

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo 2017

Swahili / Swahili / Swahili ab initio

Standard level
Niveau moyen
Nivel medio











Paper / Épreuve / Prueba 2


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The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut
	Caret – indicates omission	Alt+1
	Incorrect point	Alt+2
	Ellipse that can be expanded	Alt+3
	Horizontal wavy line that can be expanded	Alt+4
	Highlight tool that can be expanded	Alt+5
	On page comment – justifies application of assessment criteria	Alt+6
	Unclear content or language	Alt+7
	SEEN - every scanned page must be annotated or marked as SEEN	Alt+8
	Good Response/Good Point	Alt+9
	Vertical wavy line that can be expanded	Alt+0

You **must** make sure you have looked at all pages. Please put the  annotation on any blank page, to indicate that you have seen it.

When using the *On Page Comments* annotation, please keep the following in mind:

- Avoid covering the candidate’s own writing. This can be done by writing your comments in the margins then running the arrow attached to the ‘on-page comment’ annotation to the appropriate place.
- Provide all comments in the target language.
- You may provide summative comments at the end of the script, but please do NOT record numerical marks on the scripts.

Sehemu A

Criterion A: Language

- Does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use spelling, calligraphy (see “Glossary of terms”), vocabulary and grammatical structures correctly and accurately?

Marks	Level descriptor
0	Language inaccuracies completely obscure communication.
1	Language inaccuracies often obscure communication.
2	Language is generally accurate and does not obscure communication.
3	Language is mostly accurate and communication is clear.

Ufafanuzi

Idadi ya maneno

Katika kiwango cha mwanzo cha ujifunzaji wa lugha, wanafunzi wanatajikana kuandika idadi ya maneno isiyopungua 100 katika sehemu B (na kwa kiwango sawa katika lugha zisizo na hati ya Kirumi). Hakuna adhabu kwa kutoandika idadi ya maneno inayotajikana katika sehemu B.

Lugha

Sio makosa yote yana uzito sawa na watahini wanatajikana waweke haya akilini. Makosa mengine huathiri mawasiliano kwa kiwango kikubwa ilhali mengine hayana athari. Pia makosa mengine yanaonyesha kutokuwa na ujuzi wa lugha husika ilhali mengine huwa yanaonyesha kusahau kwa kawaida.

MAKOSA MADOGO/KUTELEZA – ni makosa yanayofanyika katika kiwango chochote kile lakini ni machache na si ya kila wakati kwa mfano mtahiniwa anaweza kuwa anajua kuandika vizuri nyakati zilizopita lakini mara nyingine anasahau kuweka “li” (inayoonyesha nyakati hizo).

DOSARI – ni makosa ambayo hutendeka mara kwa mara hasa katika miundo fulani kwa mfano nyakati zilizopita zinaandikwa sahihi mara nyingi lakini hali hii si ya kuaminika kwani wakati mwingine kuna kuchanganyikiwa (kwa mfano kuchanganya wakati uliopita na wakati uliopo).

MIANYA – miundo mingine si sahihi na wakati mwingine haionekani kabisa kwa mfano, nyakati zilizopita zinahitajika lakini hazionekani kabisa.

Criterion B: Message

- Is all the relevant information conveyed?

Marks	Level descriptor
0	No relevant information has been conveyed.
1	Some relevant information has been conveyed.
2	More than half (at least three pieces of information) has been conveyed.
3	All relevant information has been conveyed effectively.

Swali la 1:

Wikendi ijayo utakuwa unasherehekea siku yako ya kuzaliwa ya miaka kumi na minane. Katika sherehe hiyo, unapanga mashindano ya mavazi ya urembo. Andika kadi ya **mwaliko** na utaje:

- siku ambayo mashindano hayo yatafanyika
- mahali ambapo mashindano hayo yatafanywa
- wakati ambao mashindano hayo yatakuwa
- watu ambao wataalikwa
- aina ya zawadi itakayopewa mshindi.

Swali la 2:

Rafiki ya kaka yako alipiga simu ili kumwalika kwa chakula cha jioni huko mjini. Kaka yako hakuwa nyumbani kwa hivyo ukajibu simu hiyo. Ukamwachia **ujumbe** kaka yako ambao ataupata atakaporudi nyumbani. Katika ujumbe huo, taja:

- mtu aliyepiga simu
- sababu za kupiga simu hiyo
- mahali ambapo angetaka kukutana na kaka yako
- wakati ambao angetaka kukutana na kaka yako
- jinsi kaka yako atakavyowasiliana naye ili kuthibitisha kukutana kwao.

Criterion C: Format

- Does the format correspond to the task?

Marks	Level descriptor
0	The format is not appropriate.
1	The format is appropriate.

Swali la 1:

Muundo – Mwaliko

Sawli la 2:

Muundo – Ujumbe

Sehemu B

Criterion A: Language

- To what extent does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use a range of vocabulary and grammatical structures?
- Does the student show an awareness of the appropriate register for the task?

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–2	The response and communication are of limited effectiveness. The range of vocabulary used is limited. Some basic grammatical structures are used accurately. These are isolated and limited in range. Register is inappropriate.
3–4	The response and communication are partially effective. The range of vocabulary used is sometimes varied. Most basic grammatical structures are used accurately. Register is partially appropriate.
5–6	The response is generally accurate and communication is generally effective. The range of vocabulary used is varied. Basic grammatical structures and a limited range of more complex grammatical structures are used accurately. Register is generally appropriate.
7–8	The response is accurate and communication is effective. The range of vocabulary used is varied and effective. Basic and some more complex grammatical structures are used accurately. Register is appropriate.

