



# Syllabus

## Cambridge IGCSE™ Swahili 0262

Use this syllabus for exams in 2022, 2023 and 2024.  
Exams are available in the June series.



Kiswahili

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## Why choose Cambridge International?

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Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

**'We think the Cambridge curriculum is superb preparation for university.'**

**Christoph Guttentag**, Dean of Undergraduate Admissions, Duke University, USA

### Quality management



Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)

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## Changes to this syllabus

For information about changes to this syllabus for 2022, 2023 and 2024, go to page 21.  
The latest syllabus is version 1, published September 2019.



# 1 Why choose this syllabus?

## Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 4700 schools in 150 countries.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

**Cambridge IGCSE Swahili** encourages learners to develop their use of the language for the purpose of practical communication. The syllabus provides opportunities for learners to consolidate their language skills and extend their language range and expression through working with a variety of materials and contemporary resources. The syllabus is designed to equip learners with the essential skills and language required for further study or employment using Swahili.

Our approach in Cambridge IGCSE Swahili encourages learners to be:

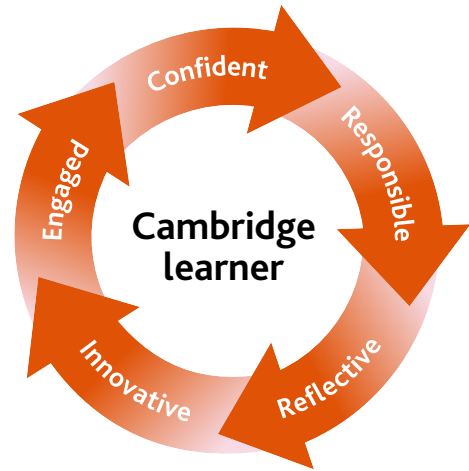
**confident**, understanding and communicating effectively in a range of situations

**responsible**, through developing language skills to express ideas

**reflective**, developing an awareness of how to use language effectively for communication

**innovative**, experimenting with language and applying their skills in different situations

**engaged**, taking an active interest in the ways language is used.



'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

## International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE Swahili gives learners a solid foundation for further study. Candidates who achieve grades A\* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)



Cambridge Assessment International Education is an education organisation and politically neutral. The content of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'

Managing Director of British School in Egypt BSE

## Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your learners the best possible preparation for Cambridge IGCSE.

### Teaching resources

- School Support Hub  
[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)
- Syllabuses
- Schemes of work
- Learner guides
- Discussion forums
- Endorsed resources

### Exam preparation resources

- Question papers
- Mark schemes
- Example candidate responses to understand what examiners are looking for at key grades
- Examiner reports to improve future teaching

### Support for Cambridge IGCSE

### Training

- Introductory – face-to-face or online
- Extension – face-to-face or online
- Enrichment – face-to-face or online
- Coursework – online
- Cambridge Professional Development Qualifications

Find out more at

[www.cambridgeinternational.org/profdev](http://www.cambridgeinternational.org/profdev)

### Community

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at

[www.cambridgeinternational.org/social-media](http://www.cambridgeinternational.org/social-media)

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## 2 Syllabus overview

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### Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to:

- develop the ability to use Swahili effectively for the purpose of practical communication
- form a sound base for the skills required for further study or employment using Swahili as the medium
- develop an awareness of the nature of language and language-learning skills
- encourage learners to expand their vocabulary in Swahili
- promote learners' personal development.

### Content overview

Cambridge IGCSE Swahili offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing. In both written and spoken Swahili, learners will be able to follow factual information as well as abstract ideas, select relevant details, and understand what is directly stated or implied.

Learners will be encouraged to respond effectively to a variety of stimuli. They will be able to express their viewpoints with a degree of accuracy and clarity, in spoken and written form, in order to meet the needs of the given purpose and target audience. This will enable learners to become independent users of Swahili in a range of contexts.



#### Support for Cambridge IGCSE Swahili

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes, including schemes of work, past papers, mark schemes and examiner reports. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

[www.cambridgeinternational.org/support](https://www.cambridgeinternational.org/support)

## Assessment overview

All candidates take two components. Candidates will be eligible for grades A\* to G.

Centres can choose to enter candidates for an optional third component: Component 3 Speaking. Component 3 is internally marked and externally moderated.

