

Marking notes Remarques pour la notation Notas para la corrección

May / Mai / Mayo de 2026

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	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 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	The task is partially fulfilled. Few ideas are relevant to the task. 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 tends to be unclear; the reader has difficulty understanding the message. The response touches upon some aspects of the task but there is also much unrelated information. The response addresses the task in a simple manner, and 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.
4–6	The task is generally fulfilled. Some ideas are relevant to the task. Ideas are outlined but are not fully developed. 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 detectable; the reader’s general understanding of the message is not impeded, despite some ambiguity. The response covers some aspects of the task or touches upon all aspects but superficially. The response includes some supporting details and examples. 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.
7–9	The task is fulfilled. Most ideas are relevant to the task. Ideas are developed well, with some detail and 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 aspects of the task, despite losing focus at times. The response uses supporting details and examples to clarify the message. The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with little or no ambiguity.
10–12	The task is fulfilled effectively. Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples.	The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed. The response covers all aspects of the task fully and maintains focus throughout.

	Ideas are clearly presented, and the response is structured in a logical and coherent manner that supports the delivery of the message.	The response uses well-chosen supporting details and examples to illustrate and explain ideas persuasively. The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with clarity and ease.
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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	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.
3–4	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.
5–6	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.

OBJ

Question specific guidance (Criterion B and C)

Swali 1

Taka za kielektroniki katika jiji lako zinaongezeka kila siku; jambo ambalo linaonekana kuwa na madhara kwa mazingira. Unataka kuhamasisha jamii ya jiji lako kuchukua hatua dhidi ya tatizo hili. Andika matini ambapo unatoa maelezo ya tatizo hili na kutoa ushauri wa njia za kutatua tatizo hili huku ukijadili manufaa ya kutatua tatizo hilo kwa jamii.

Chapisho la mtando wa kijamii

Pendekezo

Ripoti rasmi

Criterion B:

- "Maelezo ya tatizo hili" yanapaswa kuonyesha wazi jinsi taka za kielektroniki zinavyoathiri mazingira.. Madhara haya sio lazima yawe katika jiji moja mahususi.
- "Ushauri wa njia za kutatua tatizo" ni hatua au mbinu zinazoweza kutekelezwa ili kupunguza athari za taka za kielektroniki katika mazingira.
- "Manufaa" ni matokea mazuri yatakayopatikana wakati tatizo la taka za kielektroniki zinazoharibu mazingira litakaposuluhishwa.

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	Pendekezo	Aina hii ya matini hutumiwa mahususi 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	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.

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.

Swali 2

Rafiki yako anayesomea ughaibuni amepata nafasi ya kufanya kazi wakati wa likizo, lakini hana uhakika kama anataka kukubali kazi hiyo kwani ana mipango mingine. Andika matini ukimwelezea faida na hasara za kukubali kufanya kazi hiyo na pia umwelezee ungefanya nini ungekuwa katika hali hiyo.

Barua pepe

Chapisho la mtandao wa
kijamii

Wasilisho

Criterion B:

- Jibu linafaa kuelezea “faida” kama manufaa ambayo msomaji atapata kutokana na kukubali kazi hiyo, na “madhara” kama mambo yale msomaji atapoteza ikiwa atakataa kazi hiyo.
- Katika “ungefanya nini ungekuwa katika hali hiyo”, jibu linapaswa kutoa maoni ya namna ambavyo mwandishi angeishughulikia hali ya mwandikiwa (kutokuwa na uhakika wa kukubali kazi hiyo au la) na kile ambacho angefanya. Jibu linaweza kutoa sababu lakini sio lazima.

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	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 inappropriate	Wasilisho	Aina hii ya matini ni ya muundo wa mazungumzo ya kuwasilishwa kwa mdomo. Wasilisho linalenga kuelezea jambo fulani kwa uwazi.

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 3

Mwalimu wenu amewapa kazi ya kusoma kuhusu magonjwa yanayosababishwa na mtindo wa maisha na kisha kuja kushiriki na wanafunzi wenzako kuhusu mada hiyo. Andika matini ambapo unawaelezea jinsi mitindo mbalimbali ya maisha inavyochangia magonjwa, jinsi ya kuyadhibiti magonjwa hayo mtu anapougua, na faida za kuwa na afya nzuri.

