Diploma Programme
Programme du diplôme
Programa del Diploma

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2021

Swahili / Swahili / Swahili ab initio

Standard level
Niveau moyen
Nivel Medio

Paper / Épreuve / Prueba 1

13 pages/páginas

International Baccalaureate
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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.
1-2	**Command of the language is limited** Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Abundant repetition and inaccuracies interfere with meaning.
3-4	**Command of the language is generally effective.** Vocabulary is generally appropriate to the task, and varied. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is generally accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
5-6	**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 effectively. Language is mostly accurate. Occasional errors 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.	
1–2	**The task is partially fulfilled.** Some ideas are relevant. 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 is unclear at times; the reader has difficulty in understanding the message.** The response covers only some points in the task, and not all the points expressed are relevant. 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.
3–4	**The task is generally fulfilled.** Most ideas are relevant to the task. Some ideas are developed with some detail and examples. 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 clear; the reader's overall understanding is not impeded, despite some ambiguity.** The response covers most of the points in the task, and most of the points expressed are relevant. The response includes some supporting details and examples. The ideas are organized in a logical way; basic cohesive devices are used correctly to aid the delivery of the message, although they may be areas of slight confusion at times.
5–6	**The task is fulfilled effectively.** Ideas are relevant to the task. Ideas are developed well, providing details and relevant 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 the points in the task, and the points expressed are relevant. The response uses supporting details and examples to clarify the message. The ideas are organized well; a range of basic cohesive devices are used correctly to deliver the message with little or no ambiguity.

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	**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.
2	**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.
3	**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

Umepokea tuzo shuleni, na wazazi wako wameamua kuandaa karamu kusherehekea ushindi huo. Unataka mwalimu wako wa shule ya msingi ashiriki katika sherehe. Andika matini ukieleza ni tuzo gani ulilolishinda, na umpe taarifa muhimu kuhusu sherehe.

Blogu	Mwaliko	Ujumbe

Criterion B:

Points to be covered:
- maarifa yanayohusiana na muktadha husika, k.m. kwamba karamu inaandaliwa kusherehekea pokezi la tuzo.
- maelezo kuhusu tuzo (kwa mfano ni tuzo gani? Ya masomo au michezo?
- maelezo hali hiyo, k.v. kwamba unataka mwalimu ashiriki katika sherehe na kwa nini?
- maarifa kuhusu maandalizi kama, tarehe gani, saa saa ngapi, wapi?

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Mwaliko	Aina ya maandishi ambayo kwa kawaida hushughulikiwa kwa mtu binafsi, lakini kwa kawaida hutumiwa kutoa habari juu ya tukio ambalo mwandishi ameliandaa, badala ya kutoa maoni.
Generally appropriate	Ujumbe	Aina ya maandishi inayofaa kwa madhumuni ya kumwandikia mtu binafsi kwa haraka na ufanisi. Mara nyingi hutumiwa ambapo mwandishi anaweza kutarajia jibu la haraka (k.v. kujibu maoni).
Generally inappropriate	Blogu	Aina ya maandishi ambayo kwa kawaida huwasilisha matukio ya maisha aliyoyapitia mtu na/au maoni yake binafsi, na husomwa na hadhira kubwa isiyojulikana.

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 can be considered "appropriate", and the "generally inappropriate" text type can considered "generally appropriate".

Register and tone:
- isiyo rasmi sana hadi rasmi
- sauti ya heshimu

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

Swali 2

Umehudhuria semina ya kuvutia kuhusu mtandao wa kijamii, na unataka kuishirikia na rafiki zako na wengine. Andika matini ukieleza mawazo mapya uliyoyajifunza kutoka kwa semina hiyo ni nini uliifurahia zaidi kuhusu siku yako.

Barua	Blogu	Mwaliko

Criterion B:

Points to be covered:
- maarifa yanayohusu muktadha, kwamba umehudhuria semina kwa mfano aina gani ya semina?
- maelezo ya maarifa mapya unayotaka kuyashirikia na wengine na kwa mfano kwa nini?
- maelezo ni jambo gani hasa lilivutia.

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Blogu	Aina ya maandishi ambayo kwa kawaida huwasilisha matukio ya maisha aliyoyapitia mtu na/au maoni yake binafsi, na husomwa na hadhira kubwa isiyojulikana.
Generally appropriate	Barua	Aina ya maandishi ambayo aghalabu huandikwa na mtu binafsi na hupelekwa kwa mpokeaji aliyetajwa/asiyetajwa na pia inaweza kuwa rasmi au isiyo rasmi.
Generally inappropriate	Mwaliko	Aina ya maandishi ambayo kwa kawaida hushughulikiwa kwa mtu binafsi, lakini kwa kawaida hutumiwa kutoa habari juu ya tukio ambalo mwandishi ameliandaa, badala ya kutoa maoni.