Marks for Component 3 do not contribute to the overall qualification grade: this component is separately endorsed. Where candidates perform to an appropriate standard, certificates record separately a grade of 1 (high) to 5 (low) for Speaking.

### All candidates take:

**Paper 1** 2 hours  
Reading and Writing 67%  
60 marks

Written examination consisting of six exercises that test a range of reading and writing skills. The task types are: short answer questions, multiple matching, note-making, summary writing, functional writing and extended writing.

Externally assessed

### and:

**Paper 2** Approx. 35–45 minutes  
Listening 33%  
30 marks

Written examination consisting of four exercises that test listening skills.

Candidates listen to recordings of short and longer spoken texts. The task types are: short answer questions, gap-fill sentences, multiple matching and multiple-choice questions.

Externally assessed

### and candidates can choose to take:

**Component 3** Approx. 10–12 minutes  
Speaking Separately endorsed  
60 marks

The Speaking test consists of three parts: candidates give a two- to three-minute presentation, followed by a short discussion with the examiner about the presentation, followed by a short conversation with the examiner about general topics.

Internally assessed and externally moderated

Information on availability is in the **Before you start** section.



## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Reading

- R1 identify and select relevant information
- R2 understand ideas, opinions and attitudes
- R3 show understanding of the connections between ideas, opinions and attitudes
- R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings

### AO2 Writing

- W1 communicate information/ideas/opinions clearly, accurately and effectively
- W2 organise ideas into coherent paragraphs using a range of appropriate linking devices
- W3 use a range of grammatical structures and vocabulary accurately and effectively
- W4 show control of punctuation and spelling
- W5 use appropriate register and style/format for the given purpose and audience

### AO3 Listening

- L1 identify and select relevant information
- L2 understand ideas, opinions and attitudes
- L3 show understanding of the connections between ideas, opinions and attitudes
- L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings

### AO4 Speaking

- S1 communicate ideas/opinions clearly, accurately and effectively
- S2 develop responses and link ideas using a range of appropriate linking devices
- S3 use a range of grammatical structures and vocabulary accurately and effectively
- S4 show control of pronunciation and intonation patterns
- S5 engage in a conversation and contribute effectively to help move the conversation forward

## Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

### Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Reading	33
AO2 Writing	33
AO3 Listening	33
AO4 Speaking	Separately endorsed

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Paper 1	Paper 2	Component 3
AO1 Reading	50	0	0
AO2 Writing	50	0	0
AO3 Listening	0	100	0
AO4 Speaking	0	0	100
Total	100	100	100

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## 3 Subject content

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The skills covered in the syllabus are outlined below.

### 1 Reading

- understand public notices and signs (including timetables and advertisements)
- identify and select correct details from simple texts
- select and organise relevant information from a range of texts that are likely to be within the experience of young people and reflecting the interests of people from varied cultural backgrounds, such as blogs, brochures, emails, forms, imaginative writing, letters, magazines, newspapers and webpages
- identify some ideas, opinions and attitudes in a range of texts
- understand what is implied but not directly stated within a text, such as gist, opinion, writer's purpose and intention
- identify the important points or themes within an extended piece of writing
- draw conclusions from an extended text and recognise connections between related ideas within a text

### 2 Writing

- communicate factual information, ideas and arguments in short and extended writing tasks in appropriate and accurate Swahili
- respond to a written stimulus and use appropriate register and style/format for the given purpose and audience, such as a summary, an informal letter/email, an article, a blog, a report or review
- use a range of grammatical structures, punctuation and vocabulary
- express opinions and use appropriate register/style
- select and organise information and ideas into coherent paragraphs and use a range of linking devices

### 3 Listening

- understand factual information and ideas from a range of sources, such as a recorded phone message, news or weather report, travel broadcast, interview, dialogue, memoir or telephone conversation
- identify relevant information and select correct details from a range of sources
- identify ideas, opinions and attitudes from a range of sources and understand the connections between them
- show some awareness of what is implied but not directly stated, such as gist, purpose and intention

### 4 Speaking (optional)

- communicate factual information, ideas and arguments
- use a range of appropriate vocabulary and grammatical structures using suitable pronunciation and intonation
- organise and link ideas with a range of appropriate linking devices
- give a short, clear presentation without a script on a topic of their choice
- demonstrate competence in a range of speech activities, such as respond to questions on topics within a defined range (for example, past and present schooling, future plans and current affairs)
- take part in a conversation and demonstrate flexibility in dealing with new ideas and other speakers' responses
- show a sense of audience

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## 4 Details of the assessment

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### Paper 1 Reading and Writing

**All questions and responses will be in Swahili.**

Written paper, 2 hours, 60 marks

Candidates should attempt **all** questions.

