

# **Marking notes Remarques pour la notation Notas para la corrección**

**May / Mai / Mayo de 2026**

**Kiswahili / Kiswahili / Kisuajili ab initio**

**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.                                                                                                                                                                                                                                                                                                      |
| 1-2   | <b>Command of the language is limited</b><br>Vocabulary is sometimes appropriate to the task.<br>Basic grammatical structures are used.<br>Language contains errors in basic structures. Abundant repetition and inaccuracies interfere with meaning.                                                                                                                       |
| 3-4   | <b>Command of the language is generally effective.</b><br>Vocabulary is generally appropriate to the task, and varied.<br>Some basic grammatical structures are used, with some attempts to use more complex structures.<br>Language is generally accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication. |
| 5-6   | <b>Command of the language is effective and mostly accurate.</b><br>Vocabulary is appropriate to the task, and varied.<br>A variety of basic and more complex grammatical structures is used effectively.<br>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   | <p><b>The task is partially fulfilled.</b></p> <p>Some ideas are relevant.</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><b>The link between the response and task is unclear at times; the reader has difficulty in understanding the message.</b></p> <p>The response covers only some points in the task, and not all the points expressed are relevant.</p> <p>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>                                                                                       |
| 3–4   | <p><b>The task is generally fulfilled.</b></p> <p>Most ideas are relevant to the task.</p> <p>Some ideas are developed with some detail and examples.</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><b>The link between the response and the task is mostly clear; the reader’s overall understanding is not impeded, despite some ambiguity.</b></p> <p>The response covers most of the points in the task, and most of the points expressed are relevant.</p> <p>The response includes some supporting details and examples.</p> <p>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.</p> |
| 5–6   | <p><b>The task is fulfilled effectively.</b></p> <p>Ideas are relevant to the task.</p> <p>Ideas are developed well, providing details and relevant examples.</p> <p>Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.</p>                             | <p><b>The link between the response and the task is clear; the reader has a good understanding of the message conveyed.</b></p> <p>The response covers all the points in the task, and the points expressed are relevant.</p> <p>The response uses supporting details and examples to clarify the message.</p> <p>The ideas are organized well; a range of basic cohesive devices are used correctly to deliver the message with little or no ambiguity.</p>                                                              |

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

Hivi karibuni, rafiki yako alikupeleka kwenye mgahawa mpya karibu na nyumbani kwako na ungependa kuwaambia rafiki zako kuhusu jambo hilo. Andika matini kuwafahamisha rafiki zako eneo la mgahawa ukielezea kile ambacho ni maalum kuhusu mgahawa huo na kwa nini kila mtu anapaswa kuutembelea.

Barua pepe

Blogu

Mwaliko

#### Criterion B:

Points to be covered:

- Toa maelezo ya eneo, anwani ama jina la barabara, nk. za mgahawa
- Elezea mambo ambayo ni maalum , kwa mfano chakula maalum, mandhari mazuri mazingira ya utulivu, bei nafuu za chakula, aina nyingi za vyakula, huduma nzuri nk. (Hizi si lazima)
- Maelezo mafupi ya kwa nini kila mtu anapaswa kuutembelea (km. Uko barabarani. Eneo zuri, vyakula vitamu, nafuu, nk.)

#### Criterion C:

Choice of text type:

|                         | Text type    | Rationale                                                                                                                                                                                       |
|-------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appropriate             | Blogu 1      | Aina ya maandishi ambayo kwa kawaida huwasilisha matukio ya maisha aliyoyapitia mtu na/au maoni yake binafsi, na husomwa na hadhira kubwa isiyojulikana.                                        |
| Generally appropriate   | Barua pepe 2 | Ni aina ya maandishi ambayo aghalabu huandikwa na mtu binafsi na hupelekwa kwa mpokeaji fulani aliyetajwa.                                                                                      |
| Generally inappropriate | Mwaliko 3    | Aina ya maandishi ambayo kwa kawaida hushughulikiwa kwa mtu binafsi, lakini kwa kawaida hutumiwa kutoa habari juu ya tukio ambalo mwandishi au kundi Fulani wameliandaa, badala ya kutoa maoni. |

