

# Mark Scheme with Examiners' Report

## GCE O Level Swahili (7642)

June 2005

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## SWAHILI 7642, MARK SCHEME

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The table below shows how marks are distributed throughout the paper.

Question	Transmission Communication/Content	Quality of Language	Total for Question
1	15%	10%	25%
2	15%	10%	25%
3	10%	5%	15%
4	20%	15%	35%

### Assessment criteria and mark scheme

Assessment criteria reflect the standard expected at GCE O level. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each grid. References to 'standard' should be interpreted in this context.

**Minor errors** include, for example, the **occasional** omission of accents, incorrect gender, article, slight spelling errors.

**Major errors** include, for example, the **consistent** mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

Marks are awarded positively using the following assessment grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate performance may require a 'best fit' mark.

## Question 1 and Question 2: Translation

	Transmission
13-15	Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.
10-12	A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.
7-9	The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.
4-6	Only the more straightforward concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.
1-3	Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.
0	No language worthy of credit.

	Quality of Language
9-10	A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense use. Very pleasant to read overall, although not necessarily faultless.
7-8	A high level of accuracy overall with however occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure although occasional lapses are evident. Pleasant to read for the most part.
5-6	Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate with several items unknown. Problems at times with tense use. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.
3-4	Some inaccuracies in basic grammar although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives, and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.
1-2	A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little of credit.
0	No language worthy of credit.

### Question 3 - Practical application of grammar

Five sentences each worth 2 marks, plus a global mark for Quality of Language.

Marks are awarded for **Communication** as well as for **Quality of Language**.

Please refer to the following grids:

Communication	
2	Fully communicated in the target language although with some ambiguity in the expression.
1	At least half the sentence is correctly communicated in the target language.
0	No relevant communication.

The Quality of Language grid is applied **GLOBALLY** to all five sentences.

Quality of language	
5	High level of accuracy with only minor errors.
4	Level of accuracy generally secure but incidence of error increases in more complex language.
3	Accuracy variable with some basic errors.
2	High incidence of error which impedes communication at times. Inconsistent.
1	Frequent basic error with only isolated examples of accurate language.
0	No language worthy of credit.

#### Question 4 - Writing

This question attracts marks for **Communication and content** and **Quality of Language**. Please see the following grids:

	<b>Communication and content</b>
17-20	Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.
13-16	Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequence generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.
9-12	Majority of task completed with, however, some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.
5-8	Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read.
1-4	Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.
0	No language worthy of credit.

	Quality of Language
13-15	Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time referents. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.
10-12	Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time referents. Manipulates language to suit the task at hand with, however, some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.
7-9	Fairly accurate in simple language however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time referents. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies the basic message is conveyed.
4-6	Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time referents limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives, and/or adverbial phrases. Not easy to read.
1-3	A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time referents. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.
0	No language worthy of credit.



## SWAHILI 7642, CHIEF EXAMINER'S REPORT

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### General Comments

This year's question paper contained two changes from the format of the previous years: i) there was one (longer) passage for translation into English instead of two short ones, and ii) Question 3 - which specifically tested linguistic features - had five instead of ten sentences. However, the examination paper in its entirety was almost the same in its 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. The essay question was well attempted; more comments on it are in the relevant section below.

### Question 1

The passage was partly narrative in style and partly analytical; it dealt with the condition of orphans in cities who have to look after themselves. Its vocabulary was simple and ordinary. Most candidates did well on this passage, but the following were occasionally mistranslated:

mtoto anayesalia	the remaining child, or, the child left behind; mistranslated as 'the first born'
wazee	'parents' or 'elders'. The context clearly refers to wazee as parents
shurutisha	force, or, compel

### Question 2

This was a slightly more difficult passage to translate than passage (a). Although the topic was straightforward - a description of three popular animals in Africa: the camel, the lion and the elephant - some candidates found the following words/phrases difficult to translate into Swahili.

Africa is well known	Afrika inajulikana sana; some candidates used the passive as 'inajuanwa'
from the north	kaskazini, mistranslated as 'magharibi'.
desert	jangwa
goods	bidhaa; vitu is also acceptable in this context
groups	vikundi
up to	Many candidates tended to omit this phrase in their translation: each group has up to 25 lions in it: 'hadi' or 'wafikao'
killed	kuuliwa; some candidates tended to omit a vowel, thus rendering it as 'kuliwa': to be eaten

### It is recommended that:

- teachers should revise vocabulary dealing with directions, dimensions and names of animals.
- teachers practise translation exercises in class from English sentences which are slightly more complex and which reflect a range of vocabulary.

### Question 3

The sentences test knowledge of the candidates over a wide range of grammar and syntax. It is recommended that teachers get their students to be familiar with at least the following categories of grammar. Aspects which proved to be difficult are highlighted below. The numbers 1 to 5 refer to the sentences in Question 3 of the examination paper.

1. The use of the negative, with imperative (command).  
'Do not be angry with Sam; he is really a good boy'.  
A few variations are acceptable for the first part, including 'Usikasirike na Sam', or 'Usimkasirikie Sam'.
2. The use of the main and auxiliary verbs.  
'They hope that you will send some money to them'  
Correct: Wanatumai (kama/kwamba) utawatumia/utawapelekea pesa; the ambiguity of 'you' was accepted as u- or m- (singular or plural).  
Some candidates were not familiar with the word 'hope' as 'natumai'.  
Instead, they translated it as 'wanafikiri', 'They think'.
3. The use of the habitual tense: *hu-*, denoting action done as a habit:  
'He always goes to his brother's house at noon'  
The construction did not pose a problem as such, though some candidates did not capture the habitual aspect of the tense and instead translated the sentence ordinarily: 'anakwenda' instead of 'huenda'; such sentences were acceptable where the meaning of everyday action was indicated (eg by the addition of 'kila siku')
4. The use of the interrogative, negative:  
'Why did you not give the keys to John?'  
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-, hukumpa. It is advisable, in such a construction, to insert the infix -m-. Also, 'keys' was translated as singular by some candidates.
5. The use of the conditional; both clauses are in the negative:  
'If you do not think that I should go to America, 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 up to 250 words on one of four given topics in this question. All candidates followed the instructions and have written the essay in Swahili.

The four topics this year were:

- (a) Describe a trip you made abroad. Say why it was an interesting trip for you.
- (b) Imagine you come across a house on fire. Explain how you would rescue the people trapped inside it.
- (c) What, in your opinion, could be major ways of reducing famine in Africa?

- (d) Write a letter to the Municipal Council suggesting a new route for a bus that currently passes far from your neighbourhood. Give reasons for your suggestion.

Some essays were extremely good, reflecting a well thought out structure and a body that was imaginative. Although all four topics have been attempted, the majority of the candidates opted for (a). While some candidates, as indicated, have written well, some others have tended to focus too long on the preparation for the trip rather than the trip itself. Still others have described the trip in very general terms, eg 'kwenda Ulaya' (Europe) without a sense of where in Europe the candidate was visiting.

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:

Usi kasirike            Do not be angry  
Hu fikiri                You do not think

- (c) advise candidates to plan their essays and develop a structure for its body.

## **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>59</b>	<b>50</b>	<b>45</b>	<b>37</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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