

# SWAHILI

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Paper 3162/01

Paper 1

## Key message

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

- ensure that all the words and phrases in a sentence have been translated and carefully proofread the translations in Section A
- read the text carefully and write concise responses to the questions in their own words in Section B
- choose a topic on which they have something to say and for which they have command of appropriate structures and vocabulary in Section C.

## General comments

Most candidates performed to a good standard this year but Centres are advised to keep the following in mind while preparing candidates for future examinations:

- The importance of noun agreements in Swahili. Candidates who were able to demonstrate that they knew how to implement the rules correctly usually scored considerably higher marks than those who did not.
- Some candidates appeared to be unaware that Swahili is an agglutinating language and would, for instance, write '*wa-lio- hudhuria*' instead of '*waliohudhuria*' and '*benki yanayojulikana, chuo ya*' instead of '*benki inayojulikana, chuo cha*'. It is therefore strongly recommended that the accurate formation of Swahili nouns be revisited in class.
- Candidates would benefit a great deal from reading a wide range of Swahili texts and from familiarising themselves with standard written Swahili. Similarly, they would also benefit from consulting dictionaries in preparation for the examination. This will provide them with a better grasp of the meaning and spelling of common Swahili words and reinforce the ability to distinguish between standard Swahili and other forms of the language. A case in point is that many candidates used terms such as *wavyele* for 'parents' (instead of the standard word *wazazi*) and colloquialisms, including *wanafanyanga*, *muthu*, *kupatiana* and *venye*.
- Teachers are advised of the need to reinforce the important advice to candidates that they should read questions carefully before answering. For example with regards to **Question 4**, some candidates wrote essays which were over the word limit and/or irrelevant to the task they had chosen.

## Comments on individual questions

### Question 1

On the whole, candidates appeared to struggle more with this part exercise than in previous years. Most candidates translated the second paragraph better than the first. Frequent errors included:

- mistranslating common verbs such as *kuelezea/kueleza*, *kuamua* and *kutembelea*
- omitting simple, yet crucial, words, such as *hata*, *sana*, *vingi* and *zaidi*
- mistranslating *magonjwa yanayoambukizwa*

- translating only one out of *mazao* and *mifugo*
- translating the text too freely or rushing through, which often led to inaccurate translations.

## Question 2

As in previous years, this exercise proved the most challenging in the paper and a good differentiator between the different levels of ability, but many candidates did well.

Common problems were:

- incorrect agreements, e.g. *Mikopo yanatolewa*, or mixed agreements in the same noun class, e.g. *Benki la kwanza ya vijana, mkutano uliyofanyika chuo kuu ya Dar es Salaam*
- errors with writing dates in Swahili, with some candidates mixing up the order and others resorting to writing dates in numerical form
- mistranslations of the word 'shares', including '*mafungu*', '*makundi*' or '*mashea*'
- misspellings such as '*millioni*' (for *milioni*) and '*shillingi*' for (*shilingi*), perhaps as a result of the influence of English spelling
- some candidates struggled to provide the Swahili equivalent of the word 'representatives', and many of those that managed lost marks by then mistranslating 'a number of' with, for instance, *nambari*
- as in **Question 1**, a number of marks were lost through candidates omitting to translate relatively simple words and phrases, such as 'each', 'in total' and 'specific'
- a fairly large number of candidates struggled to translate 'loan' and 'self-reliance' correctly
- many candidates struggled to gain the mark for 'from different youth groups and parties' and only the best were able to provide all four of *vikundi*, *vyama*, *vijana* and *tofauti* correctly.

## Question 3

Candidates performed quite well in the comprehension part of this paper, although in terms of marks scored for Language not many were able to demonstrate good or excellent use of Swahili in their answers. Many candidates resorted to lifting from the text, even in questions, such as **Question (j)**, which asked specifically for their own opinion.

- (a) – (d) Most candidates answered these questions well.
- (e) Some candidates mistakenly wrote that Issa believes that children are not born with equal rights by mixing up the concepts of rights and respect.
- (f)-(g) These questions were well answered but some candidates lifted their answers from the text.
- (j) Some candidates repeated the opinions of Issa or Juma here instead of giving their own opinions. Other candidates lost marks by arguing the same point in three different ways. Overall, this question was not answered very well in comparison to other questions.
- (k) This was generally answered well, although many thought the teacher was the narrator.
- (l) Most candidates managed to score at least one mark here, but some were not able to demonstrate a clear enough understanding of the term to achieve both marks.

## Question 4

The most successful candidates in this part of the examination displayed the ability to construct an argument, used a wide range of vocabulary, implemented their knowledge of agreements correctly, and utilised correct punctuation and sentence separation.

Most candidates chose to tackle topic **4(b)** which was about winning money or **4(a)** which was on the merits of Swahili in relation to English. Both of these questions were generally answered well. Common problems were:

- poor use of paragraphs
- sentence and word separation errors, leading to two to three-line sentences or words separated into two or three words, e.g. '*nili-wa-ambia*' instead of *niliwaambia*
- repetition of arguments and sentences, for example, '*nitanunua... halafu nitanunua... halafu baadae nitanunua*'
- exceeding the word limit, sometimes to a large extent. In a small number of cases, the section within the word limit was an introduction that had limited relevance to the question, which considerably limited the marks candidates were able to achieve
- writing in English instead of Swahili
- usage of English words
- a lack of variety in grammar , e.g. using only one tense and not using relative markers
- mistakes with adjective agreements.