Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel International GCSE
in Swahili (4SW1)

Paper 01: Reading, Writing and Translation

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 students at: www.pearson.com/uk

This was the fourth time for candidates to sit this exam. It is obvious that candidates are now comfortable with the assessment.

4SW1_01_Q01a

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 a statement from the stimulus text. The words must fit logically and grammatically. This question was accessible to a majority of candidates.

4SW1_01_Q01b

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 a statement from the stimulus text. The words must fit logically and grammatically. This question was slightly more challenging to some candidates.

4SW1_01_Q01c

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 a statement from the stimulus text. The words must fit logically and grammatically. This question was accessible to a majority of candidates.

4SW1_01_Q01d

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 a statement from the stimulus text. The words must fit logically and grammatically. This question was accessible to a majority of candidates.

4SW1_01_Q01e

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 a statement from the stimulus text. The words must fit logically and grammatically. This question was accessible to a majority of candidates.

4SW1_01_Q01f

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 a statement from the stimulus text. The words must fit logically and grammatically. This question was accessible to a majority of candidates.

4SW1_01_Q02a

This is a multiple matching exercise. This passage was one of the more accessible questions. Candidates must avoid 'fishing for marks' by putting more crosses than the required 10. This does lead to loss of marks. Candidates are advised to understand what is said in the speech bubbles so as to do well in this exercise.

4SW1_01_Q02b

This is a multiple matching exercise. This passage was one of the more accessible questions. Candidates must avoid 'fishing for marks' by putting more crosses than the required 10. This does lead to loss of marks. Candidates are advised to understand what is said in the speech bubbles so as to do well in this exercise.

4SW1_01_Q02c

This is a multiple matching exercise. This passage was one of the more accessible questions. Candidates must avoid 'fishing for marks' by putting more crosses than the required 10. This does lead to loss of marks. Candidates are advised to understand what is said in the speech bubbles so as to do well in this exercise.

4SW1_01_Q02d

This is a multiple matching exercise. This passage was one of the more accessible questions. Candidates must avoid 'fishing for marks' by putting more crosses than the required 10. This does lead to loss of marks. Candidates are advised to understand what is said in the speech bubbles so as to do well in this exercise.

4SW1_01_Q02e

This is a multiple matching exercise. This passage was one of the more accessible questions. Candidates must avoid 'fishing for marks' by putting more crosses than the required 10. This does lead to loss of marks. Candidates are advised to understand what is said in the speech bubbles so as to do well in this exercise.

4SW1_01_Q02f

This is a multiple matching exercise. This passage was one of the more accessible questions. Candidates must avoid 'fishing for marks' by putting more crosses than the required 10. This does lead to loss of marks. Candidates are advised to understand what is said in the speech bubbles so as to do well in this exercise.

4SW1_01_Q02g

This is a multiple matching exercise. This passage was one of the more accessible questions. Candidates must avoid 'fishing for marks' by putting more crosses than the required 10. This does lead to loss of marks. Candidates are advised to understand what is said in the speech bubbles so as to do well in this exercise.

4SW1_01_Q03a

This is a Note taking exercise. The candidates must remember that the question demands short words responses. Candidates should not lift entire sentences from the passage. Those who struggled with this question did not know the meaning of 'wahusika' (characters) hence missed that the question needed people - 'wabunifu na wanamitindo'

4SW1_01_Q03b

This is a Note taking exercise. The candidates must remember that the question demands short words responses. Candidates should not lift entire sentences from the passage. A majority of candidates got this right as they understood 'shughuli' (activities).

4SW1_01_Q03c

This was accessible to a majority of candidates. The candidates must remember that the question demands short words responses. Candidates should not lift entire sentences from the passage.

4SW1_01_Q03d

This was accessible to a majority of candidates. The candidates must remember that the question demands short words responses. Candidates should not lift entire sentences from the passage.

4SW1_01_Q03e

This was accessible to a majority of candidates. The candidates must remember that the question demands short words responses. Candidates should not lift entire sentences from the passage.

4SW1_01_Q03f

This was accessible to many candidates. Those who did not understand the term mandhari struggled. The candidates must remember that the question demands short words responses. Candidates should not lift entire sentences from the passage.

4SW1_01_Q03g

A majority of candidates got 'uuzaji' but not 'utafiti'.

4SW1_01_Q03h

This was not very accessible to candidates possibly because of the term tasnia.

4SW1_01_Q03i

Candidates must remember that the question demands short words responses and not lifting of entire sentences from the passage. Marks were awarded for answers pertaining to place eg 'tamasha ltakuwa wapi'/ 'eneo'/ 'sehemu'.

4SW1_01_Q04a

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 should remember to answer in the third person. Candidates must read the question and respond accordingly.

The question needed 'hisia' (feelings' and not 'actions' - so here the main words were 'furaha' and 'wasiwasi' - we also accepted 'kuhisi balaa litatokea'.

4SW1_01_Q04b

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 should remember to answer in the third person. Candidates must read the question and respond accordingly.

This question was looking at actions done by Semka that show that he is stubborn. Hence, 'alilazimisha, alibembeleza, alimfuata kumwona uso kwa uso'.

4SW1_01_Q04c

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 should remember to answer in the third person. Candidates must read the question and respond accordingly.

This question was interested in the differences between the ages. Hence, 'imani za ushirikina vs imani za kisayansi'.

4SW1_01_Q04d

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 should remember to answer in the third person. Candidates must read the question and respond accordingly.

This question needed the candidate to give the meaning of the phrase and not lift the entire passage where the phrase was. Candidates who lifted the words around the saying did not get marks.

4SW1_01_Q04e

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 should remember to answer in the third person. Candidates must read the question and respond accordingly.

A majority of candidates did not get this response right. The question needed the candidates to infer - 'Semkwa laughed because he knew Msoi would relate the everything to his beliefs'.

4SW1_01_Q04f

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 - this was the case in this question where candidates lifted an entire paragraph. Candidates should remember to answer in the third person.

4SW1_01_Q05

This is a short writing exercise requiring only 70 words. Candidates should remember the word count limit and not waste time writing long passages. This year many more wrote perfect short texts than last year. Also, some candidates underlined the words they had used from the boxes which was brilliant.

Candidates must remember to change the pronoun when writing the essay, they use 'shughuli ufanyazo' rather than 'shughuli nifanyazo'. The word kumbukumbu (memory) seems to have been problematic for some candidates who did not know what it means. A majority of candidates wrote good essays.

4SW1_01_Q06a

This question had the best responses overall. Candidates seem to have good ideas about life in halls of residence. Candidates should remember to use the noun classes, respect the tense that they are using and generally be creative.

4SW1_01_Q06b

Some candidates got confused about who was writing the letter and who it was addressed to. Candidates should read instructions well, so they do not confuse this. By confusing the question and writing as Aaliyah, the first bullet point is missed out.

4SW1_01_Q06c

This was the most popular question. Candidates wrote about the towns the live in, imaginary towns and towns that they hope to live in. Responses were very creative.

4SW1_01_Q07

This is a challenging question for many candidates. The first confusion was 'pollution' where some took this to be 'population' hence changing the meaning. There were difficult words such as 'charging stations' - candidates who were creative and used the verb 'kujaza umeme/stima' were awarded a mark, as were those who said 'kuchaji'. The word 'taxes' was also confusing with many taking it to be a 'taxi'.

4SW1_01_SecB

These were ad hoc responses from Question 6 by candidates who did not cross out the question they were responding.