Diploma Programme
Programme du diplôme
Programa del Diploma

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2023

Kiswahili / Kiswahili / Kisuajili B

Standard level
Niveau moyen
Nivel Medio

Paper / Épreuve / Prueba 1

9 pages/páginas

International Baccalaureate
Baccalauréat International
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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	**The task is partially fulfilled.** Few ideas are relevant to the task. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.	**The link between the response and task tends to be unclear; the reader has difficulty understanding the message.** The response touches upon some aspects of the task but there is also much unrelated information. The response addresses the task in a simple manner, and supporting details and/or examples barely feature, if at all. The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.
4–6	**The task is generally fulfilled.** Some ideas are relevant to the task. Ideas are outlined, but are not fully developed. Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.	**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.** The response covers some aspects of the task, or touches upon all aspects but superficially. The response includes some supporting details and examples. 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.
7–9	**The task is fulfilled.** Most ideas are relevant to the task. Ideas are developed well, with some detail and examples. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.	**The link between the response and the task is clear; the reader has a good understanding of the message conveyed.** The response covers all aspects of the task, despite losing focus at times. The response uses supporting details and examples to clarify the message. The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with little or no ambiguity.
10–12	**The task is fulfilled effectively.** Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples.	**The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.** The response covers all aspects of the task fully, and maintains focus throughout.

	Ideas are clearly presented and the response is structured in a logical and **coherent** manner that supports the delivery of the message.	The response uses well-chosen supporting details and examples to illustrate and explain ideas persuasively. The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with clarity and ease.

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	**Conceptual understanding is limited.** The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.
3–4	**Conceptual understanding is mostly demonstrated.** The choice of text type is generally appropriate to the context, purpose and audience. The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response. The response incorporates some conventions of the chosen text type.
5–6	**Conceptual understanding is fully demonstrated.** The choice of text type is appropriate to the context, purpose and audience. The register and tone are appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.

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

Kama mwanachama wa Chama cha Utamaduni shuleni mwako, umealikwa kutoa maoni yako kuhusu utamaduni wako katika Siku ya Utamaduni shuleni. Andika matini ambapo unafafanua vipengele muhimu vinavyotambulisha utamaduni wako na uelezee manufaa ya kudumisha vipengele hivyo vya utamaduni katika jamii yako.

Hotuba	Insha	Pendekezo

Criterion B:

- Jibu linafaa kuangazia "maoni" ya utamaduni mmoja wa mtahiniwa wala sio tamaduni za jamii/watu mbalimbali.
- Maelezo ya "vipengele muhimu" ni ufafanuzi wa sifa za kipekee ambazo zinaweza kutofautisha utamaduni husika na tamaduni nyingine.
- Maelezo ya "manufaa" yanahitaji kuonyesha jinsi "vipengele" tofauti vya utamaduni huo ni muhimu kwa jamii husika. Jibu linaweza kugusia madhara au athari za kutodumisha vipengele vinavyotambulisha utamaduni katika jamii.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Hotuba	Aina hii ya matini inafaa kwa lengo la kutoa taarifa kwa hadhira, kundi kubwa la wanafunzi (wenza) katika muktadha wa shule.
Generally appropriate	Insha	Aina hii ya matini kimsingi huwa ya kitaaluma, ambayo husomwa na mtu (watu) aliyetumiwa. Kwa kawaida sio matini ya umma.
Generally inappropriate	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.

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 isiyo rasmi
- Toni yenye umakini unaofaa

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

Swali 2

Hivi karibuni, shule yako ilisherehekea maadhimisho ya kila mwaka kutoka wakati ilipofunguliwa. Katika sherehe hizo, wanafunzi waliwaburudisha wageni kwa maonyesho mbalimbali. Andika matini kwa jumuiya ya shule ambapo unaelezea jinsi maonyesho mbalimbali yalivyofanikiwa na changamoto walizokumbana nazo washiriki wa maonyesho hayo.

