Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2022

Swahili / Swahili / Swahili B

Higher level
Niveau supérieur
Nivel Superior

Paper / Épreuve / Prueba 1

9 pages/páginas

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. Some basic grammatical structures are used, with some attempts to use more complex structures. Language contains errors in both basic and more complex structures. Errors interfere with communication.
4–6	**Command of the language is partially effective.** Vocabulary is generally appropriate to the task and varied. A variety of basic and some more complex grammatical structures is used. 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, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. 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 nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions. A variety of basic and more complex grammatical structures is used selectively in order to enhance communication. 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

Umesoma makala moja ya gazeti kuhusu changamoto ambazo wanaohitimu vyuoni hukabiliana nazo wanapoingia katika soko la ajira. Andika matini ambapo unaelezea changamoto ile ngumu zaidi, jinsi ya kukabiliana nayo na uelezee ni kwa nini ni muhimu kuchukua hatua hiyo.

Barua kwa mhariri	Blogu	Wasilisho

Criterion B:

- Jibu linafaa kujadili changamoto ambazo wanaohitimu vyuoni hukabiliana nazo wanaposaka ajira baada ya chuo; lakini sio wakiwa tayari kazini. Inaweza kuwa changamoto moja au changamoto nyingi.
- "Jinsi ya kukabiliana" inafaa kuangazia suluhu za changamoto za kutafuta ajira.
- " Kwa nini" inafaa kueleza manufaa ya kupata suluhisho la changamoto hizo katika utafutaji wa ajira.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Barua kwa mhariri	Aina hii ya matini inaakisi maoni ya mwandishi juu ya mada au wazo fulani. Barua kwa mhariri ni matini inayotumwa kwa gazeti/jarida na yeyote katika umma, halafu inachapishwa ili isomwe na umma.
Generally appropriate	Wasilisho	Aina hii ya matini ni ya muundo wa mazungumzo ya kuwasilishwa kwa mdomo. Wasilisho linalenga kueleza jambo fulani kwa uwazi.
Generally inappropriate	Blogu	Aina hii ya matini kimsingi husomwa na wasomaji wasiobainishwa, na hutegemea msomaji kujitafutia taarifa.

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 kushirikisha

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

Swali 2

Ili kusherehekea tamaduni tofauti katika shule yako, utawala wa shule umeanzisha kamati ya masuala ya kitamaduni. Waliochaguliwa katika kamati hiyo hawawakilishi tamaduni zote zilizoko shuleni. Kama mmoja wa wanachama wa kamati hiyo, andika matini ukielezea kile ambacho kimefanyika, kwa nini kimefanyika na ni nini kinapaswa kufanywa ili kuboresha hali hiyo.

Barua kwa mhariri	Blogu	Wasilisho

Criterion B:

- Jibu linapswa kuchunguza muundo wa kamati na jinsi wanachama hawawakilishi tamaduni zote na asili tofauti zilizoko shuleni. "Tamaduni zote" inaweza kujumuisha wanafunzi, walimu na wafanyakazi wengine shuleni.
- "Kile ambacho kimefanyika" inaweza kujumuisha vigezo vilivyotumika kuchagua wanachama wa kamati, mipango na hatua ambazo kamati imechukua, au mipango na hatua kamati inapanga kuchukua ili kufanikisha kusherehekea kwa "tamaduni tofauti"
- "Kwa nini" inafaa kutoa sababu za hatua zilizochukuliwa au zitakazochukuliwa na kamati.
- "Nini kinapaswa kufanywa" inafaa kujadili mapendekezo yatakayoangazia hali ya kamati ya kutokuwa na wanachama wanaowakilisha tamaduni zote zilizoko shuleni.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Wasilisho	Aina hii ya matini ni ya muundo wa mazungumzo ya kuwasilishwa kwa mdomo. Wasilisho linalenga kueleza jambo fulani kwa uwazi.
Generally appropriate	Blogu	Aina hii ya matini kimsingi husomwa na wasomaji wasiobainishwa, na hutegemea msomaji kujitafutia taarifa.
Generally inappropriate	Barua kwa mhariri	Aina hii ya matini inaakisi maoni ya mwandishi juu ya mada au wazo fulani. Barua kwa mhariri ni matini inayotumwa kwa gazeti/jarida na yeyote katika umma, halafu inachapishwa ili isomwe na 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 isiyo rasmi
- Toni iliyo makini na inayoshirikisha

