Diploma Programme
Programme du diplôme
Programa del Diploma

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo 2025

Kiswahili / Kiswahili / Kiswahili ab initio

Standard level
Niveau moyen
Nivel Medio

Paper / Épreuve / Prueba 1

International Baccalaureate®
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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.
1-2	**Command of the language is limited** Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Abundant repetition and inaccuracies interfere with meaning.
3-4	**Command of the language is generally effective.** Vocabulary is generally appropriate to the task, and varied. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is generally accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
5-6	**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 effectively. Language is mostly accurate. Occasional errors 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.	
1–2	**The task is partially fulfilled.** Some ideas are relevant. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.	**The link between the response and task is unclear at times; the reader has difficulty in understanding the message.** The response covers only some points in the task, and not all the points expressed are relevant. Supporting details and/or examples barely feature, if at all. The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.
3–4	**The task is generally fulfilled.** Most ideas are relevant to the task. Some ideas are developed with some detail and examples. Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.	**The link between the response and the task is mostly clear; the reader's overall understanding is not impeded, despite some ambiguity.** The response covers most of the points in the task, and most of the points expressed are relevant. The response includes some supporting details and examples. The ideas are organized in a logical way; basic cohesive devices are used correctly to aid the delivery of the message, although they may be areas of slight confusion at times.
5–6	**The task is fulfilled effectively.** Ideas are relevant to the task. Ideas are developed well, providing details and relevant examples. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.	**The link between the response and the task is clear; the reader has a good understanding of the message conveyed.** The response covers all the points in the task, and the points expressed are relevant. The response uses supporting details and examples to clarify the message. The ideas are organized well; a range of basic cohesive devices are used correctly to deliver the message with little or no ambiguity.

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	**Conceptual understanding is limited.** The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.
2	**Conceptual understanding is mostly demonstrated.** The choice of text type is generally appropriate to the context, purpose and audience. The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response. The response incorporates some conventions of the chosen text type.
3	**Conceptual understanding is fully demonstrated.** The choice of text type is appropriate to the context, purpose and audience. The register and tone are appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.

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)

Section A

Swali 1

Kutokana na shauri ya daktari wako, ulifanya mazoezi ya kimwili kwa muda wa mwezi mmoja ili kuboresha afya yako ya kimwili. Andika matini ukitafakari mazoezi uliyoyafanya, jinsi ambavyo yameboresha nguvu zako za kimwili, na nini utakachofanya ili kuendelea kuwa mwenye nguvu.

Barua pepe	Blogu	Shajara

Criterion B:

Points to be covered:
- Maelezo ya vipi ulishinda tuzo (Maelezo haya yatolewe kwa sababu hayastahili kuwa hapa) (kwa mfano kutokana na shindano ya insha au mchezo fulani maelezo ya kwa nini mazoezi yalianza kulingana na ushauri wa daktari wako.
- utoaji wa malengo yoyote maalum ya kiafya au wasiwasi uliokuwa nao.
- Eleza aina za mazoezi uliyofanya wakati wa mwezi.
- Tafakari jinsi ulivyokuwa thabiti na mazoezi na changamoto zozote ulizokabiliana nazo.
- Jadili kusudi yako ya kudumisha maisha yenye afya zaidi ya kipindi cha mwezi mmoja.
- Shiriki mipango yako ya kuendelea na mazoezi, iwe ni utaratibu maalum, kujiunga na darasa la siha, au kujumuisha mazoezi ya viungo katika maisha yako ya kila siku.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Shajara	Ni aina ya maandishi ambayo ni kawaida hutumiwa na mwandishi kutafakari juu ya mawazo yake binafsi; kawaida haishirikiwi na wasomaji wengine.
Generally appropriate	Blogu	Aina ya maandishi ambayo kwa kawaida huwasilisha matukio ya maisha aliyoyapitia mtu na/au maoni yake binafsi, na husomwa na hadhira kubwa isiyojulikana.
Generally inappropriate	Barua pepe	Ni aina ya maandishi ambayo aghalabu huandikwa na mtu binafsi na hupelekwa kwa mpokeaji fulani aliyetajwa.

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 can be considered "appropriate", and the "generally inappropriate" text type can considered "generally appropriate".