**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 be considered “generally appropriate”.

Register and tone:

- Lugha isiyo rasmi
- Sauti ya kusiimua

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

## Swali 2

Ulimtembelea jamaa yako likizoni na ulipewa nafasi ya kwenda kwenye safari yako ya kwanza ndani ya boti yenye kasi na kuwasili kwenye kisiwa ulichokipenda sana wakati huo. Andika matini ukitafakari juu ya safari hiyo ukikielezea kisiwa na jinsi ulivyohisi kuhusu tukio.

Blogu

Shajara

Ujumbe

### Criterion B:

Points to be covered:

- Fafanua boti ya kasi, jinsi ulivyohisi kwa kuwa ni mara ya kwanza kusafiri kwa boti ya kai. (Mifano ya maswali yanayoweza kujibiwa ni: “Ulihisi vipi?”, “Uliogopa au ulisisimka?”, “Ulionaje kasi ya boti?”, “Maji ya bahari yalikuwaje?”, “Shwari ama bahari ilikuwa imechafuka?”. Hivi ni vidokezo tu.)
- Fafanua mandhari ya Kisiwa. (kwa mfano ukubwa wake, ufuko wake, mazingira nk. Fafanua ni nini hasa ulipenda kisiwani, vivituo vya utalii nk. Hivi ni vidokezo tu.)
- Tafakari jinsi uzoefu huo ulikufanya uhisi. (Kwa mfano, mshangao, shukrani, au msukumo. Hivi ni vidokezo tu.)

### Criterion C:

Choice of text type:

|                         | Text type | Rationale                                                                                                                                                                                 |
|-------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appropriate             | Shajara 1 | Ni aina ya maandishi ambayo ni kawaida hutumiwa na mwandishi kutafakari juu ya mawazo yake binafsi; kawaida haishirikiwi na wasomaji wengine.                                             |
| Generally appropriate   | Blogu 2   | 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 | Ujumbe 3  | 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). |

**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 be considered “generally appropriate”.

Register and tone:

- Lugha isiyo rasmi
- Sauti ya furaha

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

### Swali 3

Umepokea tikiti mbili za onyesho la mwanamuziki maarufu na unataka kwenda na rafiki yako. Andika matini kwa rafiki yako ukimpa habari kuhusu lini na wapi tamasha litatokea na kwa nini anapaswa kulihudhuria.

Barua pepe

Blogu

Mwaliko

#### Criterion B:

Points to be covered:

- Tolea taarifa wazi kuhusu tarehe, saa na mahali pa maonyesho.
- Eleza kwa nini rafiki yako anapaswa kuhudhuria onyesho.

#### Criterion C:

Choice of text type:

|                         | Text type    | Rationale                                                                                                                                                                                       |
|-------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appropriate             | Mwaliko 1    | Aina ya maandishi ambayo kwa kawaida hushughulikiwa kwa mtu binafsi, lakini kwa kawaida hutumiwa kutoa habari juu ya tukio ambalo mwandishi au kundi Fulani wameliandaa, badala ya kutoa maoni. |
| Generally appropriate   | Barua pepe 2 | Ni aina ya maandishi ambayo aghalabu huandikwa na mtu binafsi na hupelekwa kwa mpokeaji fulani aliyetajwa.                                                                                      |
| Generally inappropriate | Blogu 3      | Aina ya maandishi ambayo kwa kawaida huwasilisha matukio ya maisha aliyoyapitia mtu na/au maoni yake binafsi, na 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 be considered “generally appropriate”.

