

SWAHILI

Paper 3162/01
Paper 1

Key messages

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

- ensure that all the words and phrases in a sentence have been translated in **Question 1** and **Question 2**
- carefully proofread their translations in **Question 1** and **Question 2**
- read the text carefully and write concise responses to the questions in their own words in **Question 3**
- choose a topic on which they have something to say and for which they have command of appropriate structures and vocabulary in **Question 4**.

General comments

Regarding **Question 1 and 2**, candidates are reminded that they should translate as much of each sentence as possible. Words that may seem incidental, such as *bi*, *kwa kweli*, *sana*, and *however*, are just as important for scoring the mark available those words and phrases that students might consider key.

While attempting the comprehension passage (**Question 3**) students should remember that, to a great extent, the order of the questions corresponds to the chronology of the text. Therefore, the answer to **Question 3(b)** would normally not be found at the end of the passage. Candidates are reminded that merit given is given to the use of their own words. Also, candidates should be reminded that when a question carries more than one mark they are required to provide more than one piece of information.

As in previous years, **Question 4** was done very well. Most candidates remembered that only 120 words are needed and followed a clear structure. Candidates may find it useful to follow a simple four-paragraph structure of 40 words per paragraph, including an introduction, a discussion of a first set of points, a discussion of a second (likely contrasting) set of points and a conclusion.

Comments on specific questions

Question 1

Candidates generally answered this question very well. There were some errors which were largely consistent across the board, however. Examples include:

- 1 The omission of a range of 'smaller' words which add important nuance to the text and without which translations are insufficiently precise, for example, *Bi Mariamu*. Examiners accepted a range of forms of address in this instance, such as Mrs, Madam, Grandmother, but entire omission of an appropriate form of address inevitably led to the loss of mark for the whole marking unit.
- 2 Difficulty with certain words and phrases, such as *manyoya malaini*, *mbuyu*, *matawi* and *juzi*. The phrase *Paka Maarufu*, which translates as Famous Cats was accepted, as were 'Great cats', 'Top Cats' etc.
- 3 Not always taking sufficient notice of the context in which words and phrases occurred. Some candidates translated *alipiga mayowe* as a someone called Mayowe being hit.

Question 2

This question is always more challenging than the first as it places a premium on the production of accurate Swahili. The following will need to be addressed:

- 1 Consistency in class agreements between nouns, adjectives, verbs etc. For examples, some candidates wrote '*chakula ya kutosha*' followed by '*chakula cha kimataifa*' or '*vitu vingi ina...*'. Similarly, some confused the agreements for *masoko* and *makampuni* by writing '*masoko makubwa*' and '*makampuni ndogo*', and vice versa.
- 2 Some candidates struggled to produce the correct form of a number of items of vocabulary, including beehives (*mizinga*), bees (*nyuki*), honey (*asali*), cheese (*jibini/chizi*). Other words found to be challenging were *factory*, *grant*, *plants*, and *stalls*.
- 3 The locative. Some candidates confused *soko* and *sokoni* and would write '*niligundua sokoni jipya/mpya*', or '*niliona sokoni ya aina mpya. Hii sokoni inakuwepo... Sokoni ni kubwa*'. It must be remembered that such constructions are incorrect since as soon as *ni* is added the noun changes class and becomes a locative. So it should be *sokoni hapo* rather than '*sokoni hilo*'.
- 4 As mentioned for **Question 1**, context is crucial in translation. 'To hold' might be translated as '*kubeba*' ('to carry') depending on the context but that is not its meaning in the sense of a market being 'held every Saturday'. Translating the phrase as '*soko lilikuwa linabebwa...*' was also not credited.
- 5 Spelling. Candidates must use the correct Swahili forms and spellings for words and not forms that are used colloquially. '*Sasa ako na biashara kubwa*', for example, was not accepted, as candidates had to use *ana*. Similarly, '*vinavouza*' should have been used instead of '*vibanda vinavouza*'. Other incorrect forms were '*ata hivyo*' for *hata hivyo*, '*ilikuwa ngali sana*' for *ghali* and '*alikuwanga*' for *alikuwa*.
- 6 Demonstratives. Candidates are reminded that they must use the correct forms, e.g. *masoko hapa*.
- 7 Orthography. It is important that candidates not split words (especially verbs with relatives), e.g. '*nilivyo—zoea*'.
- 8 Candidates should beware of translating English into Swahili with words which appear to mean the same but don't, e.g. '*vile*' for 'how'.

Question 3

A number of candidates missed the fact that some questions required more than one response, e.g.

Question 3(c). Candidates must also remember to:

- 1 read the passage carefully and avoid lifting sentences from the text. Candidates who use their own words in their answer almost invariably gain more marks than those who copy.
- 2 answer in full sentences, not single words or short phrases.

Question 4

Most students chose to write on the effects of people moving to cities and cited some very interesting effects, including increased pollution, financial constraints and the perceived breakdown of morality. Most candidates who chose **4(b)** thought that books had definitely had their time.

Common mistakes were generally similar to previous years, namely:

- word separation errors, especially with verbs
- repetition of arguments
- poor punctuation
- errors with adjective agreements
- lack of grammatical variation (e.g. no relative markers)
- writing more than 120 words (though to a lesser extent this year).

Candidates are strongly advised to reread their essays to pick up on, and edit out, any mistakes.

Lastly, clear presentation and legible handwriting remain of crucial importance when writing an essay.