

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

**November / Novembre / Noviembre 2017**

**Swahili / Swahili / Swahili B**

**Standard level**  
**Niveau moyen**  
**Nivel medio**

**Paper / Épreuve / Prueba 2**

7 pages/páginas

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### 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   | <b>Command of the language is generally inadequate.</b><br>A very limited range of vocabulary is used, with many basic errors.<br>Simple sentence structures are rarely clear.                       |
| 3–4   | <b>Command of the language is limited and generally ineffective.</b><br>A limited range of vocabulary is used, with many basic errors.<br>Simple sentence structures are sometimes clear.            |
| 5–6   | <b>Command of the language is generally adequate, despite many inaccuracies.</b><br>A fairly limited range of vocabulary is used, with many errors.<br>Simple sentence structures are usually clear. |
| 7–8   | <b>Command of the language is effective, despite some inaccuracies.</b><br>A range of vocabulary is used accurately, with some errors.<br>Simple sentence structures are clear.                      |
| 9–10  | <b>Command of the language is good and effective.</b><br>A wide range of vocabulary is used accurately, with few significant errors.<br>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?

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

**Swali 1:** Umeombwa kuitanguliza shule yako kwa wanafunzi watarajiwa na wazazi wao katika siku ijayo ya kufungua shule. Mwalimu mkuu ameomba hotuba inayowasilisha mtazamo wa uchangamfu na wa kisasa kuhusu tamaduni mbalimbali shuleni. Andika hotuba yako.

Zoezi hili linatarajia kuwa watahiniwa:

- watatoa jibu linalohusiana na muktadha uliotajwa katika swali: wameulizwa kuitambulisha shule kwa wanafunzi watarajiwa na wazazi wao kwa uchangamfu na usasa
- wataangazia mada ya kuwa sehemu ya jamii ya shule yenye tamaduni mbalimbali
- watazungumzia mada kwa undani: ama kuwasilisha njia/hali mbalimbali ambazo shule ina tamaduni mbalimbali, au njia/hali moja kwa jumla 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:** Hivi karibuni umesoma makala katika gazeti la kitaifa ambapo mwandishi alidai kuwa mtindo una athari hasi sana kwa vijana. Andika barua kwa mhariri ukitoa fikra zako kuhusu makala hii.

Zoezi hili linatarajia kuwa watahiniwa:

- watatoa jibu linalorejelea makala asilia (au linalorejelea mawazo maalum yaliyowasilishwa katika makala asilia)
- wataangazia mada ya kama mtindo una athari hasi sana kwa vijana
- watazungumzia mada kwa undani: ama kuchunguza masuala kadhaa au suala moja 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:** Mwanariadha mashuhuri amezuru shuleni mwako kuwahamasisha wanafunzi umuhimu wa kucheza kila siku ili kuwa na maisha yenye afya. Kama mwandishi wa habari wa gazeti la shule, ulimhoji mwanariadha huyo kuhusu mada hii na kile alitumaini kutimiza kwa kutembelea shule yako. Andika mahojiano yako, yatakayochapishwa katika gazeti la shule.

Zoezi hili linatarajia kuwa watahiniwa:

- watatoa jibu linalohusiana na muktadha uliotajwa katika swali: mahojiano na mwanariadha mashuhuri aliyetembelea shule
- wataangazia uhamasishaji wa umuhimu wa kucheza kila siku ili kuwa na maisha yenye afya
- watazungumzia vipengele vyote viwili vya mada: maoni ya mwanariadha juu ya mada hii NA kile ambacho alitarajia kutimiza kwa kutembelea shule
- 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 4:** Wakati wa likizo katika shule yako, wewe na marafiki zako mmeamua kufanya usafi na kuendeleza eneo linalokaa vibaya la mji wako lililohamwa kwa manufaa ya wakazi wa mtaa huo. Andika blogu ukieleza malengo yenu na vile kundi lako linaendelea.

Zoezi hili linatarajia kuwa watahiniwa:

- watatoa jibu linalohusiana na muktadha uliotajwa katika swali: wakati wa likizo, wao na marafiki zao wameamua kusafisha na kuendeleza eneo la mji linalokaa vibaya na lililohamwa
- wataangazia mradi ulio na manufaa kwa wakazi wa eneo hili
- watazungumzia vipengele vyote viwili vya mada: kueleza malengo yao NA hatua ambazo kundi lao linapiga
- 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:** Serikali imetangaza kujengwa kwa mitambo mikubwa ya kuzalisha nishati inayotokana na upepo karibu na shule yako. Hii itatoa nishati safi kwa nchi, lakini baadhi ya watu wana wasiwasi kuwa itaharibu mandhari na eneo hilo. Mwalimu wako amekuomba uandike insha ambayo unaweza kujadili kwa kuungana au kupingana na mradi huu. Andika insha.

Zoezi linatarajia kuwa watahiniwa:

- watatoa jibu linalorejea ujenzi wa mitambo mikubwa inayozalisha nishati kuokana na upepo karibu na shule zao
- wataangazia kujadili kwa kuunga mkono au kupinga ujenzi wa mitambo hii
- Watazungumzia mada kwa undani: ama 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.

### 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     | <b>The text type is not recognizable.</b><br>Conventions appropriate to the text type are not used.                                  |
| 2     | <b>The text type is hardly recognizable or is not appropriate.</b><br>Conventions appropriate to the text type are very limited.     |
| 3     | <b>The text type is sometimes recognizable and appropriate.</b><br>Conventions appropriate to the text type are limited.             |
| 4     | <b>The text type is generally recognizable and appropriate.</b><br>Conventions appropriate to the text type are evident.             |
| 5     | <b>The text type is clearly recognizable and appropriate.</b><br>Conventions appropriate to the text type are effective and evident. |

Kupata alama za juu [5], kaida zote zilizo rodheshwa lazima zitumiwe.

Kupata [3], zaidi ya nusu ya kaida hizi lazima zitumiwe.

Kaida za aina ya maandishi ni kama zifuatazo:

### Swali 1: 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

**Swali 2: 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 utangulizi mfupi.*

**Swali 3: 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 4: 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 5: 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
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