

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2025

Kiswahili / Kiswahili / Kiswahili B

Higher level
Niveau supérieur
Nivel Superior

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. Some basic grammatical structures are used, with some attempts to use more complex structures. Language contains errors in both basic and more complex structures. Errors interfere with communication.
4–6	Command of the language is partially effective. Vocabulary is generally appropriate to the task and varied. A variety of basic and some more complex grammatical structures is used. 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, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. 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 nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions. A variety of basic and more complex grammatical structures is used selectively in order to enhance communication. 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	<p>The task is partially fulfilled.</p> <p>Few ideas are relevant to the task.</p> <p>Ideas are stated, but with no development.</p> <p>Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.</p>	<p>The link between the response and task tends to be unclear; the reader has difficulty understanding the message.</p> <p>The response touches upon some aspects of the task but there is also much unrelated information.</p> <p>The response addresses the task in a simple manner, and supporting details and/or examples barely feature, if at all.</p> <p>The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.</p>
4–6	<p>The task is generally fulfilled.</p> <p>Some ideas are relevant to the task.</p> <p>Ideas are outlined, but are not fully developed.</p> <p>Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.</p>	<p>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.</p> <p>The response covers some aspects of the task, or touches upon all aspects but superficially.</p> <p>The response includes some supporting details and examples.</p> <p>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.</p>
7–9	<p>The task is fulfilled.</p> <p>Most ideas are relevant to the task.</p> <p>Ideas are developed well, with some detail and examples.</p> <p>Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.</p>	<p>The link between the response and the task is clear; the reader has a good understanding of the message conveyed.</p> <p>The response covers all aspects of the task, despite losing focus at times.</p> <p>The response uses supporting details and examples to clarify the message.</p> <p>The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with little or no ambiguity.</p>
10–12	<p>The task is fulfilled effectively.</p> <p>Ideas are relevant to the task.</p> <p>Ideas are fully developed, providing details and relevant examples.</p>	<p>The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.</p> <p>The response covers all aspects of the task fully, and maintains focus throughout.</p>

	<p>Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.</p>	<p>The response uses well-chosen supporting details and examples to illustrate and explain ideas persuasively.</p> <p>The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with clarity and ease.</p>
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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	<p>The work does not reach a standard described by the descriptors below.</p>
1–2	<p>Conceptual understanding is limited.</p> <p>The choice of text type is generally inappropriate to the context, purpose or audience.</p> <p>The register and tone are inappropriate to the context, purpose and audience of the task.</p> <p>The response incorporates limited recognizable conventions of the chosen text type.</p>
3–4	<p>Conceptual understanding is mostly demonstrated.</p> <p>The choice of text type is generally appropriate to the context, purpose and audience.</p> <p>The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response.</p> <p>The response incorporates some conventions of the chosen text type.</p>
5–6	<p>Conceptual understanding is fully demonstrated.</p> <p>The choice of text type is appropriate to the context, purpose and audience.</p> <p>The register and tone are appropriate to the context, purpose and audience of the task.</p> <p>The response fully incorporates the conventions of the chosen text type.</p>

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

Hivi karibuni umekuwa likizoni na ukakaa katika hoteli moja ya kifahari. Huduma zilizotolewa na hoteli hiyo zilikuwa nzuri sana, lakini uligundua kuwa ulikuwa umepoteza kitu katika hoteli hiyo na wasimamizi hawakushughulikia kesi yako kwa njia ya kuridhisha. Andika matini ambapo unawaambia wageni wengine kuhusu tajriba yako, upendekeze namna kesi yako ilivyotakiwa ishughulikiwe na uwashauri wageni wengine kuhusu kile wanachopaswa kufanya ili kuepuka tukio kama hilo.

Chapisho la mtando wa kijamii	Jarida	Pendekezo
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Criterion B:

- Kupoteza “kitu” na utawala wa hoteli kutoshughulikia “kesi yako kwa njia ya kuridhisha” ndiyo tajriba matini inafaa kuwaambia wageni wengine . Jibu linaweza kutoa maelezo ya namna kesi yako ilivyoshughulikiwa ili kuthibitisha ni kwa nini haikuwa kwa njia ya kuridhisha.
- “Jinsi kesi yako ingeshughulikiwa” ni maoni ya jinsi wasimamizi wangeshughulikia kesi hiyo kwa njia tofauti na ya kuridhisha.
- Ili “uwashauri wageni wengine”, jibu linafaa kutoa mapendekezo kwa hadhira/wageni kuhusu kile wanachoweza kufanya ili waepuke kupoteza vitu hotelini. Ushauri wa namna ya kushirikiana na wasimamizi wa hoteli unaweza kujumuishwa.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Chapisho la mtandao wa kijamii	Aina hii ya matini huchapishwa mtandaoni isomwe na kikundi fulani cha watu wanaovutiwa na mada au jambo fulani. Matini hii pia inaweza kusomwa na umma kwa jumla. Inaweza pia kuwa majibu kwa chapisho/ maoni mengine.
Generally appropriate	Jarida	Aina hii ya matini inafaa kwa malengo anuwai ambayo ni pamoja na kufahamisha, kujadili, kutoa maoni n.k., ambayo aghalabu huchapishwa kwenye magazeti na majarida.
Generally inappropriate	Pendekezo	Aina hii ya matini inafaa kwa lengo la kutoa taarifa, lakini kimsingi inatumiwa kuwasiliana na watu binafsi au vikundi vidogo vya watu.

