

INTERNATIONAL GCSE

Swahili (9-1)

EXEMPLARS WITH EXAMINER COMMENTARIES

Paper 1 and Paper 2

Pearson Edexcel International GCSE in Swahili (4SW1)



Contents

Introduction	4
1.1 About this booklet	4
1.2 How to use this booklet	4
1.3 Further support	4
Paper 1: Reading, Writing and Translation	5
Question 3	6
Exemplar response A	7
Exemplar response B	8
Question 5	9
Exemplar response A	10
Exemplar response B	11
Question 6	13
Exemplar response A	13
Exemplar response B	15
Exemplar response A	18
Exemplar response B	20
Exemplar response A	23
Exemplar response B	25
Question 7	27
Exemplar response A	27
Exemplar response B	28
Paper 2: Listening	29
Question 3	30
Exemplar response A	30
Exemplar response B	31
Question 6	32
Exemplar response A	33
Exemplar response B	34
Question 7	35
Exemplar response A	36
Exemplar response B	37
Mark schemes	38

Introduction

1.1 About this booklet

This booklet has been produced to support teachers delivering Pearson Edexcel International GCSE in Swahili specification. The Paper 1 and Paper 2 exemplar materials will enable teachers to guide their students in the application of knowledge and skills required to successfully complete this course. The booklet looks at questions 3, 5, 6 and 7 in Paper 1 and 3, 6 and 7 in Paper 2 from the June 2019 examination series, showing real candidate responses to questions and how examiners have applied the mark schemes to demonstrate how student responses should be marked.

1.2 How to use this booklet

Each example covered in this booklet contains:

- Question
- Mark scheme
- Exemplar responses for the selected question
- Example of the marker grading decision based on the mark scheme, accompanied by examiner commentary including the rationale for the decision and where relevant, guidance on how the answer can be improved to earn more marks.

The examples highlight the achievement of the assessment objectives at lower to higher levels of candidate responses.

Centres should use this content to support their internal assessment of students and incorporate examination skills into the delivery of the specification.

1.3 Further support

A range of materials are available from the Pearson qualifications website to support you in planning and delivering this specification.

Centres may find it beneficial to review this document in conjunction with [the Examiner's Report for Paper 1](#), [the Examiner's Report for Paper 2](#) and other assessment and support materials available on [the Pearson Qualifications website](#).

Paper 1: Reading, Writing and Translation

Exemplar responses and commentaries

Question 3

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

Kahawa

Kahawa ni kinywaji ambacho watu wengi duniani kote hukipenda. Hunywewa hasa mikahawani na majumbani. Katika kisiwa cha Pemba, ni desturi kwa watu kukusanyika kwenye vibaraza na kujiburudisha kwa kunywa kahawa ya moto kutoka kwenye vikombe vidogo vya duara.

Mzee Habibu ni mwuzaji wa kahawa. Yeye hununua mahitaji yake kama matunda ya kahawa, viungo na sukari kila wiki. Pia hutayarisha vitafunio vitamu kama kashata na halua. Mzee Habibu hapendi kahawa ya vikopo kutoka madukani. Yeye huenda moja kwa moja kwa wakulima wenyewe na kuyanunua matunda haya yenye rangi nyekundu. Mti wa kahawa huchukua miaka mitatu kutoa matunda kwa mara ya kwanza. Mzee Habibu huyakausha kwa kuyaanika juani na pia kuyachoma. Baadaye huyasaga kwenye kinu na kuyachanganya na viungo kama tangawizi.

Mchanganyiko huu huchemshwa na kuwa na ladha ya kipekee. Harufu yake huwavutia wateja kuendelea kuinywa zaidi.

(Total for Question 3 = 12 marks)

Exemplar response A

Mfano: Kahawa ni: kinywaji

- (a) Duniani kahawa hunywewa: mikahawani na majumbani (2)
- (b) Kisiwani kahawa hunywewa: Desturi (1)
- (c) Chombo cha kunywea kahawa: vikombe vidogo (1)
- (d) Kazi ya Mzee Habibu: mwuzaji wa kahawa (1)
- (e) Rangi ya matunda ya kahawa: nyekundu (1)
- (f) Muda kwa mkahawa kuchanua mwanzoni: miaka mitatu (1)
- (g) Njia za kukausha kahawa: kupanika juani na kujachoma (2)
- (h) Mchanganyiko una kahawa na: ladha ya kipekee (1)
- (i) Wateja huvutiwa na: vibaraza na kunywa (2)

Examiner's comments:

This response was given 8 marks.

Like most candidates, this candidate answered (a) correctly. They have a cross for (b) since coffee on the island is enjoyed on platforms/balconies and not 'on' 'culture'. In this instance, the candidate needed to check that the phrase made sense. Some candidates have responded 'kisiwani Pemba'. This response is the result of lifting words around the word 'kisiwa', which appears in the question. Again, candidates need to look back at the notes they have taken and make sure that they make sense.

The candidate also has a cross for (h). This question has the conjunction 'na' and hence needs a response that uses two nouns of what the mixture is made of: 'kahawa' (coffee) is given and the response needed is 'viungo' (spices). The examiners also accepted 'tangawizi' as a type of spice.

As for (i), the response needed was 'harufu' and 'ladha'. It is the smell and taste that attract drinkers and not 'drinking some more' or 'sitting on balconies'. Candidates need to remember that passages such as this one have information that feeds into the main output as well as information that distracts. They need to read more than once so as to differentiate this. Hence, responses such as above as well as 'kuchemshwa' and 'kipekee' or even 'kahawa', are all distractors.

