

**Marking notes**  
**Remarques pour la notation**  
**Notas para la corrección**

**May / Mai / Mayo de 2019**

**Swahili / Swahili / Swahili B**

**Higher level**  
**Niveau supérieur**  
**Nivel superior**

**Paper / Épreuve / Prueba 2**

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## Section A

### Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	<b>Command of the language is generally adequate, despite many inaccuracies.</b> A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	<b>Command of the language is effective, despite some inaccuracies.</b> A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	<b>Command of the language is good and effective.</b> A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	<b>Command of the language is very effective.</b> A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

### Ufafanuzi

#### Idadi ya maneno

Katika kiwango cha juu (HL), wanafunzi wanahitajika kuandika **angalau** maneno 250 katika sehemu A na maneno **angalau** 150 katika sehemu B. Kukosa kufikisha idadi hii ya maneno kutasababisha kuadhibiwa **[alama 1]** katika kigezo A. Kuzidisha maneno 400 katika sehemu A au maneno 250 katika sehemu B hakutaadhibiwa: kazi nzima lazima izingatiwe wakati wa kutoa alama.

#### 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.

Jibu zuri litakuwa na mapengo machache ya lugha, kama yapo, na kuteleza au dosari huathiri maana kwa nadra sana.

**Criterion B: Message**

- How clearly can the student develop and organize relevant ideas?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>The message has not been communicated.</b> The ideas are irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
3–4	<b>The message has been partially communicated.</b> The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
5–6	<b>The message has been communicated fairly well.</b> The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
7–8	<b>The message has been communicated well.</b> The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.
9–10	<b>The message has been communicated very well.</b> The ideas are relevant and effective. The development of ideas is coherent and thorough; supporting details are highly appropriate.

**Swali 1:**

Hivi karibuni ulitazama filamu ya Kiswahili inayohusu mgogoro kati ya watu wenye imani na desturi tofauti. Andika mapitio ya filamu hiyo huku ukiangazia ni kwa njia gani na kwa kiasi gani mgogoro huo ulivyosuluhishwa na kisha utoe maoni yako kuhusu filamu hiyo.

3–4	
5–6	
7–8	Zoezi hili linatarajia kuwa watahiniwa: <ul style="list-style-type: none"> <li>• watatoa jibu linalohusiana na muktadha uliotajwa katika swali: hivi karibuni walitazama filamu ya Kiswahili</li> <li>• wataangazia filamu inayohusu mgogoro kati ya watu wenye imani na desturi tofauti</li> <li>• watashughulikia vipengele vyote viwili vya swali: ni kwa njia gani mgogoro ulivyosuluhishwa na kwa kiasi gani, na kutoa maoni yao kuhusu filamu hiyo</li> <li>• watatetea mawazo yao kwa kutoa mifano mwafaka, maelezo, na/au mathibitisho</li> <li>• watayapa muundo maendeleo na maendelezo ya mawazo, kama vile kwa kutumia aya au maneno yaletayo muwala, na kadhalika</li> </ul>
9–10	

**Swali 2:**

Katika nchi ya wazungumzaji wa Kiswahili, ulisoma makala iliyosema kwamba kutokana na kukua kwa mahitaji ya kazi za kiufundi nchini, mtaala wa shule unafaa kutilia mkazo masomo yanayohusiana na ustawi wa stadi za kiufundi badala ya masomo ya kitaaluma. Andika barua kwa mhariri kuwasilisha mawazo yako juu ya mada hii.

