edexcel

INTERNATIONAL GCSE

Swahili (9-1)

SAMPLE ASSESSMENT MATERIALS

Pearson Edexcel International GCSE in Swahili (4SW1)

First teaching September 2017
First examination June 2019
First certification August 2019

Pearson

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Introduction

The Pearson Edexcel International GCSE in Swahili is part of a suite of International GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However, different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Write your name here

Surname	Other names

Pearson Edexcel International GCSE (9–1)

Centre Number	Candidate Number

Swahili

Paper 1: Reading, Writing and Translation

Sample assessment material for first teaching September 2017
Time: 2 hours 15 minutes

Paper Reference
4SW1/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are **three** sections you must answer:
  – Section A Questions 1–4
  – Section B Questions 5 and **either** Question 6(a) **or** 6(b) **or** 6(c)
  – Section C Question 7.
- Answer the questions in the spaces provided
  – there may be more space than you need.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
  – use this as a guide as to how much time to spend on each question.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over

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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 may respond using single words or phrases.

1 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.

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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)

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2 Weka alama katika visanduku 8 vilivyo sahihi. Sentensi nyingine au watu wengine wanaweza kuwa na alama zaidi ya moja au bila alama yoyote.

Wasanii Afrika Mashariki

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.

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

(Total for Question 2 = 10 marks)

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

Wasichana waogeleaji

Siti amelelewa 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.

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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)

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4 Soma habari ifuatayo kutoka kitabu kiitwacho ***Shaka ya Mambo***, kilichoandikwa na Farouk Topan.

Ajira

Siku zote alitaka kuenda kutembea na kuzurura mitaa aliyokuwa akikaa baba yake zamani. Baba yake alikuwa akifanya kazi Nairobi miaka ya 70. Alihama na kurudi kwao Machakos miaka mitano kabla ya Esther kuzaliwa. Tangu siku hizo hakuwa akija Nairobi ila mara moja moja tu; hasa kwa shughuli zake za ukulima. Alikuja asubuhi na kurudi jioni. Hivyo, Nairobi aliyokuwa akiijua hasa ni hiyo ya zamani. Ndiyo aliyomwelezea Esther, aliyekolezwa hamu sana kuitembelea na sasa alikuwa na ndoto ya kuishi na kuanza kazi Nairobi.

Ndiyo, kazi anayo, huamka alfajiri siku sita kwa wiki na kujisukuma garini macho yangali yamejaa usingizi. Grace alisema ataibadili zamu mwezi wa pili. Imeshapita miezi mitatu sasa na bado anaendelea hivyo hivyo. Esther hakuwaambia kitu waajiri wake wala hakuwakumbusha kwa sababu naye alikuwa na mpango wake.

Akishamaliza miezi sita, atabadili zamu awe anaingia kazini saa nane mchana hadi saa nne usiku. Atakuwa akisomea usekretari asubuhi.

Jibu maswali kwa **Kiswahili** na tumia taarifa katika maelezo. Si lazima kuandika sentensi kamili.

(a) Kwa nini baba yake Esther anaifahamu Nairobi ya zamani tu?

(1)

....

(b) Unafikiri alipolelewa Esther ni Machakos mashambani ama mjini?

(1)

....

(c) Kwa nini baba yake Esther alikuwa akienda mjini kwa siku tu?

(1)

....

(d) Esther anapata hisia gani kuhusu Nairobi ya miaka ya 70?

(1)

....

(e) Esther anajiona akiishi wapi siku zijazo?

(1)

....

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(f) Tunajuaje kwamba Esther hapendi kazi yake ya sasa?
Toa maelezo **mawili**.

(2)

....

....

(g) Nini kilitokea kuhusu zamu ya Esther?

(1)

....

(h) Esther ana mipango gani kwa miezi sita ijayo?
Toa maelezo **mawili**.

(2)

....

....