Exemplar response B

Mfano: Kahawa ni: kinywaji

- (a) Duniani kahawa hunywewa: mikahawani na majumbani (2)
- (b) Kisiwani kahawa hunywewa: kwenye vi baraza (1)
- (c) Chombo cha kunywa kahawa: kikombe cha duara (1)
- (d) Kazi ya Mzee Habibu: mwuzaji wa kahawa (1)
- (e) Rangi ya matunda ya kahawa: nyekundu (1)
- (f) Muda kwa mkahawa kuchanua mwanzoni: miaka mitatu (1)
- (g) Njia za kukausha kahawa: kuyaanika juanina kuyachoma (2)
- (h) Mchanganyiko una kahawa na: tangawizi (1)
- (i) Wateja huvutiwa na: ladha na Harufu (2)

(Total for Question 3 = 12 marks)

Examiner's comments:

This response was given 12 marks.

This candidate was given full marks because they were able to read the passage, understand it and offer responses in the notes form. In (c) and (d), the candidate offered full sentences for the given responses but just a note would have sufficed, hence 'kikombe' for (c) and 'mwuzaji' for (d).

Question 5

5

Shule yangu

Shule

Masomo

Mwaka ujao

Mambo nipendayo na
nisiyoyapenda

Andika takriban maneno 70 kwa **Kiswahili** kuhusu shule yako. Ni lazima kutumia maneno yote yaliyotajwa hapo juu.

(12)

Exemplar response A

Shule yangu inaitwa Shule ya upili ya Laiser Hill. Shule hiyo iko mjini Nairobi maeneo ya Dagata Rongai. Shule yangu ina michezo mbali mbali kama vile raga, kandanda, mpira wa vikapu na kadhalika ambazo zilishinda katika michezo ya kitaifa mwezi wa Aprili na timu hizo zitawakilisha nchi hii katika michezo ya Afrika Mashariki mwezi wa Agosti. Napenda shule yangu kwa sababu ya michezo hii kwani mimi hucheza raga na pia ninapenda vile ambayo masomo hufanywa kwa njia taratibu kwani walimu wote wana uhusiano mzuri kabisa na wanafunzi. Kiti nisichokipenda ni hali ya anga pekee kwani huku kwa joto jingi sana. Mwaka ujao nitakuwa nimekamilisha masomo yangu ya sekondari kwani nakanilisha mitihani yangu ya kitaifa mwaka huu mwezi wa Juni.

Examiner's comments:

This response was given 11 marks.

The candidate was given 5 marks for Linguistic knowledge and accuracy and 6 marks for Communication and content.

This question requires only 70 words. This means that a couple of sentences per question word would suffice. The candidate has tried to adhere to this. The candidate has an excellent range of vocabulary, including words such as 'raga', 'maeneo', 'kuwakilisha' and 'taratibu'. There are also correct structures, e.g. locatives are used correctly - 'iko' as well as complex structures such as 'nitakuwa nimekamilisha'. There is also very strong evidence of correct spelling and grammar. The only misplaced structure is the demonstrative 'hio', which should be 'michezo hiyo'.

The passage is very clear and there is no ambiguity. It is also interesting and holds the examiner's interest. The question words are inserted very well into the passage, offering a coherent whole.

The candidate would have received full marks had it not been for the grammatical mistake. Teachers should work on noun classes with the candidates so that they can produce error-free passages.

Exemplar response B

Shule ni muhimu sana katika maisha ya mtoto. Shule yangu inaitwayo 'St. Nicholas Senior School' ni shule ambayo husaidia wanafunzi sana katika masomo na talanta. Shule yangu ina walimu wazuri sana, walimu wenye wanataka ufaulu katika masomo na pia maishoni. Shule yangu pia hupenda kukaa na wanafunzi wachache kuongelelea kuhusu vitu venye wanafunzi hutaka na pia vitu ~~vyenye~~ vyenye shule hutaka kutoka wanafunzi.

Shule yangu hufaulu sana kwenye masomo. Michaka za kumi ziliyopita shule yetu ilikuwa nambari ya kwanza katika nchi ya Kenya. ~~Walimu~~ Walimu wetu hujua kufunza sana. Walimu wetu hupenda sana ~~kuenda~~ kuenda moja kwa moja na mwanafunzi na kuamba hiyo ndio muhimu sana kufunza mwanafunzi na aelewe ~~vitu~~ vizuri.

Mwaka ujao shule yangu inataka kuleta walimu wengine mpya kwa sababu shule yetu inaendelewa kuitengenezwa iendeleo kuwa kubwa na wanafunzi wengi wanaendelea kuingia hii shule. Pia shule yangu wanataka kucheza kandanda na shule zingine. Mwaka ujao kuna vitu vingi zitafanyika.

Examiner's comments:

This response was given 6 marks.

The candidate was given 3 marks for Linguistic knowledge and accuracy and 3 marks for Communication and content.

Candidates must refer to all four bullet points to get full marks. Only a maximum of 4 points can be offered if one bullet is missing, 3 points if two bullets are missing, etc. This candidate has not included their personal preferences and dislikes: 'mambo nipendayo na nisyoyapenda'. By omitting a bullet point, the candidate cannot earn more than 4 points.

The examiner has given the candidate 3 for linguistic knowledge because the piece shows only some evidence of correct spelling and grammar - not significant evidence. In fact, this candidate's weakness is grammar. The candidate uses '-enye' instead of 'amba', e.g. 'walimu wenye', 'vitu venye'. Incorrect structures such as 'miaka za kumi ziliyopita', 'walimu mapya' and 'vitu vingi zitafanyika' are present. The candidate includes structures that seem to have been fabricated, e.g. 'inaendelewa kuitengenezwa'.

The communication also lacks clarity, with phrases such as 'kuenda moja kwa moja na mwanafunzi na kuamba...', which is extremely ambiguous. This passage needed to have more coherence so as to hold the examiner's interest.

Candidates should have two good sentences per bullet point so as to make the 70 word limit. The more candidates write, the more errors they include in their work. Also, teachers should work on grammar by helping students achieve the use of correct noun classes.

Question 6

Option 1

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

Chaguo 1

(a)



Andika makala kupendekeza nchi ambapo kombe la dunia lingeweza kufanyika. Ni lazima uandike kuhusu:

- Sababu za kuchagua nchi hiyo
- Nafasi ya mpira wa mguu katika jamii
- Mawazo yako binafsi.