3–4	
5–6	
7–8	<p>Zoezi hili linatarajia kuwa watahiniwa:</p> <ul style="list-style-type: none"> <li>• watatoa jibu linalorejelea makala asilia (au linalorejelea mawazo mahususi yaliyowasilishwa katika makala hayo)</li> <li>• wataangazia mada ya kama mtaala wa shule unafaa kutilia mkazo masomo yanayohusiana na ustawi wa stadi za kiufundi badala ya masomo ya kitaaluma kutokana na kukua kwa mahitaji ya kazi za kiufundi nchini</li> <li>• wataishughulikia mada kwa undani: ama kwa kuwasilisha mitazamo mbalimbali, au kuchunguza mtazamo mmoja mkuu kwa kina</li> <li>• watatetea mawazo yao kwa kutoa mifano mwafaka, maelezo, na/au mathibitisho</li> <li>• watayapa muundo maendeleo na maendelezo ya mawazo, kama vile kwa kutumia aya au maneno yaletayo muwala, na kadhalika</li> </ul>
9–10	

**Swali 3:**

Wanafunzi wengi zaidi katika shule yako wanaletwa shuleni kwa motokaa na kushukishwa nje ya lango la shule jambo ambalo limezua mjadala miongoni mwa jamii ya shule kuhusu hatari inayosababishwa na idadi kubwa ya magari. Kama rais wa baraza la wanafunzi, umeombwa kuandika pendekezo kwa mwalimu mkuu kuelezea hatari za hali hii na vile inavyoweza kuboreshwa.

3–4	
5–6	
7–8	<p>Zoezi hili linatarajia kuwa watahiniwa:</p> <ul style="list-style-type: none"> <li>• watatoa jibu linalohusiana na muktadha uliotajwa katika swali: wanafunzi wengi zaidi shuleni wanaletwa shuleni kwa motokaa na kushukishwa nje ya lango la shule</li> <li>• wataangazia msongamano mkubwa wa magari karibu na shule</li> <li>• watashughulikia vipengele vyote viwili vya swali: kuonyesha hatari za hali ilivyo sasa na kupendekeza jinsi hali hii inavyoweza kuboreshwa</li> <li>• watatetea mawazo yao kwa kutoa mifano mwafaka, maelezo, na/au mathibitisho</li> <li>• watayapa muundo maendeleo na maendelezo ya mawazo, kama vile kwa kutumia aya au maneno yaletayo muwala, na kadhalika</li> </ul>
9–10	

**Swali 4:**

Mmoja wa walimu katika shule yako ameanzisha mpango mpya unaolenga kuboresha kutangamana kwa watu kupitia michezo. Ili kuendeleza mpango huu, jarida la shule limekuomba umhoji mwalimu huyu kuhusu mpango huu na utaleta manufaa gani. Andika mahojiano yako.

3–4	
5–6	
7–8	<p>Zoezi hili linatarajia kuwa watahiniwa:</p> <ul style="list-style-type: none"> <li>• watatoa jibu linalohusiana na muktadha uliotajwa: mwalimu mmoja ameanzisha mpango mpya unaolenga kuboresha kutangamana kwa watu kupitia michezo</li> <li>• wataangazia kuendeleza mpango huu</li> <li>• watashughulikia vipengele vyote viwili vya swali: mpango huu unahusisha nini na manufaa yatakayofikiwa</li> <li>• watatetea mawazo yao kwa kutoa mifano mwafaka, maelezo, na/au mathibitisho</li> <li>• watayapa muundo maendeleo na maendelezo ya mawazo, kama vile kwa kutumia aya au maneno yaletayo muwala, na kadhalika</li> </ul>
9–10	

**Swali 5:**

Udukuaji wa akaunti za watu za mitandao ya kijamii umeongezeka katika mji wako. Kama mwandishi wa habari wa gazeti la eneo lako, andika makala ukielezea athari za tabia hizo na upendekeze njia ambazo watu wanaweza kutumia kulinda usalama wa akaunti zao.

