

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2022

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	Command of the language is limited. Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.
4–6	Command of the language is partially effective. 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	Command of the language is effective and mostly accurate. 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	Command of the language is mostly accurate and very effective. 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>The task is partially fulfilled.</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>The link between the response and task tends to be unclear; the reader has difficulty understanding the message.</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>The task is generally fulfilled.</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>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.</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>The task is fulfilled.</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>The link between the response and the task is clear; the reader has a good understanding of the message conveyed.</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>The task is fulfilled effectively.</p> <p>Ideas are relevant to the task.</p> <p>Ideas are fully developed, providing details and relevant examples.</p>	<p>The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.</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 coherent 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>Conceptual understanding is limited.</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>Conceptual understanding is mostly demonstrated.</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>Conceptual understanding is fully demonstrated.</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

Ungependa kuanzisha kilabu cha vijana ambao ni marafiki zako na wanaoishi katika mtaa wako. Kilabu kitawawezesha vijana kushiriki katika shughuli mbalimbali kwa manufaa yao na ya jamii nzima. Andika matini kuwahimiza waungane nawe kwa kuwaelezea shughuli na matukio ambayo kilabu hicho kitajihusisha nayo na ueleeze jinsi kitakavyowanufaisha vijana na jamii nzima.

Blogu	Chapisho la mtandao wa kijamii	Insha
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Criterion B:

- Jibu linafaa kuangazia shughuli ambazo kilabu kitajihusisha nazo na jinsi shughuli hizo zitakavyonufaisha jamii.
- Jibu linafaa kuwa wazi kuwa uanachama wa kilabu ni wa vijana walioko mtaani huo.
- Ili kuwahimiza wajiunge na kilabu, sababu zinafaa kuwa za kushawishi na kufafanua zaidi manufaa kwa wanachama na jamii nzima. “Jamii nzima” sio lazima iwe na mipaka ya kijiografia au eneo fulani mahsusi.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Chapisho la mtandao wa kijamii	Aina hii ya matini inakusudiwa kusomwa na kikundi fulani cha watu au umma kwa jumla. Wasomaji wa aina hii ya matini au wafuasi wa jukwaa hili wana maslahi sawa au wanaweza kuwa watu wa kategoria moja.
Generally appropriate	Blogu	Aina hii ya matini kimsingi husomwa na wasomaji wasiobainishwa, na hutegemea msomaji kujitafutia taarifa.
Generally inappropriate	Insha	Aina hii ya matini kimsingi huwa ya kitaaluma, ambayo husomwa na mtu (watu) aliyetumiwa. Kwa kawaida sio matini ya umma.

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:

- Sajili iliyo nusu rasmi na isiyu rasmi
- Toni inayoshirikisha na kushawishi

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

Swali 2

Mwalimu mkuu wa shule yako amekujulisha wewe na wanafunzi wenzako kuwa gharama za bili za maji na umeme zimepanda hivi karibuni na ni lazima gharama hizi zipunguzwe. Andika matini kwa mwalimu mkuu ukielezea kwa nini unafikiria bili hizi zimepanda na utoe ushauri wa hatua zinazofaa kuchukuliwa ili kupunguza bili hizo katika siku zijazo.

Insha	Maagizo	Pendekezo
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Criterion B:

- Jibu linafaa kubainisha kwa uwazi kuwa bili za maji na umeme zimepanda hivi karibuni na kuisitiza kuwa hatua zinazofaa kuchukuliwa ili kupunguza bili hizo katika siku zijazo.
- Maelezo ya sababu za kupanda kwa bili hizo lazima yajumuishwe katika jibu. Ili sababu za “kwa nini” ziwe na mashiko, lazima zihusishwe na kupanda kwa bili.
- Mapendekezo ya “hatua” zinazofaa kuchukuliwa ili kupunguza bili hizo katika siku zijazo yanafaa kufafanuliwa jinsi yatakavyosuluhisha tatizo hili.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Pendekezo	Aina hii ya matini haswa hutumiwa kwa lengo la kuwasilisha mawazo au suluhisho; ni kwa kiwango kidogo sana matini hii huhitaji kuandikwa kuelekea kwa mtu au kuweka mambo katika muktadha.
Generally appropriate	Maagizo	Aina hii ya matini kimsingi hutumiwa kutoa mwongozo ulio wazi wa kushughulikia hali fulani: nini cha kufanya, nini cha kutofanya, na jinsi ya kukifanya.
Generally inappropriate	Insha	Aina hii ya matini kimsingi huwa ya kitaaluma, ambayo husomwa na mtu (watu) aliyetumiwa. Kwa kawaida sio matini ya umma.

