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Examiners' Report  
Principal Examiner Feedback

Summer 2019

Pearson Edexcel International GCSE  
In Swahili (4SW1) Paper 01 and 02

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## **Principal Examiner Report 2019, Swahili**

This was the first time for students to sit these new examinations, and performance has been good.

### **Reading and Writing – 4SW1 01**

#### **Question 1**

This is a word drop question. Students 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 more challenging than expected for many students.

For future reference, students should first of all make sure that they understand the passage. Then they should realise that it is their understanding that is tested and hence they should not start off by trying to eliminate words but rather to see which words reflect the passage. By eliminating many chose 'starehe' for 'bwawa ni mahali pa... kwa waokozi wa majini'. They simply assumed that a pool is a place for 'fun' - or even 'maonyesho' whereas the passage referred to it as a place of work - pahali pa 'kazi'.

#### **Question 2**

This is a multiple matching exercise. This passage was one of the most accessible questions. Once again, it is important to understand what is said in the speech bubbles so as to do well in this exercise. I would recommend that students keep up their good work in regards to this question.

#### **Question 3**

This is a note taking exercise. The students must remember that the question demands short word responses. students should not try to fit in entire sentences – some of which are lifted from the passage. The notes should also not be too short; they must make sense. For example 'muda kwa kahawa kuchanua mwanzoni' is 'miaka 3 / miaka mitatu' – but not simply '3'. This question was also quite accessible.

#### **Question 4**

This question is made up of a passage from a literary text that requires short answers. Again, students should avoid lifting entire paragraphs from the given passage. Students should remember to answer in the third person. Students must read the question and respond accordingly. For example, responding 'Adam ana hisia gani kwa mke wake' as 'ni mke wake' does not make sense. The students were expected to mention feelings (hisia) such as 'mapenzi', 'anajivunia' etc.

4 (C) was interesting as many students thought that 'sherehe ilikuwa ndogo' because 'muziki ulikuwa na sauti ndogo' as opposed to 'walikuwapo

wanafamilia tu' – which is the correct response. For 4 (g) many missed Shafi's plan of wanting to study abroad.

I would advise teachers to adapt literary passages from the Swahili body of literature, formulate questions and practice for this part of the exam.

### **Question 5**

This is a short writing exercise requiring only 70 words. Students need to remember the word count limit and not waste time writing long passages. This year there were some who wrote short texts where each given prompt had a couple of sentences – which was perfect!

But there were also some students that wrote extensively. Often students writing weaknesses become more pronounced when they write more than required. This also leads to their essays becoming diluted and losing interest.

It was interesting to read that many students are happy at school and enjoy learning Swahili.

### **Question 6**

Extended writing requiring 130 words.

The most popular choice was Question 6A, about the World Cup with many students choosing Kenya as their country choice. Other countries selected were South Africa and the UK. Students showed great awareness and many did include the three bullet points required.

It must be remembered that missing out a bullet point translates as missing out on points. Once again, students should avoid writing long essays. students need to work on their grammar. Points to remember are:

1. Swahili is an agglutinating language – students should NOT separate grammatical structures such as tulipo\_ona' and should instead use 'tulipoona',
2. It must be stressed that students 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.
4. Avoid non grammatical use of '-enye', 'kwa', 'aje'
5. We also recommend that students be proud of their handwriting and produce clear and concise pieces of writing. Ineligible writing may lead to loss of marks when an examiner cannot make out what has been written.

### **Question 7**

This translation passage requires that students use good grammar. It is highly recommended to centres to teach and help students master the Swahili noun classes and to pay particular attention to Swahili object marking, prefixes and various tenses.

Students struggled with the words 'wooden doors', 'patterns', 'Arabic' and 'identities of residents'. It will be useful for the vocabulary list provided for this syllabus to be well studied.

## **Listening – 4SW1 02**

### **Question 1**

Multiple matching question where students were provided with pictures and had to identify **who** was speaking about **what** place. This question was accessible to many. Students should continue to familiarise themselves with the vocabulary list that is part of the syllabus as it is a useful tool for terminologies.

### **Question 2**

Multiple matching question where students were provided with pictures and had to identify what was being spoken about. This question was also accessible to many. Students should familiarise themselves with the vocabulary list that is part of the syllabus.

### **Question 3**

Students were provided with a short set of lines to fill with words. Many students did not know how to spell the word bicycle in Swahili - Baisikeli. Instead they used an anglicised version of the word eg 'byckeli'. This is not acceptable. Nor was 'basi' accepted when written as 'busi'. Also students need to remember not to write prolonged sentences. Their short words must make sense, hence 3(e) had to include the word 'saa' and not just the number 4.

Students should familiarise themselves with the vocabulary list and also practice listening Swahili.

### **Question 4**

Students had to fill in a grid where six speakers gave positive, negative or both positive and negative opinions. This exercise was accessible to many. Students should keep up the good work.

### **Question 5**

Multiple choice question which required students to listen attentively. Students must make sure that they read the questions during the time provided; this will make them aware of the options and questions asked so they can then make an informed choice.

### **Question 6**

This sentence completion exercise requires good listening so that students can select the correct word from the given choices. Students must understand what is said to be able to do this exercise well. It is advised that students familiarise themselves with the vocabulary given for the syllabus.

### **Question 7**

Students were required to fill the advantages and disadvantages of travelling to the national parks, the sea and the mountains. Once again, students had to listen attentively to do this exercise well. For example it

was not sufficient to say 'anapenda bahari, anapenda mlima' but rather, what makes the students know what the speaker likes/ dislikes. Hence responses such as 'kufurahia fukwe/mchanga; and 'kupumzika kwa kufanya mazoezi or hewa safi' -were sought.