

# **London Examinations**

## **GCE Ordinary Level**

**Mark Scheme and Examiners' Report**  
**for Swahili 7642**

**May/June 2000**

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Mark Scheme and Chief Examiner's Report  
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## **SWAHILI 7642**

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## **SWAHILI 7642, MARK SCHEME**

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### **Question 1 – Translation from Swahili into English**

This part of the paper is marked out of thirty.

- 25 negative marks, subject to usual deductions for errors and omissions
- 1 mark off for serious error or omission
- ½ mark off for minor error or omission
- up to 2 marks off for a phrase or part of a sentence which distorts the meaning of the message in the sentence
- up to 4 marks for spelling
- 5 positive marks for elegance/fluidity of expression

### **Question 2 – Translation from English into Swahili**

This part of the paper is marked out of thirty.

Marks should be distributed in the following way:

- correct decoding            7
- correct encoding            8
- linguistic accuracy        8
- cohesion/fluidity            7

### **Question 3 – Sentences testing grammatical knowledge**

This part of the paper is marked out of fifteen.

Deduct ½ mark for each minor error.

### **Question 4 – Short Essay**

This part of the paper is marked out of twenty-five.

Marks should be distributed in the following way:

- relevant content            10
- quality of language        10
- accuracy of spelling        5

## SWAHILI 7642, CHIEF EXAMINER'S REPORT

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### General comments

The examination paper was almost the same in demands as those of previous years. Candidates reflected better skills at translating passages into English than into Swahili. This is because of the difficulty experienced by such candidates in choosing the appropriate Swahili vocabulary or of expressing themselves in correct grammatical structures.

As in the previous year, the passages for translation ranged in difficulty from Q.1(a) to Q.1(b) to Q.2.

### Comments on individual questions

#### Question 1 (a)

Most candidates did well on this passage. Most of the words were familiar to the candidates, though the following were occasionally mistranslated:

'mjini'	town; mistranslated as village
'noti za'	notes; not translated as plural

#### Question 1 (b)

This was slightly more difficult passage to translate than passage (a). The following words were found to be difficult by some candidates.

'kututembelea'	to visit <i>us</i> , some candidates omitted to translate the affix 'tu' meaning 'us'.
'walipendezwa sana na	they were very pleased by; the phrase was translated in the active voice by some.
'madafu'	coconut water, acceptable variations included 'coconut juice', 'water from the coconut', but 'palm juice' was not accepted.

#### Question 2

As in the previous year, candidates found that translating into a target language is harder than translating into the original language. As this passage required a range of vocabulary in its translation, as well as familiarity with basic grammatical structures, it functioned as a good discriminator between strong and weaker candidates. Although the passage has retained the narrative style of last year's paper, the content is different in that it required knowledge of a slightly wider range of vocabulary.

Some words and phrases seemed difficult to some candidates, these are indicated below with some explanation of their use, where appropriate.

gained speed	kwends kwa kasi; kupiga/kwnda mbio; not correct to say 'olipata mbio'
a lake	ziwa, not 'mto' (which is a river); some candidate confused the two

jolted to a halt	ilitikisika na kusimama/ikasimama. Also acceptable ikatetemeka na kusimama
although	ingawa, ijapokuwa
opposite (me)	mkabala wangu; other acceptable variations include: upande wa pili
hesitated	kusita, kubabaika, kuzubaa

### Question 3

The sentences test the linguistic knowledge of the candidates over a wide range. It is recommended that teachers should get their students to be familiar with at least the following categories of grammar. The letters (a) to (j) refer to the sentences in Question 3 of the examination paper.

- (a) The conditional. If....., (then).....

'If you see John at the market, ask him to telephone me tomorrow'.

The word 'ask' can be translated in two ways in Swahili; kuuliza, as in asking a question, or enquiring (interrogatively). The second way, which is the required response in this context, is kuomba (to request) or even kuambia (to tell)

Please note that 'at the market' can be translated either as 'sokini' (with the locative 'ni' added to the noun 'soko') or as 'kwenye soko', it should not be translated as 'kwenye sokoni'

- (b) The subjunctive form of the verb (-ie) after an infinitive .:

'I told Juma to go to the shop to buy a pound of wheat for his sister'.

The word 'wheat' was mistranslated by quite a few candidates as 'mtama', 'mahindi' etc instead of 'ngano'.

- (c) The future tense (after the verb 'kupata' to get.)

'I think that Jane will get a present from her parents for passing the examination so well'

Please note that, in Swahili, 'from' is translated by 'kutoka kwa'; some candidates omitted the element 'kwa'.

- (d) The use of the intensive:

'The sun is so hot that it is melting some parts of the road'

Although the use of 'jua moto' is accepted, a preferable idiomatic expression is 'jua kali' (sana)

- (e) The conditional, with action in the past:

'If you had treated your dog well, he would not have bitten you.'

The word 'treat' was translated by some in the sense of 'healing' (kutibu)

- (f) The use of the imperative:

'Do not beat your child'

Candidates should be encouraged to use the object particle -m- as in :

Usimpige mtoto wako/mwanao. This is stylistically preferable to 'Usipige mtoto wako/mwanao'

- (g) The use of the habitual tense: hu-, denoting action done as a habit.

'Cats always drink milk'

Candidates should be encouraged to use the hu-tense where appropriate; some candidates attempted a different construction, and translated the equivalent of 'Cats drink milk all the time'.

- (h) The use of the po-tense of time (when):  
'When she started to shout, everybody rushed to help her'  
Quite a few spelling mistakes for: kupiga mayowe – misspelt as 'mayoye' or 'mayoe'.
- (i) Indication of the time of day after the verb 'to hope'  
'I hope they will all be present here at 5.30 this afternoon to listen to the talk'.  
Although a similar question was asked last year, candidates this year still gave similar answers: some wrote 'nataraji' (I expect) and 'naomba' (I request) for 'natumai'
- (j) The use of numbers and agreements of adjectives with nouns:  
'My uncle went to the auction and bought twelve shirts, eight blankets and nineteen belts.'

#### **Question 4**

Candidates were required in this question to write an essay of about 150 words on one of the three given topics. All candidates followed the instructions and have written the essay in Swahili

The three topics were:

- (a) Why we lost the match we played
- (b) A book I like
- (c) Television

All the three topics have been attempted. Topic (a) has proved the most popular; games played included football, netball and volleyball. The topic has also exercised the imagination of the candidates concerning the reasons for losing the match. These included lack of practice, disunity on the field, bribery of the referee by the other team, food poisoning, and being halted by floods on the way to the match!

The best essays, as usual, were the ones which were written according to a predetermined structure.

#### **General recommendations**

It is recommended that teachers should:

- (a) revise the previous year's examination paper periodically during the year
- (b) advise candidates to pay attention to the way a word is divided in Swahili. A number of candidates tended to divide a Swahili word when it should have remained a unit. Examples are:

ni me umia	I have been hurt / I was hurt (nimeumia)
ni li ona	I saw

## **SWAHILI 7642, GRADE BOUNDARIES**

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Grade	A	B	C	D	E
Lowest mark for award of grade	72	63	55	50	43

**Note:** Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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