(20)

Exemplar response A

PENDEKEZO LANGU

Kombe la dunia ni kombe adhimu na maanifu kote duniani. Kila baada ya miaka minne michuano ya timu kutoka nchi tofauti hufanya katika majawapo ya nchi duniani. Mara ya mwisho kombe la dunia lilitendeka nchini Russia iliyopo bara la Asia, nami ningependekeza mara itakayofika michuano hiyo ifanywe nchini Nigeria.

Nimechagua nchi hii kwa sababu kadhaa yakiwemo kwamba, nchi hii ni kati nchi bingwa katika michezo ya kandanda barani Afrika. Pia tunapata kuwa nchi hii ni nchi yenye mali na ardhi za kutengeneza waji waji za maana na za kuchezea na kuruhudia.

Mpira una nafasi kubwa katika jamii ya wenyaji wa nchi hiyo. Hali hii inadhihirishwa na idadi kubwa ya wachezaji maanifu wotokao nchi hiyo. Kwangu mimi ninapendekeza nchi hiyo ili ipate faida na ustali kutokana na kombe hiyo hivyo basi wajenge na walinde usalama wao.

Examiner's comments:

This response was given 17 marks.

The candidate was given 8 marks for Linguistic knowledge and accuracy and 9 marks for Communication and content.

This is a well-structured essay that includes all the bullet points from the question. It starts off by using some complex adjectives to explain the importance of the World Cup. These include words such as 'adhimu'. The candidate has also included complex vocabulary, e.g. 'michuano', 'kushuhudia' and 'kuridhishwa'.

The essay is coherent and fluent. There are some grammatical errors although fortunately they do not interfere with the overall comprehension. Without these, the candidate would have scored higher. For example, the candidate has used phrases which are grammatically correct in English but do not convey the intended meaning in Swahili. An example of this is the use of 'pata' - 'tunapata kuwa nchi hii...' - this literal translation does not make sense in

Swahili.

Although there are some strong verb formations which work well in making this essay strong, for example, the use of the subjunctive, 'ifanywe', and the relative, 'watokao'; the candidate has made simple errors, e.g. in their usage of demonstratives: 'kombe hiyo'. The examiners would expect an essay such as this one not to have such errors. Re-reading the essay after the initial write-up could have highlighted such errors.

Exemplar response B

Ningependa kombe la dunia lifanyike katika nchi ya Kenya. Ningependa hivo kwa sababu nchi hiyo ina watu ambao wanajua kukaribisha wageni kutoka nchi zingine. Pia nchi hiyo ya Kenya ina watu ambao wanajua kutangamana na watu wa kila aina.

Nchi hiyo ya Kenya pia ina mahoteli mazuri ya watu kukishi na pia ina viwanja vizuri ambavyo vingendeza wachezaji wakienda kuvicheza. Nchi hiyo ya Kenya ina pia vitu vya kujiburudisha ambavyo ni vya kila aina. Sababu yangu nyingine ya kuichagua nchi ya Kenya ni kwamba nitakuwa na uwezo wa kutazama mechi zote za kombe la dunia bila kusumbuka.

Mara wa mguu una nafasi isiyo haba katika jamii. Wajamii wana uwezo wa kujiburudisha

kwa kuona mpira katika televisheni ama hata
kucheza. Mpira ukichezwa huleta siha nzuri
kwa wachezaji kwa hivyo ni bora kwa wanajamii.
Mpira wa mguu ukichezwa huleta watu wengi
pamoja na ilhali kuleta upendano baina ya
wanajamii.
Mwanzo yangu ya kibinafsi kuhusu mpira
wa kandanda ni kwamba ni mchezo unaoiburudisha
na kuleta wanajamii pamoja.

Examiner's comments:

This response was given 18 marks.

The candidate was given 9 marks for Linguistic knowledge and accuracy and 9 marks for Communication and content.

This candidate has shown an excellent ability to express their thoughts about where the World Cup should be held. The essay is interesting and addresses all the bullet points. It even includes a bit of humour when the candidate notes that if the competition is held in Kenya, they will not be 'bothered' by the inability to watch games.

The language used is complex. The candidate uses complex vocabulary as well as grammatical structures. There is also an inclusion of some typical Swahili turns of phrases such as 'si haba'.

The candidate does not digress from the theme and there is no repetition. There are a few grammatical errors but these do not detract from the fact that this is a strong and well-structured essay. Candidates need to plan and structure their essays in line with the bullet points listed in the question. The bullet points offer cohesion between paragraphs and work well to make the essay coherent.

Also, candidates should remember to apply noun classes while composing essays.

Option 2

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

Chaguo 2

(b)

Nimesikia umerudi kutoka likizo uliyokwenda na familia yako.
Tafadhali niambie ilikuwaje!

Rafikiyo,

Zenaida

Jibu kwa kutumia barua pepe. Ni lazima uandike kuhusu:

- Umuhimu wa likizo
- Matukio wakati wa likizo
- Mipango yako kwa mwaka ujao.

(20)

Exemplar response A

MTAA RUNDA KUSINI,

S.L.P 001002,

NAIROBI, KENYA.

21/10/00.

Kwa mpendwa Zenaida,

Hujambo Zenaida? Uhali gani? Natumai yu
mzima kama kigongo na buheri wa afya.

Je, wazazi wako wako wazima? Sote hapa
nyumbani tuko salama salimini.

Nilivudi kutoka likizo yangu juzi. Tulika

kule Bali kwa muda wa wiki mbili na tulifurahi.

Likizo ni muhimu sana katika maisha yako.

Ukiwa likizoni unaweza kupumzika na

kujiburudisha. Unapumzisha akili yako na kujionea
raha maishani.

Nilipokuwa likizoni, niliweza kuogelea kwenye

bahari la Hindi na pia niliweza kuogelea na

papa. Niliweza kuzuru mbuga la wanyama

na kuwaona wanyama kama vile ndovu na nyati.

