Diploma Programme
Programme du diplôme
Programa del Diploma

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

## May / Mai / Mayo de 2019

## Swahili / Swahili / Swahili B

## Standard level
## Niveau moyen
## Nivel medio

## Paper / Épreuve / Prueba 2

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

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**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.**<br>The ideas are irrelevant and/or repetitive.<br>The development of ideas is unclear; supporting details are very limited and/or not appropriate. |
| **3–4** | **The message has barely been communicated.**<br>The ideas are sometimes irrelevant and/or repetitive.<br>The development of ideas is confusing; supporting details are limited and/or not appropriate. |
| **5–6** | **The message has been partially communicated.**<br>The ideas are relevant to some extent.<br>The development of ideas is evident at times; supporting details are sometimes appropriate. |
| **7–8** | **The message has been communicated fairly well.**<br>The ideas are mostly relevant.<br>The development of ideas is coherent; supporting details are mostly appropriate. |
| **9–10** | **The message has been communicated well.**<br>The ideas are relevant.<br>The development of ideas is coherent and effective; supporting details are appropriate. |

**Swali 1**:
Hivi karibuni shule yako ilisherehekea siku ya kimataifa ya lugha ya mama ambapo wanafunzi wengi walio na malezi tofauti ya lugha walizungumzia sababu za lugha zao za mama kuwa muhimu kwao. Andika makala ya jarida la shule yako ukielezea tukio hilo, huku ukiangazia mawasilisho ya kukumbukwa yaliyofanyika.

| | |
|---|---|
| **3–4** | |
| **5–6** | |
| **7–8** | |
| **9–10** | Zoezi hili linatarajia kuwa watahiniwa:<br>• watatoa jibu linalohusiana na muktadha uliotajwa katika swali: hivi karibuni shule ilisherehekea siku ya kimataifa ya lugha ya mama<br>• wataangazia mada ya kwa nini lugha ya mama ni muhimu<br>• watashughulikia vipengele vyote viwili vya swali: kuelezea tukio hilo na kuonyesha mawasilisho ya kukumbukwa zaidi<br>• watatetea mawazo yao kwa kutoa mifano mwafaka, maelezo, na/au mathibitisho<br>• watayapa muundo maendeleo na maendelezo ya mawazo, kama vile kwa kutumia aya au maneno yaletayo muwala, na kadhalika |

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**Swali 2**:
Utawala wa shule yako una wasiwasi kuwa wanafunzi wengi hawakuonyesha tabia njema katika tukio moja la shule la hivi karibuni. Kama rais wa baraza la wanafunzi, umeombwa uandike ripoti na kuelezea kwa undani shida zilizotokea, kwa nini zilitokea na jinsi zinavyoweza kuzuiwa katika siku zijazo.

| | |
|---|---|
| **3–4** | |
| **5–6** | |
| **7–8** | |
| **9–10** | Zoezi hili linatarajia kuwa watahiniwa:<br>• watatoa jibu linalohusiana na muktadha uliotajwa katika swali: utawala wa shule una wasiwasi kuwa wanafunzi wengi hawakuonyesha tabia njema katika tukio moja la shule la hivi karibuni<br>• wataangazia shida zilizotokea katika tukio hilo la shule la hivi karibuni<br>• watashughulikia vipengele vyote viwili vya swali: kwa nini shida hizo zilitokea na jinsi zinavyoweza kuzuiwa katika siku zijazo<br>• watatetea mawazo yao kwa kutoa mifano mwafaka, maelezo, na/au mathibitisho<br>• watayapa muundo maendeleo na maendelezo ya mawazo, kama vile kwa kutumia aya au maneno yaletayo muwala, na kadhalika |

**Swali 3**:
Unahisi kama ni muhimu kutoa mafunzo ya huduma ya kwanza kwa wanafunzi wote katika shule yako. Andika barua kwa mwalimu wako mkuu kuomba mafunzo hayo, huku ukielezea mahitaji yake na manufaa yatakayoleta.

| | |
|---|---|
| **3–4** | |
| **5–6** | |
| **7–8** | |
| **9–10** | Zoezi hili linatarajia kuwa watahiniwa:<br>• watatoa jibu linalohusiana na muktadha uliotajwa katika swali: wanahisi kama ni muhimu kutoa mafunzo ya huduma ya kwanza kwa wanafunzi wote katika shule zao<br>• wataangazia kuomba mafunzo ya huduma ya kwanza<br>• watashughulikia vipengele vyote viwili vya swali: kuelezea mahitaji ya mafunzo haya na manufaa yake<br>• watatetea mawazo yao kwa kutoa mifano mwafaka, maelezo, na/au mathibitisho<br>• watayapa muundo maendeleo na maendelezo ya mawazo, kama vile kwa kutumia aya au maneno yaletayo muwala, na kadhalika |

