

# Mark Scheme (Results)

## Summer 2010

GCE O Level

GCE O Level 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](http://www.edexcel.com).

If you have any subject specific questions about the content of this Mark Scheme 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/>

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated **languages** telephone line: **0844 576 0035**

(If you are calling from outside the UK please dial + 44 1204 770 696 and state that you would like to speak to the **languages** subject specialist).

Summer 2010

All the material in this publication is copyright  
© Edexcel Ltd 2010

### Question 1 - Translation into English

Translation from Swahili to English will be marked for 'Response to Written Language' and "Knowledge of Grammar".

Question Number		Indicative content
		<b>Response to written language (15)</b>
Level	Mark	Descriptor
	0-1	Little or nothing of merit
	2-4	Shows poor understanding of the original and translated in English that has a very limited range of vocabulary
	5-7	Shows a satisfactory understanding of the original and translated in English that has a limited range of vocabulary.
	8-11	Shows a good understanding of the original and translated into English that has a wide range of vocabulary
	12-15	Very good understanding of the original and translated accuracy in English that has a wide range of vocabulary.

Question Number		Indicative content
		<b>Knowledge of Grammar (10)</b>
Level	Mark	Descriptor
	0-2	Errors are elementary and so numerous as to impede comprehension.
	3-4	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
	5-6	The grammatical structures are known but success in applying them is inconsistent, especially in less common structures.
	7-8	Grammar is sound. Tense and agreements are reliable and errors occur only in the most difficult areas.
	9-10	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.

Question Number	Answer	Mark
1	For many / several years now we have heard our teachers and leaders of environmental affairs/ issues explaining about the benefits of tree planting. Trees are life. Trees provide foodstuffs like cashew nuts and different fruits. Among them mangoes oranges lemons and so on that strengthen our bodies. This is because fruits are a good source of vitamins, minerals and roughage. Other trees are used for making medicine and even household goods and school items like desks books and pencils. The minister for land and settlement recently stressed the importance of planting trees all over the country. He / she blamed companies that cut trees carelessly while warning them that their licences would be nullified if they did not follow government laws/ regulations. He was supported by town councils that have also promised to give citizens seeds to plant so as to improve town scenery.	

	<p>Another benefit from trees is prevention of soil erosion. When the rain falls it causes/ makes top soil erosion/ erode (respectively) making that area infertile. It is very surprising to read that the Sahara desert in the past was full of forests with animals of all types. Among them being elephants, giraffes, rhinos, lions, leopards and so on. If we continue to cut trees without planting two or three seedlings at that place we cut trees, we are putting ourselves in great danger of self-distraction. So let us all put an effort and co-operate in not making our countries deserts.</p>	(25)
--	---	------

### Question 2 - Translation Into Swahili

Translation from English to Swahili will be marked for 'Response to Written Language' and "Knowledge of Grammar"

Question Number		Indicative content
		<b>Response to written language (15)</b>
Level	Mark	Descriptor
	0-1	Little or nothing of merit
	2-4	Shows poor understanding of the original and translated in English that has a very limited range of vocabulary
	5-7	Shows a satisfactory understanding of the original and translated in English <u>Swahili</u> that has a limited range of vocabulary.
	8-11	Shows a good understanding of the original and translated into English that has a wide range of vocabulary
	12-15	Very good understanding of the original and translated accuracy in English <u>Swahili</u> that has a wide range of vocabulary.

Question Number		Indicative content
		<b>Knowledge of Grammar (10)</b>
Level	Mark	Descriptor
	0-2	Errors are elementary and so numerous as to impede comprehension.
	3-4	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
	5-6	The grammatical structures are known but success in applying them is inconsistent, especially in less common structures.
	7-8	Grammar is sound. Tense and agreements are reliable and errors occur only in the most difficult areas.
	9-10	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.

