

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 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.

Comments on Specific Questions

Question 1

This question was generally answered well, with the majority of candidates achieving high scores. There were some parts of the translation that some candidates struggled with. A small number of candidates showed a lack of attention to detail, e.g. by neglecting to translate simple adjectives or adverbs such as 'only' or 'a lot' in certain phrases. Detailed comments are given in the table below:

Stimulus	Key points
<i>Rafiki yangu, Ida – kwa kawaida – ni mtu mpole na mstahamilivu.</i>	Some candidates struggled with the translation of the two adjectives in <i>mpole na mstahamilivu</i> here. 'Slow' or 'quiet' were common mistakes made with the former, and 'kind' was with the latter. A good number also translated only one of the two adjectives. There were also some instances of mistakes with translating <i>kwa kawaida</i> , with 'always' being the most common.
<i>Lakini jambo moja humkera sana moyoni.</i>	The translation of <i>humkera</i> was generally achieved quite well, either directly or through paraphrase, but some candidates lost out on the mark by not translating either <i>sana</i> or <i>moyoni</i> .
<i>Nalo ni kumwona mtoto mdogo akipigwa makofi usoni au akipigwa kwa bakora mwilini.</i>	Again, the most common cause of errors here was missing out key words. Some candidates missed out at least one item among <i>usoni</i> , <i>bakora</i> and <i>mwilini</i> . Some translated <i>kipigwa kwa bakora mwilini</i> as 'being caned' without mentioning the body, which was allowed as the implication is there.
<i>Wanaowapiga watoto husema ati wanawatia adabu.</i>	This was answered well overall. <i>Wanawatia adabu</i> was translated in various ways – such as 'teaching discipline', 'instilling manners', 'improving behaviour' – and these were generally acceptable.
<i>Ida hakubaliani kabisa na wazo hilo.</i>	This phrase was translated rather poorly. Most of the candidates who lost a mark here did so through not translating <i>kabisa</i> . This suggested a certain lack of care as the word itself is fairly straightforward.
<i>Anahisi si kweli.</i>	This was answered well pretty much across the board. There were some variations on <i>anahisi</i> , but these were generally always acceptable.

General Certificate of Education Ordinary Level
3162 Swahili June 2012
Principal Examiner Report for Teachers

<i>Hivyo, hujadiliana sana na wazazi wenzake,</i>	Various candidates did not translate at least one of <i>hivyo, sana</i> or <i>wenzake</i> . <i>Hujadiliana</i> was also sometimes mistranslated as 'consults' or 'talks' to instead of 'discussed' in the habitual tense.
<i>na hata na waalimu shuleni,</i>	Some candidates lost marks through not translating <i>shuleni</i> . Otherwise this was answered well.
<i>ambao wao pia wana mtindo wa kuwapiga watoto usoni, mikononi na matakoni.</i>	This was translated well. Candidates dealt with <i>mtindo</i> well. When mistakes occurred this was usually through misunderstanding the meaning or not translating one of the body parts.
<i>Siku moja, kiasi cha saa tano asubuhi,</i>	This was translated well overall. Some candidates, however, missed out <i>kiasi cha</i> , and a fairly large number mistranslated the time.
<i>Ida alisikia ukelele mkali uliotoka nyumba ya jirani yake.</i>	A number of candidates either translated <i>ukelele</i> in the plural as 'noises' or missed out <i>mkali</i> and so missed out on marks that way. Otherwise, this was answered well.
<i>Alishtuka. "Je, kumetokea nini huko?" Akajiuliza.</i>	Candidates rarely dropped a mark here.
<i>Bob Mwendeza na mkewe, Ayleen, walikuwa na mtoto wa miaka minne aitwaye David.</i>	This was also well answered. Some mistakes occurred through mistranslation of David's age. A common mistake was to give this as 'eight', rather than 'four'.
<i>Aliposikia ukelele ule tu,</i>	Many candidates were able to gain the mark here.
<i>Ida alijua kwamba hicho kilikuwa kilio cha David.</i>	This was answered well.
<i>Ida akagutuka, akakimbia mbio kwenda kutazama kinachomsibu David.</i>	Candidates struggled to translate <i>akagutuka</i> correctly, with some believing this to mean that Ida jumped up. When a candidate did get this right, they rarely went on to lose the mark elsewhere.
<i>Akamkuta amejikunja kwenye pembe ya chumba, analia kwa kwikwi.</i>	Again, quite a few candidates were unable to obtain the mark here. The better candidates were able to negotiate the challenges posed by the words <i>amejikunja, pembe</i> and <i>kwikwi</i> successfully.
<i>Alipomwona tu, Ida akajua kwamba mtoto amepigwa vibaya sana.</i>	Candidates needed to pay attention to the significance of the particle <i>tu</i> . If they were able to create some sense of immediacy then this was allowed and the mark would generally be awarded.
<i>Na aliyempiga alikuwa bibi aliyeajiriwa kumtazama wakati wa asubuhi pale Ayleen yupo kazini.</i>	The relative clauses and locatives were translated well throughout. Marks were sometimes lost through misunderstanding of <i>aliyeajiriwa</i> (marks were given only if some sense of employment was given) and missing out at least one of <i>wakati wa asubuhi, bibi</i> and <i>pale Ayleen yupo kazini</i> . There was an interesting mix of translations of <i>bibi</i> , such as 'old woman', 'grandmother', 'girl', 'nanny' and 'househelp'.
<i>Ida akamkumbatia David.</i>	A wide range of answers were given here. Most were acceptable, but it was clear that some candidates struggled with the concept they were asked to convey. Some incorrect examples included: 'protected', 'defended', 'saved' and 'told off'.