Register and tone:
- rejista isiyo rasmi
- sauti ya kifurahia na matarajio

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

Swali 2

Uko safarini na ni siku ya kuzaliwa ya mama yako. Andika matini kwa mama yako ukimtakia heri na umwambie jinsi unavyomthamini. Toa mfano wa kumbukumbu nzuri ya upendo na msaada wake kwako.

Barua pepe	Blogu	Postikadi

Criterion B:

Points to be covered:
- Anza kwa kumtakia mama yako heri ya siku ya kuzaliwa.
- Mjulishe kuwa unamfikiria ingawa uko mbali.
- Shiriki shukrani zako kwa upendo na usaidizi wote ambao amekupa kwa miaka mingi.
- Taja mifano ya ufadhiliwake na matendo yake yaliyokusaidia katika njia mahsusi.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Postikadi	Ni aina ya maandishi ambayo hushughulikiwa kwa mtu binafsi kuwasilisha ujumbe mfupi ambayo kwa kawaida unazungumzia ujumbe wa kukumbukwa kwa mtu au tukio, mara nyingi wakati wa kusafiri au kama njia ya kushiriki muda mahsusi.
Generally appropriate	Barua pepe	Ni aina ya maandishi ambayo aghalabu huandikwa na mtu binafsi na hupelekwa kwa mpokeaji fulani aliyetajwa.
Generally inappropriate	Blogu	Ni aina ya maandishi ambayo kwa kawaida huwasilisha matukio ya maisha aliyoyapitia mtu na/au maoni yake binafsi, lakini husomwa na hadhira kubwa isiyojulikana.

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 can be considered "appropriate", and the "generally inappropriate" text type can considered "generally appropriate".

Register and tone:
- Rejista isiyo rasmi
- sauti ya kutafakari na shukurani

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

Swali 3

Umesafiri kwenda nchi jirani kuendelea elimu yako. Ulishangaa kuona kwamba wanafunzi wengi huendesha baiskeli kwenda shuleni. Andika matini kwa rafiki zako katika shule yako ya zamani kuwajulisha kuhusu utamaduni huu wa kwenda shuleni kwa baisikeli na faida zake.

Barua pepe	Blogu	Ujumbe

Criterion B:

Points to be covered:
- anza na ufunguzi wa kirafiki
- wajulishe marafiki zako kuhusu shule yako mpya na utamaduni wa kuendesha baiskeli kwenda shuleni
- kujadili faida za utamaduni huu kama vile:
- Kuendesha baiskeli kwenda shule huokoa wakati. Haijumuishi kusubiri mabasi au kutegemea wazazi kukupeleka shuleni, baiskeli ni zoezi zuri la kujiweka sawa, baiskeli ni nafuu, haihitaji mafuta ambayo inaweza kuwa ghali.
- malizia na hitimisho lako

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Barua pepe	Ni aina ya maandishi ambayo aghalabu huandikwa na mtu binafsi na hupelekwa kwa mpokeaji fulani aliyetajwa.
Generally appropriate	Ujumbe	Ni aina ya maandishi inayofaa kwa madhumuni ya kumwandikia mtu binafsi kwa haraka na ufanisi. Mara nyingi hutumiwa ambapo mwandishi anaweza kutarajia jibu la haraka (k.v. kujibu maoni).
Generally inappropriate	Blogu	Ni aina ya maandishi ambayo kwa kawaida huwasilisha matukio ya maisha aliyoyapitia mtu na/au maoni yake binafsi, lakini husomwa na hadhira kubwa isiyojulikana.

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 can be considered "appropriate", and the "generally inappropriate" text type can considered "generally appropriate".

Register and tone:
- rejista isiyo rasmi
- sauti ya msisimko

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

Section B

Swali 4

Umesikia kwenye redio ya taifa kwamba idadi ya wanyamapori imepunguza (imepungua) .
Andika matini kwa gazeti la taifa kuwaelimisha wananchi kuhusu jinsi maisha ya wanyamapori
yanavyoathiriwa na hali mbaya ya hewa na utoe shauri kuhusu vipi madhara hayo yanaweza
kuzuiwa.

