

Marking notes Remarques pour la notation Notas para la corrección

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Kiswahili / Kiswahili / Kiswahili B

**Standard level
Niveau moyen
Nivel Medio**

Paper / Épreuve / Prueba 1

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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.
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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 inayosema kuwa baadhi ya mito muhimu nchini imekauka kutokana na ukame wa muda mrefu. Andika matini kuchangia mada hiyo ambapo unatoa maoni yako kuhusu madhara yanayoweza kutokea kutokana na tukio hilo kisha upendekeze baadhi ya hatua zinazoweza kuchukuliwa ili kuzuia jambo hili kutokea katika siku zijazo.

Criterion B:

- Jibu linafaa kuangazia “madhara” ya kukauka kwa mito kutokana na “ukame wa muda mrefu”. Mtahiniwa anaweza kujumuisha athari za “ukame wa muda mrefu”.
- “Hatua zinazoweza kuchukuliwa” zinafaa kuangazia kile kinachoweza au kinachofaa kufanywa kuzuia mito kukauka tena kutokana na ukame wa muda mrefu. Jibu linaweza pia kujumuisha hatua zinazoweza kuchukuliwa kuzuia ukame katika siku zijazo.
- “Maoni” ya mtahiniwa sio lazima yawe ya ukweli.

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	Insha	Aina hii ya matini kimsingi huwa ya kitaaluma, ambayo husomwa na mtu (watu) aliyetumiwa. Kwa kawaida sio matini ya umma.
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 yenye umakini na inayoshawishi

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

Swali 2

Matembezi shuleni mwako kila mara huwa ni ya miji maarufu na kwa kawaida mnamtembelea makumbusho na kumbi za maonyesho. Hata hivyo, ungetaka matembezi hayo yawe ya kuvutia zaidi kwa wanafunzi wenzako na ungependa kubadilisha hali hiyo. Andika matini kwa usimamizi wa shule ambapo unapendekeza maeneo mbadala ya kutembelea na uelezee manufaa.

Criterion B:

- Matini inapaswa kuelekezwa kwa “usimamizi wa shule” na jibu linapaswa kuonyesha ya kwamba matembezi ya shule hayajakuwa ya kupendeza sana kwa sababu ya kutembelea maeneo yale yale; “makumbusho na kumbi za maonyesho”.
- “Maeneo mbadala” yanayopendekezwa kwa usimamizi wa shule yanapaswa kuwa maeneo mengine ya kuvutia zaidi ambayo shule inapaswa kuwa ikiwapeleka wanafunzi isipokuwa makumbusho na kumbi za michezo.
- “Manufaa” yanapaswa kuwa faida za kutembelea “maeneo mbadala” yaliyopendekezwa. Jibu linapaswa kuwa la kushawishi kwa nini maeneo mbadala yana faida na yanavutia zaidi.

Criterion C:

Choice of text type:

	Text type	Rationale
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 appropriate	Wasilisho	Aina hii ya matini inafaa kwa lengo la kutoa maelezo kwa njia ya kushawishi kikundi cha watu ili, kubadilisha au kuathiri maoni yao juu ya jambo fulani.
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 rasmi
- Toni yenye umakini na inayoshawishi

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

Swali 3

Umeona video kuhusu roboti mpya unayodhani inaweza kuboresha maisha ya watu. Unataka kutoa mawazo yako kuhusu roboti hii kwa wengine ambao ni wapenzi wa teknolojia kama wewe. Andika matini ambapo unatoa maelezo kuhusu roboti hiyo na uelezee jinsi inavyoweza kutumika kusaia watu.

Criterion B:

- Maelezo ya “roboti mpya” yanafaa kujumuisha vipengele vya roboti ambavyo vinaweza “kuboresha maisha ya watu”. Hivi ni vipengele ambavyo vinaweza kuwa na athari chanya katika maisha ya watu.
- “Wengine ambao ni wapenzi wa teknolojia kama wewe” wanaweza kuwa ni pamoja na wanafunzi wenza, wafanyakazi wenza au kundi lolote la watu linalovutiwa na teknolojia.
- Maelezo ya “jinsi inavyoweza kutumika” yanajumuisha jinsi vipengele vya roboti mpya vinaweza kutekelezwa na kubadilisha maisha ya watu kwa njia chanya.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Blogu	Aina hii ya matini kimsingi husomwa na wasomaji wasiobainishwa, na hutegemea msomaji kujitafutia taarifa.
Generally appropriate	Wasilisho	Aina hii ya matini inafaa kwa lengo la kutoa maelezo kwa njia ya kushawishi kikundi cha watu ili, kubadilisha au kuathiri maoni yao juu ya jambo fulani.
Generally inappropriate	Insha	Aina hii ya matini kimsingi huwa ya kitaaluma, ambayo husomwa na mtu (watu) aliyetumiwa. Kwa kawaida sio matini ya 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 isiyo rasmi
- Toni ya kirafiki inayoshawishi na kuvutia

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

- Salamu zinazofaa za mwanzo na mwisho
- Itakuwa na utangulizi mfupi na hitimisho
- Itamtambulisha mwandishi; mfano jina, eneo.

Insha

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

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 kulisimua, kuwakaribisha kutoa maoni, na kadhalika
- Itakuwa na kauli ya kutamatisha

Barua pepe

- Itakuwa na mstari wa mada husika
- Itadumisha mazungumzo yaliyo wazi kwa mtu mmoja mahsusi
- Itakuwa na salamu za kufungua na kufunga

Wasilisho

- 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
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