

November 2013 subject reports

Swahili B

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 13	14 - 27	28 - 43	44 - 57	58 - 71	72 - 84	85 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 12	13 - 26	27 - 44	45 - 58	59 - 74	75 - 87	88 - 100

Higher level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 6	7 - 12	13 - 17	18 - 21	22 - 26	27 - 30

Recommendations for IB procedures, instructions and forms

The procedures and instructions were followed by a majority of the candidates showing good preparation practices. The presentation time was well spent although there were a few cases where the candidates used under three minutes or more than six minutes. The discussion part was equally well done as the teachers asked students questions that engaged them throughout the oral exercise. However, there were a few cases where students were not given adequate time to express themselves.

The range and suitability of the work submitted

The work submitted was of a good range and suitable to the level of the candidature. The photographs were relevant to the target language and culture, allowed the students to describe a situation and offered a personal interpretation. They were also relevant and of interest to the students' age group and the teachers asked questions that engaged the students. However, questions that require yes and no answers should be avoided.

Candidate performance against each criterion

Most candidates got between 5 and 7 marks in criterion A and a few got between 8 and 9. For criterion B most candidates between 7 and 8 marks and a few got between 9 and 10. Most of the candidates were able to communicate their ideas correctly and the receptive skills were excellent for some candidates. However, there were cases where some struggled to communicate their ideas and receptive skills. More practice needs to be done for some candidates. It is highly recommended that some teachers should take time to prepare their candidates.

Recommendations for the teaching of future candidates

There is need for the teachers to choose good photographs for their candidates and that students should not be allowed to pick the photographs they will use for their orals. It is recommended that the SL and HL candidates use different photographs as opposed to using the same photographs.

The environment should also be good so as not to interfere with the quality of students' work. There were a few cases where the background noise could be heard which hindered the moderation process.

Standard level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 6	7 - 12	13 - 17	18 - 21	22 - 26	27 - 30

Recommendations for IB procedures, instructions and forms

This was well done by most of the teachers as the students were given a chance to present then discuss the topic before exploring other related topics based on what candidates had learned in class. However, there were a few cases where the teachers ignored the topic under discussion and failed to ask pertinent questions. Time was well-managed by most candidates and teachers though there were a few cases where candidates presented for less than three minutes or more than six minutes. Generally, there was a good balance between Parts 1 and 2.

The range and suitability of the work submitted

The work submitted was suitable and appropriate to the age range. The photographs were relevant to the target language, allowed the students to describe a situation and offer a personal interpretation. They were also relevant and of interest to the candidates' age group and the teachers asked questions that engaged the students. However, questions that require

yes and no should be avoided. The captions should be more visible and east for the candidates to read and understand.

Candidate performance against each criterion

Most of the candidates were able to communicate their ideas correctly and the high level of comprehension demonstrated a good standard of the candidates' receptive skills. However, there were some cases where candidates struggled to communicate their ideas. More practice needs to be done for some candidates. It is highly recommended that teachers should take time to expose their candidates to a practice individual oral examination before the version sent for moderation.

Recommendations for the teaching of future candidates

There is need for the teachers to choose good photographs for their candidates and that students should not be allowed to pick the photographs they will use for their orals. It is recommended that the SL and HL candidates use different photographs. The environment should also be good so as not to interfere with the quality of the candidates' work.

Further comments

Many teachers prepared their candidates in timely fashion: early and good preparation is key to any successful oral exam. However, there were a few cases of late submission of work which should be discouraged.

Higher level written assignment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 11	12 - 14	15 - 18	19 - 21	22 - 25

Recommendations for IB procedures, instructions and forms

The procedures were well followed by many candidates and the variety of literature on which the assignments were based was impressive. Procedurally, the forms were fully and adequately filled by the teachers.

The range and suitability of the work submitted

There was a very good range of work submitted by the candidates appropriate to their level of language acquisition. A number of candidates were able to appreciate the literary work they chose to explain their aims. However, there were a few cases where the candidates didn't

know what was expected of them and the work submitted did not allow the candidates to realise their full potential.

Candidate performance against each criterion

Most candidates did very well in Criterion B – Content - as they were able to use the literary work accordingly to express their aims. However performance in Criterion A – Language - varied as most candidates failed to appreciate the literary work they were using and made many grammatical mistakes. Criterion C – Format - was fairly well done as most of the candidates knew what was expected of them but a few didn't. Criterion D- Rationale - was by the far the hardest criterion for candidates.

Recommendations for the teaching of future candidates

There is need to prepare the candidates well by taking them through the requirements of this new component. Students should be advised to choose the book they are conversant with in order to be able to fulfil the aims they have identified.

Standard level written assignment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 12	13 - 15	16 - 19	20 - 22	23 - 25

Recommendations for IB procedures, instructions and forms

Many teachers followed the required procedures of preparation and the choice of texts by teachers was generally good. It is reminded that it is the teacher who chooses the texts and the texts remain unseen by the candidate until the day of the written assignment. Some of the texts were either too long or inappropriate for this level of candidature.

The range and suitability of the work submitted

There were excellent choices of the range and suitability of the work submitted by many students. However, a few cases of topics that the students had little knowledge of were also submitted.

