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Diploma Programme
Programme du diplôme
Programa del Diploma

Marking notes
Remarques pour la notation
Notas para la corrección

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Swahili / Swahili / Swahili ab initio

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 2

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Sehemu A

Criterion A: Language

- Does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use spelling, calligraphy (see "Glossary of terms"), vocabulary and grammatical structures correctly and accurately?

Marks	Level descriptor
0	Language inaccuracies completely obscure communication.
1	Language inaccuracies often obscure communication.
2	Language is generally accurate and does not obscure communication.
3	Language is mostly accurate and communication is clear.

Ufafanuzi

Idadi ya maneno
Katika kiwango cha mwanzo cha ujifunzaji wa lugha, wanafunzi wanatakikana kuandika idadi ya maneno isiyopungua 100 katika sehemu B (na kwa kiwango sawa katika lugha zisizo na hati ya Kirumi). Hakuna adhabu kwa kutoandika idadi ya maneno inayotakikana katika sehemu B.

Lugha
Sio makosa yote yana uzito sawa na watahini wanatakikana waweke haya akilini. Makosa mengine huathiri mawasiliano kwa kiwango kikubwa ilhali mengine hayana athari. Pia makosa mengine yanaonyesha kutokuwa na ujuzi wa lugha husika ilhali mengine huwa yanaonyesha kusahau kwa kawaida.

MAKOSA MADOGO/KUTELEZA – ni makosa yanayofanyika katika kiwango chochote kile lakini ni machache na si ya kila wakati kwa mfano mtahiniwa anaweza kuwa anajua kuandika vizuri nyakati zilizopita lakini mara nyingine anasahau kuweka "li" (inayoonyesha nyakati hizo).

DOSARI – ni makosa ambayo hutendeka mara kwa mara hasa katika miundo fulani kwa mfano nyakati zilizopita zinaandikwa sahihi mara nyingi lakini hali hii si ya kuaminika kwani wakati mwingine kuna kuchanganyikiwa (kwa mfano kuchanganya wakati uliopita na wakati uliopo).

MIANYA – miundo mingine si sahihi na wakati mwingine haionekani kabisa kwa mfano, nyakati zilizopita zinahitajika lakini hazionekani kabisa.

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Criterion B: Message

- Is all the relevant information conveyed?

Marks	Level descriptor
0	No relevant information has been conveyed.
1	Some relevant information has been conveyed.
2	More than half (at least three pieces of information) has been conveyed.
3	All relevant information has been conveyed effectively.

Swali la 1:
Umehamia mji mwingine hivi karibuni. Andika **postikadi (kadi ya salamu)** kwa rafiki yako na umwelezee:
- mahali ulipo hivi sasa
- mji huo uko vipi
- kuhusu shughuli mbili za vijana katika mji huu
- kwa nini unaupenda au huupendi mji wako mpya.

Swali la 2:
Kilabu ya drama shuleni kwenu itaonyesha mchezo wa kuigiza. Unahitajika kuandika **posta**. Katika posta hiyo, eleza:
- mada ya mchezo wa kuigiza
- wakati ambao mchezo huo utafanyika
- bei ya tiketi
- sababu mbili za kuja kutazama mchezo huu.

Criterion C: Format

- Does the format correspond to the task?

Marks	Level descriptor
0	The format is not appropriate.
1	The format is appropriate.

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Sehemu B

Criterion A: Language

- To what extent does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use a range of vocabulary and grammatical structures?
- Does the student show an awareness of the appropriate register for the task?

Marks	Level descriptor
0	**The response does not reach a standard described by the descriptors below.**
1–2	**The response and communication are of limited effectiveness.** The range of vocabulary used is limited. Some basic grammatical structures are used accurately. These are isolated and limited in range. Register is inappropriate.
3–4	**The response and communication are partially effective.** The range of vocabulary used is sometimes varied. Most basic grammatical structures are used accurately. Register is partially appropriate.
5–6	**The response is generally accurate and communication is generally effective.** The range of vocabulary used is varied. Basic grammatical structures and a limited range of more complex grammatical structures are used accurately. Register is generally appropriate.
7–8	**The response is accurate and communication is effective.** The range of vocabulary used is varied and effective. Basic and some more complex grammatical structures are used accurately. Register is appropriate.

Ufafanuzi

Idadi ya maneno
Katika kiwango cha mwanzo cha ujifunzaji wa lugha, wanafunzi wanatakikana kuandika idadi ya maneno isiyopungua 100 katika sehemu B (na kwa kiwango sawa katika lugha zisizo na hati ya Kirumi). Hakuna adhabu kwa kutoandika idadi ya maneno inayotakikana katika sehemu B.

Lugha
Sio makosa yote yana uzito sawa na watahini wanatakikana waweke haya akilini. Makosa mengine huathiri mawasiliano kwa kiwango kikubwa ilhali mengine hayana athari. Pia makosa mengine yanaonyesha kutokuwa na ujuzi wa lugha husika ilhali mengine huwa yanaonyesha kusahau kwa kawaida.

