

Marking notes Remarques pour la notation Notas para la corrección

May / Mai / Mayo de 2024

Kiswahili / Kiswahili / Kiswahili B

**Higher level
Niveau supérieur
Nivel Superior**

Paper / Épreuve / Prueba 1

© International Baccalaureate Organization 2024

All rights reserved. No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without the prior written permission from the IB. Additionally, the license tied with this product prohibits use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, whether fee-covered or not, is prohibited and is a criminal offense.

More information on how to request written permission in the form of a license can be obtained from <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organisation du Baccalauréat International 2024

Tous droits réservés. Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite préalable de l'IB. De plus, la licence associée à ce produit interdit toute utilisation de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, moyennant paiement ou non, est interdite et constitue une infraction pénale.

Pour plus d'informations sur la procédure à suivre pour obtenir une autorisation écrite sous la forme d'une licence, rendez-vous à l'adresse <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organización del Bachillerato Internacional, 2024

Todos los derechos reservados. No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin la previa autorización por escrito del IB. Además, la licencia vinculada a este producto prohíbe el uso de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales—, ya sea incluido en tasas o no, está prohibido y constituye un delito.

En este enlace encontrará más información sobre cómo solicitar una autorización por escrito en forma de licencia: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

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 in order 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.
--	--	---

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.

Question specific guidance (Criterion B and C)

Swali 1

Hivi majuzi ulishiriki katika jopo la majadiliano la wanaisimu katika chuo kikuu kimoja ambapo wazungumzaji walizungumza kuhusu manufaa ya kujifunza lugha ya ziada. Mkuu wa shule yako amekuomba uwashirikishe wenzako ulichojifunza kutoka kwa washiriki wenzako. Andika matini ambapo unaelezea jinsi jopo lilivyoendesha shughuli zake, uelezee ujumbe uliotolewa na wazungumzaji, na utoe maoni yako kuhusu manufaa ya kujifunza lugha ya ziada.

Criterion B:

- “Shughuli” za jopo zinafaa kujumuisha mfululizo wa shughuli zilizoendelea wakati wa tukio hilo, kutoka mwanzo hadi mwisho. Jibu linaweza kujumuisha taarifa kuhusu washiriki.
- Jibu linafaa kutoa “ujumbe uliotolewa na wazungumzaji” kwa kuelezea yale wazungumzaji tofauti walisema kuhusu kujifunza lugha ya ziada na manufaa yake.
- “Maoni yako kuhusu manufaa ya kujifunza lugha ya ziada” ni pamoja na mtazamo wa mtahiniwa wa yale wazungumzaji walisema kuhusu manufaa ya kujifunza lugha ya ziada. Jibu linaweza kukubaliana au kutokubaliana na yale yaliyosemwa na wazungumzaji. Taarifa zaidi ambazo hazikuangaziwa na wazungumzaji zinaweza kuzungumziwa.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Wasilisho	Aina hii ya matini inafaa kwa lengo la kutoa maelezo kwa njia ya kushawishi kikundi cha watu ili, kubadilisha au kuathiri maoni yao juu ya jambo fulani.
Generally appropriate	Makala	Aina hii ya matini inafaa kwa malengo anuwai ambayo ni pamoja na kufahamisha, kujadili, kutoa maoni n.k., ambayo aghalabu huchapishwa kwenye magazeti na majarida.
Generally inappropriate	Barua pepe	Aina hii ya matini inafaa kwa lengo la kutoa taarifa, lakini kimsingi inatumiwa kuwasiliana na watu binafsi au vikundi vidogo vya watu.

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.

Swali 2

Kumekuwapo na visa vya grafiti kuonekana kwenye kuta za shule. Kama kiranja, umeulizwa kusaidia kutatua jambo hili. Andika matini kwa bodi ya shule ambapo unaelezea matukio haya, jinsi ya kukabiliana na wanaohusika na upendekeze hatua zinazopaswa kuchukuliwa ili kukomesha vitendo hivi kufanyika tena.

