



Examiners' Report

Principal Examiner Feedback

November 2021

Pearson Edexcel International GCSE

In Swahili (4SW1)

Paper 01: Reading, Writing, and Translation

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## **Principal Examiner Report 2111, Swahili**

This was the third time for candidates to sit this new exam. It is obvious that the students are now comfortable with the two exam papers.

### **Section A: Reading**

#### **Question 1**

This is a word drop question. Candidates are provided with a passage and twelve words in a box (plus an example). They are expected to fill in six statements from the stimulus text. The words must fit logically and grammatically. This question was more challenging than expected for many candidates.

Some candidates guess responses. Those who did so struggles with 1D and 1E. They responded sokoni (F) and madaftari (A) respectively. For 1D they assumed that things would sell at the 'market and the shops' whereas the correct answer was 'mtandaoni'. Candidates need to try and listen to the passage and avoid eliminating responses through guessing.

#### **Question 2**

This is a multiple matching exercise. It is important to understand what is said in the speech bubbles so as to do well in this exercise. Often the wording in the question uses similar terminologies rather than the ones candidates hear so eg hoteli/ nyumba ya wageni.

Questions that proved to be hard for students were 2B where one of the two was missed (often Miranda). The other one was 2E. Bothe Kosgei and Miranda talk about brothers but it is only one who gets irritated by their brother. It is important to catch the small details. 2G was the most accessible.

#### **Question 3**

This is a Note taking exercise. The candidates must remember that the question demands short responses. Candidates should not try to fit in entire sentences – some of which are lifted from the passage. During the marking, examiners mark question by question, when candidates lift an entire passage, it becomes very hard to mark.

Question 3d seems to have confused some candidates who offered the answers: mkabala na bahari. I believe the problem was not knowing the word 'wajibu'. Candidates need to remember the different meaning of verbal structures, so kulipa / kulipia/ kulipwa are different words. What was sought here was kulipiwa.

#### **Question 4**

This question is made up of a passage from a literary text that requires short answers. Again, candidates should avoid lifting entire paragraphs from the given passage. Candidates must read the question and respond accordingly.

Question 4A was the hardest for most candidates. This is because they did not know the meaning of the word 'mandhari'. Teachers are advised to adapt literary passages from the Swahili body of literature, formulate questions and practice for this part of the exam. They need to use terminologies such as mandhari, wahusika, and such general terms.

#### **Section B: Writing**

##### **Question 5**

This is a short writing exercise requiring only 70 words. Candidates have generally respected the word count limit. Also, some students underlined the words they had used from the boxes which was brilliant.

Candidates should avoid using English words. Common ones this year were 'exercise', 'diet', 'blood pressure' etc. They need to try and explain a term rather than use an English one.

There were many very creative essays and students seem very knowledgeable about the topic at hand.

##### **Question 6**

Extended writing requiring 130 words.

The most popular choice was Question 6A and the least popular was 6C.

It must be remembered that missing out a bullet point translates as missing out on points. Once again, candidates should avoid writing long essays and respect the word count. Candidates' grammar has improved a great deal.

#### **Section C: Translation**

##### **Question 7**

This question was a challenge to many candidates. Vocabulary seems to still be a big problem. translation passage requires that candidates use good grammar. It is highly recommended to centres to teach and help candidates master the Swahili noun classes and to pay particular attention to Swahili object marking, prefixes and various tenses.

Candidates struggled with the words passionate, poaching, male dominated and trail-blazers. Candidates are advised to explain a term when they don't have the direct equivalent.

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