

SWAHILI

<p>Paper 0262/01 Reading and Writing</p>

Key messages and general comments

To help candidates prepare effectively the key information to bear in mind can be summarised as follows:

- In **Exercises 1, 2 and 3**, the emphasis is on reading skills. Communicating the correct answer succinctly is crucial.
- In **Exercise 3**, candidates may respond in note-form but must ensure the information required is conveyed comprehensively.
- In **Exercises 4, 5 and 6**, marks are awarded for content and language accuracy. It is therefore important that candidates carefully check their work for spelling and grammatical errors.

Comments on specific questions

Exercise 1 – Question 1–6

Candidates were expected to read a short text and answer a series of questions that tested their skimming and gist-reading skills. This exercise required short answers.

The most challenging questions for many candidates was **Question 3**. Candidates were asked about the importance of *matenga* but many simply lifted the whole passage where the word *matenga* appeared. Hence, instead of using verbs such as '*kubeba*', some wrote '*yaliyojaa bidhaa na huzunguka mitaani huku wakiuza*'. Candidates are reminded that they should cross check that their response answers the question asked.

Another question that challenged some candidates was **Question 1**. Some candidates wrote '*ni niia kuu ya usafiri*', or '*kuenda kazini*', not realising that the key word here was *sasa*.

The other questions were answered better, especially **Question 2** and **Question 6**.

Lastly, candidates are reminded that they must always base their answers on information from the passage.

Exercise 2 – Question 7–15

These are multiple matching questions for which candidates carefully read short texts from four different speakers, labelled A-D. The objective is to link synoptic statements to one of the four speakers by ticking the correct box. The most challenging question was **Question 9** but most candidates performed well.

Candidates are advised to take note that the texts will contain distracting information that might lead them to making an incorrect choice. Careful reading of the texts and the questions is therefore of the essence. Candidates should also remember not to tick more than one box per question, otherwise their response will be invalid. Candidates should therefore clearly cross out any response they wish to cancel so that it is clear to examiners what their final answer is.

Exercise 3 – Question 16–19

Candidates read a longer text and made brief notes under a number of supplied headings. Apart from **Question 17**, most questions were found to be quite challenging by a good number of candidates.

For **Question 16**, candidates were expected to give the duties of the teachers; instead, some wrote '*hawapumziki*' (they do not rest) or '*kufundisha imekuwa masaa 24*' (teaching has become a 24-hour job) rather than duties such as marking and communicating with their students. It is important for candidates to fully understand what the question is asking for rather than lift material from the text around what may appear to be core phrases.

Question 18 asked for the differences between the two sets of parents in the passage. Candidates are reminded that, writing 'Zakia's parents are poor and Kurwa's parents are rich / not poor' only amounts to one response. They needed to provide two separate points rather than an affirmation and a negation of the same point. An example of an appropriate response was '*Wazazi wa Kurwa wanajiweza; Wazazi wa Zakia wanamwacha ajitegee / wanamwamini*'.

Question 19 dealt with unexpected outcomes. Responses such as '*walilala vitandani masaa 24, walipoteza muda mtandaoni*' were not good examples of results that had not been anticipated. Correct answers referred to the skills the children had learned (e.g. '*kupika*') and the fact that they enjoyed online learning.

Exercise 4 – Question 20

Candidates write a paragraph-length focused summary on a particular aspect or aspects of the text in **Exercise 3** for **Exercise 4**. This year, candidates were expected to summarise the actions taken by parents during online learning.

This was the most challenging exercise in the paper, as is usually the case. Candidates who scored well on this question tended to be better overall, reflecting the fact that summarising is a higher order skill. As always, the task was based solidly on textual information and did not ask candidates to supply information from their own personal experiences (in this case in relation to online teaching) to answer the question. Hence responses such as '*Wazazi wengi hawapendi kutoa ada za shule hivyo ni bora kusoma mtandaoni; Ilikuwa lazima kujenga vyumba vyenye kompyuta shuleni*' could not be credited. The actions taken by parents (e.g. '*Kununua kompyuta; kuwaruhusu kutumia simu; Kuwasiliana na wazazi n.k*') needed to be based on the passage but candidates should be wary of copying sentences and paragraphs hoping that it might contain a correct response. Instead, candidates must write the summary in their own words if they are to do well.