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may **not** be used in the examination.

The question paper has six exercises:

**Exercise 1** – Short answer questions: candidates read a short text printed in the question paper and answer a series of questions that test their skimming and gist-reading skills and require short answers of a single word or phrase. The text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions, newspaper/magazine article.

Assessment objectives: R1, R2, R3, R4

Total marks: 8

**Exercise 2** – Multiple matching: candidates read a series of short paragraphs followed by a series of sentences, then match each sentence to one of the paragraphs.

Assessment objectives: R1, R2, R3

Total marks: 9

**Exercise 3** – Note-making: candidates read a longer text printed in the question paper and make brief notes under a number of supplied headings.

Assessment objectives: R1, R2, R3, R4

Total marks: 9

**Exercise 4** – Summary: candidates write a paragraph-length summary (of no more than 100 words) about an aspect or aspects of the text in exercise 3. Candidates should use their own words as far as possible.

Assessment objectives: R2, R3, W1, W2, W3, W4, W5

Total marks: 10

**Exercise 5** – Writing exercise: candidates write a short piece of functional prose such as an email, of approximately 120 words. A stimulus of short prompts and/or pictures will be printed in the question paper. A purpose, format and audience for the writing will be specified.

Assessment objectives: W1, W2, W3, W4, W5

Total marks: 8

**Exercise 6** – Extended writing exercise: candidates write a longer piece of continuous prose, of approximately 200 words. A stimulus of short prompts will be printed in the question paper. A purpose, format and audience for the writing will be specified.

Assessment objectives: W1, W2, W3, W4, W5

Total marks: 16

## Paper 2 Listening

**All questions and responses will be in Swahili.**

Written paper, approximately 35–45 minutes, 30 marks

Candidates should attempt **all** questions.

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may **not** be used in the examination.

Each exercise tests listening comprehension of spoken material (e.g. dialogues, interviews, conversations, news items, public announcements, talks) recorded onto a CD that will be played in the examination room. Candidates hear the spoken material for each exercise twice and appropriate pauses are included on the recording to allow candidates time to read the questions and write their answers.

The CD is controlled by the invigilator of the examination, not the candidate(s). Teachers/invigilators should consult the relevant sections of the *Cambridge Handbook* for details about room, equipment, checking the CD in advance and guidance on ensuring that candidates can hear the recording clearly.

The question paper has four exercises:

**Exercise 1** – Short answer questions: candidates hear a series of short spoken texts (e.g. travel announcement, recorded phone message, brief dialogue) and write short answers in response to eight questions.

Assessment objectives: L1, L2

Total marks: 8

**Exercise 2** – Gap-fill sentences: candidates hear a longer spoken text (e.g. conversation, interview, monologue, formal talk) and complete gaps in notes/sentences printed in the question paper.

Assessment objectives: L1, L2

Total marks: 8

**Exercise 3** – Multiple matching: candidates hear six short extracts and match each speaker to appropriate content.

Assessment objectives: L3, L4

Total marks: 6

**Exercise 4** – Multiple-choice questions: candidates hear a discussion between two speakers and answer multiple-choice comprehension questions.

Assessment objectives: L1, L2, L3, L4

Total marks: 8

## Component 3 Speaking (optional)

Speaking test, approximately 10–12 minutes, 60 marks

The Speaking test is an optional component and is separately endorsed with grades of 1 (high) to 5 (low). There is no question paper for the Speaking test. **The test will be conducted and assessed in Swahili.** The test must be recorded for **all** candidates.

Dictionaries may **not** be taken into the test.

Speaking tests take place during a period before the main examination series (see the timetable for the relevant series). A teacher/examiner at the centre assesses candidates using the Speaking assessment criteria grid (see pages 15–17). After the tests, the centre must send the final marks, a recorded sample of the candidates' performances and completed forms for external moderation to Cambridge International before the advertised deadline.

