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FOREWORD

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

GCE Ordinary Level

<p>Paper 3162/01</p>

<p>Paper 1</p>

General comments

The level of the examination this year was almost equal to that of last year; however, some candidates found the main passage (**Question 2**) difficult to translate from English into Swahili. Comments on this are given below, indicating the areas of difficulty and recommendations for teachers.

Comments on specific questions

Question 1

(a) As in previous years, candidates tended to perform better in (a) which required them to translate from Swahili into English. Mistranslations and omissions have been the cause of most errors in this passage. The following words were commonly mistranslated:

- *juzi*: day before yesterday; mistranslated as 'recently'
- *tuhuma*: suspicion, given as 'charge'
- *ghala*: store, given as 'reception' or even as 'gala'
- *ujasiri*: bravery; given varied translations, including 'important'

It is recommended that teachers should advise candidates to read through the passage carefully so as not to miss words or phrases for translations. Two examples from this question are:

- omission of the word 'shillings' in translating ...*thamani ya shilingi zisizopungua milioni tisini na sita*. The tendency for some candidates has been to write '...of value not less than ninety-six million' without competing the sense of the sentence with 'shillings'.
- omission of the word *tu*, meaning 'only' or 'simply', in the sentence: ... *hivi hivi mikononi tu bali zilipakiwa kwenye magari*.

(b) This passage was slightly more challenging than (a) in its requirements of vocabulary and grammar. It thus acted as a good discriminator of abilities among the candidates. The following words were found to be difficult by some candidates:

imedhamiria: it has intended

kuiinua: to lift (it); misunderstood as *kununua*: to buy

uvuvi: fishing; confused with *uvivu*: laziness

inawatazamia: is looking to; is expecting...

utaratibu: process, procedure

mradi: project

It is recommended that teachers should go through passages from newspapers in class so as to make candidates familiar with words and phrases of current usage not found in text-books.

Question 2

Candidates get the opportunity in this and the following question (the essay) to express themselves in Swahili. The passages thus carry between them a total of fifty-five (55) marks. Candidates should revise as full a range as possible of grammar in preparation for these questions. Some candidates found the passage to be rather challenging as they were not able to translate a word or a phrase fully according to its intended meaning. The following are some examples:

Drought: *ukame*

Crops: *malzao*

Seed: *mbegu*

Stream: *kijito*

Much-needed water: *maji yanayohitajika*

Strange: *ya ajabu*

To harm: *kudhuru*

To touch: *kuugusa*

Spelling and orthography

Candidates should be advised of the formation of words in Swahili. The tendency is to split words almost along the lines of English, e.g.: *ali* (he/past tense) *kufa* (died). This is a single word in Swahili, representing a sentence in itself: *alikufa*, without divisions.

It would be a good practice for candidates to go over the paper at the end of the examination as a whole, or at the end of individual questions, to make sure they have not omitted sentences or crucial words for translation.

Question 3*Essay*

The candidates had a choice of three subjects, with a further choice in this question between writing on a scene at a busy harbour or at the airport. The latter was by far the most popular choice. As in the past years, the range of creativity ranged from the most basic description to an imaginative narrative. It is recommended that teachers should advise candidates to make a plan of their essays. This question was well attempted.