

Examiners' Report Summer 2009

GCE

GCE Swahili (7642/01)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Services on + 44 1204 770 696, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Summer 2009

All the material in this publication is copyright
© Edexcel Ltd 2009

Contents

1.	7642 Swahili Examiner's report	5
2.	Statistics	8

Swahili 7642/01

Paper 1

General

The exam paper presented a fair challenge to most candidates in terms of topic areas; grammar; and transmission of the language in translation. A handful of candidates made outstanding performances in both self-expression and language variety. Only one centre performed extremely well and only one other showed levels of understanding to be below O level examination. Details are given below:-

Qs 1. Translation from Swahili to English (25 marks)

Despite this question being comparatively easier than its counterpart Qs 2, still under ½ of the candidates scored marks above 50% of the available 25 marks.

This question was based on a trip to a rose producing farm in East Africa. Areas of difficulty were:

- a) Generally, candidates did not show confidence in distinguishing between geographical terms like altitude, climate and the weather.
- b) While proper nouns of locations outside of East Africa, for example London and Paris were easy for almost all candidates; misunderstanding of terms like Europe UK/ Britain and England was prominent.
- c) A fair number of candidates got the noun *waridi* 'roses' incorrect, most choosing to use 'carnations' or 'beautiful flowers' instead or even just 'flowers'.
- d) In the phrase '*ndio maendeleo hayo!*' *ndio* 'indeed' was omitted by more than ½ of the candidates.
- e) The word *shangaa* 'surprised' was erroneously translated as 'shocked' by a large number of candidates.
- f) The concept of touring a farm was alien to some candidates and therefore there was a tendency to make sense of the passage using imaginary but familiar scenarios. For example:

Bwana Malito alitupatia vinywaji vya kukata kiu na kujiburudisha, tena akatutembeza shambani...

Mr Malito gave us drinks to quench our thirst and to refresh us, then, gave us a tour of the farm...

Was translated as

- a) "Mr Malito gave us tools to cut crops and later we returned it..."
- b) "Mr Malito gave us spades to plough..."

- c) "Mr Malito gave us tools to cut grass..."

It is recommended that students familiarize with international geographical locations during term time. And also that they learn basic geographical and agricultural terms in class as part of the syllabus.

Qs 2 Translation from English to Swahili (25 marks)

This question was based on a visit to a museum or a main post office in cities of East Africa.

A third of candidates scored above ½ in this question. The general areas of difficulty were:

- a) For the word buildings, *mijengo*, a number of candidates erroneously used the word *ghorofa* storey. And for the word museum which is *makavazi / jumba la makumbusho* quite a number of candidates erroneously used the word *muziamu*
- b) Translation of the phrase 'main post office' in most cases omitted the word 'main'
- c) The word 'collect' is ambiguous and therefore it meant that some candidates, unaware of its various uses, chose to use *kusanya barua zao* instead of *chukua barua zao*
- d) The word 'senders' was translated quite regularly as *watumwa* which is a passive form of the verb *tuma* and literally means those who are sent on an errand; and also means slaves.

This form of the verb needs identifying and practicing for future exams. It is imperative at this stage of Swahili learning that candidates not only are familiar with, but that they are confident in using, variations of the verb derivatives. It is highly recommended that teachers pay special attention to this topic in preparation for future Swahili exams at this level.

Qs 3 Translation of 5 sentences into Swahili (15 marks)

Grammatical structures of the language are to be consistent for scoring competitively in this question. Responses ought to be accurate in their practical application of Swahili grammar. This question had the highest number of achievers of marks above 50% of the available marks.

- a) She is hoping to go to Lamu tomorrow evening. *Anatumaini kuenda Lamu kesho jioni*. This tests use of the verb *tumaini* against the noun *tumaini*. Quite a number of candidates got these two meanings mixed up. Also one or two candidates used the English verb with participant marker and present tense shown in Swahili like this - *anahope*.
- b) Edward is delighted with his new bicycle; it has a loud bell. This tests use of the passive form of the verb; conjunction *na* and nominal agreements. About 5 candidates used the Sheng word 'beli', teachers ought to emphasise the need for standard form of the language during exams.

- c) My [maternal] uncle always calls me on my cell phone every Sunday. This tests use of the habitual tense, family domain nouns, and adverbs of time as in days of the week. Over 10 candidates did not get *Jumapili* 'Sunday' right.
- d) Why did they not give three balls to each of their children? This tests use of pronouns in interrogation in the past tense in *kwa nini hawakuwapa...?* Possessive adjectives *mtoto wao*, numbers *mipira mitatu* as adjectives, and adverbs *kila mara*. This was quite challenging to some candidates but mostly it was satisfactory. One recurring error however, was that some candidates wrote *kwa nini hawakupatiana...?* which denotes reciprocal verb derivative.
- e) If you do not think I should climb the mountain, I won't. Even though most students used the verb *panda* for climb; *kwea* was correctly used as an alternative. Also while most answers were accurate in the first half of the sentence, the last part of the sentence was wrong in most cases. Candidates gave the translation of 'I won't' as *sita*, in effect omitting the verb after the tense, and rendering the term *sita* totally meaningless.

Q 4 Essay (35 marks)

This question required candidates to write a 250-word essay in target language on one of the 4 topics below. It tested communication and content, within restricted topics but at the same time encouraging candidates' individuality.

- a) You accompanied your friend on a fishing trip at sea. Describe what happened.
- b) You have heard two people on the radio debating their preference of where they would like to live. One preferred a rural life and the other a town life. Whom would you support? Give reasons for your answer.
- c) If you acquire much wealth, how would you use it to help people in need?

Or

- d) Write a letter to the editor of a newspaper recommending that a hospital be built in your part of town. Give reasons for your recommendations.

Most candidates attempted Qs 4, with only one or two exceptions. Of the other options above, there was no question that was more popular than the other.

It was interesting to note that those that answered question c) expressed sympathy to HIV/AIDS survivors in East Africa. Suggesting a need to open new research centres, hospitals and homes to cater for those affected. However there was no mention of educating people on causes of HIV/AIDS. Instead basic formal education for children was the next in line for recommendation for support. While most candidates had a satisfactory grasp of essay writing skills, a tendency to write either too long or too short an essay recurred at least twice per centre.

What was noticeable also was the use of Sheng words. For example *fiti/* from English fit; *freshi* from English fresh; *poa/* from English cool; all used to mean alright/ good/ lovely/ nice/ beautiful / *fine etc.* One or two candidates used the Sheng alternative *kaa* for instead of the Swahili word *kama*.

Statistics

Grade	A	B	C	D	E
Lowest Mark for award of grade	66	56	47	42	37

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

Order Code ?? ????? Summer 2009

For more information on Edexcel qualifications, please visit www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH