SWAHILI

> **Paper 0262/01**
> **Reading and Writing**

Key messages

In Reading, candidates are:

- expected not only to understand the information provided in the passage/text but also to be able to distinguish between facts, ideas and opinions
- required to demonstrate the ability to extract relevant information from various types of text and organise and present it in the required format.

In Writing, candidates should:

- ensure that answers fulfil the task requirements
- develop ideas by using an appropriate register and format
- employ a variety of grammatical structures and vocabulary
- apply writing conventions, such as paragraphs and punctuation, appropriately.

General comments

In **Exercises 1**, **2** and **3**, the emphasis is on reading skills. Spelling errors are tolerated as long as they do not interfere with communicating the correct answer, e.g. by making the answer ambiguous. In **Exercise 3**, candidates are expected to produce phrase and sentence-length notes in response to the stimuli given. Word-length notes will almost always be too short for **Exercise 3**. In **Exercises 4**, **5** and **6**, marks are awarded for linguistic accuracy as well as content. It is therefore important that candidates carefully check their work for spelling and grammatical errors.

Comments on specific questions

Exercise 1

Candidates were asked to read a short text and answer a series of questions that tested their skim and gist-reading skills. The exercise requires short answers of a single word or phrase.

The most challenging questions were **Questions 5** and **6**. For **Question 5** it was not sufficient to state '*ilichukua masaa sita*' or '*jua kali*'; candidates had to deduce that the journey starts when it does because '*kuokoa muda*' or '*kufika haraka*'. In answer to **Question 6** some candidates responded that Wambui's job is valued 'because a text had been written about it' ('*kwa sababu ameandika makala*') or, more arguably more vaguely, 'because that's how it is understood' ('*kwa sababu inaeleweka hivyo*'). Candidates are reminded that they must ensure their answer is based on what is written in the text itself.

Exercise 2

Most candidates performed well. The topic of the task was holiday activities (*shughuli watakazozifanya wakati wa likizo*). The most challenging questions were found to be **Questions 10**, **11**, **14** and **15**. Careful reading was required here. In relation to **Question 10**, for example, speaker D mentions countries, as does speaker B. However, the only speaker who will refuse (*atakataa*) to stay in their country is C. Candidates are reminded they must not tick more than one box per question; if they wish to cancel a response they must ensure it is crossed out so that it is clear which is box represents their final answer.

Exercise 3

Candidates read a long text and made brief notes under a number of supplied headings. The topic of the text was drones (*ndege zisizo na rubani*). Most candidates got off to a good start with **Question 16** which required candidates to capture the uses to which drones were put in the text (*matumizi*). Some answers took 'uses' to refer to 'characteristics' or 'traits' (*sifa*). In this regard 'transporting medicine' constituted a use and a valid response to the heading, whereas 'flying' did not.

Question 17 targeted the effect of drones on human behaviour. One example of this was people becoming apprehensive about entering into certain areas because of drones flying over (*walikuwa na hofu ya kuingia porini*).

Lastly, **Question 18** asked candidates to note down Njeri's views. Some candidates mixed up her views with the uses of the drones. One of her views is '*anataka watafiti wawajibike*' which she conveys by speaking about '*picha haramu*'. Candidates who wrote '*nini kitatokea kama kuna picha haramu*' stated the problem but neglected to add that there is a need for '*uwajibikaji*' in her view.

Exercise 4

This exercise was generally done well. Candidates had to write a targeted, paragraph-length summary about the advantages and disadvantages of drones based on the text in **Exercise 3**. Candidates are reminded that this question does not seek to test their own knowledge of a particular topic (in this case: drones). At the same time, while the advantages and disadvantages needed to be based on what they had read in the text, candidates also had to use their own language as far as possible and not copy sentences from the passage to show that they could write in the appropriate style for a summary.

Many candidates gave a balanced answer by offering two advantages and two disadvantages, thereby showing that they were well prepared for a task of this kind.

Exercise 5

Most candidates performed well in this short writing exercise. Three marks were available for content: one mark for describing the school (*shule ikoje*), one mark for expressing what they liked about the school (*unapenda nini*) and one mark for writing about what they want to change (*ungebadilisha nini*). Some pieces were too short or too long. Candidates are reminded to heed to word limit and write about two sentences in response to each bullet point. Candidates are also reminded that they should use of paragraphs in order to create a solid structure for their piece and to sequence their ideas in a logical fashion. In addition, if candidates wish to achieve a high score, they must ensure that spelling and punctuation rules are taken into account. Some candidates did not do this and might have benefited from a read through and an edit before moving on to the next exercise.

