



SWAHILI

3162/01

Paper 1

May/June 2017

MARK SCHEME

Maximum Mark: 100

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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| Question | Answer | | | Marks |
|----------|--------|---|--|-------|
| 1 | 1 | Jana nilipotoka shule nilipitia madukani. | Yesterday when I left / came from school I passed by / went to the shops. | 1 |
| | 2 | Nilitaka kumnunulia bibi yangu zawadi. | I wanted to buy a gift for my grandmother / my grandmother a gift. Accept 'wife' for 'grandmother' | 1 |
| | 3 | Haikuwa siku yake ya kuzaliwa, na wala hakukuwa na jambo lolote muhimu la kusherehekea. | It was not her birthday, nor was there any other / and there was no other important event / thing to celebrate. Reject: participate | 1 |
| | 4 | Nilitaka kumnunulia bibi yangu zawadi ili kumkumbusha kwamba ninampenda sana. | I wanted to buy a gift for my grandmother / her to remind her that I love / like her <u>a great deal</u> / <u>a lot</u> / <u>very much</u> . | 1 |
| | 5 | Nilipokuwa mdogo, wazazi wangu walisafiri sana kikazi, | When I was young, my parents travelled <u>a lot</u> for work, Accept: too much | 1 |
| | 6 | naye alikaa na mimi ili nisiwe peke yangu nyumbani. | she remained / stayed with me, so that I would not be <u>at home</u> alone / alone <u>at home</u> / alone <u>in the home/house</u> | 1 |
| | 7 | Alinifunza mengi, alinipikia vyakula vitamu, | She taught me a lot, cooked tasty / delicious / sweet foods for me, | 1 |
| | 8 | alinisuka nywele na pia alinisikiliza niliposoma. | braided / did / fixed / styled / plaited my hair and also listened to me when I read / studied / revised. Reject: cut/brush/comb my hair | 1 |
| | 9 | Watu wengi hupenda kununua zawadi ghali kwani hufikiri kwamba ni lazima kitu kizuri kiwe na bei ya juu. | Many people like buying expensive gifts since they think that a nice thing has to be expensive / must have a high price. | 1 |

| Question | Answer | | | Marks |
|----------|---|--|---|-------|
| 1 | 10 | Mimi sikubaliani na wazo hilo. | I disagree / don't agree (with that thought / notion / theory / opinion / idea / view) Reject: 'I don't think so / this/that' | 1 |
| | 11 | Mara nyingi mimi hutengeneza zawadi zangu mwenyewe. | I often make my own gifts / I often make gifts myself Accept: I often make gifts by myself / on my own | 1 |
| | 12 | Kwa mfano wiki iliyopita nilimshonea mama yangu shuka moja ya kitanda. | For example / instance last week I made / sewed a bed sheet for my mother. Accept: knitted/sewed a blanket | 1 |
| | 13 | Kabla ya hapo nilimchorea baba yangu picha ya kijiji. | Before that I drew / painted a picture of a village for my father. | 1 |
| | 14 | Nilitumia kitambaa cheupe na rangi za mafuta kuchora kijiji kikubwa. | I used a white cloth / canvas and oil paints to paint / draw a huge / big village. | 1 |
| | 15 | Picha yangu ilikuwa na vibanda, mti mkubwa na pia watu waliokuwa wamekaa chini ya mti huo. | My drawing / picture had huts / kiosks / shacks / stands / sheds, a big tree and also people sat / seated / were seated under that tree. Reject: shops | 1 |
| | 16 | Baba yangu aliipenda picha hiyo na ameiweka ofisini mwake kama pambo. | My father loved that / the picture and has decorated his office with it / put it in his office as a decoration / hung it in his office. | 1 |
| | 17 | Basi jana nilipokuwa madukani nilinunua uzi na kitambaa kumshonea bibi yangu kofia. | (So) yesterday when I was at the shop(s) / in the shop(s) / shopping I bought thread and material / cloth to make my grandmother a hat. | 1 |
| | 18 | Nilichagua kitambaa cha manjano ambacho kingemkinga na jua wakati wa matembezi yake. | I chose (a) <u>yellow</u> cloth that would protect her from the sun during her walks / when out walking. | 1 |
| 19 | Siku hizi bibi yangu amezeeka kiasi lakini bado hupenda kutembea jioni. | These days my grandmother has aged a bit / progressed in age a bit / is getting on a bit / is getting old but she <u>still</u> likes walking in the evening. | 1 | |

| Question | Answer | | | Marks |
|----------|-----------|--------------------------|---|-------|
| 1 | 20 | Hayo ndiyo mazoezi yake. | That's her exercise. Accept: activity, regime Reject: practice, habit Reject: That's what she used to do [or any past tense] | 1 |

| Question | Answer | | | | Marks |
|----------|--------|---|---|---|-------|
| 2 | 1 | Our school will be closed on Friday 23 October | Shule yetu itafungwa (siku ya) ijumaa tarehe 23 mwezi wa oktoba / kumi, | 1 | 30 |
| | 2 | for the national elections. | kwa uchaguzi wa taifa/kupiga kura. Accept: nchini | 1 | |
| | 3 | These elections take place every five years, | Uchaguzi huu hutokea / hufanyika kila baada ya miaka mitano, Accept: hufanywa | 1 | |
| | 4 | and allow people to choose a president | na huwezesha watu kumchagua raisi | 1 | |
| | 5 | and to vote for members of parliament to represent them. | na kuwapigia kura wabunge / wawakilishi ili kuwawakilisha. | 1 | |
| | 6 | The school has been used as a polling station since Independence, | Shule imekuwa ikitumika kama kituo cha kupiga kura tangu / baada ya Uhuru, Accept: tangia, Jamhuri | 1 | |
| | 7 | as it is located in the town centre | kwa sababu / kwani ipo mjini (katikati ya mji) | 1 | |
| | 8 | and is easy for everyone to get to. | na ni rahisi ((kwa) wote / watu) kusafiri / kufika (huko). | 1 | |
| | 9 | However, while we will all be given a day off school, | (Hata hivyo,) <u>ingawa</u> sote tutapewa siku ya kutokwenda shule/siku huru | 1 | |
| | 10 | none of us will actually be able to vote. | hakuna <u>kati yetu</u> atakayeweza kupiga kura. | 1 | |
| | 11 | That is because, in my country, the voting age is 21. | Hii ni kwa sababu katika nchi yangu umri wa kupiga kura ni miaka 21. | 1 | |
| | 12 | I always escort my mother | Mimi humsindikiza mama yangu Accept: kufuatana na | 1 | |
| | 13 | when she goes to cast her ballot paper, | (wakati) anapoenda kupiga kura; Accept: karatasi [in context] | 1 | |
| | 14 | and I feel sad that I do not have the same rights as her. | na ninasikitika kwamba sina haki sawa na yeye. Reject: kununa | | |

| Question | Answer | | | | Marks |
|----------|--|--|--|---|-------|
| 2 | 15 | Older people seem to think that young people are uninterested in politics, | Watu wazima hufikiria kwamba vijana hawana shauku / hawapendi siasa, | 1 | |
| | 16 | or cannot make a proper decision, | au hawawezi kufanya uamuzi mzuri, | 1 | |
| | 17 | but many of the young people that I know care deeply about their society. | lakini vijana wengi ninaowajua wanajali sana kuhusu jamii yao. | 1 | |
| | 18 | They are concerned about their education, | Wanajali kuhusu elimu yao, Accept: kujikita, fikiria | 1 | |
| | 19 | their future and the environment. | wakati (wao) wa mbele / ujao na mazingira. Accept: maisha ya baadaye / siku za mbele, maendeleo | 1 | |
| | 20 | and do not like seeing poverty, | na hawapendi kuona umas(i)kini | 1 | |
| | 21 | unemployment or drug abuse. | ukosefu wa ajira / kazi au matumizi (mabaya) ya madawa ya kulevya. | 1 | |
| | 22 | In fact, recent research carried out by the Government | Kwa kweli, utafiti wa (hivi) <u>karibuni</u> uliofanywa na serikali/serekali | 1 | |
| | 23 | showed that many young people passionately believe that | ulionyesha kwamba vijana wengi wanaamini kwa uchu/mapenzi makali kwamba | 1 | |
| | 24 | by participating in democratic elections | kwa kushiriki/shughulika katika uchaguzi (wa kidemokrasia) | 1 | |
| | 25 | they can bring about positive changes in the way their country is run. | wanaweza kuleta mabadiliko mazuri katika njia ambazo nchi (yao) huendeshwa. | 1 | |
| | 26 | Most said that they understand enough about politics | Wengi walisema kwamba wanafahamu vya kutosha kuhusu siasa | 1 | |
| | 27 | and political parties to make a choice, | na vyama vya kisiasa ili kufanya chaguo, | 1 | |
| 28 | and they think that having the right to choose is important. | na wanafikiri kwamba kuwa na haki ya kuchagua ni muhimu. | 1 | | |

