Diploma Programme
Programme du diplôme
Programa del Diploma

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo 2018

Swahili / Swahili / Swahili B

Higher level
Niveau supérieur
Nivel superior

Paper / Épreuve / Prueba 2

International Baccalaureate
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General marking instructions

Assistant Examiners (AEs) will be contacted by their team leader (TL) through RM™ Assessor, by email or telephone – if through RM™ Assessor or by email, please reply to confirm that you have downloaded the marking notes from IBIS. The purpose of this initial contact is to allow AEs to raise any queries they have regarding the marking notes and their interpretation. AEs should contact their team leader through RM™ Assessor or by email at any time if they have any problems/queries regarding marking. For any queries regarding the use of RM™ Assessor, please contact emarking@ibo.org.

Instructions générales pour la notation

Les chefs d'équipe se mettront en rapport avec les examinateurs assistants de leur équipe par l'intermédiaire de RM™ Assessor, par courriel ou par téléphone. S'ils s'adressent à vous par RM™ Assessor ou par courriel, veuillez répondre et confirmer que vous avez téléchargé les remarques pour la notation à partir d'IBIS. L'objectif de cette première prise de contact est de permettre aux examinateurs assistants de soulever toutes les questions qu'ils ont concernant les remarques pour la notation et leur interprétation. Les examinateurs assistants doivent contacter leur chef d'équipe par l'intermédiaire de RM™ Assessor ou par courriel à tout moment s'ils éprouvent des difficultés ou s'ils ont des questions concernant la notation. Pour toute question concernant l'utilisation de RM™ Assessor, veuillez envoyer un courriel à emarking@ibo.org.

Instrucciones generales para la corrección

El jefe de equipo se pondrá en contacto con los examinadores asistentes mediante RM™ Assessor, correo electrónico o por teléfono. Si se pone en contacto mediante RM™ Assessor o correo electrónico, conteste para confirmar que ha descargado las notas para la corrección de IBIS. El propósito de este primer contacto es permitir al examinador asistente plantear todas las consultas que tenga respecto a las notas para la corrección y su interpretación. El examinador asistente deberá ponerse en contacto con el jefe de equipo mediante RM™ Assessor o correo electrónico si tiene problemas o consultas sobre la corrección. Si tiene alguna consulta respecto al uso de RM™ Assessor, envíe un correo electrónico a emarking@ibo.org.

Section A

Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	**Command of the language is limited and generally ineffective.** A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	**Command of the language is generally adequate, despite many inaccuracies.** A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	**Command of the language is effective, despite some inaccuracies.** A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	**Command of the language is good and effective.** A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	**Command of the language is very effective.** A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

Ufafanuzi

Idadi ya maneno

Katika kiwango cha juu (HL), wanafunzi wanahitajika kuandika **angalau** maneno 250 katika sehemu A na maneno **angalau** 150 katika sehemu B. Kukosa kufikisha idadi hii ya maneno kutasababisha kuadhibiwa **[alama 1]** katika kigezo A. Kuzidisha maneno 400 katika sehemu A au maneno 250 katika sehemu B hakutaadhibiwa: kazi nzima lazima izingatiwe wakati wa kutoa alama.

Lugha

Si makosa yote yana umuhimu sawa na watahini wanafaa kukumbuka haya. Baadhi ya makosa huathiri mawasiliano ya maana kwa kiasi kikubwa, na mengine hayaathiri. Pia, baadhi ya makosa huonyesha ukosefu wa kimsingi wa lugha, wakati makosa mengine huweza kuashiria usahaulifu.

KUTELEZA
Makosa hutokea katika ngazi zote za ugumu, lakini hayatokei mara kwa mara – kwa mfano, mtahiniwa kwa kawaida anatunga sentensi vyema wakati uliopita, lakini mara chache anasahau kiambishi "-li-".

DOSARI
Makosa hutokea mara kwa mara, hasa katika miundo fulani – kwa mfano, wakati uliopita unaundwa kwa usahihi mara nyingi, lakini si wa kuaminika, na kunaweza kuwa na mikanganyiko ya kimsingi (kwa mfano, wakati uliopita dhidi ya wakati timilifu).

MAPENGO
Baadhi ya miundo huwa sahihi kwa nadra au haijitokezi – kwa mfano, wakati uliopita unahitajika, lakini haujitokezi.