As most errors are committed through lack of attention to detail, Centres are advised to stress the importance for students to check through their answer more than once. Candidates should be encouraged to make sure that they have attempted to translate each sentence in its entirety without missing out any words or phrases.

Question 2

A number of candidates found the passage quite challenging and struggled with some vocabulary and grammar (especially relative clauses), but most errors were made with tense agreement. Some agreements appeared to have been haphazardly done as candidates would often correctly put an adjective in class 9 in one instance and then do so erroneously the very next sentence. There were also frequent sentence separation errors. These will be dealt with separately from the table below, which will look at more specific points.

Stimulus	Key points
People in towns use large amounts of electricity.	Generally answered well. Problems sometimes arose when candidates translated 'large amounts' with <i>kiwango</i> or <i>viwango</i> as they would then neglect the agreement when using <i>kubwa</i> .
Some countries in East Africa find it difficult	Marks were usually lost here through mistranslation of East Africa, either mistaking east for west or by spelling <i>Afrika</i> with a c as in English. Another fairly common error was to spell <i>nchi</i> as <i>inchi</i> .
to produce enough electricity	Some candidates made errors here through either missing out 'enough' or translating it incorrectly (for example; <i>umeme za kutosha</i> or <i>umeme wakutosha</i>). 'To produce' was generally translated well.
for all their customers all the time.	A number of candidates missed this phrase out altogether. When it was translated at least one of the two 'all's was occasionally omitted. Some candidates struggled with 'customers' and used <i>wanunuaji</i> , which was accepted when spelt correctly.
So they ration electricity.	This was often answered incorrectly. Some candidates missed out the translation of 'so' and struggled too with 'ration'. Quite a few translations involved the idea of turning the electricity off (<i>hukata</i>), but did not include the idea of conservation. Another fairly common error was to translate 'they' as <i>wao</i> or <i>wa</i> , even though countries, not people, were being referred to.
For instance, electricity is not supplied	Translated correctly by most. Some candidates struggled to produce the negative tense and the passive.
in big cities on certain days or at certain hours	The two most common errors here were made with the agreement between 'big' and 'cities' (<i>miji mkubwa</i>) and with translating 'certain' as <i>kadhaa</i> or <i>nyingi</i> . Some also missed out the translation of one or more parts of the phrase.
in order to conserve it.	Some candidates struggled with this and a few used <i>kuweka akiba</i> . Those who showed understanding of the concept sometimes fell down on the spelling and grammar of their paraphrasing. The most common correct alternative was <i>kuhifadhi</i> , although some also confused the concept of 'saving' and 'used' (<i>kuokoa</i>).
But people in many villages.	Apart from mistakes with agreements (<i>vijiji nyingi</i>),

