

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2025

Kiswahili / Kiswahili / Kiswahili B

Standard level
Niveau moyen
Nivel Medio

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. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.
4–6	Command of the language is partially effective. Vocabulary is appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. 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. A variety of basic and more complex grammatical structures is used. 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 varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. 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	The work does not reach a standard described by the descriptors below.
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

Umerudi kutoka ughaibuni kutoa huduma ya kujitolea na shirika ulilokuwa unafanya kazi nalo limekuomba utoe maoni yako. Andika matini kwa mkuu wa shirika hilo ambapo unaelezea tajriba yako na upendekeze mambo ambayo shirika hilo linaweza kuboresha.

Barua pepe	Insha	Ripoti rasmi
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Criterion B:

- “Tajriba yako” inajumuisha jambo au tukio lolote lililopitiwa au kufanyika wakati wa kutoa huduma ya kujitolea katika shirika hilo ughaibuni. Jibu linaweza kujumuisha mipango ya awali ya shirika hilo wakati lilipokuwa linajiandaa kwa huduma hiyo ya kujitolea, na pia matukio yaliyofanyika baada ya huduma na yaliyohusiana na huduma hiyo lakini yaliyopangwa na shirika hilo. Tajriba inaweza kuwa hasi na/au chanya.
- Yale “ambayo shirika hilo linaweza kuboresha” yanajumuisha mapendekezo ya mabadiliko au maboresho ambayo shirika hilo linaweza kufanya ili kuboresha tajriba ya wahudumu. Mapendekezo yanaweza pia kujumuisha mambo ambayo shirika hilo linaweza kudumisha na pia mikakati mipya ambayo shirika linaweza kuchukua ili kuboresha tajriba watoa huduma wa kujitolea katika siku zijazo.

Criterion C:

Choice of text type:

	Text type	Rationale
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 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 mahususi.
Generally inappropriate	Insha	Aina hii ya matini kimsingi huwa ya kitaaluma, ambayo husomwa na mtu (watu) aliyetumiwa. Kwa kawaida sio matini ya umma.

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 iliyo nusu rasmi na rasmi
- Toni yenye umakini na inayoshawishi

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

Swali 2

Hivi karibuni, wanafunzi katika shule yako wamekuwa wakilalamika kuhusu kazi nyingi za shule ambazo zinawanyima muda wa kulala usingizi wa kutosha. Kama mmoja wa wawakilishi wa wanafunzi aliyealikwa kuzungumzia suala hilo, andika matini kwa utawala wa shule ambapo unaelezea umuhimu wa kulala na utoe ushauri wa hatua zinazofaa kuchukuliwa ili kuwawezesha wanafunzi kupata muda wa kutosha wa kulala.

Barua pepe	Pendekezo	Wasilisho
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Criterion B:

- Jibu linafaa kuweka wazi kuwa “kazi nyingi za shule” ndizo zimekuwa zikiwanyima wanafunzi “muda wa kulala usingizi wa kutosha” na ndio sababu wamekuwa wakilalamika.
- “Umuhimu wa kulala” unafaa kujadili jinsi wanafunzi wanavyoweza kunufaika kutokana na kulala usingizi wa kutosha au faida zinazoweza kupatikana kutokana na jambo hilo. “Umuhimu” si lazima uwe ukweli, bora jibu limeweza kutetea madai yaliyotolewa. Madhara ya kukosa usingizi wa kutosha pia yanaweza kujadiliwa.
- “Hatua zinazoweza kuchukuliwa” ni mbinu zinazoweza kutumiwa kuhakikisha wanafunzi wanapata muda wa kulala usingizi wa kutosha. Inaweza kuwa kupunguza kazi za shule au shughuli nyingine za wanafunzi shuleni ambazo zitawawezesha kupata muda wa kutosha wa kulala.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Wasilisho	Aina hii ya matini inafaa kwa lengo la kutoa maelezo kwa njia ya kushawishi kwa kikundi cha watu ili kushawishi, kubadilisha au kuathiri maoni yao juu ya jambo fulani.
Generally appropriate	Pendekezo	Aina hii ya matini haswa 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 inappropriate	Barua pepe	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 iliyo nusu rasmi na isiyo rasmi
- Toni yenye umakini unaofaa

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

Swali 3

Kwa muda mrefu, shule yako imekuwa na kocha mmoja tu kwa michezo yote. Kama nahodha wa michezo shuleni mwako, andika matini kwa idara ya michezo shuleni ambapo unaelezea ni kwa nini michezo mingi inahitaji mtaalamu na kisha upendekeze sifa za kocha mzuri.

Insha	Pendekezo	Wasilisho
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Criterion B:

- Jibu linafaa kuweka wazi kuwa shule imekuwa na kocha mmoja kwa michezo yote.
- “Kwa nini michezo mingi inahitaji mtaalamu” inafaa kuelezea sababu za kila mchezo kuhitaji kocha aliye na ujuzi.
- “Sifa za kocha mzuri” ni tabia au uwezo anaofaa kuwa nao kocha ili aweze kuleta mabadiliko chanya kwenye michezo ya shule.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Pendekezo	Aina hii ya matini haswa 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 inatumika kuwasiliana na watu binafsi au vikundi vidogo vya watu.
Generally inappropriate	Insha	Aina hii ya matini kimsingi huwa ya kitaaluma, ambayo husomwa na mtu (watu) aliyetumiwa. Kwa kawaida sio matini ya umma.

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.

Appendix: Text type conventions (Criterion C)

The most common and recognisable conventions of the text types are given below:

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.

Wasilisho

- Litaanza kwa kuteka makini ya hadhira na kutamatisha bila kuonesha mkanganyiko mwishoni
- Litahutubia hadhira na kuwa nao kutoka mwanzo hadi mwisho; kwa mfano, kutumia maneno kama “sisi” na “ninyi” na kadhalika
- Litajumuisha balagha kama vile maswali ya balagha, takriri, na kadhalika.

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.

Insha

- Itakuwa na utangulizi na hitimisho bainifu
 - Itakuwa na mbinu zinazomwezesha msomaji kufuatilia hoja kwa urahisi; kwa mfano, aya zilizowekwa wazi
-