Jibu zuri litakuwa na mapengo machache ya lugha na kama yapo na kuteleza au dosari kuwapo ni kwa nadra sana huathiri maana.

Criterion B: Message

- How clearly can the student develop and organize relevant ideas?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	**The message has not been communicated.** The ideas are irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
3–4	**The message has been partially communicated.** The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
5–6	**The message has been communicated fairly well.** The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
7–8	**The message has been communicated well.** The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.
9–10	**The message has been communicated very well.** The ideas are relevant and effective. The development of ideas is coherent and thorough; supporting details are highly appropriate.

Clarification

For the **7-8 mark** band, all aspects listed for each task are expected to be present. Scripts should be marked proportionately lower to the degree to which they fail to meet these requirements. Please refer to the assessment criteria.

For the **9-10 mark** band, the response should also be EFFECTIVE and THOROUGH, with HIGHLY APPROPRIATE supporting details. The 9-10 mark band is often distinguished from the 7-8 band by its depth of discussion, insightful exploration of the topic and natural and convincing structure.

NOTE: When marking candidate responses, keep in mind that neither the **accuracy** of the information presented, nor the **validity** of the candidates' personal opinions, are being assessed. Therefore, scripts that are factually inaccurate should not be marked down, provided they meet the requirements of the task, and the ideas are sufficiently developed.

Swali 1: Mada ya toleo lijalo la gazeti la shule yako ni uwili-lugha. Umepewa jukumu la kuwahoji wanafunzi wenzako ambao wanazungumza lugha mbili kuhusu jinsi uwili-lugha ulivyoimarisha maisha yao katika jamii na kimasomo. Andika mahojiano baina yako na wanafunzi uliowahoji.

Kazi inatarajia watahiniwa waweze kufanya yafuatayo:

- waandike jibu linaloendana na muktadha ulioelezwa kwenye kazi: mahojiano na wanafunzi wenzake wawili au zaidi ambao wanazungumza lugha mbili
- Wajikite kuelezea namna mada ya uwili-lugha ilivyoimarisha maisha
- wagusie pande zote mbili; yaani namna uwili lugha ulivyoimarisha maisha yao kijamii na kitaaluma/kimasomo
- watatetea mawazo yao kwa kutoa mifano mwafaka, maelezo, na/au mathibitisho
- watayapa muundo maendeleo na maendelezo ya mawazo, kama vile kwa kutumia aya au maneno yaletayo muwala, na kadhalika

Swali 2: Una wasiwasi kuwa nyimbo za kitamaduni zinaendelea kuwa nadra na huenda zikatoweka kabisa hatua isipochukuliwa. Andika pendekezo kwa serikali za mitaa ukieleza ni hatua gani zinahitaji kuchukuliwa kufufua na kukuza nyimbo za kitamaduni, na jinsi itakavyosaidia jamii.

Kazi inatarajia watahiniwa waweze kufanya yafuatayo:

- watoe jibu linaloonesha kuwa baadae nyimbo za kitamaduni zinaweza kupotea
- mada zao zijikite juu ya namna ya kuzifufua na kuzikuza hizo nyimbo za kitamaduni/ngoma za jadi

wagusie/wajadili pande zote mbili; yaani hatua za kiutendaji zinazoweza kuchukuliwa na namna zinavyoweza kuinufaisha jamii

- watatetea mawazo yao kwa kutoa mifano mwafaka, maelezo, na/au mathibitisho
- watayapa muundo maendeleo na maendelezo ya mawazo, kama vile kwa kutumia aya au maneno yaletayo muwala, na kadhalika

Swali 3: Umesoma makala ya gazeti la kitaifa yanayoeleza pendekezo la serikali la kufanya huduma za afya ziwe za bure kwa wote, isipokuwa kwa wale wanaovuta sigara. Andika barua kwa mhariri wa gazeti hilo ukitoa maoni yako kuhusu mpango huu.

