



Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel International GCSE

In Swahili (4SW1) Paper 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your candidates at: www.pearson.com/uk

Summer 2024

Publications Code 4SW1_01_2406_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

Principal Examiner Report 2024, Swahili

The demand of this exam was comparable in demand to that of 2023 and students were generally able to access it well. The key message for this year is for the teachers to work on expanding the student's vocabulary.

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. This question was well accessed although 1F seems to have been a bit problematic for a few. This is possibly because the response needed candidates to know that knees are a body part (joint). 'Magoti ni viungo'. The other response that caused some problem was that of 'feelings' – in the passage the speaker uses the verb 'kuudhi' whereas in the question it is 'hasira'. May we remind teachers that candidates should work with vocabulary, understanding synonyms and antonyms as much as possible.

Candidates are reminded not to guess the answers but to try and listen to the passage as they avoid eliminating responses through guessing.

Question 2

This is a multiple matching exercise. It is important to understand what is said in the speech bubbles so as to do well in this exercise. Often the wording in the question uses similar terminologies rather than the ones candidates hear, eg the word shughuli for a mentioned activity.

Statements by Asha seems to have caused more difficulty than others.

Question 3

This is a Note taking exercise. Generally, the candidates have understood that the question demands short responses and not entire sentences lifted from the passage. During the marking, examiners mark question by question, when candidates lift an entire passage, it becomes very hard to mark.

Question 3D was the most difficult for candidates whereas most candidates were able to access 3G. Students who did not understand the meaning of the term 'hisia' – 'feeling' struggled with 3F and responded that 'alilalamika na vumbi'.

Question 4

This question is made up of a passage from a literary text that requires short answers. Again, candidates should avoid lifting entire paragraphs from the given passage. Candidates must read the question and respond accordingly.

Question 4F needed two responses and a good number of candidates offered only one –kuganda kuwa theluji'. Generally, however students understood and responded well. Teachers are advised to adapt literary passages from the Swahili body of literature, formulate questions and practice for this part of the exam. For this particular case, Abdulrazak Gurnah's novel, Peponi was used. Candidates should try and read such works.

Question 5

This is a short writing exercise requiring only 70 words. Candidates have generally respected the word count limit. Also, some students underlined the words they had used from the boxes which was brilliant.

Candidates should avoid using English words, they are better off explaining the words in Swahili. There were many very creative essays and students seem very knowledgeable about the topic at hand.

Question 6

Extended writing requiring 130 words.

The most popular choice was Question 6B and the least popular was 6C.

It must be remembered that missing out a bullet point translates as missing out on points. Once again, candidates should avoid writing long essays and respect the word count. Candidates' grammar has improved a great deal.

Question 7

This question was accessible to many candidates. Vocabulary seems to still be a big problem. translation passage requires that candidates use good grammar. It is highly recommended to centres to teach and help candidates master the Swahili noun classes and to pay particular attention to Swahili object marking, prefixes and various tenses.

Candidates struggled with the word role models. Examiners accepted translations that explained this term eg 'watu wenye tabia ya kuigwa', 'watu wenye umuhimu' etc. Most students translated 'on the other hand' literally – rendering it as 'kwa mkono mwingine' rather than, 'kwa upande mwingine'. This would be corrected by students coming in contact with Swahili texts and exploring varying phrases.

