

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

**May / Mai / Mayo de 2021**

**Swahili / Swahili / Swahili B**

**Standard level**  
**Niveau moyen**  
**Nivel Medio**

**Paper / Épreuve / Prueba 1**

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## Criterion A: Language

### How successfully does the candidate command written language?

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	<b>Command of the language is limited.</b> Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.
4–6	<b>Command of the language is partially effective.</b> Vocabulary is appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
7–9	<b>Command of the language is effective and mostly accurate.</b> Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.
10–12	<b>Command of the language is mostly accurate and very effective.</b> Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.

### 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.

**Criterion B: Message**

**To what extent does the candidate fulfil the task?**

- How relevant are the ideas to the task?
- To what extent are ideas developed?
- To what extent do the clarity and organization of ideas contribute to the successful delivery of the message?

The “descriptor unpacked” explain the assessment criteria in greater detail. Where a candidate’s response does not correspond exactly to a single mark band, the statements in bold should be used as a guide for the ‘best fit’ approach.

Marks	Level descriptor	Descriptor unpacked
0	The work does not reach a standard described by the descriptors below.	
1–3	<p><b>The task is partially fulfilled.</b></p> <p>Few ideas are relevant to the task.</p> <p>Ideas are stated, but with no development.</p> <p>Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.</p>	<p><b>The link between the response and task tends to be unclear; the reader has difficulty understanding the message.</b></p> <p>The response touches upon some aspects of the task but there is also much unrelated information.</p> <p>The response addresses the task in a simple manner, and supporting details and/or examples barely feature, if at all.</p> <p>The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.</p>
4–6	<p><b>The task is generally fulfilled.</b></p> <p>Some ideas are relevant to the task.</p> <p>Ideas are outlined, but are not fully developed.</p> <p>Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.</p>	<p><b>The link between the response and the task is mostly detectable; the reader’s general understanding of the message is not impeded, despite some ambiguity.</b></p> <p>The response covers some aspects of the task, or touches upon all aspects but superficially.</p> <p>The response includes some supporting details and examples.</p> <p>The ideas are organized in a logical way; some cohesive devices are used appropriately to aid the delivery of the message, although there may be areas of confusion at times.</p>
7–9	<p><b>The task is fulfilled.</b></p> <p>Most ideas are relevant to the task.</p> <p>Ideas are developed well, with some detail and examples.</p> <p>Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.</p>	<p><b>The link between the response and the task is clear; the reader has a good understanding of the message conveyed.</b></p> <p>The response covers all aspects of the task, despite losing focus at times.</p> <p>The response uses supporting details and examples to clarify the message.</p> <p>The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with little or no ambiguity.</p>
10–12	<p><b>The task is fulfilled effectively.</b></p> <p>Ideas are relevant to the task.</p> <p>Ideas are fully developed, providing details and relevant examples.</p>	<p><b>The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.</b></p> <p>The response covers all aspects of the task fully, and maintains focus throughout.</p>

	<p>Ideas are clearly presented and the response is structured in a logical and <b>coherent</b> manner that supports the delivery of the message.</p>	<p>The response uses well-chosen supporting details and examples to illustrate and explain ideas persuasively.</p> <p>The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with clarity and ease.</p>
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**Note:** When marking candidate responses, keep in mind that neither the **factual 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 the ideas presented have coherence and are sufficiently developed.

