

Edexcel International
London Examinations
GCE Ordinary Level

Mark Scheme with Examiners' Report

London Examinations Ordinary Level GCE in Swahili (7642)

June 2003

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Mark Scheme with Examiner's Report
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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, although it would seem that Question 4 (the essay) was more accessible to candidates this year in the choice that it provided. The translation passages tested a full range of grammar and vocabulary. As in previous years, some candidates were better at translating passages into English than into Swahili.

Translation into English

Question 1 (a)

The passage was narrative in style. It describes a situation when the writer is alone at home at night. They hear some noise from the lounge on the ground floor and they go downstairs to investigate. The majority of candidates performed well at this task. The following are words and phrases which caused difficulty.

'Ndugu yangu mwanamume': the correct translation is, of course, 'brother', but the phrase has been mistranslated as 'cousin'.

'Ulaya' : Europe. Mistranslated as 'abroad' which is 'ng'ambo'.

'kishindo': noise, commotion. Misconstrued as 'competition' from 'kushindana'.

'chumba': room. Mistranslated as 'house' (confused with 'nyumba').

Question 1 (b)

This was a slightly easier passage which, again, was narrative in style. Amanda is on a visit from New York with her husband and three children. They want to go to the Ngorongoro National Park to see animals in their natural habitat. Three animals are named in the passage: the rhinoceros ('kifaru'), the hippopotamus ('kiboko') and the giraffe ('twiga'). The first two seemed difficult for some, whilst the last was known to almost all the candidates.

Candidates should be taught some basic vocabulary relating to animals and the national parks in East Africa.

Translation into Swahili

Question 2

The theme of the passage was child labour in East Africa. The passage tested vocabulary which had a social content. The following are some words which were mistranslated by some candidates.

poverty: umaskini; note the use of *u-* as denoting concept.

income: mapato.

required to work: wanahitajika/wanahitajiwa kufanya kazi.

instead of: badala ya.

cassava: mhogo (singular) or mihogo (plural).

enables: -wezesha; forms of -patia/-patiza are also acceptable in context.

on the other hand: kwa upande mwingine; not 'kwa mkono mwingine'.

force children: lazimisha watoto.

agreement: mapatano; forms of -kubaliana are also acceptable.

The required range of vocabulary allied to the structure of the sentences enabled the passage to discriminate between strong and weaker candidates. It is good practice for teachers to use translation exercises which come from newspaper passages that deal with current issues.

Question 3

The sentences in this question test knowledge over a wide range of grammar and syntax. It is recommended that teachers familiarise their students with the categories of grammar reflected in the questions as given below. Aspects of grammar which proved to be difficult are also highlighted below. The letters (a) to (j) refer to the sentences in Question 3 of the examination paper.

- (a) The use of the imperative (command), negative:
'Do not throw litter on the ground'.

The word 'litter' has been mistranslated by some students as 'gasia' or 'ghasia'. Also, 'on the ground' has been rendered as 'juu ya ardhi' which is acceptable, but 'juu ya ardhi*ni*' is not.

- (b) The use of conditional: If this...then....
'If you had sent the cloth with my aunt, I would not have come here to get it'.

It is recommended that teachers practice the use of the *-nge* and *-ngali* tenses. The word 'aunt', 'shangazi' seemed difficult for some candidates, one or two of whom retained the English word itself.

- (c) The use of the main and auxiliary verbs.
'We hope that he will be able to get to work within a fortnight'.

Some candidates were not familiar with 'hope' as 'natumai'. Instead, they translated it as 'nafikiri', 'I think'. The word 'fortnight' also seemed unfamiliar to some; 'majuma mawili' or 'wiki mbili' is acceptable.

- (d) The use of the past tense, negative:
'No one came to receive Agnes at the airport.'
The verb 'to receive', 'kumpokea', or 'kumlaki' was also mistranslated as 'kumbeba', 'to carry' (implying a physical 'carrying'). It is suggested that teachers revise the use of the object infix *-m-* in such constructions: 'kumpokea', 'kumlaki'.

- (e) The use of the habitual tense: *hu-*, denoting action done as a habit:
'He always buys a present for his wife on her birthday'
'birthday': 'siku ya kuzaliwa' or its variants are acceptable.

- (f) The use of the interrogative, negative:
'Why do we have to go to the Museum?'
This is a straightforward interrogative sentence which most candidates got right. The noun 'museum' posed a problem for many; very few rendered it correctly as 'makumbusho', although some variants were acceptable, e.g. 'jumba la kumbukumbu'.

- (g) The use of the intensive:
 'I was so tired I fell asleep on the bus.'
 'so...that..': this has been correctly translated as '...hata nikalala...'
 However, some candidates have omitted 'hata' thus losing the intended intensity; instead, they have changed the sentence into an ordinary one reflecting cause-effect: 'Nilichoka sana nikalala...'
- (h) The use of the negative, future tense:
 'She does not think that her husband will have time to go to the party next month'.
 The phrase 'will have time' was found to be difficult by some candidates; 'atapata nafasi' or 'atakuwa na nafasi' and some variants are acceptable. 'Party' is 'karamu' or even 'hafla'; 'parti' is not acceptable. Some variants, related to 'sherehe' are acceptable.
- (i) The use of the past tense with an auxiliary verb: ('asked to return')
 'He was asked to return the umbrella to the shop'.
 It is suggested strongly that teachers should get students to make a distinction between 'kuomba' and 'kuuliza' as translations of the English word 'ask'. In this context, the verb is 'kuombwa' (in the passive). 'Kuuliza' translates the interrogative aspect of 'ask'.
 Many candidates had difficulty with the word 'umbrella'.
- (j) The use of the conditional; both clauses are in the negative:
 'If you do not think I should speak to him, I won't'.
 A better way of translating this is to use *hu...* in the first clause – 'kama hufikiri...'. Some candidates translated 'I won't' incompletely – and incorrectly - as 'sita'.

Question 4

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) Continue the story given in Question 1 (a).

The majority of candidates chose this topic; many essays were written with much imagination and style. Some candidates repeated the paragraph given in Question 1(a) in order to give continuity to their narrative. It should be noted that, in this case, the number of words of the essay would not include the words given in Question 1(a) but would refer to the number of words written by the candidates themselves.

- (b) Protecting our environment.

- (c) My favourite radio or television programme.

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 following are general recommendations on the paper as a whole:

It is recommended that teachers:

- (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 li choka: I was tired (nilichoka)

- (c) advise candidates not to force out of context similes into their essays. Essays read better if written in a style that employs various figures of speech, but these need to be worked into the essays naturally.
- (d) advise candidates to plan their essay. The plan should be written in the answer book and then crossed out.

SWAHILI 7642, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	70	62	55	50	45

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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