Exercise 6

Candidates were asked to write a longer piece of continuous prose on sugary soft drinks. More specifically, the task sought candidates to engage with the statement '*vinywaji vyenye sukari nyingi ni tatizo kubwa kwa afya ya vijana duniani*'.

Two views were offered in speech bubbles to help candidates generate ideas but they were free to choose to engage with these or not, as long as they stuck to the main task. Strong essays used the made effective use of the opinions expressed in the speech bubbles by subtly weaving them into the fabric of their own argument which was based primarily on their own ideas and opinions.

Weaker candidates misconstrued the task and focused almost exclusively on one aspect of the topic (e.g. diabetes) or on indirectly related issues, such as smoking. This was to their detriment as they left more salient aspects of the topic of sugary soft drinks untouched and their pieces were only of limited relevance to the task as a result.

Future candidates are advised to take heed of the following general problems encountered by some of this session's candidates if they wish achieve higher scores:

- word separation errors, especially with verbs
- repetition of arguments

- poor punctuation
- errors with adjectival agreements
- lack of grammatical variation (e.g. absence of relative markers).

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Paper 0262/02
Listening

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Key messages

In order to do well in this examination, candidates should:

- listen to the recording carefully to identify the specific information needed to answer each question
- read the instructions and questions with care throughout the paper and if a question consists of more than one parts, be careful to respond to all of them
- always attempt an answer rather than leaving a blank space as the paper is not marked negatively.

General comments

Centres and candidates should be commended on a generally strong and competent performance in this paper, particularly given the challenges of ongoing Covid-19 related disruption and the fact that this was the first Swahili listening examination of a new syllabus. Most candidates appeared well prepared for the specific requirements of each exercise. It was encouraging to see that many candidates had made good use of the opportunity to listen to the spoken text a second time, as shown by the number of initial attempts that were crossed out and overwritten with another answer. Many high performing candidates tended to do this for the more challenging open response questions, often with the result of giving the correct answer at the second attempt.

Further general observations and recommendations are as follows:

- Candidates should be encouraged always to attempt answers to the open response questions in **Exercise 1** and **Exercise 2**, given that only short answers are required.

- Greater consideration of the spoken text as a whole is sometimes required in order to identify the correct answer, particularly in the short answer questions in **Exercise 1** and the gap-fill questions in **Exercise 2**.

- In **Exercises 1** and **2**, the most successful candidates tended to keep their answers short, clear, and specific. Very long, ambiguous or vague answers, or the indiscriminate transcription of long segments of the spoken text, should be avoided.

- The multiple matching and multiple choice questions in **Exercise 3** and **Exercise 4** will require a greater degree of inference and interpretation of the spoken text in order to select the correct answer than the questions in the first two exercises of the paper.

- Answers to the multiple matching and multiple choice questions should conform to the instructions given in the question paper. In particular, answers to **Exercise 3** should include the use of each answer letter (A–G) once only. In **Exercise 4**, only one answer box should be ticked for each question.

- It was good to see that candidates across all ability ranges attempted answers to the multiple choice questions in **Exercise 3** and **Exercise 4**, with hardly any responses left blank. By contrast, in **Exercises 1** and **2**, the candidates who struggled often left many of the open response questions blank. Candidates should be encouraged always to attempt answers in the open response questions, given that only short answers are required and there is be ample time in the examination to do so.

- More careful consideration of the spoken text as a whole is sometimes needed to identify and select the correct answer from the spoken text, particularly in the short answer and gap-fill questions. Given the

importannce of assessment objectives L1 and L2 in these exercises, candidates should also read the questions carefully and take note of key question words, including those that could indicate a specific tense or location for the answer (e.g. '*kabla ya*', '*pale awali*', '*wapi*', etc.).

- In the open response questions, the most successful candidates tended to keep their answers short, clear, and specific. By contrast, some candidates gave overly long, ambiguous or vague responses which failed to indicate their specific choice of answer. Candidates should not add unnecessary details or include embellishments that are not present in the spoken text; this can invalidate an otherwise correct answer. The indiscriminate transcription of long segments of the spoken text should also be avoided.

- Some multiple matching and multiple choice questions in **Exercise 3** and **Exercise 4** will require candidates to make inferences or interpret the underlying meaning of the spoken text in line with assessment objectives L3 and L4. Candidates who performed less well in these exercises should pay greater attention to the nuance of different speakers' ideas or feelings, as well as the use and meaning of idiom in the spoken text.

