Mark Scheme (Results)

June 2016

Pearson Edexcel International GCSE
in Swahili (4SW0/01)

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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

Assesment criteria reflects the standards expected for IGCSEs. 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 fain the upper or lower number of marks in the box, it is important to refer to the boxes and above and below. If the candidate's peformance 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	Sentences testing grammatical knowledge This part of the paper is marked out of fifteen. 3 marks per sentence 2 X 5 = 10 marks Deduct ½ mark for each minor error.	(15)

Question Number	Answer	Mark
1(a)	Waswahili hula wali wa nazi. Accept : mchele	(2)

Question Number	Answer	Mark
1(b)	Watalii wangependa kuona nini?	(2)

Question Number	Answer	Mark
1(c)	Ukienda hospitali nitakusindikiza / nitaambatana na wewe.	(2)

Question Number	Answer	Mark
1(d)	Mwalimu alisema 'ingia/ingieni darasani sasa na kaa/kaeni chini'.	(2)

Question Number	Answer	Mark
1(e)	Tafadhali taja / utaje tarehe yako ya kuzaliwa.	(2)

Five sentences each worth 2 marks, plus a global mark for **quality of language**. Marks are awarded for **communication** and for **quality of language**, using the following assessment criteria grids.

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

The **quality of language** assessment criteria grid below is applied **globally** to all five sentences.

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

Question 2 – Translation into [language]

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	1-2

awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	
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	Je unayo nyumba ambayo unaifikiria sana? Nyumba ambayo labda ipo katika akili au ndoto zako tu. Unayoiona kuwa ya kipekee na unayoipenda kuliko zote. Mimi ninayo yangu. Niliona picha zake ndani ya gazeti la mitindo. Gazeti hilo lilikuwa juu ya meza katika ofisi ya daktari wa meno. Nikachana / rarua ukurasa uliokuwa na nyumba hiyo ya kuvutia na kuukunja kabla ya kuuweka mfukoni. Kama unafikiria kuwa ni mojawapo ya yale majumba makubwa yenye madari marefu, ngazi nyingi na bustani za kustaajabisha, basi umepatia. Ni jumba la kifalme / kasri. Ninahisi kuwa nimevutiwa na nyumba hiyo kwani hivi sasa ninaishi katika sehemu ndogo sana. Ninalazimika kutupa vitu ambavyo ninavipenda sana. Hivi sasa, mimi siishi katika nyumba ya udongo yenye chumba kimoja, na wala si nyumba ya mawe; ila ni fleti / ghorofa ndogo / nduchu. Ndiyo sababu ndoto yangu ni kuwa na nyumba kubwa sana yenye milango na madirisha makubwa ya vigae. Itakuwa na vyumba vingi, labda vinane; jiko litakuwa na nafasi nyingi. Ninataka kuwa na uwezo wa kupika, kula na kuangalia televisheni jikoni. Kwa hivyo itakuwa na jiko la kupikia/ meko, makabati na pia viti vya	(25)

kupumzikia/ kustarehe. Ninataka sebule yangu iwe nafasi safi kwa wageni; mimi nitapumzika katika chumba nitakachokiita cha familia. Sijui itanibidi kufanya nini kuipata nyumba hiyo. Labda nisome kwa bidii na kuwa / niwe (mtu) tajiri anayeheshimika, au nianze kucheza kamari / lotto mapema sana. Unanishaurije / una mawazo gani?	

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	3-4

adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.		
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	The day before yesterday I heard on the radio that Swahili has become the fourth most-used language in the world by people giving their opinions/commentaries on social media sites such as Twitter. That is a network known for hot/instant news. People announce, give opinions and even show emotions of happiness or anger on any event through that network.

The radio announced that the first most used language on Twitter is English, second is Arabic, third Spanish and fourth is Swahili. This news made me believe that truly, the Swahili language is growing rapidly. Its usage on networks is bigger than languages that are spoken by many people, such as Chinese and French. Following that, I believe that it is important to follow up and know the language and vocabulary used on social networks. Is it standard Swahili or not?

Also, there are words that have been forced into usage, for example, it is now normal to hear someone say 'I google'. As we know, Google is a famous internet page. It is said that when a person searches for anything they can find it there, and if it isn't then it hasn't been created yet.

Let us please return to this topic of language use on networks. I know that often when people write short telephone messages, they use a language that is not standard. So, when you write a message, what kind of language do you use? And is that language standard or not? | (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	17-20

appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.

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 of 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	13-15

accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.	