

Marking notes Remarques pour la notation Notas para la corrección

May / Mai / Mayo de 2026

Kiswahili / Kiswahili / Kisuajili 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	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

Mwalimu mkuu ambaye ni mgeni shuleni mwako ameweka sheria kali zaidi ili kudhibiti matumizi ya kompyuta na simu za rununu shuleni ili kuzuia kuingiliwa kwa masomo, hatua ambayo

imewapa wanafunzi wasiwasi. Kama mwakilishi wa wanafunzi, ungependa kumjulisha kuhusu hali hiyo. Andika matini ambapo unaelezea malalamiko ya wanafunzi na kupendekeza hatua mbadala ambazo zinaweza kuchukuliwa.

Barua pepe

Blogu

Pendekezo

Criterion B:

- Jibu linafaa kumfahamisha mwalimu mkuu kuhusu malalamiko ya wanafunzi. “Malalamiko” ni pamoja na sababu za kwa nini wanafunzi wataathiriwa vibaya na sheria kali zilizowekwa na mwalimu mkuu za kutotumia simu na kompyuta shuleni.
- Jibu linapopendekeza “hatua mbadala”, linapaswa kuzingatia marekebisho yanayoweza kufanywa kwa sheria hizi ili kuruhusu wanafunzi kuendelea kutumia simu na kompyuta shuleni na kuhakikisha kuwa sababu za mwalimu mkuu kuweka sheria hizo zinazingatiwa. Jibu linaweza kupendekeza nyakati wanafunzi wanaweza kuruhusiwa kutumia simu na kompyuta na kwa namna gani..

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	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	Blogu	Aina hii ya matini kimsingi husomwa na wasomaji wasiobainishwa, na hutegemea msomaji kujitafutia taarifa.

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 mfululizo
- Toni yenye umakini na inayoshawishi

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

Swali 2

Wanafunzi katika shule yako wamekuwa wakiomba utawala wa shule kuanzisha programu mpya itakayowafundisha jinsi ya kucheza ala mbalimbali za muziki, lakini wasimamizi wanasita. Kama mwakilishi wa wanafunzi, andika matini kwa bodi ya shule ambapo unadokeza jinsi programu inavyopaswa kuendeshwa na uelezee umuhimu wa programu hiyo kwa wanafunzi.

Barua pepe	Maelekezo	Pendekezo
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Criterion B:

- Ili kuonyesha “jinsi programu inavyopaswa kuendeshwa”, jibu linapaswa kupendekeza mbinu au hatua zinazoweza kuchukuliwa ili kutekeleza programu hiyo. Mbinu/hatua hizo zinaweza kuangazia sababu za utawala wa shule kusita kuanzisha programu hiyo.
- “Umuhimu wa programu hiyo” ni manufaa ambayo wanafunzi wanaweza pata kutokana na kujifunza jinsi ya kucheza ala mbalimbali za muziki. Manufaa hayo yanaweza kuwa wakiwa shuleni au hata baada shule.

Criterion C:

Choice of text type:

	Text type	Rationale
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 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	Maelekezo	Aina hii ya matini kimsingi hutumiwa kutoa mwongozo ulio wazi wa kushughulikia hali fulani: nini cha kufanya, nini cha kutofanya, na jinsi ya kukifanya, n.k

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 kuwashawishi

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

Swali 3

Hivi karibuni umesoma makala moja ya gazeti ambayo inaangazia uhamaji wa watu wengi kutoka mijini kwenda mashambani. Kwa sababu ungetaka kushiriki mawazo yako na wengine, andika matini ambapo unatoa maoni yako kuhusu sababu za tukio hili na athari zake kwa nchi.

Barua kwa mhariri

Blogu

Pendekezo

Criterion B:

- Jibu linafaa kutoa sababu za kwa nini watu wengi wanahamia mashambani kutoka mjini. Sababu zinaweza kuwa ni kutokana na hali ilivyo mijini au hata mashambani.
- “Athari zake kwa nchi” ni matokeo ya watu kuhama kutoka mijini kwenda mashambani. Athari chanya na hasi zinaweza kujumuishwa.

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	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	Blogu	Aina hii ya matini kimsingi husomwa na wasomaji wasiobainishwa, na hutegemea msomaji kujitafutia taarifa.

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.

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
- Itatumia mtindo unaomshirikisha msomaji
- Itakuwa na salamu za kufungua na kufunga

Pendekezo

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

Barua kwa mhariri

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

Maelekezo

- Itakuwa na kichwa cha habari/mada inayofaa
- Itaandikwa kwa uwazi, kwa mfano aya fupi, mada ndogo, kuorodhesha hoja kwa kutumia nambari au vitone na kadhalika
- Itajumuisha utangulizi mfupi na hitimisho
- Itawahusisha hadhira moja kwa moja

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

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 is 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