

SWAHILI

Paper 3162/01

Paper 1

General comments

The examination paper as a whole was of the same demand as those of previous years. However, some candidates experienced difficulties with vocabulary and grammatical constructions. As before, candidates showed better skill in translating passages into English than into Swahili. The essay question was well done. Recommendations to improve performance are made below.

Individual questions

Question 1 (a)

As in previous years, candidates tended to perform better in **Question 1(a)** which required them to translate the passage from Swahili into English. The passage is a narrative of a grandson visiting his grandmother in a busy area of the city of Dar es Salaam. The range of vocabulary was fairly basic and within the understanding of most of the candidates. The following words or phrases were sometimes misunderstood or not known:

gatini: at the harbour, quay; 'port' is also acceptable within this context.

kitambo: for some/long time.

hunikatalia: she used to refuse me. (Note the use of the affix *-ni-*.)

nilimshikilia: I insisted with her; some candidates mistranslated this as 'to hold'.

amaze: she should swallow.

magoti: knees.

It is recommended that teachers should practise in class the construction of the personal affix within the verb: *nilimsikiliza*: I listened to him/her; *aliniambia*: he/she told me, etc.

Question 1 (b)

This passage was, intentionally, slightly more challenging than **Question 1(a)**. As it dealt with the dramatic discovery of the coelacanth off East African waters, the vocabulary was of a different register from the one in the previous passage, reflecting concern with the environment and official efforts of preserving this kind of fish. The following words were sometimes found difficult by some candidates:

viumbe: creatures (plural of *kiumbe*).

kilichofikiriwa: which was thought [to be...].

kimepitwa: was passed by.

aliyevuliwa: which was fished.

utafiti: research.

ametoweka: has been lost.

walimwoko: they saved it/him.

anakadiriwa: he is estimated [to be...].

It is recommended that teachers practise in class the passive construction of verbs ending in *-wa* (which tends to recur in this question every year), especially in combination with the relative clause, e.g.:

kilichofikiriwa: which was thought [to be...].

aliyevuliwa: which was fished.

lililohifadhiwa: which was preserved.

kimepitwa: was passed by.

Question 2

Questions 2 and 3 require candidates to write and express themselves in Swahili, thus giving them the opportunity to put into effect their knowledge of grammar, syntax and vocabulary. Candidates usually find the exercise of translating a passage into Swahili to be more challenging than translating a Swahili passage into English. Besides aspects of vocabulary already noted in relation to **Questions 1(a) and (b)**, two further challenges have emerged which teachers need to address. These are:

- (a) noun class agreement. Candidates should be advised to make the nouns agree with the adjectives and verbs in the sentence or phrase. The following are examples from the passage:

*polisi kama **maafisa**
watu wanafuata
watu ambao
wamefunga vema **gari zao/magari yao***

- (b) word formation. As last year, candidates need to be taught the rules of word formation in Swahili, and especially to be reminded not to break up words, e.g. *wana kwenda*.

Teachers are reminded to advise candidates to translate the whole passage. Omissions, sometimes through oversight, incur loss of marks. This also applies to **Question 1**. It would be a good practice for candidates to go over the paper at the end of the examination, or at the end of individual questions, to make sure they have not omitted sentences or crucial words for translation.

Question 3: Essay

The topics this year were:

- (a) My hobby.
- (b) "Schools in Africa should teach both English and French." Do you agree? Give reasons for your answer.
- (c) A parent has written to a local newspaper suggesting that sport should be removed from the school curriculum. Write a letter to the editor of the paper, either against or in support of the suggestion. Give reasons for your views.

The essays were generally well done. All three topics were attempted, the majority opting for (a) and (c). As in previous years, the best essays were those which had a structure. Teachers should therefore encourage candidates to think through the subject, and make a plan for their essay before they start to write.