Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2021

Swahili / Swahili / Swahili B

Higher level
Niveau supérieur
Nivel Superior

Paper / Épreuve / Prueba 1

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

Shule yako ina mpango wa kubadilisha mfumo wa mchanganyiko wa wasichana na wavulana na kuanza kuwakubali wanafunzi wasichana pekee katika siku zijazo. Kwa sababu unapingana na mabadiliko haya, mwandikie mwenyekiti wa bodi ya shule ambapo unaelezea upinzani wako kwa hatua hiyo, upendekeze hatua zinazofaa kuchukuliwa kabla ya kuutekeleza mpango huo, na uonyeshe jinsi mpango huo unavyoweza kuwa na athari hasi kwa jamii ya shule.

Barua Pepe	Pendekezo	Blogu

Criterion B:

- Jibu linapaswa kuzingatia juu ya mabadiliko ya mfumo wa mchanganyiko kwenda mfumo wa wasichana pekee. Katika kuelezea, jibu linapaswa kuonesha athari hasi za mabadiliko hayo.
- Mjadala wa jibu hilo uoneshe kutokukubaliana na pendekezo hilo, kisha utoe mapendekezo juu ya hatua zinazofaa kuchukuliwa kabla ya utekelezaji wa mpango huo.
- Pia mjadala uoneshe athari chanya zinazoweza kutokea kama mpango huo utafuata hatua zilizopendekezwa.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Barua pepe	Aina ya matini hii inafaa kabisa kwa lengo la kutoa mapendekezo yanayopaswa kuzingatiwa kabla ya utekelezaji wa mabadiliko hayo. Matini hii ni mahususi kwa mtu mmoja, na iwe na salamu za kufungua na kufunga
Generally appropriate	Pendekezo	Aina hii ya matini inaweza kufaa pia kutoa mapendekezo yanayopaswa kuzingatiwa kabla ya utekelezaji wa mabadiliko hayo, ingawa matini hii inaweza kuwa mahususi kwa mtu mmoja au kwa zaidi ya mtu mmoja.
Generally inappropriate	Blogu	Kimsingi msomaji au wasomaji wa matini hii hajulikani, na wao ndiyo hujibidiisha ili kutafuta habari hiyo, hivyo haitafaa ikitumika katika kazi hii.

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:
- Itumie sajiri isiyo rasmi
- Itumie mtindo unaoshawishi ili kumvutia mlengwa akubaliane na mapendekezo hayo

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

Swali 2

Kumekuwepo na ongezeko la ulaji wa vyakula vilivyotengenezewa viwandani ambavyo vinaweza kuwa hatari kwa afya. Unataka kuwashawishi vijana wengine waache kula vyakula hivi. Andika matini ambapo unaelezea hatari za vyakula hivi, upendekeze jinsi ya kukabiliana na hatari hizi, na utoe wito kwa umma na watu mashuhuri kuchukua hatua na kuungana nawe katika vita dhidi ya viwanda hivi.

Blogu	Chapisho la mtandao wa kijamii	Mapitio

Criterion B:

- Jibu litolee maelezo yanayohusu 'vyakula vilivyotengenezewa viwandani'.
- Maelezo yaoneshe hatari za vyakula hivyo kwa afya za walaji
- Jibu liwe na mapendekezo yanayojitosheleza ya namna ya kukabiliana na hatari hizo

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Blogu	Aina hii ya matini inafaa kabisa kuwashawishi walengwa kuhusu athari hizo na kutoa mapendekezo yanayofaa kuchukuliwa ili kukabiliana na hizo athari.
Generally appropriate	Chapisho la mtandao wa kijamii	Aina hii pia inafaa kuielezea jamii, hasa vijana na watu wengine mashuhuru kuhusu athari hizo na kutoa mapendekezo yanayofaa kuchukuliwa ili kukabiliana na hizo athari. Matini hii inaweza kuwafikia watu wengi zaidi
Generally inappropriate	Mapitio	Aina hii ya matini hujikita zaidi katika kutoa maoni juu ya kazi au matini nyingine, hivyo haitafaa kutumiwa hapa

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:
- Matini iliyotumika ichanganye sajiri iliyo nusu rasmi na isiyo rasmi
- Itumie lugha inayowalenga moja kwa moja wasomaji, ivutie na kusisimua.

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

Swali 3

Wakati wa likizo iliyopita, ulijiunga na shule ya msimu wa kiangazi ambayo madarasa yake yote yalifundishiwa mtandaoni, na taasisi hiyo inakuomba utoe maoni yako. Andika matini ambapo unaelezea uzoefu wako katika masomo hayo, utathmini ufanisi wa kutolewa kwa masomo hayo mtandaoni, na upendekeze jinsi ufundishaji huo unavyoweza kuboreshwa kwa wanafunzi wa siku zijazo.

Barua pepe	Chapisho la mtandao wa kijamii	Mapitio

Criterion B:

- Jibu lihusiane na maelezo kuhusu ufundishwaji kwa njia ya mtandao/masomo kwa njia ya mtandao.
- Maoni yanayohusu ufundishwaji kwa njia ya mtandao/masomo kwa njia ya mtandao. Maoni hayo yanaweza kutathmini ufanisi wa utolewaji wa masomo hayo mtandaoni
- Mapendekezo yanayoonesha namna ufundishaji huo unavyoweza kuboreshwa kwa wanafunzi wa siku zijazo

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Mapitio	Aina hii ya matini inafaa zaidi katika kutolea maoni yanayohusiana na ufundishwaji wa masomo kwa njia ya mtandao.
Generally appropriate	Barua pepe	Matini hii pia inafaa kutolea maoni yanayohusiana na ufundishwaji wa masomo kwa njia ya mtandao, ingawa matini hii huwa ni mahususi kwa mtu mmoja au kikundi cha watu wachache.
Generally inappropriate	Chapisho la mtandao wa kijamii	Matini hii huwahusisha wasomaji wa mtandaoni, na hutumia lugha inayowalenga moja kwa moja, yenye mtindo wenye kuhuisha, kuvutia na kusisimua. Pia hutumia mbinu faafu za mtandaoni, kama vile marejeo ya machapisho mengine, na hashitagi za wanachama wengine, hivyo haitafaa kutumiwa hapa.

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:
- Itumie sajiri iliyo nusu rasmi
- Itumie lugha yenye kusisimua na kumvutia msomaji

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:

Blogu
- Itakuwa na mada inayoshirikisha
- Itatumia usimulizi wa nafsi ya kwanza
- Itadhihirisha ufahamu wa wasomaji, kama vile kutumia lugha inayowalenga moja kwa moja, mtindo unaovutia na kusisimua, kuwakaribisha kutoa maoni, na kadhalika
- Itakuwa na kauli ya kutamatisha

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

Mapitio
- Itakuwa na mada inayofaa
- Itakuwa na jina la mwandishi husika
- Itakuwa na utangulizi mfupi na hitimisho linaloeleweka

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.

Chapisho la mtandao wa kijamii/ chapisho la majukwaa ya mitandaoni
- Itatumia usimulizi wa nafsi ya kwanza/kauli ya nafsi ya kwanza
- Itawahusisha wasomaji; kwa mfano, kwa kutumia lugha inayowalenga moja kwa moja, mtindo wenye kuhuisha, kuvutia na kusisimua
- Itajumuisha mbinu faafu za mtandaoni; kwa mfano, marejeo ya machapisho mengine, na hashitagi za wanachama wengine