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**Swali 4**:
Uliingia katika mashindano ya kupiga picha yanayoendeshwa na jarida moja la kitaifa ukitumaini kushinda tuzo ya juu ya safari ya kuutembelea mji unaoupenda zaidi. Kwa bahati mbaya, hukushinda na kwa hivyo unasikitika kuwa hutaweza kuutembelea mji huo. Andika blogu ili kuwashirikisha wafuasi wako mtandaoni kuhusu hisia zako juu ya fursa iliyokuponyoka.

| | |
|---|---|
| **3–4** | |
| **5–6** | |
| **7–8** | |
| **9–10** | Zoezi hili linatarajia kuwa watahiniwa:<br>• watatoa jibu linalohusiana na muktadha uliotajwa katika swali: waliingia katika mashindano ya kupiga picha wakitumaini kushinda tuzo ya juu ya safari ya kuutembelea mji wanaoupenda zaidi lakini hawakushinda<br>• wataangazia kuelezea kuvunjika moyo kwao kwa sababu ya kutoweza kuutembelea mji huo<br>• wataishughulikia mada kwa undani: ama kwa kuonyesha hisia mbalimbali (kuhusu fursa iliyopotea) au hisia moja kuu kwa kina<br>• watatetea mawazo yao kwa kutoa mifano mwafaka, maelezo, na/au mathibitisho<br>• watayapa muundo maendeleo na maendelezo ya mawazo, kama vile kwa kutumia aya au maneno yaletayo muwala, na kadhalika |

**Swali 5**:
Familia yako imekuwa ikilalamika kuwa unatumia muda mwingi sana kucheza michezo ya kompyuta. Hata kama unakubaliana na baadhi ya hoja zao, bado maoni yao hasi yanakuvunja moyo. Andika shajara ambapo unatafakari vile michezo ya kompyuta imekuwa na manufaa kwako binafsi, kimaisha na kimasomo.

| | |
|---|---|
| **3–4** | |
| **5–6** | |
| **7–8** | |
| **9–10** | Zoezi hili linatarajia kuwa watahiniwa:<br>• watatoa jibu linalohusiana na muktadha uliotajwa katika swali: familia zao zimekuwa zikilalamika kuwa wanatumia muda mwingi sana kucheza michezo ya kompyuta<br>• wataangazia kutafakari vile michezo ya kompyuta imekuwa na manufaa kwao<br>• watashughulikia vipengele vyote vya swali: manufaa kwao binafsi, kimaisha na kimasomo<br>• watatetea mawazo yao kwa kutoa mifano mwafaka, maelezo, na/au mathibitisho<br>• watayapa muundo maendeleo na maendelezo ya mawazo, kama vile kwa kutumia aya au maneno yaletayo muwala, na kadhalika |

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

**Swali 2**: Ripoti rasmi
- Itatumia sajili iliyo nusu rasmi na rasmi
- Itakuwa na mada/kichwa
- Itatumia mtindo ambao haugemei upande wowote (kwa mfano kuwasilisha mawazo na ukweli wa mambo bila kupamba)
- Itakuwa na muundo ambao umepangiliwa vizuri (kwa mfano utangulizi ulio wazi, mada ndogo, aya/sehemu fupi na kadhalika)
- Itakuwa na hitimisho au mapendekezo.

**Swali 3**: Barua
- Itatumia sajili rasmi mfululizo
- Itatumia sauti yenye umakini unaofaa na iliyo na heshima
- Itamtambulisha mpokeaji kwa uwazi (kwa jina, anwani au jukumu / jina la kazi na kadhalika)
- Itadumisha mazungumzo yaliyo wazi kwa mtu mmoja mahsusi
- Itakuwa na salamu za kufungua na kufunga.

**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 kuzungumza nao moja kwa moja, mtindo unaovutia na kusisimua, kuwakaribisha kutoa maoni, na kadhalika
- Itakuwa na kauli ya kutamatisha ili kumalizia.

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**Swali 5**: Shajara

- Itatumia sajili isiyo rasmi na iliyo nusu rasmi mfululizo
- Itakuwa na tarehe
- Itatumia usimulizi wa nafsi ya kwanza
- Itakuwa na kauli ya kutamatisha ili kumalizia kama vile “imetosha kwa leo”
- Haitatumia vifungu vya maneno au sentensi zinazotoa maelezo yaliyo dhahiri, kwa mfano, ita-tumia “Nilimwona Juma”, lakini sio “Nilimwona Juma, rafiki yangu wa dhati”.

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