Kazi inatarajia watahiniwa waweze kufanya yafuatayo:

- watoe jibu linalorejelea makala halisia (au wazo mahususi kutoka kwenye makala halisia)
- kwa kuzingatia mada waelezee kama itafaa huduma za afya ziwe bure kwa watu wote isipokuwa kwa wale wavutaji wa sigara
- wajadili mada kiundani, watoe maoni mbalimbali, au wajikite kwenye mtazamo mmoja na kuujadili kwa kina zaidi

- watatetea mawazo yao kwa kutoa mifano mwafaka, maelezo, na/au mathibitisho
- watayapa muundo maendeleo na maendelezo ya mawazo, kama vile kwa kutumia aya au maneno yaletayo muwala, na kadhalika

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Swali 4: Hivi karibuni ulitazama mchezo wa kuigiza ambao ulikugusa sana na kukufanya ufikirie sana kuhusu mchakato wa kukua kwa mtoto hadi kuwa mtu mzima. Andika mapitio ya mchezo huo katika jarida la shule ambapo unatanguliza mchezo huo na kuupendekeza kwa wengine.

Kazi inatarajia watahiniwa waweze kufanya yafuatayo:

- watoe jibu kulingana na muktadha wa tukio ulioelezwa katika kazi: mchezo uliwagusa sana na uliwafanya watafakari kwa kina juu ya mchakato wa ukuaji wa mtoto hadi kuwa mtu mzima
- wajikite kwenye uwasilishaji wa hisia zao zinazotokana na huo mchezo wa kuigiza
- wajadili pande zote mbili: kwanza wautambulishe huo mchezo na kisha waupendekeze kwa watu wengine
.
- watatetea mawazo yao kwa kutoa mifano mwafaka, maelezo, na/au mathibitisho
- watayapa muundo maendeleo na maendelezo ya mawazo, kama vile kwa kutumia aya au maneno yaletayo muwala, na kadhalika

Swali 5: Shule yako inafikiria kuacha kufundisha kwa njia ya kawaida na kuanza mafundisho yote kupitia mtandaoni. Suala hili litajadiliwa katika mkutano ambapo wanafunzi, walimu na wazazi wamealikwa. Kama mwakilishi wa wanafunzi, umeombwa kutoa utangulizi wa mjadala huo kwa kuwasilisha maoni yako kuunga mkono na kupinga hatua hiyo. Andika hotuba yako.

Kazi inatarajia watahiniwa waweze kufanya yafuatayo:

- watoe jibu kulingana na muktadha wa tukio ulioelezwa katika kazi: shule yako inafikiria kuachana na ufundishaji wa njia ya kawaida na kuanza kufundisha kwa njia ya mtandao
- mada ijadiliwe kwa kuzingatia mabadiliko hayo muhimu
- hoja za pande zote mbili zijadiliwe kwa usawa; yaani hoja za kuunga mkono hatua hiyo na hoja za kupinga hatua hiyo
.
- watatetea mawazo yao kwa kutoa mifano mwafaka, maelezo, na/au mathibitisho
- watayapa muundo maendeleo na maendelezo ya mawazo, kama vile kwa kutumia aya au maneno yaletayo muwala, na kadhalika

Criterion C: Format

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	**The text type is not recognizable.** Conventions appropriate to the text type are not used.
2	**The text type is hardly recognizable or is not appropriate.** Conventions appropriate to the text type are very limited.
3	**The text type is sometimes recognizable and appropriate.** Conventions appropriate to the text type are limited.
4	**The text type is generally recognizable and appropriate.** Conventions appropriate to the text type are evident.
5	**The text type is clearly recognizable and appropriate.** Conventions appropriate to the text type are effective and evident.

Ili kupata alama za juu **[5]**, kaida zote zilizoorodheshwa lazima zitumiwe. Ili upata **[3]**, zaidi ya nusu ya kaida hizi lazima zitumiwe.

Kaida za aina ya maandishi ni kama zifuatazo:

Swali 1: Mahojiano (maneno kama yalivyotamkwa)

- Itatumia sajili moja mfululizo kwa kila msemaji
- Itakuwa na kichwa/mada inayofaa
- Itakuwa na utangulizi na hitimisho
- Itakuwa na muundo wa swali na jibu, kwa kuonyesha mazungumzo ya kupokezana kati ta wasemaji
- Itaakisi mazungumzo halisi ya mdomo kwa mdomo, pengine pamoja na kukatizana kwingi

Swali 2: Pendekezo
- Itatumia sajili rasmi
- Itatumia mtindo unaolenga kuwashawishi wasomaji
- Itakuwa na mada inyofaa
- Itaandikwa kwa uwazi kwa mfano mada, aya fupi zinazoeleweka, sehemu tofauti zinazotambulika kwa herufi, nambari au vitone na kadhalika
- Itakuwa na utangulizi na hitimisho

Kumbuka: Pendekezo linakubalika kuwasilishwa katika mfumo wa barua/ barua pepe, bora vipengele vilivyotajwa hapo juu vipo.