Exercise 5 – Question 21

Candidates were required to produce a short blog piece on going to the cinema for this exercise, and most did very well. Most knew that only a couple of sentences were needed to cover each bullet point sufficiently. Many candidates thought cinemas were a lot better now than in the past but wished that the chairs could be more comfortable.

Teachers and candidates are reminded that examiners look at content, language usage and structure in turn. The use of paragraphs, punctuation and logical sequencing of ideas are key aspects in this regard.

Exercise 6 – Question 22

The first thing to note is that this task will contain a main question that the candidates need to engage with. This session the question centred on '*pesa haziwezi kununua furaha*'. Two contrasting opinions were also offered in speech bubbles which candidates could choose to engage with in their response, or not. Candidates are reminded that their piece of writing needs to engage primarily with the overall essay question and that the opinions expressed in the speech bubbles are there mainly to help generate ideas.

Some candidates were very creative and wrote excellent essays. Other candidates wrote stories that often had little to no link to the requirements of the task. As such responses lacked relevance, they could only achieve very poor marks.

Attention is drawn also to the following issues that will need addressing in preparation for future examinations:

- Word separation errors, especially with verbs
- Repetitiveness
- Poor paragraphing
- Limited vocabulary

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- Poor punctuation
- Frequent errors with adjectival agreements
- Lack of grammatical variation (e.g. absence of relative markers).

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<p>Paper 0262/02 Listening</p>

Key messages

- In general there was a very good performance in this Cambridge IGCSE Swahili listening paper.
- In comparison to the 2021 paper, there were fewer omitted answers for **Exercise 1** than previously; candidates did well in consistently attempting answers to this exercise. However, continuing a trend from last year's paper, some of the questions in **Exercise 2** were not always answered, suggesting candidates found this exercise relatively challenging. Candidates should be encouraged to always attempt answers to open response questions, given that only short answers are required.
- There was a generally good performance in the multiple matching and multiple choice questions in **Exercise 3** and **Exercise 4**, and it was very encouraging again this year to see candidates consistently attempting answers to these exercises rather than leaving the questions blank.
- Care should be taken to consider the entirety of the spoken text in order to correctly identify the correct answer, and candidates should avoid the temptation to quickly latch onto a familiar or prominent item of vocabulary as a likely answer without waiting to listen to the entire text. This is particularly important for the short answer questions in **Exercise 1** and the gap-fill questions in **Exercise 2**.
- In **Exercises 1** and **2**, the most successful candidates tended to keep their answers short, clear, and specific, and used their own words. Very long, ambiguous or vague answers should be avoided, as should verbatim transcription of long segments of the spoken text.
- The multiple matching and multiple choice questions in **Exercise 3** and **Exercise 4** may sometimes require a greater degree of inference and interpretation of the spoken text in order to select the correct answer.
- Answers to the multiple matching and multiple choice questions should conform to the instructions given in the question paper. In particular, answers to **Exercise 3** should include the use of each answer letter (A–G) once only. In **Exercise 4**, only one answer box should be ticked for each question.