Register and tone:

- Lugha isiyo rasmi
- Sauti ya kusesimua

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

## Section B

### Swali 4

Umegundua kwamba idadi ya miti kando ya barabara mtaani kwako inapungua kwa kasi na unataka kuwajulisha watu kwani una wasiwasi. Andika matini kwa gazeti la eneo lako ukielezea hali hiyo na hatari inazozileta.

|       |        |        |
|-------|--------|--------|
| Barua | Hotuba | Makala |
|-------|--------|--------|

### Criterion B:

Points to be covered:

- Eleza hali za kupungua kwa miti (Kwa mfano, kukata miti ovyoovyo, kutokupanda miti zaidi, nk. Hivi ni videkezo tu.)
- Eleza hatari zinazoletwa kwa hali hii ya upugufu wa miti kandokando ya barabara. (Kwa mfano, upungufu wa mandhari mazuri ya mazingira, upungufu wa kivuli, athari za mabadiliko ya tabia nchi, kupungua kwa wanyama kama ndege nk. Hoja hizi ni vidokezo tu.)

### Criterion C:

Choice of text type:

|                         | Text type | Rationale                                                                                                                                                       |
|-------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appropriate             | Makala 1  | 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 2   | 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 | Hotuba 3  | Muundo wa mazungumzo yatakayowasilishwa kwa mdomo. Hotuba na mjadala huwa na nia ya kushawishi, huku wasilisho likilenga kueleza jambo wazi wazi.               |

**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 be considered “generally appropriate”.

Register and tone:

- Lugha rasmi
- Sauti ya kawaida

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

### Swali 5

Unatarajiwa kurudi shuleni baada ya likizo, lakini hutaweza kufanya hivyo kwa sababu unapaswa kumtunza nyanya yako kwa siku chache nyumbani kwa kuwa wazazi wako wamesafiri. Andika matini kwa mkuu wa shule yako kuelezea hali yako na lini unatarajia kurudi shuleni.

| Barua | Hotuba | Wasilisho |
|-------|--------|-----------|
|-------|--------|-----------|

#### Criterion B:

Points to be covered:

- Eleza hali yako kwamba wazazi wako wanasafiri.
- Eleza mkwa nini unapaswa kumtunza bibi yako. Kwa siku chache.
- Mjulishe mkuu wa shule yako wakati unatarajia kurudi shuleni

#### Criterion C:

Choice of text type:

|                         | Text type   | Rationale                                                                                                                                               |
|-------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appropriate             | Barua 1     | 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 appropriate   | Hotuba 2    | Muundo wa mazungumzo yatakayowasilishwa kwa mdomo. Hotuba na mjadala huwa na nia ya kushawishi, huku wasilisho likilenga kueleza jambo wazi wazi.       |
| Generally inappropriate | Wasilisho 3 | Muundo wa mazungumzo yatakayowasilishwa kwa mdomo. Wasilisho hulenga kueleza jambo waziwazi.                                                            |

**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 be considered “generally appropriate”.

Register and tone:

- Lugha rasmi
- Sauti rasmi

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

## Swali 6

Kwa jitihada, umeshinda mashindano katika mchezo unaoupenda. Unataka kuwaambia vijana wengine kuhusu nia yako katika michezo na kuwahamasisha kuanza kucheza mchezo huo pia. Andika matini ukielezea mchezo huo na faida ambazo umekuletea.

Barua

Chapisho la mtandao wa  
kijamii

Wasilisho

### Criterion B:

Points to be covered:

- Eleza mchezo unaocheza.
- Eleza faida ambazo mchezo huo umekuletea. (Kwa mfano, jinsi ulivyoboresha afya na nguvu zako. Hoja hizi ni vidokezo tu.)

### Criterion C:

Choice of text type:

|                         | Text type             | Rationale                                                                                                                                               |
|-------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appropriate             | Chapisho la kijamii 1 | 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   | Wasilisho 2           | Muundo wa mazungumzo yatakayowasilishwa kwa mdomo. Wasilisho hulenga kueleza jambo waziwazi.                                                            |
| Generally inappropriate | Barua 3               | 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 be considered “generally appropriate”.