(Total for Question 4 = 10 marks)

TOTAL FOR SECTION A = 38 MARKS

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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)

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(Total for Question 5 = 12 marks)

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

Chaguo 1

(a)

Andika makala kwenye gazeti ukieleza maoni yako kuhusu matumizi ya mifuko ya plastiki. Ni lazima uandike kuhusu:

- Mawazo yako binafsi
- Mradi wa mazingira uliojihusisha nao hapo awali
- Suluhisho la tatizo hili.

(20)

Chaguo 2

(b)

Juzi ilikuwa siku yako ya kuzaliwa na kwa bahati mbaya sikuweza kuja na wewe sinema ili kuangalia ile filamu mpya. Tafadhali niambie ilikuwaje!

Zakia

Jibu kwa kuandika barua pepe ya kupendeza kwa Zakia. Ni lazima uandike kuhusu:

- Sherehe yako ya kuzaliwa
- Umuhimu wa sherehe za kuzaliwa
- Mipango yako kwa sherehe ya siku yako ya kuzaliwa mwaka ujao.

(20)

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Chaguo 3

(c) Andika kuhusu matumizi ya simu za mkono kwa vijana kwenye ukurasa wako wa blogu ya kushawishi. Ni lazima uandike kuhusu:

- Mawazo yako kuhusu simu za mkono
- Zamani vijana walifanya nini kabla ya kupata simu za mkono
- Nafasi ya simu za mkono kwa siku zijazo.

(20)

Indicate which question you are answering by marking a cross ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

☒ **Question 6(a)** ☒ **Question 6(b)** ☒ **Question 6(c)**

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(Total for Question 6 = 20 marks)

TOTAL FOR SECTION B = 32 MARKS

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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.

(Total for Question 7 = 10 marks)

TOTAL FOR SECTION C = 10 MARKS
TOTAL FOR PAPER = 80 MARKS

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Source information

Question 1
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Question 2
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Question 3
Sourced from: https://www.theguardian.com/global-development/2016/jul/29/powerful-free-girls-zanzibar-swimming-tanzania)

Question 4
Sourced from: Farouk Topan, *Shaka ya Mambo in Walibora K and Mohamed S, Damu Nyeusi na Hadithi Nyingine*

Question 6
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Paper 1 marking principles for Sections A and B

Candidate responses

- For open-response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.
- There are no marks for quality of language in this paper, so errors and omissions in spelling and grammar will be tolerated as long as they do not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: *It's cheap/affordable.*
- Where appropriate, responses are separated with 'AND' for compulsory answers and 'OR' for possible answers.
- Any parts of an answer that are not essential are bracketed, for example: *Q: What did he study? A: (He studied) Maths.*
- Candidates are likely to write variants on the acceptable answers listed, and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the **'Reject'** column.

Paper 1: Reading, Writing and Translation mark scheme

Section A

Question number	Answer	Mark
1(a)	D	**(1)**
1(b)	F	**(1)**
1(c)	J	**(1)**
1(d)	L	**(1)**
1(e)	G	**(1)**
1(f)	A	**(1)**

Question number	Answer	Mark
2(a)	Ahmed	**(1)**
2(b)	Mwajuma (1), Ahmed (1)	**(2)**
2(c)	Mwajuma	**(1)**
2(d)	Ahmed (1), Wangui (1)	**(2)**
2(e)	Wangui	**(1)**
2(f)	Ahmed	**(1)**
2(g)	Mwajuma (1), Wangui (1)	**(2)**

Question number	Answer	Mark
3(a)	kuogelea	**(1)**
3(b)	uvuvi	**(1)**
3(c)	Jahazi (1) na meli (1)	**(2)**
3(d)	Miaka 24	**(1)**
3(e)	Masomo 15	**(1)**
3(f)	Vijiti (1) na madebe (1)	**(2)**
3(g)	Zaidi ya mita 200	**(1)**
3(h)	Mwalimu wa kuogelea	**(1)**
3(i)	Kila msichana (1) na mvulana (1) OR Wavulana (1) na wasichana (1)	**(2)**