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 can be considered "appropriate", and the "generally inappropriate" text type can considered "generally appropriate".

Register and tone:
- isiyo rasmi sana hadi rasmi
- sauti ya kirafiki

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

Swali 3

Usiku moja, ulikuwa na ndoto. Katika ndoto hiyo wewe na ndugu zako mlitembelea nyumba ya kumbukumbu. Pale ulihudhuria tukio la ajabu, tena la kuvutia sana, na unataka kuiandika ili usiisahau. Andika matini ukieleza tukio hilo, na kwa nini lilikuwa la ajabu na tena la kuvutia kwako.

Blogu	Mwaliko	Shajara

Criterion B:

Points to be covered:
- maelezo kuhusu muktadha ambao ndoto hutokea (kwa mfano ilitokea wapi, tarehe gani)
- Hadithia tukio lililotokea ndotoni
- kwa nini tukio ni ajabu kwako
- ni jambo gani hasa lilikuwa kuvutia kwako

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Shajara	Aina ya maandishi kawaida hutumiwa na mwandishi kutafakari juu ya mawazo yao wenyewe; kawaida haishirikiwi na wasomaji wengine.
Generally appropriate	Blogu	Aina ya maandishi ambayo kwa kawaida huwasilisha matukio ya maisha aliyoyapitia mtu na/au maoni yake binafsi, na husomwa na hadhira kubwa isiyojulikana.
Generally inappropriate	Mwaliko	Aina ya maandishi ambayo kwa kawaida hushughulikiwa kwa mtu binafsi, lakini kwa kawaida hutumiwa kutoa habari juu ya tukio ambalo mwandishi ameliandaa, badala ya kutoa maoni.

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 can be considered "appropriate", and the "generally inappropriate" text type can considered "generally appropriate".

Register and tone:

- sio rasmi
  sSauti ya kusisimua

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

Swali 4

Wewe umepewa fursa ya kuhutubia umma juu ya faida za lishe bora kwa binadamu. Andika matini ukieleza maana ya lishe bora na utoe maoni yako juu ya faida zake

Barua	Makala	Ripoti rasmi

Criterion B:

Points to be covered:
- maelezo ya lishe bora
- kwa nini lishe bora ni muhimu (kwa mfano matokeo ya lishe isiyo bora)
- faida mbalimbali za lishe bora (angalau moja)
- maoni kuhusu faida hiyo/hizo (kwa mfano, lishe bora husababisha afya bora au maisha bora)

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Makala	Aina ya maandishi rasmi ya habari, yenye madhumuni yakiwemo kuarifu, kujadili, kutoa maoni n.k., na kwa kawaida huandikwa na mtu binafsi kwa hadhira kubwa isiyojulikana. Pia, kwa kawaida huchapishwa kwenye magazeti au majarida.
Generally appropriate	Ripoti rasmi	Maelezo au uchanganuzi wa hali au wazo fulani kulingana na uchunguzi au utafiti. Aghalabu huandikwa na mtu binafsi kwa mtu au watu fulani, na kwa lengo mahsusi.
Generally inappropriate	Barua	Aina ya maandishi ambayo aghalabu huandikwa na mtu binafsi na hupelekwa kwa mpokeaji aliyetajwa/asiyetajwa na pia inaweza kuwa rasmi au isiyo rasmi.

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 can be considered "appropriate", and the "generally inappropriate" text type can considered "generally appropriate".

Register and tone:
- rasmi
- sauti rasmi

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

Swali 5

Miezi sita iliyopita, mwalimu wako wa sayansi aliagiza wewe na kila mmoja wa wanafunzi wenzako kuanzisha bustani ndogo ya mboga nyumbani kama mradi wa sayansi. Mwalimu wa sayansi amekuambia umpe maoni yako juu ya mradi huo. Andika matini kufafanua bustani yako na kueleza nini umejifunza kutoka mradi huo.

