Diploma Programme
Programme du diplôme
Programa del Diploma

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo 2018

Swahili / Swahili / Swahili B

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 2

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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.

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 generally inadequate.** A very limited range of vocabulary is used, with many basic errors. Simple sentence structures are rarely clear.
3–4	**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.
5–6	**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.
7–8	**Command of the language is effective, despite some inaccuracies.** A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
9–10	**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.

Ufafanuzi

Idadi ya maneno
Katika Kiwango cha wastani (SL), wanafunzi wanahitajika kuandika angalau maneno 250.
Kukosa kufikisha idadi hii ya maneno kutasababisha kuadhibiwa **[alama 1]** katika kigezo A.
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 katika ngazi zote za ugumu, lakini hayatokei mara kwa mara – kwa mfano:
mtahini kwa kawaida anaunda wakati uliopita vyema, lakini mara chache anasahau "-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 kuteleza au dosari ni kwa nadra
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 unclear; supporting details are very limited and/or not appropriate.
3–4	**The message has barely been communicated.** The ideas are sometimes irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
5–6	**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.
7–8	**The message has been communicated fairly well.** The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
9–10	**The message has been communicated well.** The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.

Clarification

For the **9-10 mark** band, all aspects listed for each task are expected to be present. The response should also be COHERENT and EFFECTIVE. Scripts should be marked proportionately lower to the degree to which they fail to meet these requirements.

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: Mwalimu wako ameweka swali hili kama kazi ijayo ya insha: "Katika ulimwengu wa kisasa, mipaka bado ina umuhimu?" Andika insha.

Zoezi linatarajia kuwa mtahiniwa:
- wataangazia mada ya kama mipaka bado ni muhimu katika ulimwengu wa kisasa
- wataishughulikia mada kwa undani: ama kwa kuwasilisha mitazamo mbalimbali, au kuchunguza mtazamo mmoja mkuu kwa kina
- 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: Katika ziara ya shule, ulitembelea kijiji kimoja cha kihistoria hivi karibuni katika nchi inayozungumza lugha ya Kiswahili. Ulikutana na kumhoji mwanakijiji mmoja anayeishi hapo kuhusu

utamaduni muhimu zaidi kwa wanakijiji. Andika mahojiano yatakayochapishwa katika jarida la shule yako.

Zoezi hili linatarajia kuwa watahiniwa:
- watatoa jibu linalohusiana na muktadha uliotajwa katika swali: walikutana na kumhoji mtu anayeishi katika kijiji kimoja cha kihistoria katika nchi inayozungumza lugha ya Kiswahili
- wataangazia mada ya utamaduni muhimu zaidi kwa wanakijiji
- wataishughulikia mada kwa undani: ama kwa kuchunguza vipengele mbalimbali kuhusu utamaduni huo au kipengele kimoja kwa kina
- 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: Una wasiwasi kuhusu athari za hatua zinazochukuliwa na vijana wa siku hizi kujipamba ili waonekane wakiwa warembo. Ili kuhamasisha vijana, andika blogu ambapo utaeleza masuala yanayosababishwa na dhana za urembo na athari zake katika maisha ya kila siku ya vijana.

Zoezi hili linatarajia kuwa watahiniwa:
- watatoa jibu linalowasilisha wasiwasi huo
- wataangazia kuhamasisha kuhusu athari za hatua zinazochukuliwa na vijana kujirembesha siku hizi
- watashughulikia vipengele vyote viwili vya mada: kueleza mambo yanayosababishwa na hatua hizi na athari zake katika maisha ya kila siku
- 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: Gazeti moja limechapisha tahariri inayosema kuwa wakati mwingi na pesa nyingi zinatumika katika sherehe za kuwatuza wasanii na kupendekeza kuwa ingekuwa afadhali pesa hizi zingetumiwa kama msaada kwa wasiojiweza. Andika barua kwa mhariri ukitoa maoni yako kuhusu suala hili.

Zoezi hili linatarajia kuwa watahiniwa:
- watatoa jibu linalorejelea makala asilia (au linalorejelea mawazo mahususi yaliyowasilishwa katika makala hayo)
- wataangazia mada ya kama wakati na pesa zinazotumika katika sherehe za kuwatuza wasanii ni afadhali zingetumiwa kama msaada kwa wasiojiweza
- wataishughulikia mada kwa undani: ama kwa kuwasilisha hoja mbalimbali, au kuchunguza hoja moja kuu kwa kina
- 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: Hivi karibuni ulisoma ripoti ya habari iliyodai kuwa motokaa zote zitatumia umeme miaka 15 ijayo. Andika makala itakayochapishwa katika jarida la shule yako ambapo utazingatia faida na hasara zake katika siku zijazo.

Zoezi hili linatarajia kuwa watahiniwa:
- watatoa jibu linalorejelea makala asilia (au linalorejelea mawazo mahususi ya makala hiyo)
- wataangazia mada ya motokaa zote kutumia umeme siku zijazo
- watashughulikia vipengele vyote viwili: manufaa na madhara yanayowezekana katika mustakabali kama huo
- 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.

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

Kaida za aina ya maandishi ni kama zifuatazo:

Swali 1: Insha
- *Itatumia sajili iliyo nusu rasmi na rasmi*
- Itatumia sauti na mtindo utakaomwezesha msomaji kufuata hoja kwa urahisi
- Itakuwa na mada
- Itakuwa na utangulizi na hitimisho bainifu
- Itakuwa na aya zilizowekwa wazi

Swali 2:
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 3: Blogu
- *Itatumia sajili iliyo nusu rasmi na isiyo rasmi*
- Itakuwa na mada inayoshirikisha
- Itatumia usimulizi wa nafsi ya kwanza
- Itadhihirisha ufahamu wa wasomaji, kama vile kuwazungumzia moja kwa moja, mtindo unaovutia na kusisimua, kuwakaribisha kutoa maoni, na kadhalika
- Itakuwa na kauli ya kutamatisha ili kumalizia.

Swali 4: 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 5: Makala
- *Itatumia sajili iliyo nusu rasmi*
- *Itakuwa na sauti yenye umakini na uangalifu unaofaa*
- Itakuwa na mada/ kichwa mwafaka
- Itadhihirisha ufahamu wa hadhira lengwa
- Itakuwa na utangulizi, mwendeleo, na hitimisho zinazoshirikisha.