Question number	Answer	Mark
4(a)	Alihama na kurudi Machakos (1) OR Kwa sababu aliishi pale miaka ya 70 (1) OR Aliondoka Nairobi kabla ya Esther kuzaliwa (1)	**(1)**
4(b)	Ni mashambani	**(1)**
4(c)	(Shughuli za) ukulima	**(1)**
4(d)	Esther ana hamu ya kuitembelea	**(1)**

Question number	Answer	Reject	Mark
4(e)	Nairobi	Machakos	**(1)**

Question number	Answer	Mark
4(f)	Any **two** of: Inabidi kuamka mapema (1) OR Anafanya kazi siku 6 kwa wiki (1) OR Anajisukuma garini (1) OR Anataka kusomea usekretari (1)	**(2)**

Question number	Answer	Reject	Mark
4(g)	Haikubadilishwa kwa miezi mitatu / kwa miezi.	Haikubadilishwa kwa miezi miwili / tangu mwezi wa pili	**(1)**

Question number	Answer	Mark
4(h)	Any **two** of: Kubadili zamu (1) OR Kufanya kazi saa nane mchana hadi saa nne usiku (1) AND Kusomea usekretari (1) OR Kufanya masomo ya usekretari (1)	**(2)**

Section B

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- Examiners should first of all 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.

- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level. For example, if the response is predominantly in band 4–7 with a small amount of band 8–10 material, it would be placed in band 4–7 but be awarded a mark near the top of the band because of the band 8–10 content.

Step 2 Decide on a mark

- Once you have decided on a band, you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.

- You will modify the mark based on how securely the trait descriptors are met in that band.

- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

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Assessment criteria

Question 5 (14 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 70 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 5: communication and content mark grid

Mark	Descriptor
0	No rewardable material
1–2	• Limited ability to use language to narrate and describe people, events and ideas; communication of information is occasionally successful • Repetitive use of a limited selection of common words and phrases; limited use of appropriate register and style
3–5	• Some successful use of language to narrate and describe people, events and ideas; communication of relevant information is sometimes successful • Some successful but repetitive use of common, familiar vocabulary; some use of appropriate register and style
6-7	• Successful use of language to narrate and describe people, events and ideas; communication of information is often successful • A range of familiar and less common vocabulary and expression is evident; mostly appropriate use of register and style

Additional guidance

Register and style definition: language used is at a suitable level of formality for the purpose of the task and, where appropriate, for the target audience.

Question 5: linguistic knowledge and accuracy mark grid

Mark	Descriptor
0	No rewardable material
1–2	• Produces individual words and set phrases • Limited accuracy in use of straightforward grammatical structures, limited success in referring to past, present and future events; regular errors prevent meaning being conveyed
3–5	• Produces simple, short sentences, which are sometimes linked • Some accurate use of straightforward grammatical structures, occasional success in referring to past, present and future events; sometimes errors prevent meaning being conveyed
6-7	• Produces some more complex sentences with some appropriate linking • Mostly accurate use of straightforward grammatical structures, some success in referring to past, present and future events; occasionally errors prevent meaning being conveyed

Additional guidance

Complex language is considered to be:
- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures.

Errors:The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example the omission of the first person singular subject marker *ni*
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 6 (26 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Failure to cover all three bullet points will impact on the marks that can be awarded against the requirements of the communication and content mark grid. In order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

The student is expected to produce 130 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 6: communication and content mark grid

Mark	Descriptor
0	No rewardable material
1-3	• Communicates brief information relevant to the task with little development • Occasional adaptation of language to explain or interest or persuade; straightforward thoughts and ideas are expressed with occasional success • Variable use of appropriate vocabulary, register and style; repetitive use of common, familiar language
4-7	• Communicates information relevant to the task with some development of key points and ideas • Some effective adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with some success • Some appropriate use of vocabulary, register and style; some different examples of common familiar language
8-10	• Communicates information relevant to the task with development of key points and ideas • Effective and sometimes creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed successfully • Appropriate use of vocabulary, register and style; some examples of uncommon language
11-13	• Communicates information relevant to the task with consistent expansion of key points and ideas • Creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with flair • Consistently appropriate use of vocabulary, register and style throughout; a wide variety of language is used

Additional guidance

Creative language use: using language in a way designed to create effect and interest. Goes beyond the standard or predictable response.

