

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2023

Kiswahili / Kiswahili / Kisujili 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	<p>Command of the language is limited.</p> <p>Vocabulary is sometimes appropriate to the task.</p> <p>Some basic grammatical structures are used, with some attempts to use more complex structures.</p> <p>Language contains errors in both basic and more complex structures. Errors interfere with communication.</p>
4–6	<p>Command of the language is partially effective.</p> <p>Vocabulary is generally appropriate to the task and varied.</p> <p>A variety of basic and some more complex grammatical structures is used.</p> <p>Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.</p>
7–9	<p>Command of the language is effective and mostly accurate.</p> <p>Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p>
10–12	<p>Command of the language is mostly accurate and very effective.</p> <p>Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used selectively in order to enhance communication.</p> <p>Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.</p>

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

Utawala wa shule yako unapendekeza kuwa ni lazima kila mwanafunzi shuleni mwako awe na kipatakalishi kuanzia muhula ujao. Mwalimu mkuu amekuteua kukusanya maoni kutoka kwa wanafunzi kuhusu suala hilo. Andika matini ambapo unajadili madhara na manufaa ya kuwalazimisha wanafunzi kuwa na vipakatalishi na kisha utoe sababu za pendekezo utakalotoa.

Barua kwa mhariri

Barua pepe

Ripoti rasmi

Criterion B:

- Utangulizi wa jibu unafaa kuoyesha kuwa shule inapendekeza kila mwanafunzi awe na kipakatalishi.
- “Maoni kutoka kwa wanafunzi” yanajumuisha mawazo ya wanafunzi kuhusu pendekezo la shule kutaka kila mwanafunzi kuwa na kipakatalishi. Maoni hayo yanaweza kuwa chanya au hasi.
- “Madhara na manufaa” yanafaa kutoa maelezo kuhusu faida na athari hasi za hatua hii kuchukuliwa na shule, ilhali “sababu za pendekezo” zinaangazia kwa nini mwandishi wa ripoti atoe ushauri fulani au pendekezo la kuunga mkono au kupinga hatua hii.

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	Barua kwa mhariri	Aina hii ya matini inaakisi maoni ya mwandishi juu ya mada au wazo fulani. Barua kwa mhariri ni matini inayotumwa kwa gazeti/jarida na yeyote katika umma, halafu inachapishwa ili isomwe na 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 yenye umakini na inayoshawishi

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

Swali 2

Hivi karibuni, ulisoma makala iliyosema kuwa sherehe za siku ya kuzaliwa ni za hasara na hazifai kufanyika. Ungetaka kutoa maoni yako kwa wasomaji wengine. Andika matini ambapo unaelezea hoja kuu za makala hiyo, uelezee ni kwa kiasi gani ulikubaliana au kutokubaliana nazo, na utoe hitimisho lako kuhusu mada hiyo.

Barua kwa mhariri

Blogu

Shajara

Criterion B:

- Jibu linafaa kuonyesha “hoja kuu” kama sababu zilizotolewa katika makala ambazo zinaelezea kwa nini sherehe za siku ya kuzaliwa zinaleta hasara.
- “Maoni” yanaweza kuwa ufafanuzi wa mawazo ya kuungana au kupingana na baadhi ya hoja au hoja zote kama zilivyoenezwa katika makala dhidi ya sherehe za siku ya kuzaliwa.
- “Hitimisho” ni msimamo kuhusu makala ambao unaweza kukubaliana au kutokubaliana na mada au maoni ya mwandishi wa makala. Sababu za kukubaliana na au kutokubaliana na mada ambazo haziko kwenye makala zinaweza kujumuishwa katika hitimisho.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Barua kwa mhariri	Aina hii ya matini inaakisi maoni ya mwandishi juu ya mada au wazo fulani. Barua kwa mhariri ni matini inayotumwa kwa gazeti/jarida na yeyote katika umma, halafu inachapishwa ili isomwe na umma.
Generally appropriate	Blogu	Aina hii ya matini kimsingi husomwa na wasomaji wasiobainishwa, na hutegemea msomaji kujitafutia taarifa.
Generally inappropriate	Shajara	Aina hii ya matini ni ya kibinafsi na yenye habari kuhusu aliyoyapitia mtu, maoni na tafakuri.

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 unaofaa

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

Swali 3

Leo, umehudhuria kongamano kuhusu utandawazi. Ilikuwa ni siku yenye furaha sana na inayochochea fikira, na ungependa kuitafakari. Andika matini ambapo unaelezea malengo ya kongamano hilo, ujadili ni matukio yapi yaliyokuwa ya kufana zaidi, na jinsi yalivyochangia mawazo yako kuhusu utandawazi.

Blogu

Barua kwa mhariri

Shajara

Criterion B:

- Jibu linafaa kuonyesha kwa uwazi kuwa kongamano linahusu “utandawazi” wala sio jambo lingine.
- “Malengo ya kongamano” yajumuishie ufafanuzi wa mada au masuala mbalimbali kuhusu utandawazi yaliyoangaziwa katika kongamano.
- “Matukio” ya “kufana zaidi” yanafaa kuwa masuala au mambo yaliyovutia zaidi. Maelezo ya jinsi matukio hayo yalivyomchochea au kumtaarifu zaidi mhudhuriaji kuhusu utandawazi lazima yajumuishwe katika jibu.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Shajara	Aina hii ya matini ni ya kibinafsi na yenye habari kuhusu aliyoyapitia mtu, maoni na tafakuri.
Generally appropriate	Blogu	Aina hii ya matini kimsingi husomwa na wasomaji wasiobainishwa, na hutegemea msomaji kujitafutia taarifa.
Generally inappropriate	Barua kwa mhariri	Aina hii ya matini inaakisi maoni ya mwandishi juu ya mada au wazo fulani. Barua kwa mhariri ni matini inayotumwa kwa gazeti/jarida na yeyote katika umma, halafu inachapishwa ili isomwe na 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 isiyo rasmi au iliyo nusu rasmi
- Toni inayoshirikisha

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 kwa mhariri

- Salamu zinazofaa za mwanzo na mwisho
- Itakuwa na utangulizi mfupi na hitimisho
- Itamtambulisha mwandishi; mfano jina, eneo.

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.

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 kuisimua, kuwakaribisha kutoa maoni, na kadhalika
- Itakuwa na kauli ya kutamatisha

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.

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”

Kumbuka: Shajara inaweza kuanza kwa “Mpendwa May”, lakini hili halitarajiwi.