- Unfortunately some answers to the multiple matching and multiple-choice questions did not conform to the instructions given in the question paper, resulting in ambiguous answers that could not be marked as correct. Candidates should be careful in **Exercise 3** to use each answer letter (A–G) only once, and in **Exercise 4** to tick only one answer box for each question. Candidates must also ensure that they clearly and unambiguously strike through any first attempts they do not want to be marked.

Comments on specific questions

Exercise 1

Most candidates performed well across the eight questions in this exercise. Candidates performed strongly on **Questions 1**, **5**, and **8** in particular.

Some candidates found **Question 3** of this exercise more challenging, and could perhaps have benefitted from listening carefully to the exercise a second time before selecting the correct response from the range of possible answers in the spoken text, as well as focusing on the specific timeframe of the question ('*Kulikuwa na kikwazo gani pale awali?*').

Question 4 of this exercise is a good example of the importance of listening to the spoken text as a whole before attempting an answer, as the correct answer ('*mkutano wa wakuu*') was contained in the final lines of the spoken text. A number of candidates also showed a tendency to add extra information to their answers that was not present in the spoken text, and which unfortunately invalidated their answers.

Question 6 of this exercise showed the importance of giving clear, precise answers rather than vague or ambiguous answers. The correct answer – '*kupunguza msongamano wa mawazo*' – was sometimes shortened by candidates to simply '*kupunguza msongamano*', which changes the meaning of the answer and invalidates it.

Exercise 2

General performance on this exercise was good, particularly for **Questions 9(d)** and **(e)**. Other questions proved more challenging to candidates than those in **Exercise 1**, and overall **Exercise 2** showed clearer differentiation of the best performing candidates from the rest.

Question 9(b) once again showed the benefits of carefully listening to the spoken text as a whole before selecting an answer; there were two possible numerical answers to choose from in the text, and many candidates had initially selected the first number they heard mentioned (incorrectly), before crossing this out and correctly selecting the second number mentioned.

Questions 9(f) and **(g)** were clearly more challenging to candidates, and were by far the most likely questions for which a candidate might not attempt an answer. For **Question 9(g)**, it may have helped candidates to be able to distinguish more precisely between cause and effect, i.e. the correct answer to the question ('*wasafiri wachache*') and the subsequent effects discussed in the text ('*serikali haijafanya uamuzi*', '*idadi za safari*').

Exercise 3

The multiple matching exercise in **Question 10** was another good differentiator between the stronger and weaker performing candidates; it was noticeable how many of the candidates who scored highly overall also did very well on this question, while the lowest scoring candidates tended to struggle with it.

In general, most candidates performed well in **Questions 10 (1)** and **(6)**. **Question 10 (3)** tended to pose more of a challenge to candidates.

Performance in **Question 10** could be improved by paying more attention to the sometimes subtle differences between the various ideas, feelings and beliefs expressed in the spoken texts. Some candidates showed a tendency to focus on recognisable individual items of vocabulary from the possible answers listed in the question paper, rather than paying enough attention to the overall meaning and message of the spoken texts. This was most noticeable in the recurring tendency of candidates to mistakenly answer opinion **F** in **Question 10 (3)**, instead of the correct answer, opinion **G**.

Exercise 4

Overall performance in **Exercise 4** was varied. In general, most candidates performed well on **Questions 11**, **17** and **18**. **Questions 14** and **15** proved more challenging to candidates.

In general, candidates coped well with the good command of vocabulary and idiom required for the questions in this exercise.

Question 14 again demonstrates the importance of being able to draw an overall inference and meaning from a spoken text when the answer is not stated directly. For those candidates who struggled with the degree of inference required, it might also have helped to try ruling out incorrect or unlikely answers in order to identify the correct one.

SWAHILI

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Paper 0262/03
Speaking

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Key messages

In order to do well in this examination, candidates should:

- Choose a topic for the presentation section that clearly reflects an aspect, or aspects, of life in a Swahili-speaking community or Swahili-speaking culture.

- Ensure when preparing the presentation section that a range of vocabulary and grammatical structures are used (relatives, negatives, subjunctives, varied tenses) in order to display the candidates' abilities fully.

- Ensure when preparing the presentation section that care is taken to include a range of opinions alongside factual elements.

- Seek to expand on answers as much as possible and avoid one-word or short-sentence answers.

In order to allow their candidates to do well in this examination, examiners should:

- Allow candidates enough time to answer the question fully by avoiding interruptions and allowing some time after the candidate finishes speaking to provide the opportunity for them to expand. It was noticeable in some centres that examiners were quick to end a candidate's answer and move on to the next question.

- Ask open-ended questions (why/how) rather than closed questions that would normally only require very short responses. Asking closed questions disadvantages candidates as it makes more challenging for them to showcase their language abilities fully.

