

Markscheme
Barème de notation
Esquema de calificación

May / Mai / Mayo de 2020

Swahili / Swahili / Swahili B

Standard level – Paper 2 – Listening comprehension
Niveau moyen – Épreuve 2 – Compréhension orale
Nivel Medio – Prueba 2 – Comprensión auditiva

This markscheme is **confidential** and for the exclusive use of examiners in this examination session.

It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of the IB Global Centre, Cardiff.













Ce barème de notation est **confidentiel**. Son usage est réservé exclusivement aux examinateurs participant à cette session.

Ce barème de notation est la propriété du Baccalauréat International. Toute reproduction ou distribution à de tierces personnes sans l'autorisation préalable du centre mondial de l'IB à Cardiff est **interdite**.

Este esquema de calificación es **confidencial** y para uso exclusivo de los examinadores en esta convocatoria de exámenes.

Es propiedad del Bachillerato Internacional y **no** debe ser reproducido ni distribuido a ninguna otra persona sin la autorización del centro global del IB en Cardiff.

The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut	Annotation	Explanation	Associated shortcut
	Award 0 – automatically awards zero for a given response			On page comment	
	Tick 1 – automatically awards one point for a given response			Unclear content or language	
	Incorrect point			SEEN - every scanned page must be annotated or marked as SEEN	
	Ellipse that can be expanded			Good Response/Good Point	
	Horizontal wavy line that can be expanded			Caret – indicates omission	
	Highlight tool that can be expanded			Vertical wavy line that can be expanded	

You **must** make sure you have looked at all pages. Please put the **SEEN** annotation on any blank page, to indicate that you have seen it.

When using the **On page comment** annotation, please keep the following in mind:

- Avoid covering the candidate's own writing. This can be done by writing your comments in the margins then running the arrow attached to the **"On page comment"** annotation to the appropriate place.
- Provide all comments in the target language.

General marking instructions

Assistant Examiners (AEs) will be contacted by their team leader (TL) through RM™ Assessor, by email or telephone – if through RM™ Assessor or by email, please reply to confirm that you have downloaded the markscheme from IBIS. The purpose of this initial contact is to allow AEs to raise any queries they have regarding the markscheme and its interpretation. AEs should contact their team leader through RM™ Assessor or by email at any time if they have any problems/queries regarding marking. For any queries regarding the use of RM™ Assessor, please contact emarking@ibo.org.

Instructions générales pour la notation

Les chefs d'équipe se mettront en rapport avec les examinateurs assistants de leur équipe par l'intermédiaire de RM™ Assessor, par courriel ou par téléphone. S'ils s'adressent à vous par RM™ Assessor ou par courriel, veuillez répondre et confirmer que vous avez téléchargé le barème de notation à partir d'IBIS. L'objectif de cette première prise de contact est de permettre aux examinateurs assistants de soulever toutes les questions qu'ils ont concernant le barème de notation et son interprétation. Les examinateurs assistants doivent contacter leur chef d'équipe par l'intermédiaire de RM™ Assessor ou par courriel à tout moment s'ils éprouvent des difficultés ou s'ils ont des questions concernant la notation. Pour toute question concernant l'utilisation de RM™ Assessor, veuillez envoyer un courriel à emarking@ibo.org.

Instrucciones generales para la corrección

El jefe de equipo se pondrá en contacto con los examinadores asistentes mediante RM™ Assessor, correo electrónico o por teléfono. Si se pone en contacto mediante RM™ Assessor o correo electrónico, conteste para confirmar que ha descargado el esquema de calificación de IBIS. El propósito de este primer contacto es permitir al examinador asistente plantear todas las consultas que tenga respecto al esquema de calificación y su interpretación. El examinador asistente deberá ponerse en contacto con el jefe de equipo mediante RM™ Assessor o correo electrónico si tiene problemas o consultas sobre la corrección. Si tiene alguna consulta respecto al uso de RM™ Assessor, envíe un correo electrónico a emarking@ibo.org.

