



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Ordinary Level

SWAHILI

Paper 1

3162/01

May/June 2012

3 hours

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.



This document consists of **6** printed pages and **2** blank pages.



Section A – Translation**1** Translate the following passage into **English**:

Rafiki yangu, Ida, – kwa kawaida – ni mtu mpole na mstahamilivu. Lakini jambo moja humkera sana moyoni. Nalo ni kumwona mtoto mdogo akipigwa makofi usoni au akipigwa kwa bakora mwilini. Wanaowapiga watoto husema ati wanawatia adabu. Ida hakubaliani kabisa na wazo hilo. Anahisi si kweli. Hivyo, hujadiliana sana na wazazi wenzake, na hata na waalimu shuleni ambao wao pia wana mtindo wa kuwapiga watoto usoni, mikononi na matakoni.

Siku moja, kiasi cha saa tano asubuhi, Ida alisikia ukelele mkali uliotoka nyumba ya jirani yake. Alishtuka. ‘Je, kumetokea nini huko?’ akajiuliza. Bob Mwendeza na mkewe, Ayleen, walikuwa na mtoto wa miaka minne aitwaye David. Alipousikia ukelele ule tu, Ida alijua kwamba hicho kilikuwa kilio cha David. Ida akagutuka, akakimbia mbio kwenda kutazama kinachomsibu David. Akamkuta amejikunja kwenye pembe ya chumba, analia kwa kwikwi. Alipomwona tu, Ida akajua kwamba mtoto amepigwa vibaya sana. Na aliyempiga alikuwa bibi aliyeajiriwa kumtazama wakati wa asubuhi pale Ayleen yupo kazini. Ida akamkumbatia David. [20]

2 Translate the following passage into **Swahili**:

People in towns use huge amounts of electricity. Some countries in East Africa find it difficult to produce enough electricity for all their customers all the time. So they ration electricity. For instance, electricity is not supplied in big cities on certain days or at certain hours in order to conserve it.

But people in many villages do not have this problem. One reason is that villagers do not use much electricity. In addition, some villagers have found new ways of fulfilling their needs. For example, the inhabitants of Mwendeza village have started using lamps made out of coconut shells. These lamps are cheap to make, and use cooking oil instead of kerosene which is more expensive and less safe. Another advantage of using cooking oil is that it does not produce excessive smoke. And because the lamps are inexpensive, farmers can afford them. They are thus able to buy other products with the money saved. This is a good thing because electricity prices have increased twice in the past two years. [30]

Section B – Comprehension

3 Read the text and answer the questions that follow in **Swahili**:

Michezo ya watoto

Agnes na mumewe, John, wanapenda kwenda kutembea kwenye bustani iliyopo karibu na bahari. Hukaa juu ya baraza na kupunga upepo, wakiwatazama watoto wakicheza aina za michezo mbali mbali katika eneo lao walilojengewa kwa madhumuni hayo. Wachache walikuwa wakikimbizana na wengine wakicheza mpira. Lakini, watoto watatu karibu yao, walikuwa wamekaa na simu zao za mkono, wakicheza michezo iliyomo ndani ya simu. Walikuwa kimya, hawazungumzi.

“Ah!”, Agnes akasikitika kuwaona watoto wakicheza kimyakimya. “Watazame hawa. Watoto wengine siku hizi hawachezi michezo ya kukimbizana kama tulivyocheza sisi. Michezo yetu ya kizamani siku hizi inapotea”.

“Michezo gani? Hebu nipe mfano”, akajibu John.

“Mfano mzuri ni mchezo wa *nage*. Unaujua?”

John hakuwahi kuucheza mchezo huo, wala hakupata kuusikia. Agnes akaeleza.

“Watoto wakicheza *nage* kwa vitu viwili – mpira na mawe.”

“Mawe?” aliuliza John kwa kustaajabu. Hakupata kuusikia mchezo unaowaruhusu watoto kucheza na mawe! “Si hatari hivyo?”

“Sikiliza!” Agnes akaendelea. “Watoto hawapigani kwa mawe, wanayachezea tu! Tena si mawe mazito au makubwa. Ni mawe yaliyo bapa, kama vigae tu. Wanacheza hivi.

