

Mark Scheme (Results)

June 2011

International GCSE

Swahili (4SW0)
Paper 01

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Assessment criteria

Assessment criteria reflects the standards expected for International GCSEs. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each assessment criteria grid. References to 'standard' should be interpreted in this context.

Major errors

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

Minor errors

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

Awarding marks

Marks are awarded positively using the following assessment criteria 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's performance may require a 'best fit' mark.

Question Number	Answer	Mark
1	<p>Sentences Testing grammatical knowledge</p> <p>This part of the paper is marked out of fifteen.</p> <p>3 marks per sentence 3 X 5 = 15 marks</p> <p>Deduct ½ mark for each minor error.</p>	(15)

Question Number	Answer	Mark
1(a)	Tunatumaini /tunatarajia kuwa rubani mpya hataenda/hatasafiri /asiende/asisafiri Uchina /kuenda China kesho kutwa/	(3)

Question Number	Answer	Mark
1(b)	Babu wa Maria sasa amekubali kuishi jijini Dar es Salaam.	(3)

Question Number	Answer	Mark
1(c)	Mlima Kilimanjaro ni futi elfu mbili mia mbili na sabini na saba juu zaidi kuliko mlima Kenya/ Mlima Kilimanjaro una urefu zaidi wa futi elfu mbili mia mbili sabini na saba kuliko mlima Kenya/ Mlima Kilimanjaro ni mrefu zaidi kwa futi elfu mbili mia mbili sabini na saba kuliko mlima Kenya. <u>Mlima Kilimanjaro ni mrefu kuliko mlima Kenya kwa futi elfu mbili mia mbili sabini na saba.</u>	(3)

Question Number	Answer	Mark
1(d)	Nilipita mtihani wangu wa kuendesha gari/ motokaa mara ya kwanza tu!	(3)

Question Number	Answer	Mark
1(e)	Kama/ikiwa hawafikiri tunatakiwa kuenda katika bwawa jipya; basi hatutaenda.	(3)

Question 2 – Translation Into Swahili

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worthy of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and 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.	4-6
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.	7-9
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.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worthy of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
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.	3-4
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. 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.	5-6
A high level of accuracy overall, however with 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.	7-8
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 concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Question Number	Answer	Mark
2	<p>Benki/banki hutumiwa katika kuweka pesa na uwekaji salama wa vitu vyenye thamani kama pasi za kusafiria/pasipoti au vito vyenye gharama kubwa. Hutumiwa pia kwa kukopesha pesa. Kakangu kaka / ndugu wangu/yangu hufanya kazi kwa/kwenye / katika benki kuu ya jiji. Alinifungulia akaunti ili niweze kuweka akiba ya pesa zangu za mfukoni/ za matumizi madogo madogo. Kwenye miezi ijayo michache akiba yangu itaniwezesha kununua pikipiki ambayo nitaitumia kuanza biashara ya bodaboda/tekisi. Pia nitasaidia wazazi wangu kusafirisha mazao yao ya shamba/shambani hadi sokoni.</p> <p>Ofisi yake ipo gorofa ya saba ikielekea/ ikiangalia/ ikilingana na bustani kuu ya jiji. Ingawa imezungukwa na maua mazuri ya zambarau/ rangi ya zambarau ya mijakaranda; mlango kwa vyumba vya chini una askari walinzi wanne wenye bunduki zenye nguvu. Mara ya kwanza, jambo hili huweza kutisha sana! Lakini hali ya ndani ni yenye utulivu/ ushwari/ ukimya na kirafiki. Kwa mfano kuna skrini za televisheni kwa kuta za kusini kaskazini ili kuwaburudisha wateja. Kwa upande wa magharibi kuna pipa la maji baridi ya kunywa na vikombe vya plastiki. Kuna skrini nyingine ambayo nia/shabaha yake ni kuonyesha kiwango cha/bei ya kubadilisha fedha za ulimwengu.</p> <p>Kuna kama kaunta/meza ishirini zenye makarani waliovaa vizuri. Watu kutoka sehemu zote za maisha hupanga foleni mbele yazo kwa subira/uvumilivu/utulivu huku wakingojea kuhudumiwa. Miongoni mwao kuna viongozi wa dini, wakurugenzi wa makampuni, maafisa wa fedha wa halmashauri za jiji au raia/wananchi wa kawaida. Watu wengine hupendelea kufanya uwekaji hazina wao wote kwenye kompyuta. Hii ina manufaa ya kutopoteza wakati na pia kuingia wakati ofisi zimefungwa.</p>	(25)

Question 3– Translation into English

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worthy of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and 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.	4-6
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.	7-9
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.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worthy of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
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.	3-4
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. 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.	5-6
A high level of accuracy overall, however with 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.	7-8
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 concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Question Number	Answer	Mark
3	<p>Soon our relations who live in the city will visit our village. For many days we have been communicating by mobile phones while full of excitement/longing of seeing each other again. Our [paternal] aunt who is also a widow craved/longed for clean air and food from the countryside. She loves cassava bananas cassava leaves sweet potatoes groundnuts /peanuts and so on. Her children usually prefer just chips!</p> <p>Unfortunately since her husband died these young adult twins have become extremely fat. She said when she took them to the hospital so as to be examined their doctor recommended / suggested a balanced diet. S/he stressed the bad state of pre-cooked and packed foods kept in shops for a long time that are found all over the world these days. Also she gave us precaution about drugs/preservatives that are put into them for preservation. The doctor surprised Juma and Maria very much when s/he showed them pictures/images from computers that predict their future if they are not careful/ don't take heed. While adding that at times obesity is caused by psychological problems; whereby a person eats/ consumes certain things without stopping/ limit or drinking alcohol excessively, so as to try and forget a certain issue. This does not happen in a few days only. It starts slowly until it turns to become a habit. If it continues like that a person becomes addicted/ an addict.</p> <p>Our bodies need just enough food and drink so as to work/ operate properly. Furthermore it is very important not to exceed this limit. Besides, we need to get exercise regularly and sufficient/ enough/ adequate sleep especially, after being at work or school all day. Therefore it is very dangerous to eat and drink without limit, or without exercise. Because if a lot of calories are consumed without being burnt turn into fat this state brings a lot of ailments to a person's body. For example, a lot of exhaustion, heart ailments diabetes and many others.</p>	(25)

Question 4 – Writing (35 marks)

Marks are awarded for **communication and content** and **quality of language**, using the following assessment grid.

Communication and content	Mark
No language worthy of credit.	0
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.	1-4
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.	5-8
Majority of task completed, however, with 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.	9-12
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 sequences 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.	13-16
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.	17-20

Quality of language	Mark
No language worthy of credit.	0
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 reference. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.	1-3
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 reference limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives and/or adverbial phrases. Not easy to read.	4-6
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 reference. 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.	7-9
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 reference. Manipulates language to suit the task at hand, however with 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.	10-12
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 reference. 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.	13-15

Ofqual



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