***Register and style definition*:** language used is at a suitable level of formality for the purpose of the task and, where appropriate, for the target audience.

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Question 6: linguistic knowledge and accuracy mark grid

Mark	Descriptor
0	No rewardable material
1–3	• Uses mainly straightforward grammatical structures • Occasional sequences of fluent writing, with occasional extended, linked sentences • Occasionally accurate straightforward language and grammatical structures; occasionally successful references to past, present and future events; errors occur that sometimes hinder clarity of communication
4-7	• Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, with some extended, well-linked sentences • Generally accurate language and structures; some successful references to past, present and future events; errors occur that occasionally hinder clarity of communication
8-10	• Uses a variety of grammatical structures including some different examples of complex language • Mostly fluent response, with frequent extended sentences, mostly well linked • Mostly accurate language and structures; mostly successful references to past, present and future events; errors rarely hinder clarity of communication
11-13	• Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures; consistently successful references to past, present and future events; few or no errors that hinder the clarity of the communication

Additional guidance

Complex language is considered to be:
- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect the meaning, for example gender and using noun class agreements rather than adjectival agreement
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example using the wrong subject marker
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

NB: these are examples only and do not constitute a finite list.

Paper 1 marking principles for Section C

Mis-spelling is tolerated as long as it does not lead to ambiguity, e.g. *drought* misspelled as *drowght* would be acceptable but misspelled as *draught* would be unacceptable as this would lead to ambiguity.

Students are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if a Swahili speaker would understand the translation without having understood the text in its original language.

Question number	Text	Correct answer	Acceptable answers	Reject	Mark
7	Lamu is a small island	Lamu ni kisiwa kidogo			**(1)**
	in Kenya. Each year,	kilichopo Kenya. Kila mwaka	nchini Kenya	Miaka yote / Wakati wote	**(1)**
	there are several competitions	kuna mashindano tofauti	kuna mashindano kadhaa / mengi	mbio mengine	**(1)**
	and races during the Lamu festival.	na mbio wakati wa tamasha la Lamu.		resi / mashindano sherehe / sikukuu	**(1)**
	Normally, the donkey race	Kwa kawaida shindano la punda	Kawaida mbio ya punda	Resi	**(1)**
	is the most anticipated show	ni onyesho linalotarajiwa zaidi	ni burudani inayotarajiwa zaidi		**(1)**
	of the day. People have spent	kwa siku. Watu wametumia			**(1)**
	the entire year practising	mwaka mzima wakifanya / kufanya mazoezi	kufanya mazoezi	Wakati wote / siku zote	**(1)**
	their skills for this event,	ya ujuzi wao kwa tukio hili,	ya ustadi wao kwa shindano hili		**(1)**
	and the winner is celebrated at the end of the day.	na mshindi hufurahiwa mwishoni mwa siku.	na anayeshinda / bingwa husifiwa	husherehekewa	**(1)**

Pearson Edexcel International GCSE (9–1)

Swahili

Paper 2: Listening

Sample assessment material for first teaching
September 2017
Transcript

Paper Reference
4SW1/02

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Nyumbani

Question 1

Example

F1 Mama ametengenezesha bafu letu, limekuwa zuri!

Question 1 Part (a)

M1 Kwa kawaida sisi huosha mikono uani halafu hula kwa mkono.

Question 1 Part (b)

F2 Juzi tulileteea makochi mapya kupamba sebule yetu.

