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## FOREWORD

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This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

# SWAHILI

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## GCE Ordinary Level

<p>Paper 3162/01</p>
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<p>Paper 1</p>
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### General comments

The overall performance was encouraging. Most candidates coped well with the translation passages, and all topics given in the essay question were attempted.

### Comments on specific questions

#### Question 1

- (a) As in previous years, candidates tended to perform better on **Question 1 (a)** than **Question 1(b)**, both of which required them to translate from Swahili into English. Candidates should be advised to read through the whole passage before embarking on the translation. Candidates should then proceed to reading each sentence carefully so as not to miss important words in their translation. For example, some candidates tended to omit translating the word *kidogo* in their translation of the following sentence:

- ... *na kuweza kutembeatembea kidogo*

The omission makes a difference: 'when he started walking about a little'.

Some candidates found the following phrases difficult to translate:

- *punde si punde*, acceptable translations of which include: 'in a very short while', 'in no time at all', 'in a moment'.
- *likalala ubavu*: 'it lay on its side'.

- (b) This passage was slightly more challenging than **Question 1 (a)** in terms of its demands on vocabulary and grammar. It thus acted as a good discriminator of abilities among the candidates.

As the passage deals with a social issue – the employment of the deaf in society – candidates were required to translate vocabulary drawn from this field. Most candidates coped well with respect to this requirement, but the following words were occasionally found difficult to translate:

- *viziwi*: 'the deaf';
- *waajiri*: 'employers' (from *kuajiri*: 'to employ', 'to hire');
- *ulemavu*: 'handicap';
- *mjumbe*: 'spokesperson', 'representative';
- *mawasiliano*: 'communication';
- *kulalamika*: 'to complain';
- *lugha ya alama*: 'sign language';
- *shule za msingi*: 'primary schools'.

## Question 2

This and the following (essay) question provided candidates with the opportunity to express themselves in Swahili. This question was well done, on the whole, but proved challenging for some candidates; some vocabulary appeared to be unfamiliar to some, e.g:

- 'luxury and comfort': *raha na starehe* (other variations were also accepted);
- 'in reality': *kwa hakika*;
- 'is not unique to Tanzania': *si pekee kwa Tanzania tu*;
- 'estimated': *kadiriwa*;
- 'Developing countries': *nchi zinazoendelea*.

With regards to aspects of syntax and grammar, it is suggested that Centres take note of the following observations:

- *Spelling and orthography*

Candidates should be advised of the correct formation of words in Swahili, as there is a tendency to split certain words, e.g. *kuto pewa*. Another type of mistake to note is the dropping of *n* in the spelling of words such as *kungoja* which is often written as *kugoja*.

- *Agreement*

There was a consistent lack of agreement between verbs and adjectives in some candidates' translations, a sample of which is given below:

- *maisha mzuri* for *maisha mazuri*;
- *miji makubwa* for *miji mikubwa*;
- *nafasi mzuri* for *nafasi nzuri*;
- *mfano ya* for *mfano wa*;
- *njia mengi* for *njia nyingi*.

Centres are advised that candidates frequently practise this aspect of grammar using exercises testing class agreements.

## Question 3

The essay question was generally well done, with candidates giving their own views on the topic of their choice. 'The importance of water' was the most popular topic, followed closely by 'The protection of our environment'. As in previous years, the best essays were those which had a solid structure. Candidates should therefore be encouraged to reflect on their topic of choice and make a plan for their essay before they start writing.