“Unachukua mawe saba. Unayapanga kirefu, moja juu ya mwenzake, mpaka yote saba yanasimama pamoja kama mnara mdogo. Tena watoto wanajigawa makundi mawili, tuseme kundi A na kundi B. Mtoto mmoja kati ya wachezaji wa kundi A atapewa mpira mkononi. Tumwite William. Basi William atanzisha mchezo kwa kuyapiga mawe kwa mpira na kujaribu kuyatawanya. Baada ya hapo, mpira utashikwa na wachezaji wa kikundi B tu.

“Baada ya kuyatawanya mawe, William na wenzake wa kikundi A watakimbia ili wasije kupigwa mpira na watoto wa kikundi B.”

“Je, mpira wenyewe ni mpira mkubwa kama wa kandanda?” aliuliza tena John.

“Hapana,” alijibu Agnes. Ni mdogo, kama ule unaochezewa mchezo wa *tennis*. Unaitwa ‘kandimu’. Basi William na wenzake watajaribu kuyasogelea mawe bila ya kupigwa mpira na watoto wa kikundi cha pili. Kila mmoja wao wa kikundi cha William atajaribu kuujenga tena mnara wa mawe saba. Lakini itambidi afanye hivyo bila ya kupigwa na kandimu. Kwani akiguswa tu na kandimu basi atakuwa ‘ametolewa’ mchezoni; hawezi kuendelea. Mchezo utaendelea mpaka akina William washinde au washindwe.”

“Watahinda vipi?”, John aliuliza

“Kundi la William watahinda ikiwa watafaulu kuujenga mnara wa mawe bila ya wote ‘kutolewa’, yaani kupigwa mpira. Lakini timu ya pili ikiweza ‘kuwatoa’ wote wa kikundi cha William kabla hawajamaliza kuujenga, basi watakuwa wameshindwa. Washindi ni kikundi B.”

Baada ya kufikiri kwa muda mdogo, mumewe Agnes alisema kwamba michezo kama hiyo ilikuwa ya manufaa sana kwa watoto. Akaeleza manufaa hayo, tena akataka kuzungumza habari za kandanda, na vile alivyokuwa mchezaji stadi alipokuwa mtoto mdogo. Lakini Agnes hakumpa nafasi ya kuendelea. Aliinuka, akisema ni wakati wa kurudi nyumbani.

Now answer the following questions in your own words, as far as possible. You should avoid copying word-for-word from the text.

- (a) Agnes na mumewe wanapenda kufanya nini wakati wa matembezi? [1]
- (b) Eleza maana ya ‘kupunga upepo’. [1]
- (c) Watoto wale watatu walikuwa wanafanya nini? Vitendo vyao vilitofautiana vipi na vitendo vya watoto wengine? [3]
- (d) Je, Agnes alihisi nini alipowaona watoto watatu wakicheza michezo yao? Toa sababu mbili kwa nini akahisi hivyo. [3]
- (e) Kwa nini John alishangaa kusikia kwamba watoto wanatumia mawe katika mchezo huu wa nage? Na Agnes alimjibu nini? [2]
- (f) Agnes ameueleza mchezo wa nage vile unavyochezwa na makundi ya A na B. Je, ikiwa kundi B linataka kushinda, itabidi wachezaji wa kundi B wafanye nini? [2]
- (g) Mpira wa kandimu unatofautiana vipi na mpira alioufikiria John? [1]
- (h) Mchezaji ‘kutolewa’ mchezoni maana yake nini katika mchezo wa nage? [1]
- (i) John amemwuliza Agnes maswali mara ngapi katika kifungu hiki? [1]
- (j) John amemweleza Agnes manufaa ya michezo ya watoto kama vile nage na mingineyo. Je, wewe unafikiri michezo kama hiyo ina manufaa gani? Taja manufaa matatu. [3]
- (k) Pale mwisho, John alitaka kuzungumza kuhusu kitu gani? Na kwa nini hakupata nafasi ya kuendeleza mazungumzo? [2]

[20 marks for Content + 5 marks for Language = 25]

Section C – Composition

- 4 Write a composition of about **120 words** in **Swahili** on **one** of the following subjects.
- (a) Some people say that teenagers nowadays have too much freedom. Do you agree?
 - (b) You have just been elected the President of your country. Write a short speech saying what you plan to do.
 - (c) Is tourism harmful to the economies or cultures of East Africa? Give your views.

[25]

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.