Register and tone:

- Lugha isiyo rasmi
- Sauti ya kuhamasisha

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

#### Additional information

##### Criterion B:

Mtahiniwa ataje na kueleza hoja waziwazi. Kisha atoe mifano mwafaka ndio atapate alama kamilifu.

##### Criterion C:

Iwapo mtahiniwa ametumia matini sahihi lakini kaida za matini hiyo hazijazingatiwa kikamilifu, basi hatapata alama kamili.

## Appendix: Text type conventions (Criterion C)

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

### 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

### Barua Pepe

- Itakuwa na mstari wa mada husika
- Itadumisha mazungumzo yaliyo wazi kwa mtu mmoja mahsusi
- Itakuwa na salamu za kufungua na kufunga

### 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
  - Itatamb
  - ulisha 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.

### 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

### Makala

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

### 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

### 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

**Kumbuka:** ‘Kwa.’ / ‘Kutoka’: na tarehe zinaweza kuwekwa lakini hazihitajiki.

**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 kulisimua
- Itajumuisha mbinu faafu za mtandaoni; kwa mfano, marejeo ya machapisho mengine, na hashitagi za wanachama wengine

## Marking notes Examples

### Example 1

The team you are member of just won the national championship match and you were awarded special recognition. You want to share this wonderful news with your family and friends back home who could not attend the event. Write a text to describe what happened and announce this achievement.

| Email | Diary | Social media post |
|-------|-------|-------------------|
|-------|-------|-------------------|

### Criterion B:

Points to be covered:

- Describe what happened at the match, for example:
  - the type of match (e.g. what sport it was, whether it was a difficult match etc.)
  - that their team just won (e.g. that it was the national championship match, what the final score was etc.)
  - they may also acknowledge that the family and friends couldn't be there
- Announce this achievement, for example:
  - what the special recognition was for (e.g. most improved/supportive player of the match; they scored a winning goal etc.)
  - how their achievement was recognized (e.g. a ceremony after the match; they were given a cup; the public applauded etc.)

### Criterion C:

Choice of text type:

|                         | Text type         | Rationale                                                                                                                                    |
|-------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Appropriate             | Social media post | The text type is suitable for the purpose of making announcements to an unnamed but specified group of people (e.g. family and friends).     |
| Generally appropriate   | Email             | The text type is suitable for the purpose of making announcements, but it is typically used to communicate with individuals or small groups. |
| Generally inappropriate | Diary             | The text type is primarily a private text that is used for reflection, and to be read only by the writer.                                    |

**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 appropriate”.

Register and tone:

- informal to semi-formal register
- generally happy, celebratory tone

## Example 2

You and a group of your friends have organized a charity event to raise funds for books and toys for children at a nearby hospital. Once a month, the local community centre has a meeting where people can promote activities. Write a text to inform the local residents at the meeting about this event and encourage their participation.

Advertisement

Letter

Speech

### Criterion B:

Points to be covered:

- Information about the purpose of the event (i.e. raise funds for books and toys for children at a nearby hospital)
- Information about what will happen at the event (e.g. a bake sale, fun activities, show and tell)
- Practical information about the event (e.g. date, time, place)
- Encourage the residents to support the event (e.g. why the children need the books and toys, the positive experience the residents will have at the event)

### Criterion C:

Choice of text type:

|                         | Text type     | Rationale                                                                                                                                              |
|-------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appropriate             | Speech        | The text type is suited to delivering a message to a group of people gathered in a specific place (e.g. a meeting).                                    |
| Generally appropriate   | Advertisement | The text type is suitable for the purpose of encouraging and promoting, but it is usually for a mass audience rather than a specified group of people. |
| Generally inappropriate | Letter        | The text type is primarily a text that is used to communicate a message to an individual.                                                              |

**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 appropriate”.

Register and tone:

- semi-formal register
- encouraging, enthusiastic tone