Criterion B:

- Jibu linafaa kutoa maelezo ya “matukio haya” kwa kusimulia visa vya kuchorwa kwa grafiti kwenye kuta za shule. Jibu linaweza kuzungumzia ni mara ngapi grafiti zimechorwa, sifa na aina za grafiti, mahali zinapopatikana, wakati zinapochorwa, jinsi zinavyoathiri mwonekano wa shule, n.k.
- "Jinsi ya kukabiliana na wanaohusika" inafaa kupendekeza njia za kukamata na kushughulikia wale ambao wamekuwa wakichora grafiti kwenye kuta na hatua ambazo zinapaswa kuchukuliwa dhidi yao. Inaweza kuwa kuwaadhibu kwa kuwafanya wasafishe kuta, kugharamia hasara ya kupaka rangi, kuwafukuza, kuwapeleka kwenye kamati ya nidhamu, kuwaleta wazazi/walezi wao, n.k.
- "Hatua" ni yale mambo yanayoweza kufanywa ili kuzuia mtu mwingine yeyote kuchora grafiti kwenye kuta za shule katika siku zijazo. Kwa mfano kuweka kamera, kuangalia kama kuna mtu yeyote ana vifaa vya kupaka rangi/kuchora na kukataza mtu yeyote kuingia na vifaa hivyo shuleni, kutenga nafasi shuleni ya mtu yeyote anayetaka kuchora kufanya hivyo, onyo la mdomo au kuweka mabango ya kutoa onyo, kuwaadhibu wahusika, n.k.

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	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.

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 3

Unafanya kazi kama mtu wa kujitolea katika shirika linalotunza wanyama waliotelekezwa, lakini unahisi hakuna watu wa kujitolea wa kutosha. Kwa hivyo, unataka kuwahimiza wanajamii kujitolea. Andika matini ambapo unaelezea shughuli za shirika hilo, aina ya watu unaotaka kuwavutia kama watu wa kujitolea, na kwa nini kujitolea katika shiriki hili ni muhimu sana.

Criterion B:

- Jibu linapaswa "kuwahimiza wanajamii" kwa kuwaelezea jinsi kazi ya kujitolea inavyowanufaisha wanyama waliotelekezwa kwa kuelezea shughuli ambazo shirika hilo hujishughulisha nazo kusaidia wanyama waliotelekezwa.
- "Aina ya watu" wa kuvutiwa kama watu wa kujitolea ni vikundi vya watu wanaofaa kufanya kazi ya kujitolea katika shirika hilo. Jibu linaweza kutoa sababu za kwa nini watu fulani wanafaa. Kwa mfano vijana, wale walio na wanyama vipenzi, wale ambao wanaweza kuchangia shirika kwa kutoa pesa, walio na muda wa ziada, n.k.
- Jibu la "kwa nini kujitolea" linafaa kutoa sababu ni kwa nini mtu ajihusishe na shughuli za kujitolea ili kuwatunza wanyama waliotelekezwa. Kwa mfano, ili kuokoa wanyama, kuridhika kwa mtu kibinafsi, kujifunza kuhusu wanyama na haki zao, kupata uzoefu wa shida ambazo wanyama waliotelekezwa hukabiliana nazo, kutangamana na watu wengine, nk.

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	Wasilisho	Aina hii ya matini inafaa kwa lengo la kutoa maelezo kwa njia ya kushawishi kikundi cha watu ili, kubadilisha au kuathiri maoni yao juu ya jambo fulani.
Generally inappropriate	Makala	Aina hii ya matini inafaa kwa malengo anuwai ambayo ni pamoja na kufahamisha, kujadili, kutoa maoni n.k., ambayo aghalabu huchapishwa kwenye magazeti na majarida.

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:

Wasilisho

- 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

Makala

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

Barua pepe

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

Ripoti

- 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.

Chapisho la mtandao wa kijamii

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