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DOSARI – ni makosa ambayo hutendeka mara kwa mara hasa katika miundo fulani kwa mfano nyakati zilizopita zinaandikwa sahihi mara nyingi lakini hali hii si ya kuaminika kwani wakati mwingine kuna kuchanganyikiwa (kwa mfano kuchanganya wakati uliopita na wakati uliopo).

MIANYA – miundo mingine si sahihi na wakati mwingine haionekani kabisa kwa mfano, nyakati zilizopita zinahitajika lakini hazionekani kabisa.

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Criterion B: Message

- To what extent does the student fulfil the task?
- Are the ideas well-developed?
- Is there evidence of a logical structure (paragraphing and sequencing)?
- Are cohesive devices used effectively?

Marks	Level descriptor
0	**The response does not reach a standard described by the descriptors below.**
1–2	**The task has been partially fulfilled.** One or more ideas have been identified and have been partially developed. There is limited evidence of a logical structure. There is a partially successful use of a limited range of simple cohesive devices.
3–4	**The task has been generally fulfilled.** One or more ideas have been identified and have been developed. There is evidence of a logical structure. There is a generally successful use of a range of simple cohesive devices.
5–6	**The task has been fulfilled.** All ideas have been identified and some have been developed well. There is a logical structure. There is successful use of a range of simple cohesive devices.
7–8	**The task has been fulfilled effectively.** All ideas have been developed well. There is an effective, logical structure. There is successful use of a range of simple and some complex cohesive devices.

Swali la 3:
Leo, mwalimu wenu amewapatia matokeo ya mtihani wa Kiswahili darasani mwenu. Kila mmoja amehisi vibaya kwa ajili ya matokeo hayo mabaya. Andika kwenye **blogu** ya darasani mwenu kuhusu jinsi unavyohisi, kwa nini unafikiria matokeo ya darasani hayakuwa mazuri na ni kitu gani ambacho nyote lazima mkifanye ili mbadilishe hali hiyo. Andika maelezo yako kwenye blogu.

3–4	
5–6	
7–8	• Hoja zote zimeendelezwa vyema. • Kazi imezingatia muundo mwafaka wa **blogu** • Kuna matumizi bora ya mtindo sahili na changamano wa uandishi na mshikamano wa vitushi

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Swali la 4:
Ulishiriki katika program ya shule ya kubadilishana na ukakaa miezi michache nchini Tanzania. Andika **makala** katika gazeti la shule na uielezee jamii hii mahali unapoishi na shule uliyokuwa hadi ukajua kuhusu nchi ya Tanzania. Wapatie mawaidha wanafunzi wengine ambao watashiriki katika program hii.

3–4	
5–6	
7–8	• Hoja zote zimeendelezwa vyema. • Kazi imezingatia muundo mwafaka wa **makala.** • Kuna matumizi bora ya mtindo sahili na changamano wa uandishi na mshikamano wa vitushi.

Swali la 5:
Wewe ni mwanachama wa kilabu ya kusoma shuleni mwenu na mwandishi mashuhuri anakuja shuleni mwenu. Fanya **mahojiano** na mwandishi huyu ili yaandikwe katika gazeti la shule. Katika mahojiano hayo, muulize mwandishi kuhusu kazi yake aliyoiandika hivi karibuni, mambo ambayo mwandishi anapenda kuyafanya na muhimu zaidi, mada ambazo mwandishi huyu anapenda kuziandikia. Andika matini ya mahojiano haya.

3–4	
5–6	
7–8	• Hoja zote zimeendelezwa vyema. • Kazi imezingatia muundo mwafaka wa **mahojiano.** • Kuna matumizi bora ya mtindo sahili na changamano wa uandishi na mshikamano wa vitushi.

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Criterion C: Format

- To what extent does the student succeed in using the correct text type?
- Does the student use the appropriate format?

Marks	Level descriptor
0	The format is not appropriate.
1	The format is partially appropriate.
2	The format is appropriate.

Ili kupata alama za juu kabisa **[2]**, lazima vipengele vyote vinavyohitajika vitekelezwe.

Vipengele vinavyotarajiwa katika aina za matini ni kama vifuatavyo:

Swali la 3: Blogu
- Tarehe
- Mada
- Maudhui yawasilishwe vyema
- Aya zipangwe vyema
- Jina la mwandishi

Swali la 4: Makala
- Tarehe
- Mada ya makala
- Maudhui yawasilishwe vyema
- Aya zipangwe vyema
- Jina la mwandishi wa makala

Swali la 5: Mahojiano
- Mada ya mahojiano
- Utangulizi/maamkuzi/kujitambulisha
- Wazungumzaji wawe wawili wakipokezana kwa njia ya maswali na majibu
- Maudhui ya mahojiano yawasilishwe vyema
- Hitimisho/kauli ya kufunga mahojiano