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 isiyu rasmi au iliyo nusu rasmi
- Toni inayoshirikisha

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

Swali 2

Meya wa mji wako amewaalika vijana kuwasilisha miradi itakayokuwa na manufaa katika eneo lao. Waandishi wa mradi utakaoshinda watasaidia mji kufikia malengo yake kimaendeleo. Andika matini ambapo unaelezea mradi wako, uelezee jinsi mradi huo utakavyoweza kusaidia mji kufikia malengo yake na uonyeshe jinsi ofisi ya meya inavyoweza kuchangia mradi wako kufikia malengo yake.

Barua pepe	Pendekezo	Ripoti rasmi
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Criterion B:

- Matini inafaa kutoa maelezo ya ni nini mradi huo unahusiana nacho na/au masuala ambayo yatashughulikiwa na mradi huo.
- “jinsi mradi huo utakavyoweza kusaidia” ni manufaa ambayo watu wa mji wanaweza kupata kutokana na mradi huo.
- “jinsi ofisi ya meya inavyoweza kuchangia” ni pendekezo la mambo ambayo ofisi ya meya inaweza kufanya ili mradi ufanikiwe na uweze kufikia malengo yake kimaendeleo.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Pendekezo	Aina hii ya matini hasa hutumiwa kwa lengo la kuwasilisha mawazo au suluhisho; ni kwa kiwango kidogo sana matini hii huhitaji kuandikwa kuelekea kwa mtu au kuweka mambo katika muktadha.
Generally 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 inappropriate	Ripoti rasmi	Aina hii ya matini hulenga kutoa maelezo au uchanganuzi wa hali au wazo fulani kulingana na uchunguzi au utafiti. Aghalabu huandikwa na mtu binafsi kwa mtu au watu fulani, na kwa lengo mahsusi.

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 rasmi
- Toni iliyo na umakini na ya kushawishi

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

Swali 3

Kwa sababu shule yako ina wanafunzi wanaotoka katika imani mbalimbali, wangependa kuunda mashirika tofauti ya kidini. Mkuu wa shule yako amekuomba ufanye utafiti kuhusu matakwa ya wanafunzi. Andika Matini kwa mkuu wa shule ambapo unamfahamisha kuhusu manufaa na madhara ya kuwa na mashirika tofauti na upendekeze jinsi mashirika yanavyopaswa kuendeshwa ikiwa matakwa ya wanafunzi yatatimizwa.

Barua pepe	Chapisho la mtando wa kijamii	Ripoti rasmi
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Criterion B:

- Matina inafaa kwanza kuonyesha hadhira kuwa shule ina wanafunzi wanaotoka katika imani tofauti na wangependa kuwa na mashirika tofauti ya kidini shuleni. Jibu linaweza kutoa sababu za kwa nini wanafunzi wangependa kuwa na mashirika tofauti yanayowakilisha imani zao tofauti.
- “Manufaa” ni mambo mazuri ambayo wanafunzi/shule ingenufaika nayo kwa kuwa na mashirika tofauti ya kidini huku “madhara” yakiwa ni athari mbaya za kuwa na mashirika tofauti ya kidini. Jibu si lazima liunge mkono upande wowote.
- “Jinsi mashirika yanavyopaswa kuendeshwa” inapaswa kutoa pendekezo la jinsi mashirika tofauti ya kidini yanavyofaa kuendeshwa yakiruhusiwa kuwepo shuleni.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Ripoti rasmi	Aina hii ya matini hulenga kutoa maelezo au uchanganuzi wa hali au wazo fulani kulingana na uchunguzi au utafiti. Aghalabu huandikwa na mtu binafsi kwa mtu au watu fulani, na kwa lengo mahsusi.
Generally 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 inappropriate	Chapisho la mtandao wa kijamii	Aina hii ya matini huchapishwa mtandaoni isomwe na kikundi fulani cha watu wanaovutiwa na mada au jambo fulani. Matini hii pia inaweza kusomwa na umma kwa jumla. Inaweza pia kuwa majibu kwa chapisho/ maoni mengine.

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 rasmi
- Toni yenye umakini na inayoshawishi

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:

Chapisho la mtando wa kijamii

- Litatumia usimulizi wa nafsi ya kwanza/kauli ya nafsi ya kwanza
- Litawahusisha wasomaji; kwa mfano, kwa kutumia lugha inayowalenga moja kwa moja, mtindo wenye kuhuisha, kuvutia na kulisimua
- Litajumuisha mbinu faafu za mtandaoni; kwa mfano, marejeo ya machapisho mengine, na hashitagi za wanachama wengine

Pendekezo

- Litakuwa na mada inayofupisha yaliyomo
- Litakuwa na utangulizi na hitimisho
- Litaandikwa kwa muundo maalum kwa kuwa na mada, aya fupi zinazoeleweka, sehemu tofauti zinazotambulika kwa herufi/ nambari /vitone, na kadhalika

Ripoti rasmi

- Itakuwa na mada husika
- Itatumia mtindo ambao hauegemei upande wowote; kwa mfano, kuwasilisha mawazo na ukweli wa mambo bila kupamba
- Itakuwa na muundo uliopangiliwa vizuri; kwa mfano, utangulizi ulio wazi, mada ndogo, aya/sehemu fupi na kadhalika
- Itakuwa na hitimisho au mapendekezo.

Jarida

- Itakuwa na tarehe
- Itatumia usimulizi wa nafsi ya kwanza
- Itakuwa na kauli ya kutamatisha, kama vile “imetosha kwa leo”
- Haitatumia vifungu vya maneno au sentensi zinazotoa maelezo yaliyo dhahiri, (kwa mfano, itatumia “Nilimwona Juma”, lakini sio, “Nilimwona Juma, rafiki yangu wa dhati”

Barua pepe

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

Kumbuka: ‘Kwa:’ /‘Kutoka’: na tarehe zinaweza kuwekwa lakini hazihitajiki.