**Criterion C: Conceptual understanding**

**To what extent does the candidate demonstrate conceptual understanding?**

- To what extent is the choice of text type appropriate to the task?
- To what extent are register and tone appropriate to the context, purpose and audience of the task?
- To what extent does the response incorporate the conventions of the chosen text type?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p><b>Conceptual understanding is limited.</b></p> <p>The choice of text type is generally inappropriate to the context, purpose or audience.</p> <p>The register and tone are inappropriate to the context, purpose and audience of the task.</p> <p>The response incorporates limited recognizable conventions of the chosen text type.</p>
3–4	<p><b>Conceptual understanding is mostly demonstrated.</b></p> <p>The choice of text type is generally appropriate to the context, purpose and audience.</p> <p>The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response.</p> <p>The response incorporates some conventions of the chosen text type.</p>
5–6	<p><b>Conceptual understanding is fully demonstrated.</b></p> <p>The choice of text type is appropriate to the context, purpose and audience.</p> <p>The register and tone are appropriate to the context, purpose and audience of the task.</p> <p>The response fully incorporates the conventions of the chosen text type.</p>

**Note:** Examiners must balance all three elements in criterion C (choice of text type, appropriateness of tone and register, and use of text type conventions) to arrive at the final mark.

### Question specific guidance (Criterion B and C)

#### Swali 1

Utawala wa shule yako una mpango wa kujenga ukumbi wa kufanyia mazoezi na kununua vifaa muhimu na vya kisasa. Kama mwakilishi wa wanafunzi, andika matini kwa bodi ya shule ambapo unaelezea vifaa na huduma unazofikiria zitakuwa na manufaa kwa masilahi ya wanafunzi na uelezee sababu zake.

Barua pepe

Mjadala

Pendekezo

#### Criterion B:

- Muhimu kutaja vifaa na huduma ambazo mwanafunzi anafikiri itakuwa na masilahi
- Mwanafunzi aeleze sababu za umuhimu
- Si lazima kutaja sababu chanya na hasi za kuwa na ukumbi

#### Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Pendekezo	Aina ya matini hutumiwa mahsusi kwa madhumuni ya kuwasilisha mawazo au ufumbuzi; muktadha mdogo sana au maneno kumwelekea mtu huhitajika.
Generally appropriate	Barua pepe	Aina ya matini inafaa kwa madhumuni ya kutoa habari, lakini kwa kawaida hutumiwa kuwasiliana. Baadhi ya taarifa za kimuktadha zinahitajika kumwelezea pokeaji madhumuni ya barua pepe ni kutoa pendekezo.
Generally inappropriate	Mjadala	Aina hii ya maandishi inafaa kwa madhumuni ya kutoa taarifa kwa kundi kubwa la wanafunzi katika muktadha wa shule.

**Note:** If a response makes the context, audience and purpose of the writing clear, and these conform to the task, the “generally appropriate” text type may be considered “appropriate”, or the “generally inappropriate” text type considered “generally appropriate”.

Register and tone:

- Lugha ya kushawishi itumike
- Lugha rasmi na kawaida zitakubalika

Please refer to the appendix for a list of text type conventions.

**Swali 2**

Wewe pamoja na familia yako mlitembelea sehemu mbalimbali wakati wa likizo ili kufurahia mandhari tofauti ya nchi. Andika matini ambapo unaelezea jinsi matukio mbalimbali yalivyoendelea na uonyeshe ni kwa nini unafikiri kusafiri ni muhimu kwa vijana.

Blogu

Pendekezo

Shajara

**Criterion B:**

- Inatakiwa kutaja umuhimu wa kusafiri
- Kutaja sehemu mwanafunzi aliposafiri tu haitoshi
- Sababu ziguse vijana

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Shajara	Kimsingi aina hii ya maandishi husomwa na mwandishi mwenyewe. Hizi ni kumbukumbu za binafsi.
Generally appropriate	Blogu	Kimsingi aina hii ya maandishi inasomwa na wasomaji ambao hawajabainishwa, na hutegemea msomaji kuitafuta habari.
Generally inappropriate	Pendekezo	Aina ya matini hutumiwa mahsusi kwa madhumuni ya kuwasilisha mawazo au ufumbuzi; muktadha mdogo sana au maneno kumwelekea mtu huhitajika.

**Note:** If a response makes the context, audience and purpose of the writing clear, and these conform to the task, the “generally appropriate” text type may be considered “appropriate”, or the “generally inappropriate” text type considered “generally appropriate”.