1. For questions where short answers are required, the answer must be clear. Do not award the mark if the answer does not make sense or if the additional information makes the answer ambiguous, incorrect or incomprehensible.
2. Allow spelling mistakes so long as they do not hinder comprehension or do not change the sense of the phrase.
3. For true or false questions, candidates may use a tick or a cross to indicate their intended response but usage must be consistent. If a candidate writes two ticks or two crosses for the same answer award **[0]**. If a candidate answers with a cross and a tick for the same answer, mark the tick and ignore the cross.
4. For questions where the candidate has to write a letter in a box (for example, multiple choice questions), if a candidate has written two answers – one in the box and one outside – only mark the answer inside the box.
5. The total number of marks for the question paper is **[25]**.

1. En ce qui concerne les questions pour lesquelles des réponses brèves sont attendues, la réponse donnée doit être claire. N'attribuez pas de points si la réponse n'a aucun sens ou si les informations supplémentaires qu'elle contient la rendent ambiguë, incorrecte ou incompréhensible.
2. Vous pouvez autoriser les fautes d'orthographe tant qu'elles ne nuisent pas à la compréhension ou qu'elles ne changent pas le sens de la phrase.
3. En ce qui concerne les questions de type vrai ou faux, les candidats peuvent cocher ou marquer d'une croix la réponse de leur choix, mais ils doivent rester cohérents. Si un candidat a utilisé deux coches ou deux croix pour la même réponse, attribuez **[0]**. Si un candidat a répondu par une croix et une coche à la même question, prenez en compte la coche et ignorez la croix.
4. En ce qui concerne les questions pour lesquelles le candidat doit écrire une lettre dans une case (par exemple, dans le cas de questions à choix multiple), s'il a donné deux réponses différentes, l'une à l'intérieur de la case et l'autre en-dehors, ne prenez en compte que la réponse qui se situe dans la case.
5. Le nombre total de points pour l'épreuve d'examen est de **[25]**.

1. Las preguntas que requieran una respuesta corta deben responderse con claridad. No otorgue la puntuación si la respuesta no tiene sentido o si la información adicional hace que la respuesta sea ambigua, incorrecta o incomprensible.
2. Permita errores de ortografía siempre y cuando no dificulten la comprensión ni cambien el sentido de la oración.
3. En las preguntas de verdadero o falso, los alumnos podrán indicar la respuesta elegida con un tic o una cruz, pero el uso de los signos debe ser coherente. Si el alumno marca dos tics o dos cruces en la misma respuesta, otorgue la puntuación **[0]**. Si el alumno responde marcando una cruz y un tic en la misma respuesta, puntúe el tic e ignore la cruz.
4. En las preguntas que requieran escribir una letra en una casilla (por ejemplo, en las preguntas de opción múltiple), si el alumno ha escrito dos respuestas (una dentro de la casilla y la otra fuera), puntúe únicamente la respuesta marcada dentro de la casilla.
5. El número total de puntos asignados al cuestionario de examen es **[25]**.

Kifungu A

Swali		Jibu lengwa	Kubali	Usikubali	Alama
1.		vazi			1
2.		ujumbe			1
3.		rangi			1
4.		taulo / aproni			1
5.		harusi			1
				Jumla	5

Kifungu B

Swali		Jibu lengwa	Kubali	Usikubali	Alama
6.		mazingira ya asili	asili		1
7.	a b	utupaji taka misitu	Kwa mpangilio wowotw, alama [1] kwa kila jibu sahihi		2
8.		zisizooza			1
9.		kutupa taka vizuri			1
10.		B			1
11.		C			1
12.		A			1
13.		C			1
14.		B			1
				Jumla	10

Kifungu C

Swali		Jibu lengwa	Kubali	Usikubali	Alama
15.		wote wawili			1
16.		Mustafa			1
17.		wote wawili			1
18.		Mustafa			1
19.		Aisha			1
20.		B, C, E, G, J	Kwa mpangilio wowote, alama [1] kwa kila jibu sahihi		5
				Jumla	10