General Certificate of Education Ordinary Level
3162 Swahili June 2012
Principal Examiner Report for Teachers

	some candidates lost the mark here for linking 'many' to the people rather than the villages (<i>watu wengi vijijini</i>).
do not have this problem.	Answered well. Some candidates lost marks through not linking the verb correctly to the subject (<i>havina shida hii</i>).
One reason is that villagers	When 'villagers' was translated correctly the rest of this section was generally answered well.
do not use much electricity.	Answered well. Again, in some cases, marks were lost through not linking the verb correctly to 'villagers' or forgetting to translate 'much'.
In addition, some villagers have found new ways.	Incorrect agreement between 'some villagers' and 'new ways' was the main problem here. 'In addition' was sometimes also not translated correctly. Generally answered well, though.
of fulfilling their needs.	Some candidates lost the mark here through using the wrong class (9 not 10) when translating 'of'. A few struggled to translate 'fulfilling' or to make 'their' and 'needs' agree. A common answer incorporating both previous sections of the translation was: <i>Tena, vijiji vingi wamepata njia nyingine ya kupata mahitaji zao.</i>
For example, the inhabitants of Mwendeza village	Generally answered well. Some, however, forgot to link <i>kijiji</i> and <i>Mwendeza</i> with <i>cha</i> .
have started using lamps	A variety of translations for 'lamp' was offered (including <i>mafanasi</i> and <i>lemipi</i>) some of which were not suitable. Otherwise, this was a well answered section.
made out of coconut shells.	Not many candidates answered this section correctly. The three challenges proved to be making the verb and the noun (lamps) agree, the relative clause (many answers used <i>-enye</i>) and the translation of 'shells'.
These lamps are cheap to make	Answered well when the agreements were correct.
and use cooking oil instead of kerosene,	This was answered well.
which is more expensive	There were occasional problems here with the relative clause and also with creating a sense of comparison. Many candidates only used <i>ghali</i> instead of <i>ghali zaidi/mno/kuliko...</i>
and less safe.	Some candidates struggled to reproduce the comparison in their translation.
Another advantage of using cooking oil	This was answered well overall. Where candidates did not know the Swahili for 'advantage', they tended to use <i>uzuri</i> or <i>kitu kizuri</i> and these were accepted as long as subsequent agreements ('Another') were correct.
is that it does not produce excessive smoke.	A large number of students did not score the mark

General Certificate of Education Ordinary Level
3162 Swahili June 2012
Principal Examiner Report for Teachers

	as they did not make 'smoke' (<i>moshi</i>) and 'excessive' (<i>mwingi</i>) agree.
And because the lamps are inexpensive,	This was answered well.
farmers can afford them.	Answered well. Some candidates struggled to find the Swahili for 'farmers'.
They are thus able to buy other products	This was also answered well, although there was a tendency sometimes to neglect the translation of 'thus'.
with the money saved.	A large number of candidates struggled to translate the word 'saved'.
This is a good thing,	There were some problems here with agreement and common answers here were variations of <i>Hii ni kitu kizuri</i> , <i>hiki ni kitu nzuri</i> or <i>Hili ni jambo nzuri</i> .
because electricity prices have increased twice	Well answered overall.
in the last two years.	This was answered correctly by most. Problems arose through mistakes with making 'years' agree with 'two' (<i>miaka mbili</i> was common).

As with **Question 1**, some candidates appeared to have rushed through their work or not checked it through afterwards. Many proved that they could make sentences agree, before proceeding to make a mistake with the same class a few sentences later. Candidates can improve their performance by taking more time over their answers and checking their work.

General areas for improvement include the following:

- **Spelling.** This was sometimes inconsistent and the same word (such as *mafuta* or *wanavijiji*) was often spelt differently throughout the same passage, causing marks to be lost unnecessarily.
- **Agreements.** Consistency was occasionally a problem, but quite a large number of candidates did not demonstrate a sufficient knowledge of the noun classes. This often proved costly as a number of classes were tested in the text. A common error this year was to use class 2 to deal with a plural. This commonly occurred when translating "So they [the countries] ration electricity", which often ended up as *Hivyo wanagawa umeme*.
- **Relative Clauses.** As in 2011, some students struggled with this aspect of Swahili grammar. Either an answer demonstrated knowledge of the structure of the relative, but used the incorrect class, or an attempt was made to circumvent its use (using *-enye* or using the present/continuous tenses). An example of the first would be: *Kwa mfano, wakazi wa kijiji cha Mwendezwa wameanza kutumia taa walizotengenezwa na vifuu*. An example of the second is: *Taa hizi ni rahisi kutengeneza na zinatumia mafuta ya kupikia badala ya mafuta ya taa, yenye ghali zaidi...*
- **Sentence Separation.** Sentence separation errors seemed more common this year than in 2011. Different elements of complex sentence structures were often kept apart, leading to structures such as: *zinazo tengenezwa, wa kulima wanaweza ku zi nunua* and *umeme wakutosha*.

