

Edexcel International
London Examinations
GCE Ordinary Level

Mark Scheme with Examiners' Report

**London Examinations Ordinary Level GCE in
Swahili (7642)**

June 2002

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Mark Scheme and Chief Examiner's Report
June 2002

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Mark Scheme

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SWAHILI 7642, MARK SCHEME

Question 1 - Translation from Swahili into English: 20 marks

- (i) Vocabulary/semantic errors - a phrase or part of a sentence which distorts the meaning of the message in the sentence

Subtraction of up to 1 mark on first occurrence only.

Maximum: 12 penalty marks

- (ii) Grammar/syntax errors

Subtraction of up to 1 mark on first occurrence only in each category.

Maximum: 8 penalty marks.

- (iii) Spelling

Subtraction of up to 3 marks for spelling errors

- (iv) Overall award

Positive award on the passage as a whole for elegance/fluidity of expression.

Maximum: 6 marks

Question 2 - Translation from English into Swahili: 30 marks

The same scheme as for Question 1, with the following variations:

- (i) Vocabulary/semantic errors: **Maximum 14 penalty marks**

- (ii) Grammar/syntax errors: **Maximum 9 penalty marks**

- (iii) Spelling errors: **Maximum 7 penalty marks**

- (iv) Omission errors: **Maximum: 5 marks per sentence**

- (v) Overall award: **Maximum: 15 positive marks**

Question 3 - Sentences testing grammatical knowledge: 20 marks

Ten sentences carrying 2 marks per sentence.

Deduction of ½ mark for each minor error.

Question 4 - Short Essay: 30 marks

Marks distributed as follows:

(i) Relevant content: **15 marks**

(ii) Quality of language: **10 marks**

(iii) Accuracy of spelling: **5 marks**

SWAHILI 7642, CHIEF EXAMINER'S REPORT

General Comments

The level of the examination paper was almost the same as the previous year in the demands it made on the candidates. The translation passages tested varied features of grammar and vocabulary, moving from the 'easier' to the more 'difficult' passages. As in previous years, some candidates were better at translating passages into English than into Swahili.

Question 1 (a)

The passage was narrative in style; it tested numbers, names of fruits and flowers. Most candidates did well on this passage but the following were occasionally mistranslated: -

'miaka iliyopita' **past years** – mistranslated as singular: 'past year'
'asumini' **jasmine** – various mistranslations

Question 1(b)

This was a slightly more difficult passage to translate than passage (a). It described a game in progress; an idiom pertaining to the game was employed, which some candidates translated literally. It was: -

(mchezo) umeshika moto: (the game) was in full swing (lit. had caught fire)

Candidates should be taught some basic Swahili idioms and their use. Candidates should also be taught to translate a given sentence fully. For example, the phrase 'kwa kishindo' ('with a loud noise') was omitted in the translation of some candidates. They stopped at 'she slipped and fell'.

Question 2

The theme of the passage was the relationship between education and the development of women in the developing countries. The passage tested a range of vocabulary related to some basic aspects of development, e.g.

progress:	maendeleo
lack of:	ukosefu wa
reports:	taarifa
aid:	msaada
funds:	pesa; michango; mikopo
opportunities:	nafasi; fursa
economic conditions:	hali (zao) za uchumi
employed on a daily basis:	kuajiriwa kibarua

The required range of vocabulary, and the structure of the sentences, enabled the passage to discriminate between strong and weaker candidates. It is **recommended** that teachers practise translation exercises in class from newspaper passages that deal with current issues.

Question 3

The sentences test knowledge of the candidates over a wide range of grammar and syntax. It is **recommended** that teachers should get their students to be familiar with at least the following categories of grammar. Aspects which proved to be difficult are highlighted below. The letters (a) to (j) refer to the sentences in Question 3 of the examination paper.

(a) The use of the main and auxiliary verbs

- ÷ 'I hope you will be able to come to my party tonight.'
- ÷ **Correct:** Natumai utaweza kuja...
- ÷ Some candidates were not familiar with 'hope' as 'natumai'. Instead, they translated it as 'nafikiri', 'I think'; others formed a double infinitive with 'kuja' as 'kukuja'.