THIS DOCUMENT SHOULD BE USED ONLY ONCE THE CONTENT OF THE SCRIPT IS FINALIZED

Audio text A – Vazi la Kanga nchini Kenya laendelea kupata umaarufu

	Speaker 1	Speaker 2	Speaker 3
Name	Broadcaster		
Gender	Female		
Age	about 20 years old		
Notes	A Zanzibarian accent		
Scene location and notes	A news broadcaster broadcasts a section of the news on the culture of the <i>kanga</i> or <i>leso</i> which is an attire used on the coast of East Africa. This is a short programme on cultural news.		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Utangulizi	0.00-0.06		Utasikia habari ya ripoti ya kitamaduni kuhusu Kanga.	
1	0.00-0.05			Music begins to signal the commencement of the programme
2	0.05-0.13		Sasa umefika wakati wa habari za utamaduni na nitazungumzia kuhusu vazi linaloitwa kanga.	
3	0.13-0.23		Kanga au leso ni vazi linalotumiwa sana na wapwani katika eneo la Afrika Mashariki hasa sehemu za Mombasa, Dar es Salaam na Zanzibar.	
4	0.23-0.32		Siku hizi vazi la kanga hutumiwa na watu wa jamii mbalimbali katika shughuli zao za kimila na kitamaduni.	

THIS DOCUMENT SHOULD BE USED ONLY ONCE THE CONTENT OF THE SCRIPT IS FINALIZED

5	0.32-0.38		Watu wengine hutumia kanga kwa sababu ya maneno yanayowasilisha ujumbe fulani.	
6	0.38-0.43		Ujumbe huu unaweza kuwa wa wasia au mawaidha.	
7	0.43-0.47		Wengine wanazipenda kanga kwa sababu ya rangi zake.	
8	0.47-0.55		Mwanamke Mswahili anapokuwa na kanga nyingi huwa zinaonyesha kwamba ana mali au utajiri katika jamii.	
9	0.55-1.00			Music to signal the resuming of the programme
10	1.00-1.05		Karibu tena msikilizaji!	
11	1.05-1.12		Kanga au lesa hutumika wakati wa kupika jikoni kama vile Waingereza wanavyotumia aproni.	
12	1.12-1.18		Pia tunatumia kanga wakati wa kusali, kulala na kurembesha kitanda.	
13	1.81.22		Kuna wengine ambao hutumia kanga kama taulo.	
14	1.22-1.28		Kanga pia zimetumika katika jamii zingine mbali na Waswahili.	
15	1.28.-1.35		Kwa mfano katika jamii ya Orma bibi harusi hutakiwa kuvaa kanga kwa muda wa siku saba.	
16	1.35-1.46		Kwa jumla kanga ni vazi ambalo limepata umaarufu mkubwa. Kwa hivyo msikilizaji, ingekuwa bora ujinunulie vazi hili.	
17	1.46-1.51		Na huu ndio mwisho wa habari zetu za kitamaduni siku ya leo.	
18	1.51-1.54		Msikilizaji jiunge nami tena wiki ijayo.	
19	1.54-1.56		Kwaheri.	
20	1.56-2.00			Same music as before to signal end of the programme