Ndugu yangu mdogo alimpanda ndovu aliyekuwa

mkubwa kama jitu. Tulipokuwa kwenye mtaa

wa Bali niliweza kula vyakula vya aina mbali

mbali na vyote vilikuwa vitamu kama haliwa.

Mwaka ujao nimepanga kutembelea nchi wa
Ufaransa wakati wa likizo. Ningependa uje
nami kwa hivyo niandikie hivi karibuni.

Wako wa kufa kufaana,
Zawadi.

Examiner's comments:

This response was given 18 marks.

The candidate was given 9 marks for Linguistic knowledge and accuracy and 9 marks for Communication and content.

This is a very pleasant essay to read and holds the interest of the examiner. The essay is well structured, starting with greetings, details of the holiday in Bali (being on an elephant, swimming and eating delicious food), the importance of having a holiday and their plans for travelling to France next year. The candidate addresses all the bullet points in a logical way and without digressing from the theme.

Note an excellent use of similes, e.g. 'vitamu kama halua' and 'mzima kama kigongo'. There is also a number of Swahili sayings which are pleasant to read, for example: 'salama salimini' and 'kufa kufaana'. Similarly, the essay uses an excellent range of vocabulary, grammatical structures and tenses.

This candidate could have received full marks had it not been for their use of demonstratives. For instance, they write: 'bahari la hindi, mbuga la wanyama and nchi wa Ufaransa'. This shows that the candidate did not always employ correct agreements although they did include a number of complex grammatical structures and lexical terms, which helped produce a very good essay.

Exemplar response B

BARUA PEPE

Kutoka kwa: James Jefferson @gmail.com

kwa: Zenaida @gmail.com.

KUH: LIKIZO TANGU.

Nimeendi kutoka likizo yangu niliyokuwa nimeenda.
Nilienda nchi ya Australia na familia yangu. Tulikoa
nchini humo kwa muda wa wiki mbili. Nilipenda
likizo hili kwa ilikuwa wenye umuhimu kubwa sana
kawangu. Likizo hili iliniwezesha niweze kujadiliwa na
watu wa asili na mila mbalimbali. Likizo hili
pia ilifanya niweze kujua na marafiki kadha wa
kadha. Niliveza kujifunza pia jinsi magari ya umeme
nchini humo kufanya kazi. Likizo hili ikinielimisha
sana kuhusu nchi hii.

Tulipokuwa likizani, matukio mengi yalitokea, moja wapo
ya matukio haya ilikuwa wanyama ualivaza kuingia
katika hotelini tulipokuwa tukishi. Nchi hii ya Australia
ina aina nyingi sana ya wanyama na hili saa
zingine inaonyesha mtu fulani kupatana na wanyama
pori urehemu nyingine za nchi. Niliveza pia kupatana
na rafiki yangu Atcha aliyehamia nchini humo, kwa muda
ile niliyokuwa nimeizuru.

Mwaite yao ningependa sana kuzuri nchi ya Ureno
 na wewe ukuje na wizi: familia zetu mbili zikupenda
 sana nchi hiyo na maendeleo iliyokuwa nayo. Nchi hiyo
 ni kubwa mno na tutaweza kuizuri rekoni nzuri
 zaidi. Kasilimie kaka yako Ahmed na ndugu zake
 wote. Msalimie pia mamayako muzambi nampenda sana,
 Rafikiyo
 James.

Examiner's comments:

This response was given 15 marks.

The candidate was given 8 marks for Linguistic knowledge and accuracy and 7 marks for Communication and content.

This candidate has presented a comprehensible essay which follows a logical sequence. It starts with information about a holiday in Australia and the events undertaken by the candidate. The candidate then talks about why the holiday was important to them. It ends with information about a planned future holiday to Portugal. The candidate has therefore responded to all the bullet points.

The essay's shortcomings are problematic linguistic and grammatical accuracies. For instance, the phrase: 'likizo hili kwa ilikuwa wenye...' uses the wrong demonstrative for 'likizo' and then uses '-enye' as it should for people but not items from the N-class. There is also an issue with the locative, e.g. 'katika likizoni' - this is a very basic error where either the preposition or the suffix 'ni' is used.

The essay uses some good grammatical structures, such as the subjunctive, although there are instances when this is done incorrectly, for example with the monosyllabic verb: the candidate writes 'ukuje' instead of 'uje'. The candidate should also have re-checked the essay and would have noticed that they have joined up structures that needed to be spaced out. One example is 'nzurinzuri' and the other in 'mamayako'.

This essay would have scored higher had the candidate paid more attention to the grammatical structures and avoided repetition of errors.

Option 3

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

Chaguo 3

- (c) Kwenye ukurasa wako wa blogu andika kuhusu faida na/au hasara za kusoma vitabu. Ni lazima uandike kuhusu:

- Mawazo yako kuhusu vitabu
- Desturi ya kusoma vitabu kwenye jamii yako
- Kusoma kwa furaha.

(20)

Exemplar response A

FAIDA ZA KUSOMA YITABU

Vitabu hutupa kama binadamu ujumbe ambao hutusaidia sana maishani. Kwa mfano vitabu kuhuru mazingira hupa watu ujuzi kuhuru faida za kukinga mazingira na hivyo, watu huweza kuyatunza. Kuna aina nyingi za vitabu kama vile vitabu vya uhekerishi, upendo na vya hadithi za ukweli.

Mimi ninapenda vitabu sana, harwa vitabu vya upendo. Ninavipendelea kwani ningependa kuwa daktari wa kusaidia ndoa za watu. Hata hivyo, ^{bado} mimi huvivoma vitabu vya aina zingine. Kitabu nikipendacho zaidi ni Samu Nyeuvri. Mwandishi nimpendaye zaidi ni Saleh Bin Saleh kwani yeye huwa na hadithi za kuvutia mno.

^{Katika} Jamii yangu, watu wanapenda sana kuvivoma vitabu. Mbali na hayo, sisi huwa na vikundi ambapo huwa tunasoma kitabu kimoja, halafu tunakusanyika na kujadili mawazo yetu kuhusu kitabu hicho. Nina binamu wanne ambao wangependa kuwa waandishi wakimaliza ~~chuo~~ chuo kikuu. Kwani kweli, ni desturi ya jamii yangu kusoma vitabu!