### Administration of the Speaking test

Further information about the administration of speaking tests is provided in the *Cambridge Handbook* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide). The forms for completion, information, dates and methods of submission of the speaking test marks, and sample size requirements are available from [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). Further guidance is supplied in the *Guidance for the administration of the Speaking test* document, which is also available from our website.

### Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. You can find further information on the process of internal moderation on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

You should record the internally moderated marks for all candidates on the Working Mark Sheet and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* for the relevant year of assessment.

### External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should include examples of the marking of each teacher. The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) explains how the sample will be selected.

The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) provides details of how to submit the marks and work.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

### Structure of the Speaking test

There are three parts to the test:

#### Part 1

A two- to three-minute presentation by the candidate on a chosen topic.

The topic of the presentation should be chosen by the candidate and must reflect an aspect, or aspects, of life in a Swahili-speaking community or Swahili-speaking culture.

**Note:** A written copy of the presentation is **not** allowed.

Candidates may prepare a single 'cue card' in Swahili to bring into the examination room. This should be no larger than a postcard, and could contain a maximum of five headings to remind candidates of the points they wish to

make. Candidates may also bring in a limited quantity of illustrative material (no more than three or four items), which may include maps, diagrams, statistics and pictures but must not provide additional written support for their presentation.

Assessment objectives: S1, S2, S3, S4, S5

20 marks

Teachers/examiners use Speaking assessment criteria – Part 1 Presentation.

### Part 2

A three- to four-minute discussion with the examiner, using spontaneous questions about the presentation. The teacher/examiner should encourage full responses by giving candidates the opportunity to explain and justify their opinions. Candidates are expected to give natural replies to questions.

Assessment objectives: S1, S2, S3, S4, S5

20 marks

Teachers/examiners use Speaking assessment criteria – Part 2 Topic conversation.

### Part 3

A three- to four-minute conversation with the teacher/examiner covering two or three general topics (see below). The teacher/examiner should encourage full responses by giving candidates the opportunity to explain and justify their opinions. Candidates are expected to give natural replies to questions.

Assessment objectives: S1, S2, S3, S4, S5

20 marks

Teachers/examiners use Speaking assessment criteria – Part 3 General conversation.

### Topics for Part 3 of the Speaking test

At least two topics will be covered in the general conversation: one from Areas A–B and one from Areas C–E. The candidate will not know in advance which topics will be covered by the teacher/examiner.

Topics must be chosen that do not overlap with the content of the candidate's presentation.

Area	Topics	Examples of the depth and scope in which areas should be covered in the general conversation
A	<b>Everyday activities</b> <b>Home life and school</b> Home life School routine Eating and drinking Health and fitness	A1 A2 A3 A4 Examples of possible areas of discussion are: how you help in the house, school discipline, or the dangers of smoking.
B	<b>Personal and social life</b> <b>Self, family and personal relationships</b> Self, family and personal relationships Everyday life Eating out <b>Holidays</b> Holidays, school holidays and public holidays	B1 B2 B3 B4 Examples of possible areas of discussion are: responsibilities of having younger siblings, or the advantages and disadvantages of tourism for your country.

Area	Topics	Examples of the depth and scope in which areas should be covered in the general conversation	
C The world around us	<b>Home town and local area</b>		
	Home town and geographical surroundings	C1	Examples of possible areas of discussion are: the advantages and disadvantages of living in the country or in a town.
	Clothes	C2	
	Shopping	C3	
	Public services, local customs, etc.	C4	
	<b>Natural and man-made environment</b>		
	The environment	C5	
	Weather	C6	
	Finding the way	C7	
	<b>People, places and customs</b>		
	Meeting and greeting phrases	C8	
	Travel and transport	C9	
Famous sites and famous cities	C10		
Animals	C11		
Festivals	C12		
D The world of work	<b>Continuing education</b>		Examples of possible areas of discussion are: the advantages and disadvantages of going to university, going to work or having a gap year straight after school.
	Further education and training	D1	
	<b>Careers and employment</b>		
Future career plans	D2		
Employment	D3		
E The international world	<b>Tourism at home and abroad</b>		An example of a possible area of discussion is: the value of travel for young people.
	Holiday travel and transport (see also C9)	E1	
	Geographical surroundings (see also C1)	E2	
	<b>Life in other countries</b>		
	Weather (see also C6)	E3	
	Places and customs	E4	
Food and drink (see also A3)	E5		
Meeting people (see also C8)	E6		



## Speaking assessment criteria grid

### Guidance for examiners

You must award marks positively. In order to ensure that you reward what a candidate can do rather than penalise mistakes or omissions examiners should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best-fit' approach for each of the assessment criteria. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, check the descriptors in the level above to confirm whether or not there is just enough evidence to award a mark in the higher level.