(b) The use of numbers and agreement of adjectives with nouns

- ÷ 'Our neighbour gave us a present of two pineapples and nine bananas.'
- ÷ **Correct:** mapapai mawili na ndizi tisa.
- ÷ Note the absence of prefixes in 'ndizi tisa'. It is **recommended** that, in this instance, candidates should be taught the role of the augmentative *ma-*: 'mandizi' would indicate many or large bananas.

(c) The use of conditional: If this...then...

- ÷ 'If the message had arrived on time, Juma would not have left for Mombasa.'
- ÷ It is **recommended** that teachers practise the use of the *-nge* and *-ngali* tenses. The word 'message', 'ujumbe', 'maagizo' seemed difficult for some candidates, one or two of whom retained the English word itself.

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

- ÷ 'Jane always gets up at 7 o'clock in the morning.'
- ÷ Apart from the use of the habitual tense, candidates need also to change or convert time to reflect Swahili usage. In this instance, 7 o'clock is 'saa moja', not 'saa saba'.

(e) The use of the past tense, negative

- ÷ 'We did not solve his problem.'
- ÷ The verb 'to solve' posed a problem for some of the candidates. Although the correct translation would be 'kutatua', other variations are also acceptable, such as 'kuondoa', 'kumuondolea' etc. Doubtful translations include '-tengeneza' and '-maliza'.

(f) The use of the interrogative, negative

- ÷ 'Why are they not here?'

(g) The use of the intensive

- ÷ 'Agnes was so angry that she could not speak!'
- ÷ 'So...that...': This has been correctly translated as '...hata hakuweza kusema!' or 'hata hakuweza kusema kitu!'.
- ÷ 'Mpaka' has been accepted, though strictly its use changes the meaning slightly as it is implied that the action was deliberate: Agnes deliberately kept on getting angry **until** she could not speak.
- ÷ Incidentally, some candidates misunderstood 'angry' as 'hungry'.

(h) The use of the po- tense of time (when)

- ÷ 'When the dog jumped on the table, he broke all the plates'.
- ÷ The required usage was a verb with *-po-* indicating time: *aliporuka juu ya meza*.
- ÷ It is **strongly recommended** that teachers practise this construction in class.
- ÷ Some candidates used the colloquial: 'saa ile'.

(i) The use of the conditional: both clauses are in the negative

- ÷ 'If you do not drink you medicine, you will not get better.'
- ÷ A better way of translating this is to use *hu...* in the first clause – 'kama hunywi' – and *huta...* in the second clause: 'hutapona'.

(j) The use of the imperative (command) negative

- ÷ 'Do not return to the office before you have completed your work.'
- ÷ Note that, in the second verb, it is advisable to use *-ja-* with the negative prefix *hu* after *kabla*: '...kabla *hujamaliza* kazi yako.'
- ÷ It is also acceptable to translate: 'kabla ya kumaliza kazi yako.'

Question 4

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

The three topics this year were: -

- (a) Imagine you are watching the game mentioned in Question 1 (b). Describe the rest of the game. (The other team is from Karenga Girls' School).
- (b) Is there any advantage to being bilingual, i.e. to be able to speak more than one language?
- (c) My favourite singer or artist.

All three topics were attempted. Many candidates attempted topic (a), continuing the narration of the game mentioned in Question 1(b). While some produced merely factual responses, others were quite imaginative in their description of how the game proceeded.

Some of the essays on topic (b) were slightly disappointing in that the candidates did not seem to draw on their own experiences as bilingual speakers, and the advantages they might enjoy beyond the obvious (good jobs as translators, success in business, etc.) The social and cultural aspects of being bilingual should also have been mentioned.

Many candidates attempted topic (c). It was a pleasant surprise to note that East African artists and singers featured in the essays as well as those from the West, particularly from America.

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

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. For example: -

ni na fikiri	I think (ninafikiri)
iliyo pita	which had passed (iliyopita)

- (c) Advise candidates not to force similes in their essays out of context. Essays would indeed read better if written in a style that employed various figures of speech, but these need to be worked into the essays naturally.

SWAHILI 7642, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	73	64	56	49	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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