



Pearson
Edexcel

Mark Scheme (Results)

Summer 2018

**Pearson Edexcel International GCSE
International GCSE Swahili (4SW01) Paper 1**

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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.

Question number	Answer	Mark
1	<p>Sentences testing grammatical knowledge</p> <p>This part of the paper is marked out of fifteen.</p> <p>2 marks per sentence 2 X 5 = 10 marks</p> <p>Deduct ½ mark for each minor error.</p>	(15)

Question number	Answer	Mark
1(a)	Yule msichana mrefu anapenda/hupenda kuvaa suruali nyeusi.	(2)

Question number	Answer	Mark
1(b)	Tulipoenda sokoni tulikununulia zawadi nyingi.	(2)

Question number	Answer	Mark
1(b)	Tulipoenda sokoni tulikununulia zawadi nyingi.	(2)

Question number	Answer	Mark
1(d)	Je unapenda kuvaa sare yako ya shule?	(2)

Question number	Answer	Mark
1(e)	Viongozi wa nchi yetu husafiri na watu wengi.	(2)

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>Ninao sungura wawili wa (kufuga/ nyumbani) ambao baba yangu amewajengea nyumba kubwa ya mbao katika bustani yetu / bustanini kwetu. Mimi na kaka yangu tulitumia kila aina ya vitu ili kuziba njia yoyote ya kutoka nje. Baada ya mazingira kuwa salama, ilitubidi kuwafunza kukaa/ kubaki ndani ya bustani na kuenda nyumbani kwao usiku au pale walipohitaji kupumzika. Tulisoma katika kitabu kwamba sungura ni wadadisi sana na pia watundu kidogo.</p> <p>Sungura ni tofauti na njiwa wetu. Njiwa huruka nje ya kiota chao kila siku lakini hurudi jioni. Ilitubidi kuzunguka bustani huku tukiwakimbiza sungura kabla ya muda wao wa kulala. Baada ya wiki chache mama yangu aligundua njia nzuri / ufundi mzuri sana ambapo alizima taa za nje na kusema 'usiku mwema' na sungura walirukia vitanda vyao. Kila mmoja wao ana mto na nyasi nyingi za kulalia. Mama yangu aliwaambia rafiki zake, 'nimefurahia sana fanikio hili, ninategemea wanangu wangejifunza kuenda kulala mapema pia'. Mama yangu ana utani mwingi.</p> <p>Sote tunafurahia kuwa na sungura wa (kufuga / nyumbani). Mimi huwabeba na kuwakumbatia. Nilifikiri kuwa wao wangekula karoti tu lakini baadaye nikagundua kwamba wanakula mboga nyingi pia. Wanafurahia kucheza michezo kama kukimbizana.</p> <p>Hivi sasa tunafikiria kuwapa majina sungura wetu lakini hatujaweza kukubaliana kwa jina lolote. Je wewe ungewaitaje / ungewapa majina gani?</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.	9-10

Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.

Question number	Answer	Mark
3	<p>Last Saturday I attended my cousin's wedding. I had to go for three days since the celebration was held in a remote village located in the mountains. I left my home on Friday and returned on Sunday. I travelled by train.</p> <p>It was a really small wedding since only a few people attended. There were approximately 40 people. When I asked my cousin 'why are there such few guests?' s/he said 'because weddings are expensive therefore we only invited our close family and friends.'</p> <p>The guests could see each other, talk without shouting and dance to music. It was wonderful/ a pleasure to sing to popular traditional songs. The bride and groom were pleased about a special song that was composed for them. We all enjoyed the food, the setting and the well decorated spacious wedding hall.</p> <p>I wore a red dress and red shoes too. I didn't carry any purse. The bride wore a big white gown and carried rose flowers that were arranged nicely. Her hair had flowers too. The groom wore black trousers and a white coat. He also wore a big black hat that made him look like a character from certain ancient /old books. They were both very happy.</p> <p>After the wedding I stayed at the hotel where the celebration was held. Many guests did that too. The next day when we woke up, we had a good breakfast with the newly wedded (couple). Later on I packed my bags and returned back home.</p> <p>The bride and groom looked extremely happy and went on their honeymoon.</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

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