Ninapenda sana kusoma vitabu kwa furaha kwani ni njia ya kujitarehecha na hupunguza utreri/wofu kichwani. Siwezi kupikiria kuhusu hasara yoyote ya kusoma vitabu kwa vile hata ukisoma vitabu vyenye jumbe 'mbaya' bado huwa unafaidika.

Examiner's comments:

This response was given 17 marks.

The candidate was given 8 marks for Linguistic knowledge and accuracy and 9 marks for Communication and content.

The candidate has touched on all the bullet points needed for this question. The content of this essay is excellent. The candidate has shown an excellent ability to express ideas in a logical sequence. The essay starts with an excellent introduction describing the candidate's thoughts on books before touching on writers. It then moves into a discussion of the candidate's book club and how this has become a cultural habit. Finally, the candidate discusses the idea of reading for pleasure. This essay is confident and relevant.

There is also significant evidence of correct agreements and grammar. There are some errors: for instance, the object marker is missing in 'mazingira hupa', which should be 'huwapa', but this does not detract from the general meaning.

The candidate could have scored higher had they included some complex lexical items as well as grammatical structures. For instance, they have used the word 'stresi/wofu' instead of 'wahka'.

This is a good response, hence the high marks.

Exemplar response B

TUROME AU TWISOME?

Nitakuwa nikijidanganya mimi mwenyewe, nanyi pia, nikisema ninapenda vitabu. Sijawahi kuelewa vile watu huketi na kuangalia maneno ~~hi~~ iliyo karatasi na kupata raha.

Katika jamii yangu, shuleni na hata nyumbani, kusoma vitabu ni lazima, kila wiki. Hata hivyo, bado sijaweza kumaliza hata kimoja.

Ninapoyaangalia maneno, hayo, kichwa huniuma kwani vielewi.

Ningjua kusoma vitabu ni muhimu lakini siwezi. Kusoma kuna faida nyingi kama vile kuongeza ujuzi wako kuhusu mambo tofauti, kusoma kunaweza vaidia kwa kujifundisha lugha tofauti na zingine nyingi na ya kutafanua!

Nilipgundua faida hizi nyingi, nilienda mtandaoni kutafuta njia za kusoma bila kuangalia kitabu hata. Niligundua kuwa ^{watu} kuna wengine wanaasamburafika na vitabu na ~~pi~~ wakapata njia zingine za kusoma.

Je, ulijua kuwa kuna vitabu vya kurikiliza? Nilijawa na furaha nilipogundua jambo hiki. Kwa sababu ya vitabu hivi, nime ~~maliza~~ ^{maliza} vitabu viwili tayari! Hivi kusoma kwa furaha haini chashi kamwe!

Examiner's comments:

This response was given 16 marks.

The candidate was given 8 marks for Linguistic knowledge and accuracy and 8 marks for Communication and content.

This is a well-thought-out response. The candidate has touched on all the bullet points in a way that is engaging and holds the examiner's interest. The candidate informs the examiner that personally they do not like reading and do it out of obligation. Through that point, they introduce the way their society perceives reading and how important it is. The conclusion introduces a new way of reading for pleasure - that of buying audio books. This is a good logical essay that would be comprehensible to a native speaker of Swahili. There are some ambiguities, e.g. 'watu wengine wanaosambaratika' - here a complex verb has been used but offers a different meaning to what the candidate was aiming for.

It is actually language usage that stops the essay from being excellent: example 'maneno iliyo karatasini' instead of 'yaliyo'. There is also verb separation which distorts meaning, e.g. 'hainichoshi', which should be one word and 'kunaweza saidia' instead of 'kunaweza kusaidia'.

Overall, this is a good response.

Question 7

SECTION C: TRANSLATION INTO SWAHILI

Write your answer in the space provided.

7 Tafsiri aya ifuatayo kwa Kiswahili.

Zanzibar doors

Zanzibar is famous for its house doors. These traditional wooden doors can be seen on many houses. Most doors have beautiful patterns and Arabic writings while some have no decorations at all. In the past, when building a new house, the first part of the traditional structure was the door. The walls were built afterwards. These doors represented identities of residents of particular homes.

(Total for Question 7 = 10 marks)

Exemplar response A

Zanzibari ni famuuli kwa mlango wa nyumba wake.
Hii mlango wa mabati inaonekana kwa nyumba
wengi. Mlango wengi ~~wana~~ amechora mrembo na
imeandikwa kwa arabiki na mlango wengine hana
haya chora. kwa zamani, wakati ^{walibandika} ~~kutunga~~ nyumba
mpya, pahali wanaanza kutanya ni mlango ~~wote~~
Zamani. Ukuta walibandikwa baadaye. Hii
mlango alionyesha ya nyumba moja moja

Examiner's comments:

This response was given 4 marks.

To get full marks for this question, candidates need to translate the original passage sentence by sentence and make sure that the message in the original message is transferred fully. The examiners are not looking for word-for-word translation but rather sense for sense. This must

be done in a Swahili that is grammatically correct.

The candidate above could not find the translation of some words and simply rendered them in English, making them sound Swahili, for example: 'famasí' and 'arabiki'. The passage contains many errors. The candidate above needed to try and translate sentence by sentence.

The candidate seems to have struggled with agreements, demonstratives and tenses. Also, the candidate struggled considerably with vocabulary. Candidates will benefit from familiarizing themselves with the Pearson Edexcel Swahili vocabulary booklet.