Question 1 Part (c)

M2 Mimi hupenda kupika pilau jikoni kwetu tu!

Question 1 Part (d)

F3 Kuna kitanda cha mbao chumbani kwa dada yangu mkubwa.

Nguo za Sherehe

Question 2

Mfano

M1 Fauziya, unapendelea kuvaa mavazi gani siku za sherehe?

F1 Kwa siku yangu ya kuzaliwa hupendelea kuvaa gauni, hasa la Kitenge.

Questions

M1 Na wewe je Rehema. Unapenda kuvaa nini kwenye sherehe ?

F2 Kusherehekea mwaka mpya nilivaa sketi ndefu. Wakati mwingine hupenda kuvalia kofia. Sipendelei blauzi na kamwe sivai kaptura.

M1 Na wewe je Lulu?

F3 Mama yangu hunishauri kuvaa sketi na blauzi. Mimi ninapendelea Kanga wakati wote hivyo hushonesha sketi za kanga na kuzivaa na blauzi. Wazazi hawaniruhusu kuvaa suruali wakati wa sherehe za dini.

M1 Hatimaye, Ibrahim!

M2 Mimi ninapenda sana suti zangu zifanane na tai yangu. Nikiwa na sherehe maalum hununua suti mpya, pia hupendelea kununua suruali maridadi. Kamwe sikubali kuvaa kaptura.

Siku yangu ya kuzaliwa

Question 3

F1 Ninaitwa Asha na nina miaka kumi na nne. Siku yangu ya kuzaliwa ilikuwa wiki mbili zilizopita. Nilifanya sherehe ndogo nyumbani kwetu na kuwaalika marafiki zangu wachache. Nilialika wasichana tu. Mvulana pekee aliyekuwapo kwenye sherehe hiyo alikuwa kaka yangu mkubwa. Kwa kawaida kaka wengi huwa wakali lakini Juma ni mtulivu na ana roho nzuri sana. Siku hiyo tulikula vyakula vingi vyenye ladha nzuri. Keki yangu ilikuwa kubwa na ilipambwa maua waridi. Nilifurahi sana. Kwa bahati mbaya siku ya sherehe baba alikuwa amesafiri kikazi hivyo baada ya sherehe tulimtumia picha tulizozipiga. Alifurahi sana kuziona akaniahidi kwamba atakaporudi tu atanipeleka sinema ili kunifurahisha.

Chakula Afrika ya Mashariki

Question 4

Example

M1 Ninaitwa Venansi. Maisha yangu yote sijawahi kupenda kula Kunde za Sukari, hata zile anazozipika mama yangu.

Question 4a

F1 Mimi ni Mariamu. Sipendi kabisa kupika. Ni hivyo tu!

Question 4b

M2 Mimi ni Duli. Kaka yangu hali vyakula vingi. Sina hamu kubwa ya kula lakini vyakula nivipendavyo zaidi ni biriani na pilau.

Question 4c

F2 Jina langu ni Jackline. Huku kwetu kuna vyakula vinavyovutia na vingine visivyovutia. Napendelea Ugali na nyama lakini bila ndizi.

Question 4d

M3 Mimi ninaitwa George. Nilipokuwa mtoto sikupenda uji hata kidogo, nilifikiri bora kulala na njaa.

Question 4e

F3 Kwa jina ni Salha. Kwetu sisi tunapendelea kula vitumbua na chapati pamoja na chai wakati wa asubuhi.

Question 4f

M4 Jina langu ni Michael. Nitakapojifunza kupika nitapendelea kupika wali wa nazi kwa samaki lakini si kwa kuku!

Kazi

Question 5

Example

M1 Nina bahati kwamba kazini kwangu ni karibu na nyumbani kwangu.

Question 5a

M1 Mimi hufanya kazi siku zote za wiki isipokuwa Jumamosi na Jumapili tu.

Question 5b

M1 Kwa kawaida hunichukua nusu saa kufika kazini lakini ni lazima nitoke nyumbani mapema ili niwahi.

