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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

Paper 3162/01

Paper 1

General comments

The performance of the candidates is comparable to that of the previous years. The difficulty experienced by some candidates is due to an insufficient grasp of grammar and lack of vocabulary. Ways of improving these aspects of language are mentioned below.

Comments on specific questions

Question 1

(a) As in previous years, candidates tended to perform better in **Question 1** than **Question 2**. The passage under **1 (a)**, on aspects of cleanliness in a city, contained a range of vocabulary which was within the understanding of most of the candidates. The following words or phrases were sometimes misunderstood or not known:

- *usafi*: cleanliness was misread as *usafiri* meaning transport/transportation
- *lengo*: aim
- *Baraza*: council or assembly; mistranslated as floor
- It is recommended that teachers practice in class this construction of forming a negative, i.e. of inserting – to – within the infinitive verbal stem. Examples are: *kutotupa*: not to throw, *kutoandika*, *kutoleta*, *kutosema*, etc.
- *makombo*: left-overs; residual food; mistranslated as vessels
- *mafunza*: maggots.

(b) This passage was slightly more challenging than (a). However, as the passage dealt with the effects of AIDS, a topic frequently reported and discussed in newspapers, the vocabulary was largely familiar to many candidates. The following words were sometimes found difficult:

- *kadiri*: to the extent that
- *sare za shule*: school uniforms
- *mashirika*: companies ('organisations' was also accepted)
- *madaftari*: books
- *yanazingatia*: considering.

Question 2

Candidates usually find translating a passage into Swahili to be more challenging than translating a Swahili passage into English. Two categories of challenges are apparent which teachers need to address. The first concerns general principles of grammar, of which the following is an example:

- (i) *verb formation*: Candidates should be advised of the formation of the verb. A verb in Swahili is made up of meaningful units such as in the following example of the verb *niliyempiga*: subject (*ni-*), tense (*-li-*), relative (*-ye-*), object infix (*-m-*), stem (*-pig-*), ending (*-a*). The word 'strove' translates this formation.
- (ii) *word formation*: Teachers should advise candidates not to break up Swahili words, e.g. *wana ingia*.

In general, teachers should advise candidates to translate the whole passage. Omissions, sometimes through oversight, result in loss of marks. It would be a good practice for candidates to go over the whole 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.

Essay

The essay question was generally well done, with candidates giving their views on the topics as appropriate. "Do you think that mobile phones are useful?" was the most popular topic, followed by "The importance of the seas and oceans". As in previous years, the best essays were those which had a structure. Teachers should therefore encourage candidates to think through the subject raised by the topic and make a plan for the essay before starting to write.