General comments

- Centres and candidates should be commended on a generally strong performance in this paper, particularly in the face of ongoing Covid-19-related disruption. Candidates seemed in general to be well prepared for the specific requirements of each exercise, and it was noticeable that feedback from last year's report appeared to have been taken on board and implemented.
- Once again, it was encouraging to see that many candidates made good use of the opportunity to listen to the spoken text a second time, as shown by the number of initial attempts that were crossed out and replaced with another answer. Many high performing candidates tended to do this for the more challenging open response questions in **Exercises 1** and **2**, often with the result of giving the correct answer at the second attempt. However, care should be taken to clearly cross out any unwanted answers; some candidates unfortunately left ambiguous or conflicting answers that could not be awarded marks.
- It was good to see that candidates across all ability ranges attempted answers to the multiple choice questions in **Exercise 3** and **Exercise 4**, with hardly any responses left blank. By contrast, in **Exercise 2**, the candidates who struggled tended to leave some of the open response questions blank.

Candidates should be encouraged to always attempt answers in the open response questions, given that only short answers are required and there should be ample time in the examination to do so.

- More careful consideration of the spoken text as a whole is sometimes needed to identify and select the correct answer, particularly in the short answer and gap-fill questions. Given the importance of Assessment Objectives L1 and L2¹ in these exercises, candidates should read the questions carefully, take note of key question words, and avoid the temptation to rush to answer a question with the first familiar item of vocabulary or likely answer that they hear.
- In both **Exercise 1** and **Exercise 2**, some candidates showed a tendency to write down the first possible answer they heard in the text chronologically, or to latch on to a familiar or prominent item of vocabulary, rather than taking the time to consider all possible answers in the text before identifying the correct one.
- Candidates should ensure that their responses clearly answer the entirety of the question, and are a suitable, logical answer to the question prompt (e.g. a question asking *muda gani* should be answered with a value of time, not a numeric value). For the same reason, the lifting of entire lines of text is more likely to result in an incorrect answer.
- In the open response questions, the most successful candidates tended to keep their answers short, clear, and specific. By contrast, some candidates gave overly long or vague responses that failed to indicate their specific choice of answer, particularly when transcribing directly from the text.
- The multiple matching and multiple choice questions in **Exercise 3** and **Exercise 4** may require candidates to make more inferences or apply greater interpretation of the underlying meaning of the spoken text, in line with assessment Objectives L3 and L4². Candidates who performed less well in these exercises should pay attention to the nuance of different speakers' ideas or feelings, as well as the use and meaning of idiom in the spoken text. Once again, candidates should avoid rushing to an answer without first considering the entire text and all of the multiple choice answer options provided.
- Unfortunately some answers to the multiple matching and multiple choice questions did not conform to the instructions given in the question paper, resulting in ambiguous answers that could not be marked as correct. Candidates should be careful in **Exercise 3** to only use each answer letter (A–G) once, and in **Exercise 4** to tick only one answer box for each question. Candidates must also ensure that they clearly and unambiguously strike through any first attempts they do not want to be marked.

Comments on specific questions

Exercise 1 / Zoezi 1

- Most candidates performed well across the eight questions in this exercise. Candidates performed strongly on **Questions 1** and **7** in particular.
- Some candidates found **Question 4** of this exercise more challenging, and could perhaps have benefitted from focusing on the specific wording of the question (*vinaadhimisha nini*) as this wording was mirrored in the text to indicate the correct answer (*'vimechapishwa ili kuadhimisha...'*). This question also shows the importance of writing the specific answer in one's own words if required, rather than attempting to transcribe verbatim from the text. Transcribing the line *'ili kuadhimisha miaka mia moja tangu kuzaliwa kwake'* fails to include the specific information about who this refers to (Nyerere), which is a crucial part of the answer.
- **Question 6** of this exercise is a good example of the importance of listening to the spoken text as a whole before attempting an answer – the correct answer was contained towards the end of the spoken text.