Chapisho la mtandao wa kijamii

Pendekezo

Wasilisho

Criterion B:

- Jibu linafaa kuorodhesha na kuelezea jinsi mitindo mbalimbali ya maisha inavyochangia watu kupata magonjwa hayo.
- “Jinsi ya kuyadhibiti” ni mbinu au hatua watu wanazoweza kuchukua wanapopata magonjwa haya ili waweze kuishi vyema wakiwa bado wanaugua magonjwa hayo.
- “Faida” ni manufaa mtu anayopata akiwa na afya nzuri, yaani, bila kuwa na magonjwa yanayosababishwa na mtindo wa maisha. Jibu linaweza kulinganisha faida za kuwa na fya nzuri na madhara ya kutokuwa na afya nzuri.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Wasilisho	Aina hii ya matini ni ya muundo wa mazungumzo ya kuwasilishwa kwa mdomo. Wasilisho linalenga kuelezea jambo fulani kwa uwazi.
Generally 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 inappropriate	Pendekezo	Aina hii ya matini hutumiwa mahususi kwa lengo la kuwasilisha mawazo au suluhisho; ni kwa kiwango kidogo sana matini hii huhitaji kuandikwa kuelekea kwa mtu au kuweka mambo katika muktadha.

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.

Appendix: Text type conventions (Criterion C)

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

Chapisho la mtandao 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 unaosisimua na kuvutia
- Litajumuisha mbinu faafu za mtandaoni; kwa mfano, marejeo ya machapisho mengine, na hashitagi za wanachama wengine

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

Marking notes Examples

Example 1

You have noticed that many of your classmates consume a lot of junk food which affects their health negatively. Write a text in which you explain to your peers the dangers of consuming too much junk food and suggest ways to maintain a balanced diet instead.

Email

Essay

Speech

Criterion B:

- A broad interpretation of the term “junk food” should be accepted; provided the response makes clear they have negative effects on health, any foods should be accepted.
- While some general discussions about the dangers of junk food are acceptable, the response should focus principally on consuming “too much” junk food.
- “Ways to maintain a balanced diet” may be given in opposition to each danger covered, or more generally as a separate point.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Speech	The text type is suitable for the purpose of giving information to the audience, a large group of students (peers) in a school context.
Generally appropriate	Email	The text type is suitable for the purpose of giving information, but it is typically used to communicate with individuals or small groups.
Generally inappropriate	Essay	The text type is primarily for academic writing, that is read by the person(s) it is sent to. It is usually not a public text.

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the stated task, the “generally appropriate” text type may be considered “appropriate”, or the “generally inappropriate” text type considered “generally inappropriate”.

Register and tone:

- Semi-formal to formal register, possibly with touches of informality
- Engaging and persuasive tone

Example 2

Your school principal is running a competition for the best campaign to raise awareness about global warming among teenagers. Write your entry for this competition, to be submitted to the principal, in which you describe what the campaign is and why you think it would be effective.

Blog

Email

Proposal

Criterion B:

- The response should focus principally and clearly on “Global warming”. Campaigns related to environmental issues in general should only be considered “relevant” if the response links these to the issue of global warming.
- Discussion of ‘why it would be effective’ may be addressed in terms of raising awareness about global warming, or in terms of tackling the problem of global warming.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Proposal	The text type is used specifically for the purpose of submitting ideas or solutions; very little contextualization or address to a person is needed.
Generally appropriate	Email	The text type is suitable for sending a range of communications, but some contextual information will be needed to explain to the recipient that the purpose of the email is to make a proposal.
Generally inappropriate	Blog	The text type is primarily read by unspecified readers, and it relies on the reader to seek out the information.

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the stated task, the “generally appropriate” text type may be considered “appropriate”, or the “generally inappropriate” text type considered “generally inappropriate”.

Register and tone:

- Semi-formal to formal register
- Serious and persuasive tone