Register and tone:

- Lugha ya kawaida itumike

Please refer to the appendix for a list of text type conventions.

**Swali 3**

Bodi ya shule yako ya sekondari ina mpango wa kubadilisha shule kutoka shule ya kutwa hadi shule ya bweni kwa wanafunzi wote. Andika matini kwa kamati ya shule ambapo unaelezea manufaa na madhara ya hatua hii.

Barua pepe

Mjadala

Shajara

**Criterion B:**

- Muhimu kuonyesha manufaa na madhara
- Mwanafunzi aonyeshe wazo / pendeleo lake yeye binafsi

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Mjadala	Aina hii ya maandishi inafaa kwa madhumuni ya kutoa taarifa kwa kundi kubwa la wanafunzi katika muktadha wa shule. Taarifa za kimuktadha zinahitajika kuelezea madhumuni ya mjadala ni kutoa maoni.
Generally appropriate	Barua pepe	Aina ya matini inafaa kwa madhumuni ya kutoa habari, lakini kwa kawaida hutumiwa kuwasiliana. Baadhi ya taarifa za kimuktadha zinahitajika kumwelezea pakeaji madhumuni ya barua pepe ni kutoa maoni.
Generally inappropriate	Shajara	Kimsingi aina hii ya maandishi husomwa na mwandishi mwenyewe.

**Note:** If a response makes the context, audience and purpose of the writing clear, and these conform to the task, the “generally appropriate” text type may be considered “appropriate”, or the “generally inappropriate” text type considered “generally appropriate”.

Register and tone:

- Lugha ya kushawishi itumike
- Lugha rasmi na kawaida zitakubalika

Please refer to the appendix for a list of text type conventions



## Appendix: Text type conventions (Criterion C)

The most common and recognisable conventions of the text types are given below:

### Blogu

- Itakuwa na mada inayoshirikisha
- Itatumia usimulizi wa nafsi ya kwanza
- Itadhihirisha ufahamu wa wasomaji, kama vile kutumia lugha inayowalenga moja kwa moja, mtindo unaovutia na kuisimua, kuwakaribisha kutoa maoni, na kadhalika
- Itakuwa na kauli ya kutamatisha

### Shajara

- Itakuwa na tarehe
- Itatumia usimulizi wa nafsi ya kwanza
- Itakuwa na kauli ya kutamatisha, kama vile “imetosha kwa leo”
- Haitatumia vifungu vya maneno au sentensi zinazotoa maelezo yaliyo dhahiri, (kwa mfano, itatumia “Nilimwona Juma”, lakini sio, “Nilimwona Juma, rafiki yangu wa dhati”

\*Kumbuka: Shajara inaweza kuanza kwa “Mpendwa May”, lakini hili halitarajiwi.

### Pendekezo

- Itakuwa na mada inayofupisha yaliyomo
- Itakuwa na utangulizi na hitimisho
- Itaandikwa kwa muundo maalum kwa kuwa na mada, aya fupi zinazoeleweka, sehemu tofauti zinazotambulika kwa herufi/ nambari /vitone, na kadhalika

### Barua Pepe

- Itakuwa na mstari wa mada husika
- Itadumisha mazungumzo yaliyo wazi kwa mtu mmoja mahsusi
- Itakuwa na salamu za kufungua na kufunga

\*Kumbuka: ‘Kwa:’ /‘Kutoka’: na tarehe zinaweza kuwekwa lakini hazihitajiki.

### Mjadala

- Itanza kwa kuteka makini ya hadhira na kutamatisha bila kuonesha mkanganyiko mwishoni
- Itahutubia hadhira na kuwa nao kutoka mwanzo hadi mwisho; kwa mfano, kutumia maneno kama “sisi” na “ninyi” na kadhalika
- Itajumuisha balagha kama vile maswali ya balagha, takriri, na kadhalika