Insha	Makala	Pendekezo

Criterion B:

- Jibu litaonyesha kwa uwazi katika mwanzo kuwa shule ilikuwa inasherehekea maadhimisho ya ya kila mwaka ya kufunguliwa kwake.
- Maelezo ya "maonyesho mbalimbali" ni maelezo ya matukio/matendo tofauti yaliyofanyika kuwafurahisha wahudhuriaji/hadhira, kwa mfano, michezo ya kuigiza, nyimbo, ngoma, mashairi, masimulizi, kucheza ala za muziki n.k
- Mafanikio yaangazie maonyesho yaliyoendelea vyema kama ilivyotarajiwa au zaidi na yaliyowaridhisha washiriki, wawezeshaji au hadhira; ilhali "changamoto" ni vipengele tofauti vya maonyesho ambavyo havikwenda vizuri na kutoridhisha.

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Makala	Aina hii ya matini inafaa kwa malengo anuwai ambayo ni pamoja na kufahamisha, kujadili, kutoa maoni n.k., ambayo aghalabu huchapishwa kwenye magazeti na majarida. Makala pia inafaa kwa mawasiliano ya hadhira kubwa kama vile shule.
Generally appropriate	Insha	Aina hii ya matini kimsingi huwa ya kitaaluma, ambayo husomwa na mtu (watu) aliyetumiwa. Kwa kawaida sio matini ya umma.
Generally inappropriate	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.

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
- Toni yenye umakini na uangalifu unaofaa

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

Swali 3

Kumekuwapo na ongezeko la uhalifu miongoni mwa vijana katika mtaa wako. Kama mwanachama wa chama cha vijana mtaani, wasimamizi wa mtaa wako wamekuomba usaidizi kupambana na tatizo hili. Andika matini ambapo unaelezea sababu za matukio hayo kuongezeka kulingana na maoni yako na utoe ushauri wa kinachoweza kufanywa ili kukabiliana na tatizo hili.

Barua pepe	Makala	Pendekezo

Criterion B:

- Jibu linafaa kuangazia ongezeko la visa vya uhalifu miongoni mwa vijana mtaani. Hata hivyo, jibu linalogusia uhalifu unaotendwa na watu wengine isipokuwa vijana halifai kuadhibiwa, bora limezungumzia uhalifu mtaani. Vitendo vya uhalifu au aina tofauti za uhalifu vinaweza kujumuishwa ila sio lazima.
- "Sababu za matukio" zinafaa kuwa maelezo ya mambo yanayosababisha vijana kujihusisha na vitendo vya uhalifu.
- "Ushauri" unafaa kuwa mapendekezo ya hatua zinazoweza kuchukuliwa ili kupata suluhisho la tatizo la vijana kujihusisha na uhalifu.

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	Barua pepe	Aina hii ya matini inafaa kwa lengo la kutoa taarifa, lakini kimsingi inatumiwa kuwasiliana na watu binafsi au vikundi vidogo vya watu.
Generally inappropriate	Makala	Aina hii ya matini inafaa kwa malengo anuwai ambayo ni pamoja na kufahamisha, kujadili, kutoa maoni n.k., ambayo aghalabu huchapishwa kwenye magazeti na majarida. Makala pia inafaa kwa mawasiliano ya hadhira kubwa kama vile 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:
- Sajili rasmi
- Toni iliyo na umakini na ya kuwashawishi

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:

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.

Hotuba
- Itaanza 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

Insha
- Itakuwa na utangulizi na hitimisho bainifu
- Itakuwa na mbinu zinazomwezesha msomaji kufuatilia hoja kwa urahisi; kwa mfano, aya zilizowekwa wazi

Makala
- Itakuwa na mada/ kichwa mwafaka
- Itadhihirisha ufahamu wa hadhira lengwa
- Itakuwa na utangulizi, mwendelezo, na hitimisho vyenye kushirikisha

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