To select the most appropriate mark within each set of descriptors, you should use the following guidance:

- If most of the descriptors fit the work, then award the top mark in the level.
- If there is just enough evidence (and you had perhaps been considering the level below), then the lowest mark in the level will be awarded.

### Part 1: Presentation (Total: 20 marks)

	<b>Content and presentation</b> (communication of facts, ability to express opinion and raise issues for discussion)	<b>Quality of language</b> (vocabulary, intonation and pronunciation and structures)
	<b>9–10 marks – Very good</b>	<b>9–10 marks – Very good</b>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• Thorough coverage of the topic</li> <li>• Ideas well sequenced and linked</li> <li>• Communicates a range of factual information, ideas and opinions</li> <li>• Engaging presentation that sustains interest fully</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of precise vocabulary generally accurately</li> <li>• Pronunciation and intonation are clear</li> <li>• Uses a variety of complex structures generally accurately</li> <li>• Errors do not impede communication</li> </ul>
	<b>7–8 marks – Good</b>	<b>7–8 marks – Good</b>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Good coverage of the topic</li> <li>• Ideas sequenced and mostly linked</li> <li>• Communicates relevant factual points and some ideas and opinions</li> <li>• Clear presentation that sustains interest</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a good range of vocabulary, which sometimes lacks precision</li> <li>• Pronunciation and intonation are generally clear</li> <li>• Uses some complex structures and a range of simple structures generally accurately</li> <li>• Errors rarely impede communication</li> </ul>
	<b>5–6 marks – Satisfactory</b>	<b>5–6 marks – Satisfactory</b>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Satisfactory coverage of the topic</li> <li>• Some attempts to sequence and link ideas</li> <li>• Communicates some factual points with simple ideas or opinions</li> <li>• Presentation is slow and stilted, though interest is generally sustained</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a satisfactory range of vocabulary, though hesitates when going beyond simple language</li> <li>• Pronunciation and intonation sometimes lack clarity</li> <li>• Uses simple structures accurately, though errors occur when complex structures are attempted</li> <li>• Errors occasionally impede communication</li> </ul>

	<b>Content and presentation</b> (communication of facts, ability to express opinion and raise issues for discussion)	<b>Quality of language</b> (vocabulary, intonation and pronunciation and structures)
	<b>3–4 marks – Weak</b>	<b>3–4 marks – Weak</b>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Limited coverage of the topic</li> <li>Little evidence of sequencing of ideas</li> <li>Communicates limited factual information but few ideas or opinions</li> <li>Mostly coherent presentation but sometimes hard to follow</li> </ul>	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas</li> <li>Pronunciation and intonation often unclear</li> <li>Uses very simple structures, such as single-word responses</li> <li>Errors often occur and some impede communication</li> </ul>
	<b>1–2 marks – Poor</b>	<b>1–2 marks – Poor</b>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>Some ideas expressed but information is often irrelevant to the topic</li> <li>No evidence of linking ideas</li> <li>Communicates very little factual information, no ideas and opinions</li> <li>Incoherent presentation</li> </ul>	<ul style="list-style-type: none"> <li>Uses enough words to convey only very short pieces of information</li> <li>Pronunciation and intonation is very unclear</li> <li>Uses only very simple structures</li> <li>Frequent errors often impede communication</li> </ul>
	<b>0 marks</b>	<b>0 marks</b>
	No rewardable content	No rewardable content

**Part 2: Topic conversation (Total: 20 marks) and Part 3: General conversation (Total: 20 marks)**

This grid is used for both Parts 2 and 3 and should be applied separately for each part.