Question 5c

M1 Nimeanza kufanya kazi miezi sita iliyopita baada ya kumaliza masomo yangu. Bila masomo nisingeipata kazi hii.

Question 5d

M1 Siku hizi sionani sana na wenzangu niliosoma nao. Hii inanisikitisha. Ningefurahi kuwaona zaidi.

Question 5e

M1 Pia, ingawa imenichukuwa muda, kwani wafanyakazi wenzangu ni watu wazima zaidi yangu, hivi sasa nimepata marafiki hapa hapa kazini kwangu. Huwa tunakunywa chai pamoja na kuzungumza. Ninataka kuwa karibu nao kwani tupo pamoja muda mwingi.

Question 5f

M1 Kwa kweli kuwa mfanyakazi ni kama kuwa katika dunia tofauti na ile ya kuwa mwanafunzi kwani sasa inabidi nijitegemee kwa kila kitu. Mama yangu husema 'ndio ukubwa huo'.

Likizo

Question 6

F1 Juma ulifanya nini likizo iliyopita?

M1 Nilisafiri pamoja na familia yangu. Sisi tulifurahia kupanda mlima Kilimanjaro kwani tulijenga afya na kuona mengi, pia tuliona raha kupitia Ngorongoro na kuona wanyama. Tulitaka sana kuenda mbuga ya Serengeti lakini haikuwezekana kufanya hivyo kwani nyumba za wageni za pale zilikuwa zimejaa. Ingebidi kulala kwenye gari na tuliogopa kufanya hivyo.

F1 Na wewe je Hamisi?

M2 Mimi ningeweza kuenda Kilimanjaro pia lakini nilichagua kuenda visiwani. Mama yangu anatoka kisiwa cha Unguja kwa hivyo nilifurahia kukutana na familia yangu huko. Niliuona mji wa mawe na majumba makubwa mazuri. Pia nilisikia raha kuenda baharini ili kuogelea na kurukaruka, lakini sikujitandaza mchangani.

F1 Tuambie ulifanya nini Roza.

F2 Nilienda Kilwa pamoja na kaka yangu. Ingawa kaka yangu aliogelea, mimi sikutaka kufanya hivyo kwani bahari ipo mjini na kuna watu wengi hapo, nilipendelea kutembelea magofu na kujifunza historia ya sehemu hiyo. Pia nilinunua vinyago pale Kilwa mjini.

Ununuzi

Question 7

F1 Je Mwamedi, watu hapa wanapenda kununua vitu kwenye maduka madogo ya mtaani au sivyo?

M1 Kiujumla watu wengi hutumia maduka haya. Mimi binafsi sipendi kabisa kununua vitu. Lakini ninafahamu kwamba ni muhimu kununua bidhaa kama vyakula, hivyo hupendelea kuenda kwenye hayo maduka madogo ya mtaani kwani huwa hayana fujo. Maduka haya ni ghali zaidi lakini ni afadhali kulipa zaidi na kutokereka kuliko kulipa kidogo na kukereka. Halafu, kwa kweli duka ambalo wakazi kadhaa hawalipendi ni lile kubwa lililopo mjini. Lina bei rahisi lakini umati mkubwa kila siku.

F1 Je umewahi kuchunguza uwezekano wa kununua kwa kupiga simu?

M1 Ndiyo, kama ungekuwepo, ningeweza kununua vyakula kwa kuipigia simu migahawa fulani halafu vyakula hivi vingaliletwa hadi nyumbani. Sisi wakazi tungependelea kufanya hivyo, lakini ni maduka machache sana ambayo hufanya hivyo. Sababu kuu ni kwamba wauzaji wengi huogopa kuibiwa kwa hivyo inabidi wakujue wewe binafsi ndiyo wakuletee vyakula.

F1 Je vipi kuhusu intaneti?

