



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel International GCSE

In Swahili (4SW1)

Paper 01: Reading, Writing and Translation

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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.

Candidate responses

- For open-response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases (with the exception of Question 4(b), summary writing).
- In Question 4b, candidates must use short phrases but no single words, as this would not be appropriate for summary writing.
- There are no marks for quality of language in this paper so errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or interferes with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: *It's cheap/affordable*
- Where appropriate, responses must be separated with 'AND' for compulsory answers and 'OR' for possible answers
- Any parts of an answer that are not essential are bracketed and any parts that are key words are underlined, for example: *Q: What did he study? A: (He studied) Applied Maths*
- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

Section A

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(a) | L | (1) |
| 1(b) | B | (1) |
| 1(c) | G | (1) |
| 1(d) | J | (1) |
| 1(e) | A | (1) |
| 1(f) | M | (1) |

| Question number | Answer | Mark |
|-----------------|-------------|------|
| 2(a) | Sabrina | (1) |
| 2(b) | Asha, Hirsi | (2) |
| 2(c) | Asha | (1) |
| 2(d) | Sabrina | (1) |
| 2(e) | Asha, Hirsi | (2) |
| 2(f) | Sabrina | (1) |
| 2(g) | Asha, Hirsi | (2) |

| Question number | Answer | Accept | Reject | Mark |
|-----------------|--------------------------------|-----------------------|------------|------|
| 3(a) | Wabunifu AND wanamitindo | | | (2) |
| 3(b) | Kula / Vyakula AND Ngoma | | | (2) |
| 3(c) | Kuita mvua | | | (1) |
| 3(d) | Mvua | Ingenyesha | | (1) |
| 3(e) | Msongamano wa watu | | | (1) |
| 3(f) | Milima | | | (1) |
| 3(g) | Utafiti AND Uuzaji | | | (2) |
| 3(h) | tasnia | | | (2) |
| 3(i) | Eneo / sehemu | Tamasha litakuwa wapi | Mwaka ujao | (1) |

| Question number | Answer | Accept | Reject | Mark |
|-----------------|--|------------------------------|--------|------|
| 4(a) | Semkwa ana furaha ya kutoka AND Msoi ana wasiwasi na hataki kutoka | Msoi anahisi balaa litatokea | | (2) |
| 4(b) | Alimbembeleza AND aliamua kumwona uso kwa macho | alimlazimisha kutoka | | (2) |
| 4(c) | Wazee wanaamini ushirikina AND Vijana wanaamini sayansi | | | (2) |
| 4 (d) | hataki | | | (1) |
| 4(e) | Alicheka imani zake | | | (1) |
| 4(f) | Alitazama nje ya gari AND Alifikicha mikono | Anatamani kurudi nyumbani | | (2) |

Section B

| Question number | Communication and content | |
|-----------------|--|--|
| 5 | <p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • Kumbukumbu • Kufika shuleni mapema • Muda wa masomo kuwa mrefu • Shughuli ufanyazo baada ya shule <p>Maximum of Level 4 if one bullet is missing. Maximum of Level 3 if two bullets are missing. Maximum of Level 2 if three bullets are missing. Candidate scores 0 if no bullets have been addressed.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1 | <ul style="list-style-type: none"> • Very little meaningful communication; rarely comprehensible. |

| | | |
|---------|---|--|
| | | <ul style="list-style-type: none"> The piece is rarely coherent. |
| Level 2 | 2 | <ul style="list-style-type: none"> Limited communication; occasionally comprehensible. The piece is occasionally coherent. |
| Level 3 | 3 | <ul style="list-style-type: none"> Reasonable communication; sometimes comprehensible, though frequently lacking clarity. The piece is sometimes coherent. |
| Level 4 | 4 | <ul style="list-style-type: none"> Generally clear communication with some ambiguity. The piece is mostly coherent. |
| Level 5 | 5 | <ul style="list-style-type: none"> Clear communication with little or no ambiguity. The piece is entirely coherent. |
| Level 6 | 6 | <ul style="list-style-type: none"> Very clear communication with no ambiguity. The piece is entirely coherent. |

