

# Mark Scheme with Examiners' Report GCE O Level Swahili (7642)

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Mark Scheme with Examiners' Report

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## **SWAHILI 7642, MARK SCHEME**

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### **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 | <b>Maximum 14 penalty marks</b>      |
| (ii) Grammar/syntax errors     | <b>Maximum 9 penalty marks</b>       |
| (iii) Spelling errors          | <b>Maximum 7 penalty marks</b>       |
| (iv) Omission errors           | <b>Maximum: 5 marks per sentence</b> |
| (v) Overall award              | <b>Maximum: 15 positive marks</b>    |

### **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:       | <b>15 marks</b> |
| (ii) Quality of language:   | <b>10 marks</b> |
| (iii) Accuracy of spelling: | <b>5 marks</b>  |

## SWAHILI 7642, CHIEF EXAMINER'S REPORT

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### General Comments

It is recommended that teachers revise the previous year's examination paper periodically during the year. Also, candidates should 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 as a unit. For example,

Juma ali ulizwa  
Wana saidia

Juma was asked  
They help...

### Question 1 (a)

The passage was narrative in style. Most candidates performed well on this passage, but the following words were occasionally mistranslated:

'kuogelea'	to swim; confused with kuoga/kukoga, 'to bathe'
'mahiri'	skilful, clever; some candidates were not familiar with this word.
'wazo hilo'	'that thought'; some candidates translated it as 'wazo hili', this thought.

It is interesting to note that a sentence which was ambiguous in the original Swahili was translated in both its meanings. '...wanapenda kucheza michezo mbali mbali' was rendered both as (a) they liked playing different games, and as (b) they liked playing games apart (separately). Both of these are acceptable.

### Question 1 (b)

This was found to be a slightly more difficult passage to translate than passage (a). It described a seminar on trade and commerce. Some candidates found the following words difficult to translate, or mistranslated them:

'ilijadili'	it discussed
'pendekezo'	recommendation
'zitakazorahisisha'	which will make it easier/ facilitate
'usafirishaji'	transportation
'bidhaa'	goods

The third sentence of the passage mentioned three groups of people who attended the seminar; experts from the University, well-known business men and women of the nation, and representatives of the government. It reads: "Miongoni mwa wale waliohudhuria walikuwa wataalamu kutoka Chuo Kikuu, wafanya biashara mashuhuri wa taifa, na wawakilishi wa serekali". Some candidates confused the three elements. It is recommended that teachers should practice the arrangement of multiple nouns and noun phrases in a sentence so that pupils are able to discriminate between them.

### Question 2

The theme of the passage concerned the importance of farming in the country. The passage tested a range of vocabulary related to some basic aspects of this activity. The following are words and phrases which some candidates found difficult.

two reasons: sababu mbili [at times mistranslated as 'akili mbili']  
perhaps: labda  
namely: yaani, kama...  
[they] depend on: wanategemea  
economic: kiuchumi  
cotton: pamba  
sisal:: ukonge, katani, [mkonge]  
cloves: karafuu  
assist; kusaidia  
understanding of the environment: kufahamu/kuelewa mazingira  
seeds: mbegu

The structure of the sentences in English seemed to pose a problem for some candidates, as they tried to translate the sentences phrase by phrase. It is recommended that teachers practise translation exercises in class using English sentences that are slightly more complex. The range of vocabulary, and the structure of the sentences, enabled the passage to discriminate between strong and weaker candidates.

### 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 also 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.  
'They hope you will be able to return home tonight.'  
Correct: Wanatumai utaweza kurudi; the ambiguity of 'you' was accepted as utaweza or mtaweza.  
Some candidates were not familiar with the word 'hope' as 'natumai'. Instead, they translated it as 'wanafikiri', 'They think'.
- (b) The use of the past tense, negative:  
'No one spoke during the lesson.'  
The construction did not pose a problem as such. 'Lesson' was variously translated as 'somo', 'darasa', and even 'kipindi'. All were accepted. Teachers should note that such a construction could also employ a relative in Swahili: 'Hakuna (mtu) aliyesema/aliyeongea...'.  
(c) The use of conditional: If this...then....  
'If you had telephoned me, I would not have gone to the market.'  
It is recommended that teachers practice the use of the *-nge* and *-ngali* tenses.
- (d) The use of the habitual tense: *hu-*, denoting action done as a habit:  
'He always drinks a cup of tea after a meal.'  
The construction did not pose a problem as such, although some candidates did not capture the habitual aspect of the tense and instead translated the sentence ordinarily: 'anakunywa' instead of 'hunywa'; such sentences were acceptable where the meaning of everyday action was indicated.
- (e) The use of the past tense, negative, with a relative clause.  
'Jane did not like the dress which John had bought for her.'  
It does seem that the relative construction, 'amba-', is difficult for some candidates to render in a sentence correctly.

It is recommended that teachers should practice this construction in class. It is also recommended that teachers explain the prepositional or the applied form which, in this sentence, stands for 'bought for her': **alimnunulia**.

- (f) The use of the interrogative, negative:  
'Why did you not help him?'  
The ambiguity inherent in the sentence – 'you' as singular/plural – was accepted. The problem for some candidates was in the construction of the negative verb, with the object infix, **-m-**, **hukumsaidia**
- (g) The use of the intensive:  
'He was so ill that he could not walk on his own!'  
'so...that..': this has been correctly translated as '...hata hakuweza...'  
Teachers should advise students to read the sentences carefully before using 'mpaka' instead of 'hata' as it introduces a subtle change in the meaning.
- (h) The use of the po- tense of time (when):  
'The glass broke when the ball hit the window.'  
The required usage was a verb with – po – indicating time: **ulipopiga**, 'when it [the ball] hit'. It is strongly recommended that teachers practice this construction in class. Some candidates used the colloquial: 'saa ile' which should be discouraged.
- (i) The use of past tense, with infinitive:  
'Juma was asked to come early to school'.  
As in previous years, some candidates confuse the verb 'to ask' between its meanings in Swahili and English. Some tended to use 'kuuliza', 'to ask' in the interrogative sense rather than 'kuomba', 'to request', even 'kuambia', to tell. Candidates need to make a distinction between the two types of 'asking' verbs.
- (j) The use of the conditional; both clauses are in the negative:  
'If you do not think that I should go to the show, I won't.'  
A better way of translating this is to use *hu...* in the first clause – 'kama hufikiri' – and *sita...* in the second clause: 'sitakwenda'; this should not be shortened to 'sita', following the English too literally.

#### Question 4

Candidates were required to write an essay of about 150 words on one of three given topics. The first topic was further sub-divided into four sub-headings, thus giving candidates a wider choice.

The three topics this year were:

- (a) Imagine and describe a day in the life of one of the following:
- (i) a farmer
  - (ii) a fisherman
  - (iii) a singer
  - (iv) a sportsperson
- (b) You are the headmaster or headmistress of a school. Your team is to play against a strong team of a rival school in some sports. What will you tell your team to prepare them and give them courage to face the challenge? (You may choose any sport you wish).
- (c) Write a letter to a newspaper about traffic in a shopping area in your town.

Although all three topics were attempted, the majority of the candidates opted for (a) as the choice was wider within the question. However, some candidates wrote the essay in the first person, imagining themselves to be the farmer or fisherman. This was acceptable. Some accounts were merely factual, but others were quite imaginative in their description of the activities of the day.

## **SWAHILI 7642, GRADE BOUNDARIES**

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<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Lowest mark for award of grade</b>	<b>69</b>	<b>58</b>	<b>48</b>	<b>43</b>	<b>36</b>

**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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