THIS DOCUMENT SHOULD BE USED ONLY ONCE THE CONTENT OF THE SCRIPT IS FINALIZED

Audio text B

	Speaker 1	Speaker 2	Speaker 3
Name	Daudi		
Gender	Male		
Age	Adult		
Notes	Any Swahili accent		
Scene location and notes	Guest speaker addressing a conference about environment conservation.		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00 - 0.04		Utasikia msemaji akizungumzia kuhusu mazingira.	
1	0:00-0.02	Daudi	Nawasalimu nyote, hamjambo?	
2	0.02-0.05			Sound of the audience responding to the greeting
3	0:05- 0:34		Karibuni! Kama mjuavyo, mada yetu ya leo ni uhifadhi wa mazingira. Hatua ya kwanza ni kulinda mazingira ya asili. Mazingira mema yana manufaa mengi kwetu kama binadamu na kwa viumbe wengine. Mambo mawili makuu ambayo nitatilia mkazo ni utupaji taka na uhifadhi wa misitu. Ni vyema tufahamu utupaji wa taka kiholela na uharibifu wa misitu una athari gani kwa mazingira tunayokaa.	
4	0:34-1:19		Nitaanza na madhara ya utupaji wa taka ovyo.Taka zisizooza, kwa mfano, zinapotupwa kiholela zinaweza kuishia baharini, ziwani na mtoni; ambapo ni makazi ya wanyama wa majini.Taka hizi ni tishio	

THIS DOCUMENT SHOULD BE USED ONLY ONCE THE CONTENT OF THE SCRIPT IS FINALIZED

			kwa maisha ya wanyama hao kwa sababu wanapozimeza, zinaweza kuwadhuru kwa sababu hawawezi kuzimeng'anya. Ili kuepuka hatari hii, ni vyema kutupa taka vizuri na ikiwezekana uzitumie upya. Taka nyingine zinazooza pia zikitupwa ovyo zinachafua mazingira; kwa mfano, zinatoa harufu mbaya au kuwa chanzo cha wadudu ambao wanaweza kusababisha magonjwa. Tupa taka zako kwenye majalala ambayo yamewekwa katika sehemu mbalimbali.	
5	1:19-1:22			Pauses to take a sip of water.
6	1:22 –2:03		Kwa upande wa misitu, viumbe wengi wanaitegemea. Hii ndio sababu suala la mazingira limekuwa likijadiliwa na kila nchi, hasa jinsi ya kuyasafisha; na miti imependekezwa kuwa njia nzuri zaidi. Hata hivyo, manufaa ya miti hutegemea aina za miti; kuna inayosababisha ukame kwa kufyonza maji zaidi ardhini na kuna inayotumia maji kidogo tu. Miti mizuri ni ile ambayo tayari iko katika uoto wa asili, inayohimili ukavu, inayokaa kwa muda mrefu, na isiyohitaji kutunzwa kila mara. Ili kuhifadhi misitu, tunafaa kusitisha ukataji miti kiholela na kupanda miti zaidi iwezekanavyo.	
7	2:03-2:30		Sababu kubwa ya kukata miti katika nchi yetu ni kuni, ikifuatwa na upanuzi wa mashamba na malighafi ya ujenzi. Ni vyema kutumia nishati nyingine mbadala kama vile umeme au nishati ya jua. Mbali na nishati mbadala kupunguza ukataji miti, pia husaidia kupunguza gesi zenye sumu zinazoachiliwa angani. Gesi hizi ni hatari kwa maisha ya binadamu kwani zinasababisha magonjwa ya kupumua na mvua ya asidi. .	

THIS DOCUMENT SHOULD BE USED ONLY ONCE THE CONTENT OF THE SCRIPT IS FINALIZED

Audio text C –

	Speaker 1	Speaker 2	Speaker 3
Name	Aisha	Mustafa	
Gender	Female	Male	
Age	Adult	Adult	
Notes	Any Swahili accent	Any Swahili accent	
Scene location and notes	In an office, a coach and a potential client having a conversation about the importance of working out.		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00-0.07		Utasikia mazungumzo baina ya kocha na mteja mpya ndani ya ofisi wakizungumza kuhusu mazoezi.	
1	0.00-0.09	Aisha	Daktari wangu alipendekeza nifanye mazoezi, lakini nahisi kama kazi ninayofanya ni mazoezi pia; kuna tofauti gani?	
2	0.09-0.26	Mustafa	Swali zuri... Kazi ni njia moja ya kufanya mazoezi lakini haitoshi. Wengi hawafanyi mazoezi kwa kuamini kazi zinatoshwa kuwa mazoezi; lakini sivyo. Lengo la kazi ni kuikamilisha wala sio kufanyisha mwili mazoezi.	Hesitate at ellipsis.
3	0.26-0.37	Aisha	Sijui... ninahisi kama ni sawa; kazi ya ofisi au ya kuketi ndio haina mazoezi, lakini sio kazi ya kutembea hapa na pale. Kwa nini basi kazi isiwe mazoezi?	