Exemplar response B

Unguja kunjulikana kwa milango za nyumba zao. Milango hii ya
zamani inaweza kuonekana kwenye nyumba nyingi. ~~Sana sana~~ Baadhi nyingi ya
milango ina mistari ya ~~kuvutia~~ kumpendeza na miandiko ya kiarabu ~~takini~~ huku zingine
hazina ~~michoro~~ mipambo yoyote. Hapo zamani watu walipokuwa wakijenga
nyumba mpya kitu cha kwanza cha mjengo kilikuwa mlango huo
wa zamani. kuto zilikuwa zikijengwa baadaye. Milango hii iliwakilisha
ujulikano wa ~~wakaazi~~ wakaazi wa nyumba tofauti tofauti.

Examiner's comments:

This response was given 8 marks.

This candidate has translated sentence by sentence, which has worked to their benefit. The candidate shows good command of vocabulary; for example, they have given the Swahili word for Zanzibar: 'Unguja'. They have also used their vocabulary to try and explain words, for example: 'mistari ya kumpendeza' for 'patterns'. This has worked well.

The candidate could have earned more marks if not for grammatical errors.

Paper 2: Listening

Exemplar responses and commentaries

Question 3

Safari ya shule

3 Msikilize Makame anavyoongea kuhusu kuenda shuleni. Jibu jedwali kwa **Kiswahili** au tumia namba pale inapohitajika.

Mfano: Jina: Makame

- (a) Makame husafiri kwa: au (2)
- (b) Hali ya mabasi: (1)
- (c) Namba za vituo: (1)
- (d) Zoezi dada analopenda zaidi: (1)
- (e) Muda wa kukimbia marathoni: (1)

(Total for Question 3 = 6 marks)

Exemplar response A

Safari ya shule

3 Msikilize Makame anavyoongea kuhusu kuenda shuleni. Jibu jedwali kwa **Kiswahili** au tumia namba pale inapohitajika.

Mfano: Jina: Makame

- (a) Makame husafiri kwa: bai'skeli au basi' (2)
- (b) Hali ya mabasi: Mapya (1)
- (c) Namba za vituo: 29 (1)
- (d) Zoezi dada analopenda zaidi: kukimbia (1)
- (e) Muda wa kukimbia marathoni: Takriban saanne (1)

(Total for Question 3 = 6 marks)

Examiner's comments:

This response was given 6 marks.

Most candidates did well on this question. Candidates should work on vocabulary, spelling and undertake practice note-taking exercises to keep on excelling in this question.

Exemplar response B

Safari ya shule

3 Msikilize Makame anavyoongea kuhusu kuenda shuleni. Jibu jedwali kwa **Kiswahili** au tumia namba pale inapohitajika.

Mfano: Jina: Makame

- (a) Makame husafiri kwa: Baiskeli au Basi (2)
- (b) Hali ya mabasi: Kuna mtomo wa basi kwenda kazi (1)
- (c) Namba za vituo: 26 na 29 (1)
- (d) Zoezi dada analopenda zaidi: Kukimbia na kutembea shuleni (1)
- (e) Muda wa kukimbia marathoni: mbaa nne (1)

(Total for Question 3 = 6 marks)

Examiner's comments:

This response was given 5 marks.

This question was accessible to many candidates. The candidate missed (b), which was asking about the status of the buses. The response needed was 'mapya' (new). The candidate wrote down phrases around what they perceived to be the principal word.

Some candidates missed (c) as they heard '26' and not '29'.

To be successful, candidates simply need to take notes about what they hear. When it comes to cognate words, candidates should try to use correct Swahili spellings and not spell bicycle as 'baycycle' or 'bisicle', etc. Similarly, 'bus' in Swahili is spelled with an 'a' and not 'u'.

Question 6

Kazi za sanaa

6 Wasikilize wanavyoongea kuhusu kazi zao za kisanaa. Chagua alama sahihi.

- | | | | |
|---------------------|-------------------|-------------------|-------------------|
| A uchoraji | B utaalamu | C kuchonga | D rahisi |
| E ya kawaida | F mandhari | G Msumbiji | H ngumu |
| I taswira | J mapenzi | K kipaji | L kusafiri |
| M adimu | | | |

Mfano:	Chiume anatoka nchi ya...	G
(a)	Chiume alihamia Tanzania kwa sababu ujuzi wake ni...	
(b)	Chiume anahisi kazi yake ni...	
(c)	Kazi ya Mpoki ni...	
(d)	Mpoki ana... makubwa kwenye kazi yake.	
(e)	Salha ana... cha kuchora.	
(f)	Kaka yake Salha huchora...	

(Total for Question 6 = 6 marks)

Exemplar response A

6 Wasikilize wanavyoongea kuhusu kazi zao za kisanaa. Chagua alama sahihi.

A uchoraji	B utaalamu	C kuchonga	D rahisi
E ya kawaida	F mandhari	G Msumbiji	H ngumu
I taswira	J mapenzi	K kipaji	L kusafiri
M adimu			

Mfano:	Chiume anatoka nchi ya...	G
(a)	Chiume aliamia Tanzania kwa sababu ujuzi wake ni...	C
(b)	Chiume anahisi kazi yake ni...	B
(c)	Kazi ya Mpoki ni...	F
(d)	Mpoki ana... makubwa kwenye kazi yake.	I
(e)	Salha ana... cha kuchora.	K
(f)	Kaka yake Salha huchora...	M

(Total for Question 6 = 6 marks)

Examiner's comments:

This response was given 1 mark.

This question needs candidates not only to understand what is being said but also what is being asked. For instance, many candidates chose C for the first statement since they heard that Chiume's job is 'carving'. However, the question is asking about the reason for Chiume's move. He moved because his skill is 'rare' (M) in Tanzania and not because it is sculpting (C).

Candidates need to try and avoid second-guessing the responses based on their general knowledge, but rather focus on what is being said.

This candidate needed to do that as well as understand the vocabulary used in the audio since there are responses given which do not seem logical. Examples are the candidate's responses to (F) as well as (D) which would have been accessible if the candidate had a good knowledge of noun classes.

Exemplar response B

Wasikilize wanavyoongea kuhusu kazi zao za kisanaa. Chagua alama sahihi.