Blogu	Hotuba	Ripoti rasmi

Criterion B:

Points to be covered:
- bustani iko eneo gani katika nyumba (na kwa mfano ina ukubwa gani)
- mboga gani zimepandw na kwa nini? (kwa mfano inachukua miezi mingapi kutoa mazao?)
- maoni juu ya bustani (kwa mfano nini umejifunza kuhusu au kutoka kwa bustani, mboga)
- ni faida gani zimepatiwa kutoka kwa bustani au mradi wa sayansi.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Ripoti rasmi	Maelezo au uchanganuzi wa hali au wazo fulani kulingana na uchunguzi au utafiti. Aghalabu huandikwa na mtu binafsi kwa mtu au watu fulani, na kwa lengo mahsusi.
Generally appropriate	Hotuba	Muundo wa mazungumzo yatakayowasilishwa kwa mdomo. Hotuba na mjadala huwa na nia ya kushawishi, huku wasilisho likilenga kueleza jambo wazi wazi.
Generally inappropriate	Blogu	Aina ya maandishi ambayo kwa kawaida husomwa na hadhira kubwa isiyojulikana.

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 can be considered "appropriate", and the "generally inappropriate" text type can considered "generally appropriate".

Register and tone:
- rasmi
- sauti rasmi, lakini kwa sauti ya shauku

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

Swali 6

Umemaliza zamu yako kama kiongozi wa wanafunzi wa shule yako na leo kuna mkutano kumkaribisha kiongozi mpya. Andika matini kwa kiongozi mpya, ukimwelezea mpango mmoja ulioutekeleza, na changamoto muhimu zaidi inayokabili shule ambayo bado inahitajika kushugulikiwa.

Hotuba	Makala	Ripoti rasmi

Criterion B:

Points to be covered:
- madhumuni ya mkutano
- maelezo juu ya mpango ulioushughulika
- maelezo kuhusu changamoto iliyokabili shule
- shauri kuhusu, vipi changamoto inaweza ukatatuka

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Hotuba	Muundo wa mazungumzo yatakayowasilishwa kwa mdomo. Hotuba na mjadala huwa na nia ya kushawishi, huku wasilisho likilenga kueleza jambo wazi wazi.
Generally appropriate	Ripoti rasmi	Maelezo au uchanganuzi wa hali au wazo fulani kulingana na uchunguzi au utafiti. Aghalabu huandikwa na mtu binafsi kwa mtu au watu fulani, na kwa lengo mahsusi.
Generally inappropriate	Makala	Matini ya kiuanahabari, yenye malengo anuwai ambayo ni pamoja na kufahamisha, kujadili, kutoa maoni n.k., ambayo aghalabu huchapishwa kwenye magazeti na majarida.

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 can be considered "appropriate", and the "generally inappropriate" text type can considered "generally appropriate".

Register and tone:
- rasmi
- sauti ya rasmi

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
- aina ya anwani
- salamu ya kufunga ("Mpendwa…", "Kwa…" n.k.)
- mwili
- kimalizio
- jina la mtumaji

Mwaliko

- mada ya habari
- jina la mpokeaji na / au mtumaji
- ombi la jibu au uthibitisho wa mahudhurio
- mtindo wa **mwaliko** kupitia barua ya kirafiki unaweza kutumiwa. Kianzio kiwe na salamu.
- anwani ya mwandishi kwa ajili ya mawasiliano
- jina la mwandishi
- nambari ya simu, anuani ya barua pepe

Iwapo mwandishi atatumia mtindo wa kadi ya **mwaliko:**
- Kuwe na maneno ya mwaliko kwenye kianzio cha kadi
- Maelezo kwenye kiini cha mwaliko
- Anwani, nambari ya simu, anwani ya barua pepe, sanduku la posta

Blogu
- mada ya habari
- tarehe na / au wakati
- jina la mwandishi / jina la mtumiaji
- mwili/kiini
- marejeo kwa wasomaji
- mwisho – kiungo/viungo (link/links), kanuni, anwani ya mawasiliano nk

Sharaja
- tarehe
- mada/ kichwa
- tukio (Simulizi ya mtu binafsi)
- kimalizio

Ripoti rasmi
- mada ya habari
- tarehe
- utangulizi
- mwili
- kimalizio – jina la mwandishi wa ripoti, anwani yake au nambari ya simu

Ujumbe
- Simulizi ya mtu binafsi
- nambari ya simu au anwani ya barua pepe
- ujumbe
- kimalizio

Hotuba
- maamkio kwa hadhira
- mada ya habari
- utangulizi
- mwili
- hitimisho (ushukuru kwa hadhira)

Makala
- mada ya habari
- utangulizi
- zingatia aya
- kiimalizio- taja mwandishi wa Makala, anwani yake na tarehe