Swali 3: Barua kwa mhariri

- Itatumia sajili iliyo nusu rasmi na rasmi
- Itatumia sauti yenye umakini unaofaa
- Itatoa maoni kwa mtindo unaovutia na kushirikisha
- Itajumuisha vipengele vingine rasmi vya barua (tarehe, salamu, salamu za kufunga na kadhalika)
- Itakuwa na utanguliz mfupi.

Swali 4: Mapitio

- *Itatumia sajili iliyo nusu rasmi*
- Itatumia mtindo wa moja kwa moja, unaosisimua ili kuwavutia wasomaji
- Itakuwa na mada inayofaa
- Itajumuisha jina la mwandishi
- Itakuwa na utangulizi mfupi na hitimisho iliyo wazi

Swali 5: Hotuba/wasilisho

- *Itatumia sajili iliyo nusu rasmi na isiyo rasmi*
- Itatumia sauti yenye umakini unaofaa
- Itahutubia hadhira na kuwa nao kutoka mwanzo hadi mwisho (kwa mfano kutumia maneno kama "sisi" na "ninyi" na kadhalika)
- Itaanza kwa kuteka hadhira makini na kutamatisha bila kukanganya mwishowe
- Itajumuisha balagha kama vile maswali ya balagha, takriri na kadhalika

Section B

Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	**Command of the language is limited and generally ineffective.** A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	**Command of the language is generally adequate, despite many inaccuracies.** A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	**Command of the language is effective, despite some inaccuracies.** A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	**Command of the language is good and effective.** A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	**Command of the language is very effective.** A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

Ufafanuzi

Idadi ya maneno

Katika Kiwango cha juu (HL), wanafunzi wanahitajika kuandika **angalau** maneno 250 katika sehemu A na maneno **angalau** 150 katika sehemu B. Kukosa kufikisha idadi hii ya maneno kutasababisha kuadhibiwa **[Alama 1]** katika kigezo A. Kuzidisha maneno 400 katika sehemu A au maneno 250 katika sehemu B hakutaadhibiwa: kazi nzima lazima izingatiwe wakati wa kutoa alama.

Lugha
Si makosa yote yana umuhimu sawa na watahini wanafaa kukumbuka haya. Baadhi ya makosa huathiri mawasiliano ya maana kwa kiasi kikubwa na mengine hayaathiri. Pia, baadhi ya makosa huonyesha ukosefu wa kimsingi wa lugha, wakati makosa mengine huweza kuashiria usahaulifu.

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DOSARI
Makosa hutokea mara kwa mara, hasa katika miundo fulani – kwa mfano, wakati uliopita unaundwa kwa usahihi mara nyingi, lakini si wa kuaminika, na kunaweza kuwa na mikanganyiko ya kimsingi (kwa mfano, wakati uliopita na wakati timilifu).

MAPENGO
 Baadhi ya miundo huwa sahihi kwa nadra au haijitokezi – kwa mfano, wakati uliopita unahitajika, lakini haujitokezi bayana.

Jibu zuri litakuwa na mapengo machache ya lugha na kama yapo na kuteleza au dosari kuwapo ni kwa nadra sana huathiri maana

Criterion B: Argument

- How skillfully does the student develop ideas?
- How clear and convincing is the argument?
- To what extent does the student react to the stimulus?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	**The development of ideas is very poor, and the argument is unclear and unconvincing.** The structure of the argument is vague and confusing. The ideas are irrelevant.
3–4	**The development of ideas is poor, and the argument is rarely clear and convincing.** The structure of the argument is sometimes apparent. The ideas are sometimes relevant.
5–6	**The development of ideas is sometimes good, and the argument has some clarity and is sometimes convincing.** The structure of the argument is evident. The ideas are generally relevant.
7–8	**The development of ideas is good and methodical; the argument is clear and fairly convincing.** The structure of the argument is coherent and organized. The ideas are well expressed and relevant.
9–10	**The development of ideas is very good and methodical; the argument is convincing.** The structure of the argument is consistently coherent and organized. The ideas are very well expressed, relevant and engaging.