¹ L1: *identify and select relevant information.*
L2: *understand ideas, opinions and attitudes.*

² L3: *show understanding of the connections between ideas, opinions and attitudes.*
L4: *understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings.*

Exercise 2 / Zoezi 2

- General performance on this exercise was good, particularly for **Questions 9(a)** and **(d)**. Other questions proved more challenging to candidates than those in **Exercise 1**, and overall **Exercise 2** showed clearer differentiation of the best performing candidates from the rest.
- Many candidates, even the best performing ones, found **Question 9(b)** more difficult, possibly because they had not paid sufficient attention to the wording of the question. Many candidates gave locations as their answers (*'chini ya mti'*, *'ufukweni'*) when in fact the question did not ask for locations but rather the requirements of the locations for reading (*'mahitaji ya maeneo ya kusomea'*).
- **Questions 9(e)** and **(f)** were clearly more challenging to candidates, and **(e)** was the most likely question for which a candidate might not attempt an answer. **Question (f)** again highlights the dangers of transcribing answers verbatim; many candidates took the word *'kusimuliwa'* directly from the text, but this passive form of the verb invalidated the actual answer (*kuhadithia / kusimulia*).

Exercise 3 / Zoezi 3

- The multiple matching exercise in **Question 10** was another good differentiator between the better and worse performing candidates; it was noticeable how many of the higher-scoring candidates did very well on this question, while the lowest scoring candidates tended to struggle with it.
- Performance in **Question 10** could be improved by paying more attention to the sometimes subtle differences between the various ideas, feelings and beliefs expressed in the spoken texts. Some candidates showed a tendency to focus on recognisable individual items of vocabulary from the possible answers listed in the question paper, rather than paying enough attention to the overall meaning and message of the spoken texts.

Exercise 4 / Zoezi 4

- Overall performance in **Exercise 4** was varied. In general, most candidates performed well on **Questions 15, 16** and **18**. **Questions 11** and **17** proved more challenging to candidates.
- Candidates mostly coped well with the good command of vocabulary and idiom required for the questions in this exercise.
- The strong performance in the latter questions of the exercise demonstrates good overall time management and sustained focus by candidates throughout what is quite a long spoken text and relatively demanding exercise.

SWAHILI

Paper 0262/03
Speaking

Key messages

To do well in this examination, candidates should:

- Choose a topic for the presentation section that incorporates an aspect, or aspects, of life in a Swahili-speaking community or Swahili-speaking culture.
- Ensure when preparing the presentation section that a variety of vocabulary and grammatical structures are used (e.g. relatives, negatives, subjunctives, varied tenses). This will demonstrate linguistic versatility.
- Ensure when preparing the presentation section that care is taken to include a range of opinions alongside factual elements. Phrases such as *inavyoonekana*, *inavyosemekana*, *kwa maoni yangu*, *mazoea ya...* may be used to good effect.
- Seek to engage the examiner in conversation and not feel constrained to answering questions only. When responding to a closed (e.g. 'yes/no') question, candidates should seek to expand on their answer and demonstrate initiative.

To allow their candidates to do well in this examination, examiners should:

- Allow candidates enough time to answer questions fully by avoiding interruptions and allow some time after the candidate finishes speaking to provide the opportunity for them to expand.
- Ask open-ended questions (e.g. *why/how – kwa nini, kiviipi, kwa mawazo yako...itakuwaje n.k*) rather than closed questions that would normally only require very short responses, (e.g. *ulienda? Unapenda?*). Asking closed questions may disadvantage especially weaker candidates as it makes more challenging for them to showcase their linguistic ability fully.
- Keep questions as short and clear as possible, instead of asking questions that require long introductions or a good deal of context. It was noted that some examiners talk more than the candidates; please remember that it is the candidates who are being examined and who primarily need to be heard.
- Avoid asking the same questions to multiple candidates. Examiners should ask a wide range of spontaneous questions, including follow-up questions, directly related to the individual candidates' presentations, topics, interests and responses. This will allow candidates to display a wider range of facts and opinions on the topic.
- Strive to put candidates at ease at the beginning of the examination.
- Provide a quiet environment for the exam. On some recordings, there was significant background noise, often putting candidates off and making it challenging to hear the recordings clearly.
- Check in advance that recordings are audible and that interlocutors are properly recorded. Some centres submitted blank recordings.