Candidate performance against each criterion

Many candidates performed very well on Criterion B- content - and fairly well in Criterion A- Language. However, there were difficulties in Criterion C- Format and Criterion D- Rationale. Many students didn't know what to do. However, there were cases where some students did

extremely well in the same Criteria. The choice of texts used to a great extent determined how the students performed.

Recommendations for the teaching of future candidates

There is need to prepare the students adequately for this new task. It appeared like some students had no idea OF the requirements of this component. N14 will be the last session of the current written assignment and teachers are reminded to read the new guide which outlines the new written assignment from N15 onwards.

Higher level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 10	11 - 21	22 - 30	31 - 36	37 - 43	44 - 49	50 - 60

The areas of the programme and examination which appeared difficult for the candidates

The areas that appeared difficult for candidates were: matching the first part and the second part of the sentences, True and False with justification- some candidates could only get one part but mostly the justification seemed difficult. There were difficulties too in questions where students were asked what the word/s or phrases referred to in the text. These are not very new aspects in the programme but a little practice would be go a long way in helping future candidates.

The areas of the programme and examination in which candidates appeared well prepared

The candidates appeared well prepared in questions that required short answers, use of vocabulary in context, identifying True or False statements, gap filling and Multiple Choice Questions. It is reminded that questions stating 'find the expression for' require more than word and, conversely, those stating 'find the word which means...' only require a synonym.

The strengths and weaknesses of the candidates in the treatment of individual questions

Most of the candidates were able to answer questions that required short answers, Multiple Choice Questions and identifying True or False statements and generally vocabulary related questions. However, the weaknesses were in relation to True or False with justification- many were not able to do this exercise as expected as some gave one part of the answer. To obtain a full mark in this type of question, both parts of the answer are required.

Recommendations and guidance for the teaching of future candidates

The future candidates should be taken through the demands of the new syllabus and question setting format; they should also be subjected to adequate preparation before taking their final papers. Teachers therefore need to spend a lot of time introducing the various question types to their candidates while also allowing plenty of time to practise exam timing. This is a very demanding paper in which 60 marks are available in just 90 minutes. Practice makes perfect!

Standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 13	14 - 20	21 - 27	28 - 35	36 - 40	41 - 45

The areas of the programme and examination which appeared difficult for the candidates

The areas that appeared difficult to candidates were: completing the sentences as stated in the rubrics, filling in the gaps and Multiple Choice questions.

The areas of the programme and examination in which candidates appeared well prepared

The candidates appeared well prepared in questions that required short answers, vocabulary related questions and True or False with justification.

The strengths and weaknesses of the candidates in the treatment of individual questions

Many candidates did very well in short answers and vocabulary related questions and using justification to support the answers asked for. However, there were difficulties for some candidates filling in the gaps, completing sentences and MCQs and general vocabulary.

Recommendations and guidance for the teaching of future candidates

Regular practice is needed before the candidates sit their final exams. The candidates should also be exposed to the new syllabus and question setting format.

Higher level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 12	13 - 18	19 - 24	25 - 31	32 - 37	38 - 45

The areas of the programme and examination which appeared difficult for the candidates

The part B appeared difficult for many candidates as they seemed not to know what was expected of them. Many candidates wrote on technology in general and not its effects on food and the youth. It is reminded that the stimulus should act as a springboard for candidates to express their point of view which they then justify. Although any text-type is permissible for this exercise, it is strongly recommended that the essay be used.

The areas of the programme and examination in which candidates appeared well prepared

Many candidates appeared well prepared for Health, Leisure and Science and technology related topics. The most popular topic done was on Health- Q3. Cultural diversity and Customs and traditions were least answered by candidates.

The strengths and weaknesses of the candidates in the treatment of individual questions

The greatest strength by many candidates was on the message and language. Many candidates were able to express their thoughts and communicated the same with ease. However, the text-type and reasoning used in part B were quite a challenge to many candidates. This is an area that needs a lot of attention and can be overcome with plenty of in-class practice.

Recommendations and guidance for the teaching of future candidates

The candidates should be exposed to the new format of question setting and do a lot of practice before sitting for their final exam. Greater emphasis should be placed on part B.

Further comments

There is need for all teachers to get used to the new syllabus and format of question setting.

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 11	12 - 14	15 - 18	19 - 21	22 - 25

The areas of the programme and examination which appeared difficult for the candidates

Science and technology, Cultural diversity and Customs appeared rather difficult for some candidates. Many candidates had little information on the topics they selected hence limited their performance.

The areas of the programme and examination in which candidates appeared well prepared

The candidates seemed well prepared in Leisure and Health related topics.

The strengths and weaknesses of the candidates in the treatment of individual questions

Many candidates had a problem in the text-type of the work they were writing on. The format of presenting the work was quite a challenge to many candidates hence limiting their performance. However, questions 2 and 3 were the most popular as the candidates had adequate knowledge, facts and format of the selected work.

Recommendations and guidance for the teaching of future candidates

The candidates should be prepared for a broader view or range of topics which will give them an advantage in the exam atmosphere. The candidates should be told to write the number of the question they have chosen. It is also essential that candidates think carefully before selecting the question they wish to answer. Planning is critical and candidates should get into the habit of writing a plan before beginning their full response. More time spent practising this sort of exercise will also allow for time for the candidates to check their work.