| Question | Answer | | | | Marks |
|----------|-----------|---|--|---|-------|
| 2 | 29 | Therefore, they are looking forward with excitement | Kwa hivyo, wana shauku kubwa | 1 | |
| | 30 | to taking part in future elections | ya kuhusika katika uchaguzi siku za baadaye. | 1 | |

| Question | Answer | Marks |
|----------|---|-------|
| 3(a) | Taja malengo mawili ya Boxgirls? kujitetea kwa kutumia ndondi [1] kujitetea katika maisha yao ya kila siku [1] | 2 |
| 3(b) | Nini ilimfanya Collis kupigwa na bumbuwazi kutokana na ‘sauti zilivyokuwa hazilingani’? Kulikuwa na muziki uliokuwa unapigwa na pia kelele za magari zilijipenyeza kutoka nje / Kelele za ndani na nje [1]. Both needed for the mark. | 1 |
| 3(c) | Kutokana na insha hii, Analo ni mtu wa aina gani? Taja sifa zake tatu. Three from: Kocha wa ndondi [1]; mhubiri wa ndondi [1]; anaheshimika sana [1]; mpigania haki za wanawake [1]; mwalimu kuhusu maisha [1]. | 3 |
| 3(d) | Ukitoa ndondi, taja mifano mitatu ya uboreshwaji wa maisha ya wasichana kutokana na programu hii Three from four: Wanapewa ushauri wa amali / kazi [1], wasiojiweza wanapewa chakula [1] wasichana wengine wanawashauri wenzao [1], wanajifunza masomo ya kompyuta [1]. | 3 |
| 3(e) | Tunajuaje kwamba chama cha Boxgirls hakina uwezo mkubwa kifedha? Three from the following: Ofisi ndogo [1] shule ipo katika eneo la Nairobi ambalo lina vumbi / chakaa [1]; Mifuko ya kurushia ngumi imechakaa [1], kuna glavu chache [1]; Inabidi wasubiri wanaume watoke ndiyo watumie chumba [1]. | 3 |
| 3(f) | Tunajuaje kwamba Collis ameshangazwa na ubora wa mazoezi wanayofanya wasichana? Anaelezea mazoezi ya kuchemsha mwili (na mazoezi wanayofanya) [1] anaongelea ugumu wa zoezi na kusema yeye angeishiwa nguvu kwa siku tatu [1]. | 2 |
| 3(g) | Elezea mapigano yanayowakumba wasichana nje ya shule ya ndondi? Ndondi huonekana kama mchezo wa kiume, inabidi wajitete. / Chakula / pesa / kutokujiamini [1]. | 1 |
| 3(h) | Elezea jinsi Boxgirls inavyowasaidia wasichana kujijenga na kujitambua. Toa mifano miwili. Hujengeka kihisia (hujenga udugu na wenzao ikiwa ni pamoja na washauri) [1] huu ni mchezo unaohitaji nguvu (hujengeka kimwili) [1]. | 2 |

| Question | Answer | Marks |
|----------|---|----------|
| 3(i) | Tunajuaje kwamba Boxgirls imefanikiwa duniani? Wametoa mabingwa. [1] | 1 |
| 3(j) | Wasichana wa Boxgirls wamewezeshwa kwa namna gani? Taja namna mbili? Wanajifunza ujuzi ambao hawangeweza kuupata kwengine popote pale [1] wanapinga mawazo yaliyopitwa na wakati kuhusu nafasi ya mwanamke [1]. | 2 |

The language mark is to be awarded for the response to the comprehension questions as a whole.

| | |
|--------------------|---|
| 5 Excellent | Clear, carefully chosen language in the candidate's own words with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors. |
| 4 Good | Clear, appropriate language, mostly in the candidate's own words. Appropriate vocabulary. Few technical errors. |
| 3 Adequate | Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors. Occasional reliance on lifting from the passage. |
| 2 Weak | Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors. Often reliant on lifting. |
| 1 Poor | Thin, inappropriate use of language. Confused and obscure. Many errors. In a large number of cases there will be considerable lifting. |
| 0 | The mark of 0 is reserved for answers for which there is no language to be credited. |

Total: 20 for Content + 5 for Language = 25

Question 4: Composition**[Total: 25]****A composition of about 120 words in Swahili on one of the following topics:**

- (a) Some schools are very strict about wearing uniforms while others are not. What are the advantages and disadvantages of school uniforms?
- (b) “We should no longer eat meat.” Do you agree or disagree? Give reasons for your response.
- (c) Some people believe that tourism should be banned in some areas to protect nature and local culture. Describe an area where tourism should be banned and explain why.

