is spoken.

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 relationships 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



Examples of reading activities

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



Examples of reading Strategies

- Prediction
- Anticipation
- Skimming
- Scanning
- Decoding



Look at the Exam Paper - Reading

1. Let's read Passage 1- Maonyesho ya Kimataifa ya Vitabu.
2. Let's look at the Questions.
3. Let's look at the Mark Scheme for answers.
4. Let's do the same for Questions 2, 3 and 4.



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



Question 5

1. Lets read Question 5, noting the words in the four boxes. They are in different tenses.
2. 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 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

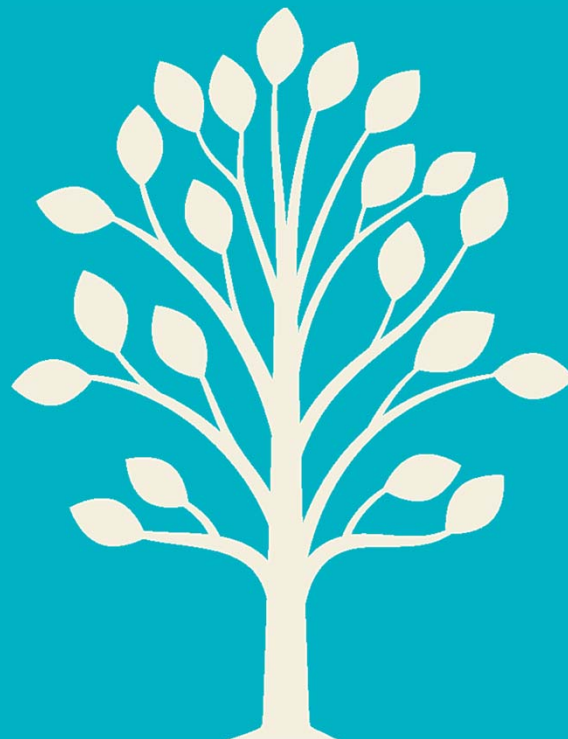
Lets look at the translation passage on 'Lamu'

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.



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 - Let's Look at the Transcript

Let's Listen to Question 1

Let's Look at the exam paper – sehemu gani
ya nyumba ndiyo inayoongelewa?

Let's look at the mark scheme.

Repeat for Question 2 – mavazi gani ndiyo yanayoongelewa?



Listening Question 3

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

Question 3 requires short answers

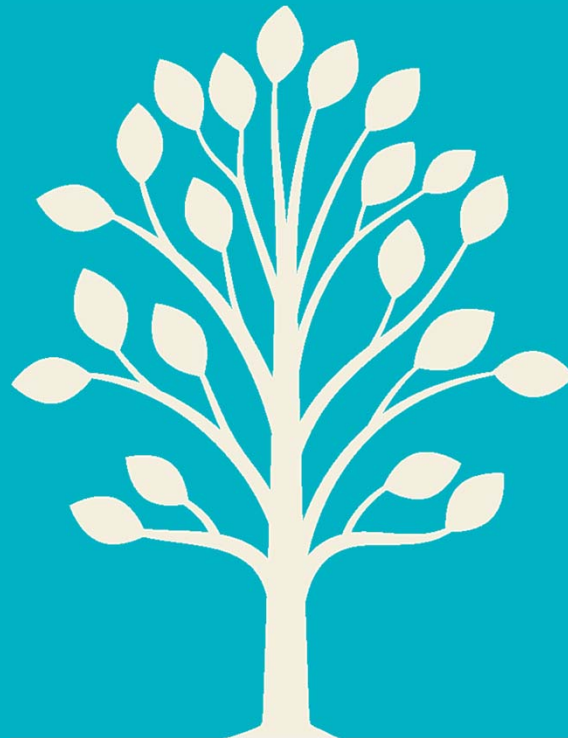
Question 4 requires that students be able to understand spoken language and put the right tick.

Question 5 is a multiple answer question

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



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.





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