3–4	
5–6	
7–8	<p>Zoezi hili linatarajia kuwa watahiniwa:</p> <ul style="list-style-type: none"> <li>• watatoa jibu linalohusiana na muktadha uliotajwa katika swali: udukuaji wa akaunti za mitandao ya kijamii umeongezeka katika mji wao</li> <li>• wataangazia mada ya udukuaji wa mitandao ya kijamii</li> <li>• watashughulikia vipengele vyote viwili vya swali: kuelezea athari za tabia hii na kupendekeza njia ambazo watu wanaweza kutumia kulinda usalama wa akaunti zao</li> <li>• watatetea mawazo yao kwa kutoa mifano mwafaka, maelezo, na/au mathibitisho</li> <li>• watayapa muundo maendeleo na maendelezo ya mawazo, kama vile kwa kutumia aya au maneno yaletayo muwala, na kadhalika</li> </ul>
9–10	

**Criterion C: Format**

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	<b>The text type is not recognizable.</b> Conventions appropriate to the text type are not used.
2	<b>The text type is hardly recognizable or is not appropriate.</b> Conventions appropriate to the text type are very limited.
3	<b>The text type is sometimes recognizable and appropriate.</b> Conventions appropriate to the text type are limited.
4	<b>The text type is generally recognizable and appropriate.</b> Conventions appropriate to the text type are evident.
5	<b>The text type is clearly recognizable and appropriate.</b> Conventions appropriate to the text type are effective and evident.

Ili kupata alama za juu [5], kaida zote zilizo rodheshwa lazima zitumiwe.  
Ili upata [3], zaidi ya nusu ya kaida hizi lazima zitumiwe.

Kaida za aina ya maandishi ni kama zifuatazo:

**Swali 1: Mapitio**

- Itatumia sajili iliyo nusu rasmi
- Itatumia mtindo wa moja kwa moja, unaosisimua ili kuwavutia wasomaji
- Itakuwa na mada inayofaa
- Itajumuisha jina la mwandishi
- Itakuwa na utangulizi mfupi na hitimisho lililo wazi.

**Swali 2: Barua kwa mhariri**

- Itatumia sajili iliyo nusu rasmi na rasmi
- 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.

**Swali 3: Pendekezo**

- Itatumia sajili rasmi
- Itatumia mtindo unaolenga kuwashawishi wasomaji
- Itakuwa na mada inayofaa
- Itaandikwa kwa uwazi kwa mfano mada, aya fupi zinazoeleweka, sehemu tofauti zinazotambulika kwa herufi, nambari au vitone na kadhalika
- Itakuwa na utangulizi na hitimisho.

**Swali 4: 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.

**Swali 5:** Makala

- Itatumia sajili iliyo nusu rasmi
- Itakuwa na sauti yenye umakini na uangalifu unaofaa
- Itakuwa na mada/kichwa mwafaka
- Itadhihirisha ufahamu wa hadhira lengwa
- Itakuwa na utangulizi, mwendeleo, na hitimisho zinazoshirikisha.



## Section B

### Criterion A: Language

- How effectively and accurately does the student use language?

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1–2	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
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Jibu zuri litakuwa na mapengo machache ya lugha, kama yapo, na kuteleza au dosari huathiri maana kwa nadra sana.

**Criterion B: Argument**

- How skillfully does the student develop ideas?
- How clear and convincing is the argument?
- To what extent does the student react to the stimulus?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1–2</b>	<b>The development of ideas is very poor, and the argument is unclear and unconvincing.</b> The structure of the argument is vague and confusing. The ideas are irrelevant.
<b>3–4</b>	<b>The development of ideas is poor, and the argument is rarely clear and convincing.</b> The structure of the argument is sometimes apparent. The ideas are sometimes relevant.
<b>5–6</b>	<b>The development of ideas is sometimes good, and the argument has some clarity and is sometimes convincing.</b> The structure of the argument is evident. The ideas are generally relevant.
<b>7–8</b>	<b>The development of ideas is good and methodical; the argument is clear and fairly convincing.</b> The structure of the argument is coherent and organized. The ideas are well expressed and relevant.
<b>9–10</b>	<b>The development of ideas is very good and methodical; the argument is convincing.</b> The structure of the argument is consistently coherent and organized. The ideas are very well expressed, relevant and engaging.

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