| BAND | MARKS | DESCRIPTORS |
|-------------|--------------|---|
| 1 | 25–23 | <ul style="list-style-type: none"> • Apart from very occasional slips, the language is accurate. Sentence structure is varied and demonstrates the candidate’s skill to use different lengths and types of sentences for particular effects. Vocabulary is wide and precise. • Punctuation is accurate and helpful to the reader. Spelling is accurate across the full range of vocabulary used. Paragraphs have unity, are linked, and show evidence of planning. The topic is addressed with consistent relevance; the interest of the reader is aroused and sustained. |
| 2 | 22–20 | <ul style="list-style-type: none"> • The language is accurate; occasional errors are either slips or arise from attempts to use ambitious structures or vocabulary that may be imperfectly understood. Vocabulary is wide enough to convey intended shades of meaning with some precision. Sentences show some variation of length and type, including the confident use of complex sentences. • Punctuation is accurate and generally helpful. Spelling is nearly always accurate. Paragraphs show some evidence of planning, have unity and are usually appropriately linked. The response is relevant, and the interest of the reader is aroused and sustained through most of the composition. |
| 3 | 19–17 | <ul style="list-style-type: none"> • Vocabulary and structures are mainly correct when they are simple; mistakes may occur when more sophistication is attempted. Sentences may show some variety of structure and length, although there may be a tendency to repeat sentence types and ‘shapes’, producing a monotonous effect. Spelling of simple vocabulary is accurate; errors may occur when more ambitious vocabulary is used. • Punctuation is generally accurate, although errors may occur when more difficult tasks are attempted e.g. the punctuation of direct speech. Sentence separation is correct. The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. The composition is relevant and will arouse some interest in the reader. |

| BAND | MARKS | DESCRIPTORS |
|------|-------|---|
| 4 | 16–14 | <ul style="list-style-type: none"> • The meaning is generally clear. There will be patches of accurate language, particularly when simple vocabulary and structures are used. There may be some variety of sentence length and structure, but the reader may not be convinced that this variety is for a particular purpose. Vocabulary is usually adequate to convey intended meaning, although it may be insufficiently developed to achieve precision. Idiom may be uncertain at times. • Punctuation will be used but may not enhance/clarify meaning. Some sentence separation errors may occur occasionally. Simple words will be spelt accurately, but more complex vocabulary may show some spelling weakness. Paragraphs will be used but may lack unity or coherence. A genuine attempt has been made to address the topic, but there may be digressions or failures of logic. Compositions may lack liveliness and interest value. |
| 5 | 13–11 | <ul style="list-style-type: none"> • Meaning is never in doubt, but the errors are sufficiently frequent and serious to hamper precision, and may slow down speed of reading. Some simple structures will be accurate, but the script is unlikely to sustain accuracy for long. Vocabulary may be limited, either too simple to convey precise meaning or more ambitious but imperfectly understood. Some idiomatic errors are likely. • Simple punctuation will usually be accurate, but there may be frequent sentence separation errors. Simple words will usually be spelt correctly, but there may be inconsistency, and frequent mistakes in the spelling of more difficult words. Paragraphs may lack unity or be used haphazardly. The subject matter will show some relevance. The incidence of linguistic error is likely to distract the reader from merits of content. |
| 6 | 10–8 | <ul style="list-style-type: none"> • There will be many serious errors of various kinds throughout the script, but they will be of the 'single-word' type i.e. they could be corrected without re-writing the sentence. • Communication is established, although the weight of error may cause 'blurring' from time to time. Sentences will probably be simple and repetitive in structure. Vocabulary will convey meaning but is likely to be simple and imprecise. Errors in idiomatic usage will be a significant feature. • Spelling may be inconsistent. Paragraphing may be haphazard or non-existent. There may be evidence of interesting and relevant subject matter, but the weight of linguistic error will tend to obscure or neutralise its effect. |
| 7 | 7–5 | <ul style="list-style-type: none"> • Sense will usually be decipherable but some of the error will be multiple i.e. requiring the reader to re-read and re-organise before meaning becomes clear. There are unlikely to be more than a few accurate sentences, however simple, in the whole composition. • The content is likely to be comprehensible, but may be partly hidden by the density of the linguistic error. |

| BAND | MARKS | DESCRIPTORS |
|-------------|--------------|--|
| 8 | 0–4 | <ul style="list-style-type: none">• Scripts are entirely, or almost entirely impossible to recognise as pieces of Swahili writing. Whole sections will make no sense at all. Where occasional patches of relative clarity are evident some marks will be given.• The mark of 0 is reserved for scripts that make no sense at all from beginning to end or which are wholly irrelevant to any of the topics set in the question. |