General comments

- The prescribed timings were generally well observed by examiners.
- Sections were generally clearly introduced by examiners.
- Most recordings were clear and sufficiently audible.
- Marking was generally accurate or close to accurate, though some marking tended to be slightly generous in the higher mark range and severe in the lower mark range.
- Exams must be submitted on time to avoid delays and/or disqualification.

Comments on specific sections

Presentation

Most candidates prepared well for his part of the test.

- 1 Candidates scoring the highest marks delivered presentations that were:
 - Natural, not (appearing to be) read out
 - not simply factual but also containing a wide range of opinions
 - wholly relevant
 - challenging and thought-provoking
 - diverse in terms of vocabulary and grammar
- 2 Some candidates chose topics that were not sufficiently challenging for an examination at this level, such as 'family', 'friends', 'school' and 'daily life' and thus placed limits on themselves in terms of the potential marks available to them. As this section can be prepared in full it presents candidates with the best opportunity to display their abilities from the outset. Presentations on insufficiently challenging topics often lacked opinions.
- 4 Some candidates appeared to read out their presentations from a script. It is important to remember that this is not permitted and that a key performance indicator in the higher bands is for the presentation to be engaging and natural. The importance of style (as well as substance) should be clearly emphasised to candidates.
- 5 Some candidates tended to play it safe in the presentation in terms of the range of grammar displayed. Examiners look for a range of tenses and structures, and this section provides the best opportunity to less confident candidates to display an ability to utilise them.

Topic conversation

Most candidates did well in this part of the test and showed a good understanding of the questions they were asked. There were few instances of questions having to be repeated or answers that were irrelevant.

- Examples of particularly fruitful topics this session were: '*chakula na lishe mjini Mombasa*', '*mavazi ya wamasai na wagikuyu*', '*magari yanayotumia umeme mjini Nairobi*'. Such topics clearly reflected an aspect, or aspects, of life in Swahili-speaking communities and cultures.
- 1 Some candidates struggled to achieve access to the higher marking bands in this section because they couldn't expand at sufficient length or in sufficient detail on their answers. This was sometimes made harder by examiners moving on too quickly to other questions and not allowing time for candidates to think and develop a more detailed response.
 - 2 Candidates should avoid repeating material from their presentation in the topic discussion. Some candidates fell back on this and lost the chance to display a wider range of language and topic understanding.

- 3 The range of language was often good but there were common grammatical errors, such as:
- With adjectival agreements
 - Mixing agreements in relative structures
 - Confusing subjunctive and relative structures
 - Errors when using monosyllabic verbs in negative tenses
 - Confusing *-enye* and *-amba* structures.

General Conversation

Candidates generally did well. Examiners are generally reminded, however, that:

- 1 Questions should span at least one topic from Areas A–B **and** one from Areas C–E. Often topics were sometimes chosen from Areas A–B only, which restricted the ability of candidates to achieve higher marks.
- 2 It is crucial that topics chosen in this section do not overlap with those discussed in the Presentation and the Topic discussion. On occasion, this was not adhered to and candidates struggled to achieve higher marks.
- 3 A large selection of topics should be covered across the candidates within the same centre and genuinely reflect their interests as that will free up potential. The same topics were sometimes used for large numbers of candidates within a centre. This invariably inhibited performance and limited the marks they were able to achieve.
- 4 Examiners should avoid using the same questions for all their candidates as this limits their potential to achieve higher marks.

For candidates, the same points largely apply in this section as in the previous section. In short, candidates should:

- 1 Seek to expand on their initial answers.
- 2 Avoid repeating information from previous sections of the task and always attempt to cover fresh ground.
- 3 Seize the opportunity to display a range of grammatical structures and vocabulary.

Candidates are encouraged to engage fully with the examiner. They should ask their own questions and take the conversation in different directions. This section affords the best opportunity to do this and the ability to contribute to the direction of the discussion will always count in a candidate's favour.