Ufafanuzi

Idadi ya maneno

Katika kiwango cha mwanzo cha ujifunzaji wa lugha, wanafunzi wanatakiwa kuandika idadi ya maneno isiyopungua 100 katika sehemu B (na kwa kiwango sawa katika lugha zisizo na hati ya Kirumi). Hakuna adhabu kwa kutoandika idadi ya maneno inayotakiwa katika sehemu B.

Lugha

Sio makosa yote yana uzito sawa na watahini wanatakiwa waweke haya akilini. Makosa mengine huathiri mawasiliano kwa kiwango kikubwa ilhali mengine hayana athari. Pia makosa mengine yanaonyesha kutokuwa na ujuzi wa lugha husika ilhali mengine huwa yanaonyesha kusahau kwa kawaida.

MAKOSA MADOGO/KUTELEZA – ni makosa yanayofanyika katika kiwango chochote kile lakini ni machache na si ya kila wakati kwa mfano mtahiniwa anaweza kuwa anajua kuandika vizuri nyakati zilizopita lakini mara nyingine anasahau kuweka “li” (inayoonyesha nyakati hizo).

DOSARI – ni makosa ambayo hutendeka mara kwa mara hasa katika miundo fulani kwa mfano nyakati zilizopita zinaandikwa sahihi mara nyingi lakini hali hii si ya kuaminika kwani wakati mwingine kuna kuchanganyikiwa (kwa mfano kuchanganya wakati uliopita na wakati uliopo).

MIANYA – miundo mingine si sahihi na wakati mwingine haionekani kabisa kwa mfano, nyakati zilizopita zinahitajika lakini hazionekani kabisa.

Criterion B: Message

- To what extent does the student fulfil the task?
- Are the ideas well-developed?
- Is there evidence of a logical structure (paragraphing and sequencing)?
- Are cohesive devices used effectively?

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1-2	The task has been partially fulfilled. One or more ideas have been identified and have been partially developed. There is limited evidence of a logical structure. There is a partially successful use of a limited range of simple cohesive devices.
3-4	The task has been generally fulfilled. One or more ideas have been identified and have been developed. There is evidence of a logical structure. There is a generally successful use of a range of simple cohesive devices.
5-6	The task has been fulfilled. All ideas have been identified and some have been developed well. There is a logical structure. There is successful use of a range of simple cohesive devices.
7-8	The task has been fulfilled effectively. All ideas have been developed well. There is an effective, logical structure. There is successful use of a range of simple and some complex cohesive devices.

Swali la 3:

Kuna wanafunzi wengi ambao wametoka ughaibuni ili kuja kusoma shuleni kwenu. Wewe kama mwanachama wa baraza la wanafunzi, umeombwa utoe hotuba mbele ya wanafunzi hawa ili kuwaalika shuleni kwenu. Katika hotuba hiyo, waeleze kuhusu shughuli ambazo huendelea katika siku ya shule ya kawaida, mazingira nje ya shule na shughuli za wikendi. Andika matini ya **hotuba** yako.

7-8	<ul style="list-style-type: none"> • Hoja zote zimeendelezwa vyema. • Kazi imezingatia muundo mwafaka wa hotuba. • Kuna matumizi bora ya mtindo sahili na changamano wa uandishi na mshikamano wa vitushi.
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Swali la 4:

Katika likizo ya kiangazi iliyopita, ulijitolea katika mradi wa kimazingira kwenye mbuga ya kitaifa. Andika **ripoti** kwa mratibu wa huduma za kijamii (CAS) na umueleze aina ya kazi uliyoifanya.

7–8	<ul style="list-style-type: none"> • Hoja zote zimeendelezwa vyema. • Kazi imezingatia muundo mwafaka wa ripoti • Kuna matumizi bora ya mtindo sahili na changamano wa uandishi na mshikamano wa vitushi.
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Swali la 5:

Umempoleka rafiki yako kwa chakula cha jioni kwenye mkahawa mpya huko mjini lakini hujafurahia huduma katika mkahawa huo: hujapenda meza ambayo wamekuandalia, chakula pia si kizuri na wahudumu nao si wakarimu. Zaidi ya hayo, unaonelea kwamba chakula hicho ni ghali sana. Andika **barua** ya malalamishi kwa msimamizi wa mkahawa huo.

7–8	<ul style="list-style-type: none"> • Hoja zote zimeendelezwa vyema. • Kazi imezingatia muundo mwafaka wa barua rasmi. • Kuna matumizi bora ya mtindo sahili na changamano wa uandishi na mshikamano wa vitushi.
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Criterion C: Format

- To what extent does the student succeed in using the correct text type?
- Does the student use the appropriate format?

Marks	Level descriptor
0	The format is not appropriate.
1	The format is partially appropriate.
2	The format is appropriate.

Ili kupata alama za juu kabisa **[2]**, lazima vipengele vyote vinavyohitajika vitekelezwe.

Vipengele vinavyotarajiwa katika aina za matini ni kama vifuatavyo:

Swali la 3: Hotuba

- Mada ya hotuba
- Utangulizi/maamkuzi
- Mzungumzaji kujitambulisha kwa hadhira
- Maudhui ya hotuba yawasilishwe vyema
- Hitimisho/kauli ya kufunga hotuba

Swali la 4: Ripoti

- Tarehe
- Mada
- Mada ndogo
- Maudhui ya ripoti yawasilishwe vyema
- Jina la mwandishi wa ripoti

Swali la 5: Barua rasmi

- Anwani ya mwandishi wa barua
 - Anwani ya anayepokea barua
 - Utangulizi kama YAL (yaliyomo) MUH (Muhtasari), KUH (kuhusu) na kadhalika
 - Maudhui ya barua hii kuhusu malamishi yawasilishwe vyema
 - Mwisho mwafaka wa barua, kwa mfano: wako mwaminifu, wako katika huduma, na kadhalika
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