| Question number | Linguistic knowledge and accuracy | |
|-----------------|---|---|
| 5 | Candidate scores 0 if no bullets have been addressed. | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1 | <ul style="list-style-type: none"> Very limited range and variety of vocabulary and structures. Very little evidence of correct spelling and grammar. |
| Level 2 | 2 | <ul style="list-style-type: none"> Adequate but narrow range of vocabulary and structures. Occasional evidence of correct spelling and grammar. |
| Level 3 | 3 | <ul style="list-style-type: none"> Satisfactory range of vocabulary and structures. Some evidence of correct spelling and grammar. |
| Level 4 | 4 | <ul style="list-style-type: none"> Good range of vocabulary and structures. Significant evidence of correct spelling and grammar. |

| Level | Mark | Descriptor |
|---------|------|--|
| Level 5 | 5 | <ul style="list-style-type: none"> Very range of vocabulary and structures. Very strong evidence of correct spelling and grammar. |
| Level 6 | 6 | <ul style="list-style-type: none"> Excellent range of vocabulary and structures. Excellent evidence of correct spelling and grammar. |

| Question number | Communication and content |
|-----------------|---|
| 6 (a) | <p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> Umuhimu wa kuishi kwa kujitegemea |

| Question number | Communication and content | |
|-----------------|---|--|
| (b) | <ul style="list-style-type: none"> • Mawazo yako kuishi maisha ya bweni • Athari za baadaye za kuishi kwenye bweni <p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • Hisia zako kuhusu Aaliyah • Kumbukumbu yako ya tatizo ulipokuwa safahrini • Mipango yako kuhusu safari za baadaye | |
| (c) | <p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • Vivutio vikuu • Vitu upendavyo katika mji huo • Mipango ya baadaye ya mji <p>Maximum of Level 4 if one bullet is missing. Maximum of Level 3 if two bullets are missing. Maximum of Level 2 if three bullets are missing. Candidate scores 0 if no bullets have been addressed.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1–2 | <ul style="list-style-type: none"> • The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. • The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured. |
| Level 2 | 3–4 | <ul style="list-style-type: none"> • The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence. • The piece is occasionally coherent and while there is some digression from the theme or purpose, it is generally clear. |

| Level | Mark | Descriptor |
|---------|------|---|
| Level 3 | 5–6 | <ul style="list-style-type: none"> • The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence. • The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear. |

| | | |
|---------|------|--|
| Level 4 | 7–8 | <ul style="list-style-type: none"> The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence. The piece is mostly coherent and while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent piece of work. |
| Level 5 | 9–10 | <ul style="list-style-type: none"> The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. The piece is entirely coherent and while there may be very minor ambiguities or digression from the theme, the piece is confident, fluent, pertinent and purposeful. |

| Question number | Linguistic knowledge and accuracy | |
|-----------------|-----------------------------------|--|
| 6 | | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1–2 | <ul style="list-style-type: none"> Very limited range and variety of vocabulary, grammatical structures and tenses, with a high degree of repetition. Very little evidence of correct spelling, verb formation, gender and agreement. |
| Level 2 | 3–4 | <ul style="list-style-type: none"> Adequate but narrow range of vocabulary, grammatical structures and tenses, with a significant amount of repetition. Occasional evidence of correct spelling, verb formation, gender and agreement. |
| Level 3 | 5–6 | <ul style="list-style-type: none"> Satisfactory range of vocabulary, grammatical structures and tenses, with some noticeable repetition. Some evidence of correct spelling, verb formation, gender and agreement. |
| Level 4 | 7–8 | <ul style="list-style-type: none"> Good range of vocabulary, grammatical structures and tenses, with little noticeable repetition. Significant evidence of correct spelling, verb formation, gender and agreement. |

| Level | Mark | Descriptor |
|---------|------|---|
| Level 5 | 9–10 | <ul style="list-style-type: none"> Excellent range of vocabulary, grammatical structures and tenses, including some complex lexical items and no noticeable repetition. Very strong evidence of correct spelling, verb formation, gender and agreement. |

Section C

| Question number | Answer | Mark |
|-----------------|---|------|
| | Technology is developing rapidly. | (1) |
| | One of the latest development of technology that we can see in Africa is the possibility of driving electric vehicles. | (2) |
| | They are one of the best things to happen in the present day as they assist the global effort to reduce pollution. | (3) |
| | South Africa has a number of electric cars already and there are about 180 charging stations. | (2) |
| | In addition to this, African countries such as Kenya and Rwanda have started encouraging their use by reducing vehicle taxes. | (2) |