

**Marking notes**  
**Remarques pour la notation**  
**Notas para la corrección**

**May / Mai / Mayo de 2018**

**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	
	Incorrect point	
	Ellipse that can be expanded	
	Horizontal wavy line that can be expanded	
	Highlight tool that can be expanded	
	On page comment – justifies application of assessment criteria	
	Unclear content or language	
	SEEN - every scanned page must be annotated or marked as SEEN	
	Good Response/Good Point	
	Vertical wavy line that can be expanded	

You **must** make sure you have looked at all pages. Please put the **SEEN** 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.

### 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](mailto: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](mailto: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](mailto:emarking@ibo.org).

## 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:**

Ungependa kufanya kazi ya muda mfupi wakati wa likizo hii ya kiangazi. Unatayarisha tangazo ambalo utalituma kwa gazeti kuhusu kazi hiyo. Katika tangazo hilo, taja:

- kazi ambayo unaitafuta
- kwa nini unataka kufanya kazi
- mahali unapotaka kufanya kazi
- wakati unapotaka kufanya kazi
- jinsi ya kuwasiliana nawe.

**Swali la 2:**

Unakaa na rafiki yako kwa siku chache katika mji wa uswahilini. Andika **barua pepe** kwa familia yako huko kwenu nyumbani na uwaelezee jinsi unavyoendelea. Unahitaji kuandika:

- jinsi mji huo ulivyo
- mambo unayoweza kuyafanya katika mji huo
- ni vivutio gani vilivyo mjini
- ni mambo gani unayotaka kuyafanya
- jinsi unavyopenda mji huo.

**Criterion C: Format**

- Does the format correspond to the task?

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

## 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	<b>The response does not reach a standard described by the descriptors below.</b>
1–2	<b>The response and communication are of limited effectiveness.</b> 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	<b>The response and communication are partially effective.</b> The range of vocabulary used is sometimes varied. Most basic grammatical structures are used accurately. Register is partially appropriate.
5–6	<b>The response is generally accurate and communication is generally effective.</b> 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	<b>The response is accurate and communication is effective.</b> 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	<b>The response does not reach a standard described by the descriptors below.</b>
1–2	<b>The task has been partially fulfilled.</b> 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	<b>The task has been generally fulfilled.</b> 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	<b>The task has been fulfilled.</b> 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	<b>The task has been fulfilled effectively.</b> 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:**

Unamhoji kiongozi wa shirika linaloitwa “Chamcha kwa wote” kwa ajili ya gazeti la shule. Shirika hili linasaidia watu wanaoishi vichochoroni au wale ambao hawana pesa za kuwatosha. Shirika hili huwa linawapatia chakula cha mchana (chamcha). Unataka kujua zaidi. Ni wapi na lini ambapo shughuli hii ya chakula cha mchana itafanyika? Ni watu wangapi ambao wanahitaji msaada? Kwa nini watu hawa wanaishi vichochoroni. Ni chakula gani wanachopewa? Andika matini ya **mahojiano** haya.

3–4	
5–6	
7–8	<ul style="list-style-type: none"> <li>• hoja zote zimeendelezwa vyema</li> <li>• kazi imezingatia muundo mwafaka wa mahojiano</li> <li>• kuna matumizi bora ya mtindo sahili na changamano wa uandishi na mshikamano wa vitushi.</li> </ul>



**Swali la 4:**

Ulikaa pamoja na familia ya rafiki yako nyumbani kwao huko Uswahilini kwa muda wa wiki mbili. Uliona mambo mbalimbali nyumbani kwao ambayo hujawahi kuyaona. Andika katika **shajara** yako kuhusu jinsi ulivyokaa huko. Ilikuwa ni nyumba ya aina gani na kulikuwa na mambo gani? Familia yake ilikuwa ni ya watu wa aina gani? Ni jambo gani lililokuwa zuri kwako?

<b>3–4</b>	
<b>5–6</b>	
<b>7–8</b>	<ul style="list-style-type: none"> <li>• hoja zote zimeendelezwa vyema</li> <li>• kazi imezingatia muundo mwafaka wa shajara</li> <li>• kuna matumizi bora ya mtindo sahili na changamano wa uandishi na mshikamano wa vitushi.</li> </ul>

**Swali la 5:**

Hivi karibuni, umetazama filamu ya kuisimua. Andika **tafakari (uhakiki)** wa filamu hiyo ambao utachapishwa katika gazeti la shule yenu. Katika tafakari au uhakiki wako, unaweza kueleza kwa mfano mada ya filamu hiyo, muhtasari (ufupisho) wa hadithi na kinachosisimua katika filamu hiyo.

<b>3–4</b>	
<b>5–6</b>	
<b>7–8</b>	<ul style="list-style-type: none"> <li>• hoja zote zimeendelezwa vyema</li> <li>• kazi imezingatia muundo mwafaka wa tafakari (uhakiki)</li> <li>• kuna matumizi bora ya mtindo sahili na changamano wa uandishi na mshikamano wa vitushi.</li> </ul>

**Criterion C: Format**

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

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The format is not appropriate.
<b>1</b>	The format is partially appropriate.
<b>2</b>	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: Mahojiano**

- Mada ya mahojiano
- Utangulizi/maamkuzi/kujitambulisha
- Wazungumzaji wawe wawili wakipokezana
- Maudhui ya mahojiano yawasilishwe vyema
- Hitimisho/kauli ya kufunga mahojiano

**Swali la 4: Shajara**

- Tarehe
- Mada
- Matukio ya vitushi
- Maudhui yawasilishwe vyema
- Jina la mwandishi wa shajara

**Swali la 5: Tafakari (uhakiki)**

- Mada
  - Utangulizi
  - Muhtasari/ufupisho wa hadithi
  - Hitimisho/tamati
  - Jina la mwandishi
-