M1 Siku hizi tunaweza kununua nguo, vitabu na vifaa vingi mtandaoni, hata kutoka Ulaya ama Uchina! Lakini inabidi kuvifuata kwenye ofisi za posta, haviletwi nyumbani. Na bado hatuwezi kununua chakula kutoka kwenye maduka makubwa kupitia mtandao wa intaneti. Muda huo ukifika tu nitakuwa siendi madukani asilani. Mimi nitakuwa nanunua kila kitu huku nikiwa nimekaa nyumbani kwangu. Raha iliyoje!

F1 Ni Kweli.

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Surname	Other names

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International GCSE (9–1)

Centre Number | Candidate Number

Swahili

Paper 2: Listening

Sample assessment material for first teaching September 2017
Time: 30 minutes (plus 5 minutes' reading time)

Paper Reference
4SW1/02

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read the paper before the recording starts.
- You will hear each extract twice. You may write at any time during the examination. There will be a pause between each question.
- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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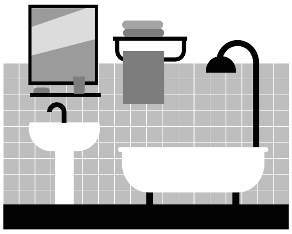
Nyumbani

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

A	**B** 	**C**	**D**
E	**F**	**G**	**H**

	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**
Mfano	☐	☒	☐	☐	☐	☐	☐	☐
(a)	☐	☐	☐	☐	☐	☐	☐	☐
(b)	☐	☐	☐	☐	☐	☐	☐	☐
(c)	☐	☐	☐	☐	☐	☐	☐	☐
(d)	☐	☐	☐	☐	☐	☐	☐	☐

(Total for Question 1 = 4 marks)

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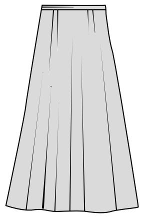
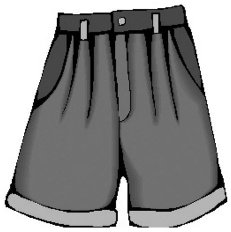
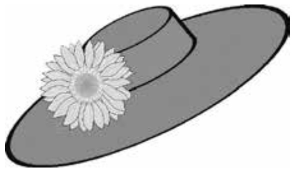
Mavazi

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

Mfano	**A**	**B**	**C**
			
D	**E** 	**F**	**G** 

	Fauziya	**Rehema**	**Lulu**	**Ibrahim**
Mfano	☒	☐	☐	☐
A	☐	☐	☐	☐
B	☐	☐	☐	☐
C	☐	☐	☐	☐
D	☐	☐	☐	☐
E	☐	☐	☐	☐
F	☐	☐	☐	☐
G	☐	☐	☐	☐

(Total for Question 2 = 6 marks)

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Siku yangu ya kuzaliwa

3 Msikilize Asha anavyoongea kuhusu siku yake ya kuzaliwa. Jibu jedwali kwa **Kiswahili** au tumia namba pale inapohitajika.

Mfano: Jina: ......Asha...... .

(a) Umri wa Asha: ....

(1)

(b) Kuna wavulana wangapi shereheni?: ....

(1)

(c) Sifa mbili za Juma: .... na

....

(2)

(d) Baba alipokea: ....

(1)

(e) Atakaporudi, baba atampekela Asha: ....

(1)

(Total for Question 3 = 6 marks)

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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	☐	☒	☐
(a) Mariamu	☐	☐	☐
(b) Duli	☐	☐	☐
(c) Jackline	☐	☐	☐
(d) George	☐	☐	☐
(e) Salha	☐	☐	☐
(f) Michael	☐	☐	☐

(Total for Question 4 = 6 marks)

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Kazi

5 Chege anasema nini? Weka alama ya ☒ katika visanduku 6 sahihi.

Mfano: Kazini kwake pako

☐	**A** mbali na nyumbani kwake.
☐	**B** mjini.
☐	**C** wivu
☒	**D** karibu na nyumbani kwake.