	<b>Comprehension and responsiveness</b>	<b>Quality of language</b> (vocabulary, intonation and pronunciation and structures)
	<b>9–10 marks – Very good</b>	<b>9–10 marks – Very good</b>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>Very good comprehension</li> <li>Responses are natural and spontaneous even to unexpected questions and to changes in direction of the conversation</li> <li>Shows sustained ability to initiate and maintain conversation and to contribute at some length</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of precise vocabulary generally accurately</li> <li>Pronunciation and intonation are clear</li> <li>Uses a variety of complex structures generally accurately</li> <li>Errors do not impede communication</li> </ul>
	<b>7–8 marks – Good</b>	<b>7–8 marks – Good</b>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Few problems of comprehension</li> <li>Responds thoughtfully and copes reasonably well with unexpected questions and with changes in direction of the conversation</li> <li>Responds relevantly and at length to questions which makes frequent prompting unnecessary</li> </ul>	<ul style="list-style-type: none"> <li>Uses a good range of vocabulary which sometimes lacks precision</li> <li>Pronunciation and intonation are generally clear</li> <li>Uses some complex structures and a range of simple structures generally accurately</li> <li>Errors rarely impede communication</li> </ul>

	<b>Comprehension and responsiveness</b>	<b>Quality of language</b> (vocabulary, intonation and pronunciation and structures)
	<b>5–6 marks – Satisfactory</b>	<b>5–6 marks – Satisfactory</b>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Understands discussion of familiar situations and concepts, has difficulty with more complex ideas</li> <li>May rely heavily on seemingly prepared responses and may not cope well with changes in conversation</li> <li>Some delay in response and needs prompting and encouragement to develop topics</li> </ul>	<ul style="list-style-type: none"> <li>Uses a satisfactory range of vocabulary, though hesitates when going beyond simple language</li> <li>Pronunciation and intonation sometimes lack clarity</li> <li>Uses simple structures accurately though errors occur when complex structures are attempted</li> <li>Errors occasionally impede communication</li> </ul>
	<b>3–4 marks – Weak</b>	<b>3–4 marks – Weak</b>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Generally has difficulty understanding</li> <li>Responses to questions are limited and brief on the majority of topics</li> <li>Needs prompting and encouragement to go beyond simple responses</li> </ul>	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas</li> <li>Pronunciation and intonation often unclear</li> <li>Uses very simple structures, such as single-word responses</li> <li>Errors often occur and some impede communication</li> </ul>
	<b>1–2 marks – Poor</b>	<b>1–2 marks – Poor</b>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>Has significant difficulty understanding</li> <li>Responses are so brief and imprecise that little is communicated</li> <li>Limited responsiveness. Very marked hesitation</li> </ul>	<ul style="list-style-type: none"> <li>Uses enough words to convey only very short pieces of information</li> <li>Pronunciation and intonation is very unclear</li> <li>Uses only very simple structures</li> <li>Frequent errors often impede communication</li> </ul>
	<b>0 marks</b>	<b>0 marks</b>
	No rewardable content	No rewardable content

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## 5 What else you need to know

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This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Before you start

#### Previous study

We recommend that learners starting this course should have had prior contact with Swahili at school and/or in their community.

#### Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

#### Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

You can enter candidates in the June exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. Component 3 Speaking is not available to private candidates.

#### Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

#### Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a range of different subjects.

Learn more about Cambridge ICE at [www.cambridgeinternational.org/cambridgeice](http://www.cambridgeinternational.org/cambridgeice)

## Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

### Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

### Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

### Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In compliance with the UK Equality Act (2010) we have designed this qualification to avoid any direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. We can put arrangements in place for these candidates to enable them to access the assessments and receive recognition of their attainment. We do not agree access arrangements if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Language

This syllabus is available in English only. The assessment materials are in Swahili.

## After the exam

### Grading and reporting

Grades A\*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A\* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (pending)
- X (no result)
- Y (to be issued).

These letters do not appear on the certificate.

## How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- to measure learning and achievement

The assessment:

- confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.

- to show likely future success

The outcomes:

- help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
- help students choose the most suitable course or career.

## Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE Swahili will be published after the first assessment of the syllabus in 2021. Find more information at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)

## Changes to this syllabus for 2022, 2023 and 2024

The syllabus has been updated. This is version 1, published September 2019.

There are no significant changes which affect teaching.

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

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