Barua	Makala	Ripoti rasmi

Criterion B:
Points to be covered:
- Eleza athari za hali ya hewa mbaya kwa wanyamapori.
- Eleza jinsi hali mbaya ya hewa, kama vile, ukame, au baridi kali, inavyoathiri idadi ya
  wanyamapori.
- Taja mifano mahususi, kama vile ukosefu wa chakula au uharibifu wa makazi kutokana na
  mafuriko.
- Himiza hatua zinazowajibika ili kupunguza athari mbaya za hali ya hewa:
- Linda makazi asilia ili kutoa makazi wakati wa hali mbaya ya hewa.
- Kuelimisha umma kuhusu mazoea rafiki kwa wanyamapori (k.m., kuepuka kutupa takataka,
  kupanda mimea asilia).

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Makala	Ni aina ya maandishi ambayo kwa kawaida huwasilisha matukio ya maisha aliyoyapitia mtu na/au maoni yake binafsi, lakini husomwa na hadhira kubwa isiyojulikana.
Generally appropriate	Barua	Ni aina ya maandishi ambayo aghalabu huandikwa na mtu binafsi na hupelekwa kwa mpokeaji aliyetajwa/asiyetajwa na pia inaweza kuwa rasmi au isiyo rasmi.
Generally inappropriate	Ripoti rasmi	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 can be considered "appropriate", and the
"generally inappropriate" text type can considered "generally appropriate".

Register and tone:
- Rejista rasmi
- Sauti ya rasmi

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

Swali 5

Wewe ni mgombea wa nafasi ya uongozi wa wanafunzi katika shule yako. Andika matini kwa wanafunzi wenzako kabla ya uchaguzi kuwafahamisha kuhusu kwa nini unataka kuwa kiongozi na hatua utakazozichukua ili kuhakikisha usawa wa jinsia shuleni.

Barua	Hotuba	Ripoti rasmi

Criterion B:

Points to be covered:
- Jitambulishe
- Anza kwa kueleza nia yako ya kutumikia kama kiongozi na kuchangia vyema kwa jumuiya ya shule.
- Shiriki kwa nini ungependa kuchukua jukumu hili—iwe ni shauku ya utetezi, kujitolea kwa kazi ya pamoja, au nia ya kuleta mabadiliko.
- Angazia dhamira yako ya kukuza usawa wa kijinsia shuleni.
- Tetea sera zinazohakikisha fursa sawa kwa wanafunzi wote, bila kujali jinsia.
- Himiza wasichana zaidi kushiriki katika majukumu ya uongozi na shughuli za ziada.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Hotuba	Muundo wa mazungumzo yatakayowasilishwa kwa mdomo. Hotuba na mjadala huwa na nia ya kushawishi, huku wasilisho likilenga kueleza jambo wazi wazi.
Generally appropriate	Reipoti (inapaswa kuwa ripoti) rasmi	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 inappropriate	Barua	Ni aina ya maandishi ambayo aghalabu huandikwa na mtu binafsi na hupelekwa kwa mpokeaji aliyetajwa/asiyetajwa na pia inaweza kuwa rasmi au isiyo rasmi.

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 can be considered "appropriate", and the "generally inappropriate" text type can considered "generally appropriate".

Register and tone:
- Rejista rasmi
- Sauti ya kirasmi

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

Swali 6

Umenunua kifaa cha elektroniki ambacho hufanya kazi vizuri. Andika matini kwa watu wengine ukielezea kifaa ulichokinunua na ueleze ni kwa nini umefurahishwa nacho.

Chapisho la mtandao wa kijamii	Makala	Ripoti rasmi

Criterion B:

Points to be covered:
- Anza kwa kutambulisha kifaa. Taja aina yake (k.m., simu ya mkononi, kompyuta kibao, saa mahiri, n.k.).
- Eleza vipengele vyake, vya kipekee vinavyoifanya kuwa ya kipekee.
- Angazia jinsi kifaa kinavyofanya kazi vizuri. Jadili vipengele kama vile kasi, uwajibikaji na maisha ya betri.
- Shiriki matukio yoyote mazuri ambayo umekuwa nayo ulipokuwa ukiitumia—kwa mfano, kufanya shughuli nyingi bila mshono au kucheza michezo kwa urahisi.
- Onyesha kuridhika kwako kwa jumla na kifaa.
- Eleza kwa nini inakidhi mahitaji yako, huongeza (sio mwafaka) maisha yako ya kila siku, au hutoa urahisi.