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:

- Sajili iliyo nusu rasmi na rasmi
- Toni iliyo makini na ya kushawishi

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

Swali 3

Shule yako inashiriki katika mashindano ya kuandika ambapo mada kuu ni ‘Amani na Ushirikiano’ miongoni mwa mataifa. Andika matini ambapo unaelezea jinsi mataifa tofauti yanavyoweza kudumisha amani na ushirikiano baina yao na ujadili jinsi wananchi wa mataifa haya wanavyoweza kunufaika.

Insha	Maagizo	Pendekezo
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Criterion B:

- Jibu linafaa kuangazia kwa uwazi “Amani na Ushirikiano”. Hoja zinafaa kuchukuliwa kuwa na mashiko ikiwa jibu linaonyesha jinsi hoja hizo zinaweza kudumisha na kuchangia amani na ushirikiano miongoni mwa mataifa.
- Manufaa ya amani na ushirikiano miongoni mwa mataifa na watu wao yanaweza kujadiliwa yakilinganishwa na mataifa yasiyo na amani. Mjadala wa jinsi watu wanaweza kunufaika kutokana na amani na ushirikiano unaweza kuangaliwa kama njia ya kuwajulisha na kuwahamasisha watu wa mataifa mbalimbali kudumisha amani.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Insha	Aina hii ya matini kimsingi huwa ya kitaaluma, ambayo husomwa na mtu (watu) aliyetumiwa. Kwa kawaida sio matini ya umma.
Generally appropriate	Pendekezo	Aina hii ya matini haswa hutumiwa kwa lengo la kuwasilisha mawazo au suluhisho; ni kwa kiwango kidogo sana matini hii huhitaji kuandikwa kuelekea kwa mtu au kuweka mambo katika muktadha.
Generally inappropriate	Maagizo	Aina hii ya matini kimsingi hutumiwa kutoa mwongozo ulio wazi wa kushughulikia hali fulani: nini cha kufanya, nini cha kutofanya, na jinsi ya kukifanya.

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:

- Sajili iliyo nusu rasmi na rasmi
- Toni iliyo makini na ya kushawishi

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:

Chapisho la Mtandao wa Kijamii

- Itakuwa na mada inayoshirikisha
- Itatumia usimulizi wa nafsi ya kwanza
- Itadhihirisha ufahamu wa wasomaji, kama vile kuzungumza nao moja kwa moja, mtindo unaovutia na kulisimua, kuwakaribisha kutoa maoni, na kadhalika.
- Itakuwa na kauli ya kutamatisha ili kumalizia

Blogu

- Itakuwa na mada inayoshirikisha
- Itatumia usimulizi wa nafsi ya kwanza
- Itadhihirisha ufahamu wa wasomaji, kama vile kuzungumza nao moja kwa moja, mtindo unaovutia na kulisimua, kuwakaribisha kutoa maoni, na kadhalika
- Itakuwa na kauli ya kutamatisha ili kumalizia

Pendekezo

- Itatumia mtindo unaolenga kuwashawishi wasomaji
- Itakuwa na mada inayofaa
- Itaandikwa kwa uwazi kwa mfano mada, aya fupi zinazoeleweka, sehemu tofauti zinazotambulika kwa herufi, nambari au vitone na kadhalika
- Itakuwa na utangulizi na hitimisho

***Kumbuka:** Pendekezo linakubalika kuwasilishwa katika mfumo wa barua/ barua pepe, bora vipengele vilivyotajwa hapo juu vipo.

Insha

- Itatumia sauti na mtindo utakaomwezesha msomaji kufuata hoja kwa urahisi
- Itakuwa na mada
- Itakuwa na utangulizi na hitimisho bainifu
- Itakuwa na aya zilizowekwa wazi

Maagizo

- Itawasiliana na hadhira lengwa moja kwa moja
 - Itakuwa na kichwa/ mada kuu inayofaa
 - Itaandikwa kwa uwazi, kwa mfano aya fupi, mada ndogo, kuorodhesha hoja kutumia nambari au vitone na kadhalika
 - Itajumuisha utangulizi mfupi na hitimisho
-