- Keep questions as short and clear as possible instead of asking questions that require long introductions or a good deal of context.

- Avoid asking the same questions to multiple candidates. Examiners would like to see a wider range of spontaneous questions directly related to the candidates' presentations or previous responses.

- Ask spontaneous follow-up questions in response to candidates, rather than moving on to the next (possibly unrelated) question too quickly. Follow-up questions allow the candidate to display a wider range of facts and opinions on the topic.

- Put candidates at ease at the beginning of the examination in order to get the best out of them.

- Ensure a quiet environment for the exam, if possible. On some recordings, there was background noise from other students and this occasionally seemed to put candidates off. It also made it challenging to hear the recordings clearly.

General comments

- Timings were well observed by examiners on the whole.

- Sections were clearly introduced by examiners on the whole.

- Recordings were clear and volumes sufficient, although in future USBs or digital files will be to CDs.

- The examinations were well conducted on the whole, especially given that this was the first iteration for everyone concerned. The key messages in the previous section should be addressed, but in general centres deserve great credit for delivering these examinations in such a professional manner, especially given the challenges presented by Covid-19.

- Many centres marked accurately, though some were slightly too generous in the higher mark range and severe in the lower mark range. Some examiners tended to be a little severe when marking for vocabulary and grammar.

Comments on specific questions

Presentation

The presentations were done reasonably well by candidates this session, with a good amount of preparation clearly put in by the majority.

1   Candidates scoring the highest marks delivered presentations that were:

- natural (not appearing to be read out)
- full of varied opinions and not simply factual
- clearly relevant to the brief
- challenging and thought-provoking
- diverse in terms of vocabulary and grammar.

2   Some candidates chose topics that were not challenging enough for this level, such as family, friends, and school life and thus limited themselves in terms of the potential mark available to them. As preparation is allowed for this section, this is perhaps the candidate's best opportunity to display their abilities.

3   When the above was true, it was often also the case that the presentation tended to lack opinions, instead relying on lists to display a knowledge of relevant vocabulary. Displaying opinions is not only crucial to achieving the higher grade boundaries, but will also make it easier for the examiner to ask open-ended questions in the Topic Conversation – thus increasing the potential for higher marks there too.

4   Some candidates gave the impression of reading presentations from a script. It is important to remember that a key indicator for higher bands is for the presentation to be engaging and natural. The importance of style (as well as substance) should be emphasised to candidates.

5   Some candidates tended to play it safe in the presentation in terms of the range of grammar displayed. Examiners are looking for a range of tenses and structures, and this section is the best opportunity for candidates less confident in these areas to display an ability to utilise them, given the preparation time available.

Topic Conversation

This section was also done well on the whole by candidates. The majority of candidates showed an excellent understanding of the questions given to them and there were few instances of questions having to be repeated several times or answers completely irrelevant to questions.

1   The main reason for candidates not achieving the higher bands in this section was a failure to expand adequately on answers, i.e. at sufficient length or in sufficient detail. This was not always made easy by examiners occasionally moving on too quickly and not allowing space for candidates to think and provide a more detailed response.

2   Candidates should avoid repeating information from the presentation if possible. Some candidates fell back in repeating large parts from this section, which did not display a wider range of language and topic understanding.

3   The range of vocabulary was often sufficient for higher bands in the section, but there were some common grammatical errors, such as:

- Mixing agreements in relative structures
- Confusing subjunctive and relative structures
- Errors when using monosyllabic verbs in the negative tenses
- Confusing -*enye* and -*amba* structures
- Incorrect adjective agreements

General Conversation Section

This section was well answered on the whole. Examiners are reminded that:

1   Questions should span at least one topic from Areas A–B **and** one question from Areas C–E. Often, topics were chosen only from Areas A–B, which restricted the ability of candidates to achieve higher grades.

2   It is crucial that topics chosen in this section do not overlap with those discussed previously. There were a few examples of candidates being able to repeat material from their presentations.

3   A large selection of topics should be covered across the range of candidates. Often the same topics were used for each. This may have contributed to the issue mentioned in the previous point.

For candidates, the same points were largely true in this section as in the previous section. In short:

1   Candidates should seek, where possible, to expand on their initial answers.

2   Candidates should avoid repeating information from the previous sections, where possible.

3   Candidates should seek to display a range of grammatical structures to the examiner.

One point to add here would be that stronger candidates should be encouraged to engage more fully with the examiner and should not be afraid to ask their own questions or take the conversation in different directions. This section is perhaps the best opportunity to do this and the ability to contribute to the direction of the discussion in such ways would be a clear indicator for the highest band.