



Examiners' Report

Principal Examiner Feedback

Summer 2023

Pearson Edexcel International GCSE

In Swahili (4SW1) Paper 01

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The overall performance of students has been good. Candidates are definitely well prepared and understand what is expected of them. Below in the Principal examiner report for the two papers.

### **Reading and Writing – 4SW1**

#### **Question 1**

This is a word drop question. Candidates are provided with a passage and twelve words in a box (plus an example). They are expected to fill in six statements from the stimulus text. The words must fit logically and grammatically. Candidates were able to tackle this question well.

Candidates needed to understand the passage rather than pick words and try to eliminate those that are not in the passage. Candidates are advised to understand the noun classes since this helps with word selection. The correct answer is always the one that brings across the *meaning* in the passage. Candidates were challenged by 1C and 1D. For these they needed to understand that a location was needed for 1C and that sharing the same utensil was flagged as a danger by the writer.

#### **Question 2**

This is a multiple matching exercise. This passage was accessible to most candidates. Candidates should always understand what is said in the speech bubbles so as to do well in this exercise. For example, although all candidates mention changing into uniform, it is only two actually do it at school. Similarly, it is only one who does not like their uniform. Candidates have remembered to put a cross on their choice of the correct response only and have a maximum of ten crosses. This was a problem in previous years but seems to be getting better now. More selection than allowed means less marks.

#### **Question 3**

This is a Note taking exercise. The candidates must remember that the question demands short words responses. Candidates should not try to fit in entire sentences – some of which are lifted from the passage. During the marking, examiners mark question by question, when candidates lift an entire passage it becomes very hard to mark.

Almost all candidates got question 3A correct. 3C was also accessible to many. The most difficult was 3F which needed to give the feeling of the author – this was anger. Many gave the action taken by the author which was 'kufyonza'. The action was the clue to the feeling. Marks are never deducted for long responses.

#### **Question 4**

This question is made up of a passage from a literary text that requires short answers. This year the text was adapted from Mwendawazimu na Hadithi Nyingine. Again, candidates should avoid lifting entire paragraphs from the given passage. Candidates should remember to answer in the third person. Candidates must read the question and respond accordingly. This year candidates did well in this section except for 4b, 4c and 4f where they would only offer one response.

I would advise teachers to adapt literary passages from the Swahili body of literature, largely prose such as 'riwaya' and short stories 'hadithi fupi' and formulate questions and practice for this part of the exam.

#### **Question 5**

This is a short writing exercise requiring only 70 words. Candidates need to remember the word count limit and not waste time writing long passages. This year many wrote perfect short texts and some even underlined the words they had used from the boxes which was brilliant.

There were many very creative essays. The teachers should remember that we are looking at the language and content rather than the functional writing skill.

#### **Question 6**

Extended writing requiring 130 words.

It must be remembered that missing out a bullet point translates as missing out on points. Once again, candidates are now respecting the word limit. This year some candidates confused the word 'usafiri' and 'safari' in 6C. Those who did wrote about their holidays and trips whereas the question needed a discussion on means of travel, usafiri. Many lost marks because of this error since the content of their essay was invalid.

*Again, candidates are reminded that they need to work on their grammar. Points to remember are:*

1. Swahili is an agglutinating language – candidates should NOT separate grammatical structures such as 'wageni wanapo kuja' and should instead use 'wanapokuja',
2. It must be stressed that candidates need to read good Swahili works by authors and use Standard Swahili dictionaries so they may differentiate slang from standard.
3. Using appropriate idiomatic expressions in their work and using it moderately. It was good to see 'misemo, methali' applied to the writing.

4. Avoid non grammatical use of ‘-ako, -enye’, ‘kwa’, ‘aje’
5. We also recommend that candidates be proud of their handwriting and produce clear and concise pieces of writing. Ineligible writing may lead to loss of mark when an examiner cannot make out what has been written.

### **Question 7**

This question was accessed by many. Students were comfortable with the vocabulary although only a few knew the word for award ‘tuzo’, many wrote ‘zawadi’. Many candidates did not know the word for ‘Literature’ and wrote ‘Kiingereza’ – ‘English’. It is highly recommended to centres to continue teaching and helping candidates master the Swahili noun classes and to pay particular attention to Swahili object marking, prefixes and various tenses.

*Please continue to use the vocabulary list provided for this syllabus.*

