



# Mark Scheme (Results)

June 2024

Pearson Edexcel International GCSE  
In Swahili (4SW1)  
Paper 1: Reading, Writing and Translation

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## 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 (with the exception of Question 4(b), summary writing).
- In Question 4b, candidates must use short phrases but no single words, as this would not be appropriate for summary writing.
- 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 the message is not ambiguous or interferes 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 must be separated with 'AND' for compulsory answers and 'OR' for possible answers
- Any parts of an answer that are not essential are bracketed and any parts that are key words are underlined, for example: Q: *What did he study?* A: *(He studied) Applied 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.

**Section A**

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>1(a)</b>	D	<b>(1)</b>
<b>1(b)</b>	F	<b>(1)</b>
<b>1(c)</b>	A	<b>(1)</b>
<b>1(d)</b>	J	<b>(1)</b>
<b>1(e)</b>	I	<b>(1)</b>
<b>1(f)</b>	L	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>2(a)</b>	Sabrina	<b>(1)</b>
<b>2(b)</b>	Asha, Hirsi	<b>(2)</b>
<b>2(c)</b>	Sabrina, Hirsi	<b>(2)</b>
<b>2(d)</b>	Asha	<b>(1)</b>
<b>2(e)</b>	Hirsi	<b>(1)</b>
<b>2(f)</b>	Asha, Sabrina	<b>(2)</b>
<b>2(g)</b>	Asha	<b>(1)</b>

<b>Asha</b>	<b>Sabrina</b>	<b>Hirsi</b>
	X	
X		X
	X	X
X		
		X
X	X	
X		

<b>Question number</b>	<b>Answer</b>	<b>Accept</b>	<b>Reject</b>	<b>Mark</b>
<b>3(a)</b>	joto mchana AND baridi usiku			<b>(2)</b>
<b>3 (b)</b>	kupanda ngamia	kutembea mchangani (na ngamia)		<b>(1)</b>
<b>3(c)</b>	Kuota jua ufukweni AND kupanda jahazi	Kusikiliza (muziki wa) taarab		<b>(2)</b>
<b>3(d)</b>	Kutoa taarifa Agosti AND Kuenda jangwani	Kuenda Sahara AND Safari Agosti		<b>(2)</b>
<b>3(e)</b>	Kuketi sofani AND Kunywa Soda			<b>(2)</b>
<b>3 (f)</b>	Kusikitika, huzuni			<b>(1)</b>
<b>3(g)</b>	asifanye ubishi AND atabadili mawazo	Atafurahi akifika		<b>(2)</b>

<b>Question number</b>	<b>Answer</b>	<b>Accept</b>	<b>Reject</b>	<b>Mark</b>
<b>4(a)</b>	Maji OR Sharubati			<b>(1)</b>
<b>4(b)</b>	mikeka AND Taa ya kandili	Mablanketi		<b>(2)</b>
<b>4(c)</b>	umri	Hawakutaka asikie mambo fulani  Alikuwa mdogo		<b>(1)</b>
<b>4(d)</b>	Macho yalipanuka AND Nyuso zilijaa vicheko			<b>(2)</b>
<b>4(e)</b>	jua liling'aa hadi usiku wa manane AND Kulikuwa na giza			<b>(2)</b>
<b>4(f)</b>	Unaweza kuendesha gari la mkokoteni lililosheheni AND maji yaliganda (na kuwa theluji iliyotanda)	Watu walivua samaki		<b>(2)</b>

## Section B

Question number	Communication and content	
5	<p>The candidate should have referred to the following bullet points:</p> <p>Zawadi uliyopewa</p> <p>Mawazo kuhusu zawadi</p> <p>Nyakati za kutoa zawadi</p> <p>Zawadi pendwa za baadaye</p> <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>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	<ul style="list-style-type: none"> <li>• Very little meaningful communication; rarely comprehensible.</li> <li>• The piece is rarely coherent.</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>• Limited communication; occasionally comprehensible.</li> <li>• The piece is occasionally coherent.</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>• Reasonable communication; sometimes comprehensible, though frequently lacking clarity.</li> <li>• The piece is sometimes coherent.</li> </ul>
Level 4	4	<ul style="list-style-type: none"> <li>• Generally clear communication with some ambiguity.</li> <li>• The piece is mostly coherent.</li> </ul>
Level 5	5	<ul style="list-style-type: none"> <li>• Clear communication with little or no ambiguity.</li> <li>• The piece is entirely coherent.</li> </ul>
Level 6	6	<ul style="list-style-type: none"> <li>• Very clear communication with no ambiguity.</li> <li>• The piece is entirely coherent.</li> </ul>

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"> <li>• Very limited range and variety of vocabulary and structures.</li> <li>• Very little evidence of correct spelling and grammar.</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>• Adequate but narrow range of vocabulary and structures.</li> <li>• Occasional evidence of correct spelling and grammar.</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>• Satisfactory range of vocabulary and structures.</li> <li>• Some evidence of correct spelling and grammar.</li> </ul>
Level 4	4	<ul style="list-style-type: none"> <li>• Good range of vocabulary and structures.</li> <li>• Significant evidence of correct spelling and grammar.</li> </ul>
Level 5	5	<ul style="list-style-type: none"> <li>• Very range of vocabulary and structures.</li> <li>• Very strong evidence of correct spelling and grammar.</li> </ul>
Level 6	6	<ul style="list-style-type: none"> <li>• Excellent range of vocabulary and structures.</li> <li>• Excellent evidence of correct spelling and grammar.</li> </ul>

Question number	Communication and content
6 (a)	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• Umuhimu wa kuelewa suala la mazingira</li> <li>• Mambo uliyofanya nyumbani na shuleni kusaidia mazingira</li> <li>• Baadaye mazingira yatakuwaje</li> </ul>
(b)	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• Mawazo yako kuhusu kusoma chuo kikuu</li> <li>• Utafanya nini baada ya masomo ya upili</li> <li>• Umezungumza na nani hivi karibuni kuhusu mipango yako.</li> </ul>
(c)	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• Ajira inayokuvutia zaidi</li> </ul>

Question number	Communication and content	
	<ul style="list-style-type: none"> <li>• Kazi walizofanya wazee wako walipokuwa vijana</li> <li>• Jinsi ajira itakavyobadilika miaka ijayo</li> </ul> <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.</p> <p>Candidate scores 0 if no bullets have been addressed.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> <li>• The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.</li> <li>• The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The piece is occasionally coherent and while there is some digression from the theme or purpose, it is generally clear.</li> </ul>
Level 3	5-6	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.</li> </ul>
Level 4	7-8	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
Level 5	9-10	<ul style="list-style-type: none"> <li>• The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension.</li> <li>• 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.</li> </ul>

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

### Section C

Question number	Answer	Mark
	Mifano bora ya kuigwa ni muhimu katika maisha ya vijana..	(2)
	Hii hujumuisha watu kutoka katika dunia ya michezo, muziki, mitindo na siasa.	(2)
	Mfano mzuri ni msichana mdogo anayeishi Tanzania ambaye ana njozi za kuwa rais wa nchi yake. Hivi karibuni alionekana kwenye televisheni na watu wengi walifurahishwa naye.	(3)
	Kwa upande mwingine, hasa kwenye mitandao, kuna athari hasi kwa vijana wa leo na walimu wengi pamoja na wazazi wana wasiwasi kuhusu athari ambazo watu hawa huwa nazo.	(3)