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Chapisho la mtandao	Ni aina ya maandishi inayofaa kwa madhumuni ya kutoa matangazo kwa kikundi cha watu kisicho na jina lakini maalum (k.m. familia na marafiki).
Generally appropriate	Makala	Ni aina ya maandishi ambayo kwa kawaida huwasilisha matukio ya maisha aliyoyapitia mtu na/au maoni yake binafsi, lakini husomwa na hadhira kubwa isiyojulikana.
Generally inappropriate	Ripoti rasmi	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 can be considered "appropriate", and the "generally inappropriate" text type can considered "generally appropriate".

Register and tone:
- Rejista ya nusu-rasmi
- Lugha ya kirasmi

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
- Itamtambulisha mpokeaji kwa uwazi (kwa jina, anwani au jukumu/ jina la kazi na kadhalika)
- Itadumisha mazungumzo yaliyo wazi kwa mtu mmoja mahususi
- Itakuwa na salamu za kufungua na kufunga

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.

Hotuba/ Wasilisho / Mjadala
- Itaanza kwa kuteka makini ya hadhira na kutamatisha bila kuonesha mkanganyiko mwishoni
- Itahutubia hadhira na kuwa nao kutoka mwanzo hadi mwisho; kwa mfano, kutumia maneno kama "sisi" na "ninyi" na kadhalika
- Itajumuisha balagha kama vile maswali ya balagha, takriri, na kadhalika

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.

Mwaliko
- Itakuwa na mada (aina ya mwaliko, kwa mfano)
- Itakuwa na utangulizi mfupi na hitimisho
- Itatumia usimulizi wa nafsi ya kwanza
- Itakuwa na jina la mkarimu na jina la mpokeaji
- Itatambulisha ujumbe (maelekezo kuhusu tukio)
- Itakuwa na tarehe ya tukio Wakati Anwani ya mahali (maelekezo) Nambari ya simu

Kumbuka: Ubunifu wa kisanaa kama vile uchoraji na upambaji hautatathiminiwa.

Blogu
- Itakuwa na mada inayoshirikisha
- Itatumia usimulizi wa nafsi ya kwanza
- Itadhihirisha ufahamu wa wasomaji, kama vile kutumia lugha inayowalenga moja kwa moja, mtindo unaovutia na kusisimua, kuwakaribisha kutoa maoni, na kadhalika
- Itakuwa na kauli ya kutamatisha
-

Shajara
- 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"

Ujumbe
- Utakuwa simulizi ya mtu binafsi
- Itadumisha mazungumzo yaliyo wazi kwa mtu mmoja mahsusi
- Itakuwa na salamu za kufungua na kufunga

Chapisho la mtandao wa kijamii/ chapisho la majukwaa ya mitandaoni
- Itatumia usimulizi wa nafsi ya kwanza/kauli ya nafsi ya kwanza
- Itawahusisha wasomaji; kwa mfano, kwa kutumia lugha inayowalenga moja kwa moja, mtindo wenye kuhuisha, kuvutia na kusisimua
- Itajumuisha mbinu faafu za mtandaoni; kwa mfano, marejeo ya machapisho mengine, na hashitagi za wanachama wengine

Makala
- Itakuwa na mada/ kichwa mwafaka
- Itadhihirisha ufahamu wa hadhira lengwa
- Itakuwa na utangulizi, mwendelezo, na hitimisho vyenye kushirikisha.

Maelezo Zaidi

1. Katika **kigezo cha B: Ujumbe,** hoja zipangwe katika aya. Iwapo mtahiniwa ameandika mfululizo na insha yote ni aya moja, yaani, hoja zote zimewekwa katika aya moja, asituzwe alama 4aidi ya nne (4).

2. Katika **kigezo cha B: Ujumbe,** kama lugha inatatiza ujumbe, mtahiniwa asipewe alama zaidi ya nne (4) hata kama ameeleza hoja zote.

3. Katika kigezo cha C:

i) Uelewa wa kidhana,mtahiniwa atapata alama tatu (3) iwapo amezingatia mahitaji yote yanayotakikana.

ii) Iwapo amezingatia mahitaji nusu, atapata alama (2).

iii) Iwapo ametumia matini mwafaka lakini hajazinatia mahitaji mengine yoyote, ataata alama moja (1).