Question Number	Answer	Mark
2	<p>Ninapenda sana siku ya Jumamosi. Marafiki wangu na mimi hupigiana simu au kuandikiana ujumbe kwa simu zetu za mkono / rununu mara tu tunapoamka. Sisi hukutana nje ya kituo cha polisi na kutembea kwa dakika chache hadi / mpaka kwa mkahawa wa mitandao ya mawasiliano ya kompyuta wa babangu / baba yangu/ wangu. Tufikapo pale kama saa nne za asubuhi sisi husaidia kwa kusafisha chumba hicho na kupanguza skrini za Kompyuta na kumnunulia baba gazeti. Yeye sasa hutukubalia kuingia kwa mitandao kwa saa moja kabla wateja wake waanze kufika. Nikishaingia tu mitandaoni, mimi husoma habari za michezo. Kisha husoma na kutuma barua pepe/ meme, na mwishowe huenda kwa tovuti mbalimbali kuongea na marafiki wangu kutoka ulimwenguni kote/ pote ulimwenguni. Mawasiliano ni muhimu sana kwangu.</p> <p>Baada ya hayo sisi sote hula chakula cha mchana na kukipanda kilima kidogo ili kuitazama timu yetu ya netiboli ikifanya mazoezi ya mapambano ya siku ya Jumapili. Wao hukimbia huku na kule uwanjani mara nyingi ili kupatwa na joto miilini. Wakati mwingine wao hufanya mazoezi ya kuinyorosha misuli wakitumia migongo miguu na mikono yao. Lakini baada ya nusu saa hivi wao huwatupia wenzao mipira ambao huikamata <u>mpira ambao huukamata</u> na kujaribu kuiingiza kwa goli. Refa wao/ mwamuzi wa michezo wao akishapiga firimbi mara mbili, ni wakati wa kuacha kucheza. Sisi hupenda kuwatia motisha kwa kupiga mayowe/ kushangilia na kupiga makofi kila waingishapo goli.</p>	(25)

Question Number	Answer	Mark
3	<p><b>Sentences Testing grammatical knowledge</b> This part of the paper is marked out of fifteen.</p> <p>3 marks per sentence <b>3 X 5 = 15 marks</b> Deduct ½ mark for each minor error.</p> <p>The sentences test following grammatical knowledge respectively:</p> <ul style="list-style-type: none"> <li>- Testing distinction between noun tumaini (ji-ma) and the verb tumaini.</li> <li>- Testing use of: object markers 'alimfunza'; causative verb form 'kuendesha'; possessive 'lake' and adjective -pya on ji-ma class nouns.</li> <li>- Testing knowledge of 'ordinal' and 'cardinal' numbers 'kwanza'.</li> <li>- Testing use of interrogative words 'mbona/ kwa nini' with negative past 'hatukupewa'.</li> <li>- Testing use of conditional structure 'ikiwa, kama' with subjunctive verb 'niende'</li> </ul>	(15)

Question Number	Answer	Mark
3(a)	Wazazi wangu wanatumaini kuhamia Zambia hivi karibuni.	(3)
Question Number	Answer	Mark
3(b)	Binamu wa Hadija alimfunza kuendesha gari lake jipya.	(3)
Question Number	Answer	Mark
3(c)	Watoto wote wao wawili walizaliwa siku ya kwanza ya mwaka.	(3)
Question Number	Answer	Mark
3(d)	Mbona/ kwa nini hatukupewa ruhusa/ hatukuruhusiwa kuingia mbugani? [Or alternatively] mbuga ya wanyama?	(3)
Question Number	Answer	Mark
3(e)	Kama/ikiwa hufikiri kwamba nifanye kazi kwa nguvu, sitafanya.	(3)
Question Number	Answer	Mark
4	<p><b>Essays:</b></p> <p>This part of the paper is marked out of thirty five.</p> <p>(a) Communication and Content relevance and breadth of ideas, overall organisation of material = 20 marks</p> <p>(b) Quality and use of language – range of vocabulary, idioms and structures, clarity and variety of expressions = 10 marks</p> <p>(c) Linguistic accuracy – grammar, spelling, punctuation etc = 5 marks</p>	(35)

Further copies of this publication are available from  
International Regional Offices at [www.edexcel.com/international](http://www.edexcel.com/international)

For more information on Edexcel qualifications, please visit [www.edexcel.com](http://www.edexcel.com)  
Alternatively, you can contact Customer Services at [www.edexcel.com/ask](http://www.edexcel.com/ask) or on + 44 1204 770 696

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