A uchoraji	B utaalamu	C kuchonga	D rahisi.
E ya kawaida	F mandhari	G Msumbiji	H ngumu
I taswira	J mapenzi	K kipaji	L kusafiri
M adimu			

Mfano:	Chiume anatoka nchi ya...	G
(a)	Chiume alihamia Tanzania kwa sababu ujuzi wake ni...	B
(b)	Chiume anahisi kazi yake ni...	H
(c)	Kazi ya Mpoki ni...	A
(d)	Mpoki ana... makubwa kwenye kazi yake.	J
(e)	Salha ana... cha kuchora.	F K
(f)	Kaka yake Salha huchora...	I M

(Total for Question 6 = 6 marks)

Examiner's comments:

This response was given 4 marks.

This candidate missed two points: (A) and (F) as a result of choosing the distractor in both instances. With (A), the candidate missed the fact that the question was directed at the 'rarity of his skill' and not at what his job was. With (F), the question needs the candidate to respond that Salha's brother paints landscapes and not portraits.

For candidates to match answers appropriately, they need to understand not only the passage but also the questions being asked. Once again, the vocabulary list will be indispensable. Candidates should also always try to understand the questions before hearing the audio recording so they are able to filter information that they hear.

Question 7

Vivutio vya kitalii

- 7 Msikilize Chege anavyozungumza kuhusu utalii wa ndani. Andika kwa **Kiswahili** vipengele chanya na vipengele hasi. Hakuna ulazima wa kuandika sentensi kamili.

	Vipengele chanya	Vipengele hasi
Mfano: Maoni ya Chege kuhusu utalii	anapenda kutalii ndani ya nchi	hapendi kusafiri nje ya nchi
Maoni kuhusu mbuga za wanyama	(a)	(b)
Maoni kuhusu bahari	(c)	(d)
Maoni kuhusu kupanda milima	(e)	(f)

(Total for Question 7 = 6 marks)

Exemplar response A

	Vipengele chanya	Vipengele hasi
Mfano: Maoni ya Chege kuhusu utalii	anapenda kutalii ndani ya nchi	hapendi kusafiri nje ya nchi
Maoni kuhusu mbuga za wanyama	(a) Mtu anaweza kuwaona kufurahia wanyama poni	(b) Ni ghalu kuwaona wanyama wote.
Maoni kuhusu bahari	(c) Mtu anaweza ^{kufurahia} Lahani na kukodi hoteli	(d) Ni muhimu kujua kuogelea.
Maoni kuhusu kupanda milima	(e) Unaweza kufurahia hewa sahi na mandhari nzuri.	(f) Mtu atachoka na atatoka jicho. Mabidi ukipange kabla ya safari.

Examiner's comments:

This response was given 6 marks.

The candidate above received full marks for this question. The question needs candidates to present positives and negatives on internal tourism as perceived by Chege. It must be noted that, following the example where the candidate 'likes touring inside the country' and 'dislikes travelling outside the country', some candidates gave all positive opinions such as: 'he likes parks', 'he likes the sea' and 'he likes mountains'. Negative opinions simply listed opposing statements, hence 'he dislikes parks', 'he dislikes the sea' and 'he dislikes mountains'. These opinions are incorrect. The speaker does give a wide range of positive and negative opinions and these are not simply likes/dislikes. Candidates need to be aware of this.

The candidate has written full sentences; this is not necessary. Candidates need to listen to what may simply be implied, for instance: a negative opinion about the sea is that it is important to know how to swim (d).

Like in other questions, candidates are advised to read the questions before the listening starts to familiarize themselves with information they will be looking for.

Exemplar response B

	Vipengele chanya	Vipengele hasi
Mfano: Maoni ya Chege kuhusu utalii	anapenda kutalii ndani ya nchi	hapendi kusafiri nje ya nchi
Maoni kuhusu mbuga za wanyama	waweza kuona (a) kufuraha bahari mbuga za wanyama	hawezi kuiona (b) kama mtu hawezi kuogelea
Maoni kuhusu bahari	(c) kufuraha bahari	(d) hawezi kufuraha bahari
Maoni kuhusu kupanda milima	(e) kupandilia milima kuitia kijenga arya	(f) kuchoka

Examiner's comments:

This response was given 3 marks.

The candidate was able to find positives rather than negatives. To state an opinion about national parks, the candidate has simply written: 'you can see national parks' for a positive statement and 'he can't see them' for the negative one. These are not the opinions offered by the speaker but generalised positive and negative opinions. Candidates must avoid taking this approach.

The candidate has done the same when listing opinions about the sea. Luckily, the positive is the speaker's opinion but 'he can't enjoy the sea' is not the opinion given. Simply offering opposites will not work. Candidates must try to listen to the audio.

This candidate did well in the last part of the question because they were able to note the positive and negative opinions and they did not simply offer opposing views. This approach is recommended in order for candidates to earn higher marks.

Mark schemes

Paper 1

Question number	Answer	Accept	Reject	Mark
3(a)	Mikahawani (1) Majumbani (1)	Migahawani		
3(b)	Vibarazani (1)			
3(c)	Vikombe vidogo vya duara (1)	Vikombe (1)		
3(d)	Mwuzaji wa kahawa (1)			
3(e)	Nyekundu (1)			
3(f)	Miaka 3 (1)			
3(g)	Kuanika juani (1) kuchoma (1)			
3(h)	Viungo (1)	Tangawizi (1)		
3(i)	Ladha (1) Harufu (1)			

Question number	Communication and content	
5	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> □ shule □ masomo □ mwaka ujao □ mambo nipendayo na <p>nisiyoyapenda. Maximum of Level 4 if one bullet is missing. Maximum of Level 3 if two bullets are missing. Maximum of Level 2 if three bullets are missing.</p> <p>Candidate scores 0 if no bullets have been addressed.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	<ul style="list-style-type: none"> □ Very little meaningful communication; rarely comprehensible. □ The piece is rarely coherent.
Level 2	2	<ul style="list-style-type: none"> □ Limited communication; occasionally comprehensible. □ The piece is occasionally coherent.
Level 3	3	<ul style="list-style-type: none"> □ Reasonable communication; sometimes comprehensible, though frequently lacking clarity. □ The piece is sometimes coherent.
Level 4	4	<ul style="list-style-type: none"> □ Generally clear communication with some ambiguity. □ The piece is mostly coherent.
Level 5	5	<ul style="list-style-type: none"> □ Very clear communication with little or no ambiguity. □ The piece is entirely coherent.

Question number	Linguistic knowledge and accuracy	
5	Candidate scores 0 if no bullets have been addressed.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	<ul style="list-style-type: none"> ▫ Very limited range and variety of vocabulary and structures. ▫ Very little evidence of correct spelling and grammar.
Level 2	2	<ul style="list-style-type: none"> ▫ Adequate but narrow range of vocabulary and structures. ▫ Occasional evidence of correct spelling and grammar.
Level 3	3	<ul style="list-style-type: none"> ▫ Satisfactory range of vocabulary and structures. ▫ Some evidence of correct spelling and grammar.
Level 4	4	<ul style="list-style-type: none"> ▫ Good range of vocabulary and structures. <p>Significant evidence of correct spelling and grammar.</p>
Level 5	5	<ul style="list-style-type: none"> ▫ Excellent range of vocabulary and structures. ▫ Very strong evidence of correct spelling and grammar.

Question number	Communication and content
6	<p>(a) The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> □ Sababu za kuchagua nchi hiyo □ Nafasi ya mpira wa mguu katika jamii □ Mawazo yako binafsi <p>(b) The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> □ Umuhimu wa likizo □ Matukio wakati wa likizo □ Mipango yako kwa mwaka ujao <p>(c) The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> □ Mawazo yako kuhusu vitabu □ Nafasi ya vitabu kwenye jamii □ Kusoma kwa furaha <p>Maximum of Level 4 if one bullet is missing. Maximum of Level 3 if two bullets are missing. Maximum of Level 2 if three bullets are missing. Candidate scores 0 if no bullets have been addressed.</p>

Question Number	Communication and content	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> □ The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. □ The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
Level 2	3-4	<ul style="list-style-type: none"> □ The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence. □ The piece is occasionally coherent and while there is some digression from the theme or purpose, it is generally clear.
Level 3	5-6	<ul style="list-style-type: none"> □ The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence. □ The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.
Level 4	7-8	<ul style="list-style-type: none"> □ The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence. □ The piece is mostly coherent and while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent piece of work.
Level 5	9-10	<ul style="list-style-type: none"> □ The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. □ The piece is entirely coherent and while there may be very minor ambiguities or digression from the theme, the piece is confident, fluent, pertinent and purposeful.

Question number	Linguistic knowledge and accuracy	
6		
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> □ Very limited range and variety of vocabulary, grammatical structures and tenses, with a high degree of repetition. □ Very little evidence of correct spelling, verb formation, gender and agreement.
Level 2	3–4	<ul style="list-style-type: none"> □ Adequate but narrow range of vocabulary, grammatical structures and tenses, with a significant amount of repetition. □ Occasional evidence of correct spelling, verb formation, gender and agreement.
Level 3	5–6	<ul style="list-style-type: none"> □ Satisfactory range of vocabulary, grammatical structures and tenses, with some noticeable repetition. □ Some evidence of correct spelling, verb formation, gender and agreement.
Level 4	7–8	<ul style="list-style-type: none"> □ Good range of vocabulary, grammatical structures and tenses, with little noticeable repetition. □ Significant evidence of correct spelling, verb formation, gender and agreement.
Level 5	9–10	<ul style="list-style-type: none"> □ Excellent range of vocabulary, grammatical structures and tenses, including some complex lexical items and no noticeable repetition. □ Very strong evidence of correct spelling, verb formation, gender and agreement.

Question number	Answer	Mark
7(a)	Zanzibar ni maarufu kwa milango (yake) ya nyumba	(1)
7(b)	Milango hii ya kitamaduni inaonekana kwenye nyumba nyingi.	(1)
7(c)	Milango mingi huwa na nakshi nzuri	(1)
7(d)	Na maandishi ya Kiarabu	(1)
7(e)	Na mingine haina mapambo kabisa.	(1)
7 (f)	Zamani, nyumba mpya ilipojengwa sehemu ya mwanzo	(1)
7(g)	Ya muundo wa kitamaduni ilikuwa ni mlango	(1)
7 (h)	Kuta zilijengwa baadaye	(1)
7 (i)	Milango hii inawakilisha utambulisho	(1)
7 (j)	Wa wakazi wa nyumba maalum	(1)

Paper 2

Question number	Answer	Mark
3(a)	Baisikeli, basi (la mwendo kasi)	(2)
3(b)	Mapya	(1)
3(c)	29	(1)
3(d)	Kukimbia mbio	(1)
3(e)	Saa 4	(1)

Question number	Answer	Mark
6(a)	M	(1)
6(b)	H	(1)
6(c)	A	(1)
6(d)	J	(1)
6(e)	K	(1)
6(f)	F	(1)

Question number	Answer	Accept	Reject	Mark
7(a)	Kufurahia kuwaona wanyama (tembo, simba, twiga, vifaru)			(1)
7(b)	Ghali			(1)
7(c)	Kufurahia maji ya bahari na fukwe nzuri zenye mchaga mweupe (1)	kufurahia maji ya bahari (1) OR Kufurahia fukwe nzuri zenye mchaga mweupe (1)		(1)
7(d)	Lazima kujua kuogelea (kufurahia bahari kama inavyotakiwa) (1)			(1)
7(e)	Kupanda milima na kufurahia mandhari nzuri na hewa safi (1) OR Kupumzika kwa kufanya mazoezi (1) OR Kujenga afya (1)			(1)
7(f)	Kuchoka na kutoka jasho (1) OR Kujipanga (1)	Kujipangilia (1)		(1)

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit qualifications.pearson.com

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL

VAT Reg No GB 278 537121

Getty Images: Alex Belmonlinsky