(a) Inabidi awe kazini…

(1)

☐	**A** siku zote.
☐	**B** wikiendi.
☐	**C** jumatatu hadi ijumaa.
☐	**D** jumamosi na jumapili.

(b) Kama asipotoka nyumbani mapema…

(1)

☐	**A** atachelewa.
☐	**B** atawahi.
☐	**C** atapotea.
☐	**D** atachukua nusu saa kufika kazini.

(c) Baada ya kumaliza masomo…

(1)

☐	**A** hakutaka kazi.
☐	**B** alisubiri miezi sita kupata kazi.
☐	**C** alifanya kazi miezi sita.
☐	**D** ameanza kazi.

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(d) Hisia yake kuhusu watu aliosoma nao ni…

(1)

☒	**A** furaha.
☒	**B** masikitiko.
☒	**C** wivu.
☒	**D** hisia mchanganyiko.

(e) Imemchukuwa muda mrefu kupata marafiki kazini kwa sababu…

(1)

☒	**A** hanywi chai.
☒	**B** hawazungumzi.
☒	**C** wengi ni wakubwa zaidi yake.
☒	**D** huwaona kwa nadra.

(f) Mama yake husema 'ndiyo ukubwa huo' kwa sababu…

(1)

☒	**A** anajitegemea sasa.
☒	**B** anamtegemea mama.
☒	**C** mama anaishi mbali.
☒	**D** mama yake ni mfanyakazi mzuri.

(Total for Question 5 = 6 marks)

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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)

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Ununuzi

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

	Vipengele chanya	**Vipengele hasi**
Mfano: Maoni ya Mwamdedi 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

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Paper 2: Listening mark scheme

Question number	Answer	Mark
1(a)	G	(1)
1(b)	E	(1)
1(c)	A	(1)
1(d)	D	(1)

Question number	Answer	Mark
2	Rehema - B, G	(2)
	Lulu - C, F	(2)
	Ibrahim - A, D	(2)

Question number	Answer	Mark
3(a)	Miaka 14	(1)
3(b)	1	(1)
3(c)	Mtulivu Roho nzuri	(2)
3(d)	Picha	(1)
3(e)	Sinema	(1)

Question number	Answer	Mark
4(a)	Mariamu – Hasi (-)	(1)
4(b)	Duli – Chanya na Hasi (+ and -)	(1)
4(c)	Jackline – Chanya na Hasi (+ and -)	(1)
4(d)	George – Hasi (-)	(1)
4(e)	Salha – Chanya (+)	(1)
4(f)	Michael – Chanya na Hasi (+ and -)	(1)

Question number	Answer	Mark
5(a)	C	(1)
5(b)	A	(1)
5(c)	D	(1)
5(d)	B	(1)
5(e)	C	(1)
5(f)	A	(1)

Question number	Answer	Mark
6(a)	B	**(1)**
6(b)	L	**(1)**
6(c)	E	**(1)**
6(d)	H	**(1)**
6(e)	F	**(1)**
6(f)	K	**(1)**

Question number	Answer	Accept	Mark
7(a)	Bei (ni) rahisi	Rahisi zaidi	**(1)**
7(b)	Fujo / umati wa watu	Watu wengi	**(1)**
7(c)	(Chakula) huletwa nyumbani		**(1)**
7(d)	Maduka machache ambayo huleta vyakula mlangoni (1) OR Wauzaji huogopa uwizi / Wauzaji humjua mnunuzi (1)	Maduka ya mtaa/hapa kutofanya hivyo	**(1)**
7(e)	Kununua vitu kutoka nje/mbali (1) OR Kununua vifaa bila kuondoka nyumbani (1)	Kuweza kununua vitu kutoka Ulaya / Uchina	**(1)**
7(f)	Vitu kutoletwa nyumbani / kuvifuata posta	Bado kununua chakula / chakula kutokuuzwa mtandaoni	**(1)**

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