Question 3

Even candidates who struggled with the translations were often able to achieve a respectable score here. As in previous years, weaker candidates often lifted their answers from the text without manipulating the language to show they had understood the question.

Question	Key points
(a)	Well answered overall. Strong responses incorporated a rewording of <i>kupunga upepo</i> . Incorrect answers were those that did not mention <i>kupunga upepo</i> , <i>baraza</i> and <i>bustani</i> , instead saying something like: <i>Agnes na mumewe wanapenda kutembea wakati wa</i>

General Certificate of Education Ordinary Level
3162 Swahili June 2012
Principal Examiner Report for Teachers

	<i>matembezi.</i>
(b)	This question tested candidates' knowledge of the term. Some chose to paraphrase or explain, while some used similes such as <i>kubarizi</i> . To get the mark, candidates needed to go beyond saying that it is to breathe or to allow air to hit you and put across a sense of enjoyment or relaxation.
(c)	Most candidates scored two out of three marks, with many candidates not including the necessary comparison. Some mentioned only the children sitting down, while others did compare but noted down only one activity being done by the three. A large number of candidates copied from the text, which was to their detriment.
(d)	The majority of candidates achieved two out of three marks. A common error was not to explain how Agnes felt or to use a verb much weaker in connotation than <i>kusikitika</i> . The best answers were able to use a good alternative to this.
(e)	Most got this right. There was little variation between answers, other than with linguistic accuracy.
(f)	Some candidates confused the two teams and so scored no marks. Others correctly explained the aim of hitting the players of team A with the soft ball, but did not mention the importance of doing this before the tower is built. The majority scored full marks here, however.
(g)	Most answered correctly here too. A small number of candidates confused the sizes of the two balls.
(h)	The majority understood the phrase, and stronger answers were able to explain the link between being hit by the ball and sitting out the rest of the game.
(i)	Most candidates answered either 'four' or 'five', which were both correct. Some candidates missed this question out.
(j)	This question tested the ability of the candidates to discuss the advantages of something and to make a short argument. Many scored three marks here, but some answers were repetitive and consequently scored low marks. One example of a rather poor answer was: <i>michezo kama nage inasaidia watoto kujuana, inasaidia watoto kupata marafiki na inasaidia kushirikiana na watoto wengine</i> . A stronger answer would mention the friendship and cooperation element, but would also go on to mention other considerations, such as the benefits to health and society.
(k)	This question was tackled well.

In terms of language, most candidates scored average marks, with some lifting a fair amount of language from the text and making several mistakes of spelling and grammar. Centres are therefore advised to encourage candidates to try and use their own language.

Question 4

The most popular topics here were **(a)** and **(b)** and the latter in particular provided some interesting ideas. As in previous years, most candidates produced language that was generally appropriate to the task and reasonably accurate. The best candidates were able to consolidate strong language (vocabulary /grammar/punctuation) with a developed argument.

Question	Key points
(a)	The best answers were able to consider both sides of the arguments and develop the points further. Some candidates listed the bad things that teenagers do, without discussing the role that their freedom has to play.

General Certificate of Education Ordinary Level
3162 Swahili June 2012
Principal Examiner Report for Teachers

(b)	The strongest answers here did not just give a list of problems with the country and the solution, but expanded on each using the format of a speech to an audience to good effect.
(c)	As with (a) , the candidates that scored highest here considered both sides of the argument and were able to develop their points beyond mere statements.

Teachers and candidates are advised to work on the following areas:

- Paragraphing
- Sentence separation and punctuation
- Length of the composition. Many students exceeded the word limit
- Looking at both sides of the argument and developing points further
- Creating an essay plan beforehand. Those that did this seemed to produce more structured writing.