



# Examiners' Report

## Principal Examiner Feedback

Summer 2025

Pearson Edexcel International GCSE

In Swahili (4SW1)

Paper 01: Reading, Writing and Translation

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## **Principal Examiner Report 2025, Swahili**

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.

### **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. Generally this question was well tackled by candidates especially since it is based on conceptually familiar content, the making of a flat bread that is known by all.

Candidates needed to understand the passage and avoid ad-hoc selection of words based on elimination. The correct answer is always the one that brings across the *meaning* in the passage.

Candidates need to remember that they must respond based on what is in the passage and not general knowledge, for instance, the passage discusses the square shaped chapati, an unfamiliar concept in East Africa.

#### **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 a host, not all have actually met the host. Candidates must put a cross on the correct responses and have a maximum of ten crosses. When a candidate ticks more than one box for a statement that only requires one, they miss all points, this means that selecting more statements than intended gives 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. Marks are never deducted for long responses.

Almost all candidates got most questions correctly. The most difficult was 3g .

#### **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 *Kasri ya Mwinyi Fuad* by Shafi Adam Shafi. Candidates are reminded to 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 which needed characteristics of the roof. These were its colour and the way they were structured 'sambamba'. Many wrote about the room décor.

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. There are many great Swahili books that should be read eg *Peponi* and *Dhulma* by Abdulrazak Gurnah, new publications from the Nyerere Literary Prize and the Safal Cornel Prize.

#### **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. It was interesting to read that Kipchoge is a very popular athlete in East Africa. 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. It was noticed this year that most candidates chose what seemed to be the easiest question; about helping out at home, but candidates should try not to make their responses monotonous.

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 'nina fagia' and should instead use 'ninafagia',
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. Illegible 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 'acrobat'. 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.

