Diploma Programme
Programme du diplôme
Programa del Diploma

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Marking notes
Remarques pour la notation
Notas para la corrección

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Swahili / Swahili / Swahili B

Higher level
Niveau supérieur
Nivel superior

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International Baccalaureate
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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	**Command of the language is limited and generally ineffective.** A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	**Command of the language is generally adequate, despite many inaccuracies.** A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	**Command of the language is effective, despite some inaccuracies.** A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	**Command of the language is good and effective.** A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	**Command of the language is very effective.** 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 na kama yapo na kuteleza au dosari kuwapo ni kwa nadra sana huathiri maana.

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	**The message has not been communicated.** The ideas are irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
3–4	**The message has been partially communicated.** The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
5–6	**The message has been communicated fairly well.** The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
7–8	**The message has been communicated well.** The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.
9–10	**The message has been communicated very well.** The ideas are relevant and effective. The development of ideas is coherent and thorough; supporting details are highly appropriate.

Swali 1: Unaishi katika nchi inayozungumzwa Kiswahili na mji wako umewavutia wahamiaji wengi wageni, suala ambalo limesababisha utofauti wa tamaduni. Andika katika blogu ambapo utajadili faida na changamoto za utofauti wa tamaduni katika jamii.

Kazi itatarajia watahiniwa waweze:
- Itatoa jibu lililo muhimu kwa muktadha uliotajwa katika kazi: mji wao wenyewe katika nchi fulani inayoongea lugha iliyowavutia wahamiaji wengi wapya.
- Ilenge mada ya utofauti wa utamaduni katika jamii husika.
- Ishughulikie pande zote mbili za kazi: manufaa na changamoto za utofauti wa utamaduni.
- Iunge mkono hoja kwa mifano mwafaka, maelezo na/au hoja.
- Itoe muundo wa maendeleo na mwenelezo wa hoja km kupitia aya au viunganishi nk.

Swali 2: Unaishi katika nchi inayozungumzwa Kiswahili kwa mara ya kwanza ambapo familia moja imekukaribisha uishi nayo na baadhi ya mila na desturi ni ngeni kwako. Jana, uliaibika kwa sababu ulikosa kufuata jambo moja la kitamaduni katika nchi hiyo bila kukusudia. Andika kwenye shajara ukieleza kilichotokea, na kile ulichosoma kutokana na tukio hilo

Kazi itatarajia watahiniwa :
- Kutoa jibu mwafaka kwa muktadha uliotajwa katika kazi: wanaishi kwa mara ya kwanza na familia mwenyeji katika nchi inayozungumza Kiswahili.
- Ilenge tajriba ya kutofuata jambo la mila na utamaduni wa jamii husika bila kukusudia na kuhisi kuabika.
- Ishughulikie sehemu zote mbili za kazi: elezea kilichojiri NA walichojifunza kutokana na tajriba hiyo.
- Iunge hoja kwa kutolea mifano mwafaka, maelezo, na/au hoja.
- Itoe muundo wa maendeleo na mwendelezo wa hoja km kupitia aya au viunganishi nk.

Swali 3: Marafiki zako wengi wamefanya maamuzi fulani ya chakula (kama vile kuepuka nyama, maziwa na mafuta). Uliwahoji wawili wao kuhusu sababu za uamuzi wao. Andika mahojiano hayo, yatakayochapishwa katika sehemu ya 'Afya' ya jarida la shule yako.

Kazi itatarajia watahiniwa waweze:
- Kutoa jibu mwafaka kwa muktadha uliotajwa katika kazi: watu wengi wanafanya maamuzi mahsusi ya vyakula.
- Ilenge maoni ya wawili wanaohojiwa (wahojiwa)
- Ishughulikie mada kwa kina: iwe kwa kutolea sababu tofauti au kutalii kauli moja ya sababu kwa kina.
- Iunge hoja kwa kutolea mifano mwafaka, maelezo, na/au hoja.
- Itoe muundo wa maendeleo na mwendelezo wa hoja km kupitia aya au viunganishi nk.

Swali 4: Pesa ina jukumu muhimu katika michezo siku hizi. Umeombwa utoe hotuba kwa wanafunzi wenzako kuhusu upande chanya wa hali hii. Andika hotuba yako.

Kazi itatarajia watahiniwa waweze:
:
- Kutoa jibu litakalorejelea hoja ya kuwa pesa ina dhima muhimu katika michezo siku hizi.
- Ilenge madhara ya hali husika.
- Ishughulikie mada kwa kina: iwe inashughulikie maoni tofauti, au kutalii msimamo mmoja wa tetezi/kauli kwa kina.
- Iunge hoja kwa kutolea mifano mwafaka, maelezo, na/au hoja.
- Itoe muundo wa maendeleo na mwendelezo wa hoja km kupitia aya au viunganishi nk.