THIS DOCUMENT SHOULD BE USED ONLY ONCE THE CONTENT OF THE SCRIPT IS FINALIZED

4	0.37-0:58	Mustafa	Ni kweli kazi ya ofisi ni kuketi tu bila kufanyisha viungo mazoezi. Lakini unapofanya mazoezi, una lengo la kufanyisha mazoezi sehemu mahsusi mwilini. Kuna mazoezi ya mikono, miguu, mgongo na kadhalika; na pia ya sehemu za ndani kama vile moyo.	
5	0.58 - 1.09	Aisha	Kazi na mazoezi juu yake naona kama ni mzigo mkubwa zaidi kwa mwili. Je, mazoezi yana faida gani haipatikani kwa kufanya kazi ya kawaida?	
6	1.09-1.21	Mustafa	Kwanza, mazoezi husaidia kupunguza mafuta hatari. Mazoezi husaidia kufungua mishipa na kuboresha usafirishaji wa damu mwilini. Mazoezi pia hupunguza viwango vya mkazo	
7	1.21-1.30	Aisha	Daktari wangu pia alitaja kitu kama hicho...lakini sidhani kuna uhusiano uliopo baina ya mawazo na mazoezi. Nierevushe tafadhali!	Short laughter, or a grunt at beginning of sentence, slight pause at ellipsis.
8	1.30-1.38	Mustafa	Mazoezi yanasaidia mwili kuzalisha kemikali zinazotuliza mkazo na kuondoa zile zinazosababisha shinikizo la mawazo...	
9	1.38-1.42	Aisha	Kwani umekula njama na daktari wangu? Unamwiga!	Interrupts Mustafa, jokingly.
10	1.42-1.50	Mustafa	Hata simjui... ila huo ni ukweli... nina makala ambazo unaweza kujisomea.	
11	1.50-1.53			Natural pause: sound of him handing over magazine to her.
12	1.53-1.57	Aisha	Mtu anafaa kuanza mazoezi lini? Yaani umri!	

THIS DOCUMENT SHOULD BE USED ONLY ONCE THE CONTENT OF THE SCRIPT IS FINALIZED

13	1.57-2.05	Mustafa	Kwa hakika, hakuna umri wa kuanza au kusitisha mazoezi. Bora uko hai, unafaa kufanya mazoezi.	Mustafa hesitates before speaking.
14	2.05-2.11	Aisha	Unaweza kupendekeza mazoezi ya aina gani na kwa muda gani?	
15	2.11-2.24	Mustafa	Kama mwili una uwezo, fanya mazoezi ya aina yoyote kwa muda wowote. Bora upumzike unapochoka. Mazoezi yanafaa kuwa raha, wala si karaha.	
16	2.24-2.26	Aisha	Una maana gani unaposema uwezo?	
17	2.26-2.31	Mustafa	Uwezo hulingana na umri, afya au nguvu ya mtu.	
18	2.31-2.37	Aisha	Ungependekeza nini kwa wale hawafanyi mazoezi kwa sababu ya kufungika kazini?	
19	2.37-2.53	Mustafa	Ni vyema kutenga wakati wa mazoezi angalau dakika chache katika ratiba yako. Unaweza kufanyia mazoezi popote; nyumbani, ofisini, katika ukumbi wa mazoezi kama huu na kadhalika.	
20	2.53-2.56	Aisha	Sawa... asante! Nitapitia hapa wiki ijayo kujiandikisha.	
21	2.56-2.57	Mustafa	Umekaribishwa.	
22	2.57-3.00	Aisha	Sawa... kwaheri, tutaonana baada ya wiki moja.	