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

Swali 3

Kutokana na kupigwa marufuku kwa wanafunzi kutazama vituo vya michezo na burudani isipokuwa vituo vya habari katika ukumbi wa televisheni, kumekuwa na malalamiko miongoni mwa wanafunzi. Ungetaka kutoa maoni kuhusu jambo hilo. Andika matini ambapo unaelezea hali hiyo na jinsi wanafunzi wanavyohisi, upendekeze suluhu kwa niaba ya wanafunzi wenzako na uthibitishe pendekezo lako.

Barua kwa mhariri	Barua pepe	Mahojiano

Criterion B:

- Jibu linapaswa kueleza kwa uwazi "hali", marufuku kwa wanafunzi kutazama vituo vya michezo isipokuwa vituo vya habari, na "malalamiko" kama machungu yao kutokana na marufuku hiyo.
- "Suluhu" inafaa kuangazia mapendekezo yatakayogusia malalamiko. Mapendekezo yanaweza kujaribu kufanya pande zote mbili kutosheka; yaani, malalamiko ya wanafunzi kutatuliwa na pia utawala wa shule kuridhika na mapendekezo hayo.
- "Uthibitishe" lazima itoe sababu za mapendekezo hayo na jinsi yatakavyosuluhisha hali iliyoko.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Mahojiano	Aina hii ya matini inaakisi majibu yanayotolewa na mtu(watu) binafsi moja kwa moja- katika muundo wa Swali na Jibu- au matini inayoripoti na kutoa majibu yanayotolewa na mtu/watu kwa muhtasari katika mtindo wa kiuanahabari unaojumuisha nukuu za moja kwa moja.
Generally appropriate	Barua kwa mhariri	Aina hii ya matini inaakisi maoni ya mwandishi juu ya mada au wazo fulani. Barua kwa mhariri ni matini inayotumwa kwa gazeti/jarida na yeyote katika umma, halafu inachapishwa ili isomwe na umma.
Generally inappropriate	Barua pepe	Aina hii ya matini inafaa kwa lengo la kutoa taarifa, lakini kimsingi inatumiwa kuwasiliana na watu binafsi au vikundi vidogo vya watu.

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 iliyo makini na inayoshirikisha

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 kwa mhariri
- Itatumia sauti yenye umakini unaofaa
- Itatoa maoni kwa mtindo unaovutia na kushirikisha
- Itajumuisha vipengele vingine rasmi vya barua (tarehe, salamu, salamu za kufunga na kadhalika)
- Itakuwa na utangulizi mfupi.

Wasilisho
- Itatumia sauti yenye umakini unaofaa
- Itahutubia hadhira na kuwa nao kutoka mwanzo hadi mwisho (kwa mfano kutumia maneno kama "sisi" na "ninyi" na kadhalika)
- Itaanza kwa kuteka hadhira makini na kutamatisha bila kukanganya mwishowe
- Itajumuisha balagha kama vile maswali ya balagha, takriri na kadhalika

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 kusisimua, kuwakaribisha kutoa maoni, na kadhalika
- Itakuwa na kauli ya kutamatisha ili kumalizia

Mahojiano
- Itatumia sajili moja mfululizo kwa kila msemaji
- Itakuwa na kichwa/mada inayofaa
- Itakuwa na utangulizi na hitimisho
- Itakuwa na muundo wa swali na jibu, kwa kuonyesha mazungumzo ya kupokezana kati ya wasemaji
- Itaakisi mazungumzo halisi ya mdomo kwa mdomo, pengine pamoja na kukatizana kwingi

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.