Swali 5: Kampuni nyingi za usafiri wa umma zinaanza kuwapa wasafiri wao huduma za bure za Wi-Fi. Hata hivyo, kampuni ya mabasi katika eneo unaloishi bado haina huduma hii. Andika barua kwa mkurugenzi wa kampuni hiyo ukieleza umuhimu na faida ambazo huduma ya bure ya intaneti inaweza kuwa nazo kwa kampuni hiyo.
Kazi itatarajia watahiniwa waweze:

- Kutoa jibu mwafaka kwa muktadha uliotajwa katika kazi: Kampuni nyingi za usafiri wa umma hutoa huduma bure za Wi-Fi. kwa abiria wao.
- Ilenge mada ya kutoa husuma za bure za Wi-Fi kwa abiria.
- Ishughulikie pande zote mbili za kazi: kwa nini huduma ya bure ya Wi-Fi kwa mabasi ni muhimu NA manufaa kwa kampuni husika.
- Iunge hoja kwa kutolea mifano mwafaka, maelezo, na/au hoja.
- Litoe muundo wa maendeleo na mwendelezo wa hoja km kupitia aya au viunganishi nk.

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	**The text type is not recognizable.** Conventions appropriate to the text type are not used.
2	**The text type is hardly recognizable or is not appropriate.** Conventions appropriate to the text type are very limited.
3	**The text type is sometimes recognizable and appropriate.** Conventions appropriate to the text type are limited.
4	**The text type is generally recognizable and appropriate.** Conventions appropriate to the text type are evident.
5	**The text type is clearly recognizable and appropriate.** Conventions appropriate to the text type are effective and evident.

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

Kaida za aina ya maandishi ni kama zifuatazo:

Swali 1: Blogu

- *Itatumia sajili iliyo nusu rasmi na isiyo rasmi*
- Itakuwa na mada inayoshirikisha
- Itatumia usimulizi wa nafsi ya kwanza.
- Italenga nada ya utofauti katika tamaduni.
- Itadhihirisha ufahamu wa wasomaji, kama vile kuwazungumzia moja kwa moja, mtindo unaovutia na kusisimua, kuwakaribisha kutoa maoni na kadhalika.
- Itakuwa na kauli ya kutamatisha ili kumalizia.

Swali 2: Shajara

- *Itatumia sajili isiyo rasmi na iliyo nusu rasmi mfululizo.*
- Itakuwa na tarehe.
- Itatumia usimulizi wa nafsi ya kwanza.
- Itakuwa na kauli ya kutamatisha ili kumalizia kama vile imetosha kwa leo.
- Haitatumia vifungu vya maneno au sentensi zinazotoa malezo yaliyo dhahiri, kwa mfano, itatumia "Nilimwona Juma", lakini sio "Nilimwona Juma, rafiki wangu wa dhati"

Kumbuka: Shajara inaweza kuanza kwa "Mpendwa Shajara", lakini hili halitarajiwi

Swali 3: Mahojiano (maneno kama yalivyotamkwa)

- 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 kauli kwingi.

Swali 4: Hotuba/wasilisho

- *Itatumia sajili iliyo nusu rasmi na isiyo rasmi.*
- Itatumia sauti yenye umakini unaofaa.
- Itahutubia hadhira na kuwa nao kutoka mwanzo hadi mwisho (kwa mfano, kutumia maneno kama "sisi" na "ninyi" na kadhalika).
- Itaanza kwa kuteka hadhira makini na kutamatisha bila kukanganya mwishowe.
- Itajumuisha mbinu za lugha kama vile maswali ya balagha, takriri na kadhalika.

Swali 5: Barua

- Itatumia sajili rasmi mfululizo.
- Itatumia sauti yenye umakini unaofaa na iliyo na heshima.
- Itatambulisha mpokeaji kwa uwazi (kwa jina, anwani au jukumu/ jina la kazi na kadhalika)
- Itadumisha mazungumzo yaliyo wazi kwa mtu mmoja mahsusi.
- Itakuwa na salamu za kufungua na kufunga.

Section B

Criterion A: Language

- How effectively and accurately does the student use language?

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3–4	**Command of the language is generally adequate, despite many inaccuracies.** A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	**Command of the language is effective, despite some inaccuracies.** A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	**Command of the language is good and effective.** A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	**Command of the language is very effective.** A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

Ufafanuzi

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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.

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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 na wakati timilifu).

MAPENGO

Baadhi ya miundo huwa sahihi kwa nadra au haijitokezi – kwa mfano, wakati uliopita unahitajika, lakini haujitokezi bayana.

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

Kazi itatarajia watahiniwa waweze:

Kutoa utangulizi mwafaka unaogusia pande mbili za hoja.
Iunge mkono mada husika kuwa ni muhimu kujifunza lugha zinazozungumzwa na wengi.
Ipinge hoja husika kuwa si muhimu kujifunza lugha zinazozungumzwa na wengi.
Itolee hitimisho itakayoangazia sehemu mbili za mada husika.

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?

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

Jibu zuri litakuwa na mambo yafuatayo:

Litajadili swali kwa kuzingatia sehemu zote mbili

Litakuwa na hoja za kuunga na kupinga

Litaluwa na utangulizi na hitimisho.