

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

**May / Mai / Mayo de 2025**

**English / Anglais / Inglés 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	<p><b>Command of the language is limited.</b></p> <p>Vocabulary is sometimes appropriate to the task.</p> <p>Basic grammatical structures are used.</p> <p>Language contains errors in basic structures. Errors interfere with communication.</p>
4–6	<p><b>Command of the language is partially effective.</b></p> <p>Vocabulary is appropriate to the task.</p> <p>Some basic grammatical structures are used, with some attempts to use more complex structures.</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><b>Command of the language is effective and mostly accurate.</b></p> <p>Vocabulary is appropriate to the task and varied.</p> <p>A variety of basic and more complex grammatical structures is used.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p>
10–12	<p><b>Command of the language is mostly accurate and very effective.</b></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. Minor errors in more complex grammatical structures do not interfere with communication.</p>

**Language**

Not all errors have the same importance, and examiners should bear this in mind. Some errors affect the communication of meaning significantly, and others do not. Also, some errors indicate a fundamental lack of command of the language, while others may simply indicate a moment of forgetfulness.

**SLIPS** – mistakes at all levels of difficulty, but erratic and occasional – eg the candidate normally forms past tenses well, but occasionally forgets “-ed”.

**FLAWS** – errors occur more regularly, particularly in certain structures – eg past tenses are formed correctly quite often, but are not really reliable, and there may be basic confusions (eg past simple versus present perfect).

**GAPS** – some structures are rarely correct, or simply don’t appear – eg the past tenses are needed, but do not appear.

**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.

<b>Marks</b>	<b>Level descriptor</b>	<b>Descriptor unpacked</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.	
<b>1–3</b>	<p><b>The task is partially fulfilled.</b></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><b>The link between the response and task tends to be unclear; the reader has difficulty understanding the message.</b></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>
<b>4–6</b>	<p><b>The task is generally fulfilled.</b></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><b>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.</b></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>
<b>7–9</b>	<p><b>The task is fulfilled.</b></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><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 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>
<b>10–12</b>	<p><b>The task is fulfilled effectively.</b></p> <p>Ideas are relevant to the task.</p> <p>Ideas are fully developed, providing details and relevant examples.</p>	<p><b>The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.</b></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 <b>coherent</b> 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><b>Conceptual understanding is limited.</b></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><b>Conceptual understanding is mostly demonstrated.</b></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><b>Conceptual understanding is fully demonstrated.</b></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)

### Task 1

There is an unused piece of land next to your school. You would like to suggest that it is turned into a community garden. Write a text for the school community in which you describe what you would like to do with the area, and explain the benefits to the students and the larger community.

Blog

Email

Presentation

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### Criterion B:

- There are two aspects to the question: (i) **describing** what you would like to do with the area AND (ii) **explaining** the benefits of making a garden for the students and the larger community.
- Equal weight does not need to be given to the aspects, but both should be given some developed attention. If one aspect is ignored, discussed in a single sentence or not approached as detailed below, the task will have only been ‘generally fulfilled’ at best, and a mark in the 4–6 band given.
- The first aspect may include ideas about what could be planted or grown in the piece of land, how it is used or what is needed to prepare the land. The response may also contain a description of who might be involved in preparing the land; if a different type of garden is mentioned, then details of what that would include should be given; a description of who will be involved in the project and what will need to be done to prepare the land for making a garden. Sport equipment and buildings such as a cafe can be mentioned if the focus remains on a community garden.
- The second aspect must include a clear benefit for the students and community. If only one benefit is given, if this is fully developed, it will be considered appropriate if it applies to both beneficiaries. These two beneficiaries may be included in one example, or there may be benefits given for each group. These may include physical benefits; psychological benefits or social benefits such as relieving stress, increasing communication, making the community more attractive.
- For scripts that focus only on benefits for one of the groups, the task will be considered as ‘generally fulfilled’.

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Presentation	A presentation is given to a specific, targeted audience with the purpose of delivering information on a particular subject. This direct address to the impacted community would be the most appropriate choice. The school community should consist of more than just students.
Generally appropriate	Email	This text type is suitable for communicating a range of messages, but it typically has a specific audience or intended recipients. The choice may be considered 'appropriate' if the response makes clear that the email is being sent to the school community. This could be indicated at the top of the email in the 'To:' section, or in the salutation or intro to the content of the message.
Generally inappropriate	Blog	This text type is suitable for sharing personal reflections and opinions with a large group of unspecified audience who will have some connection or common interest with the writer. The audience in this situation is specified as the students in your school and the local community. This text type could be 'generally appropriate' if the audience is clearly defined through a school community blog and the purpose of persuading the readers to agree with the proposed idea is successful.

**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:

- Semi-formal register with flashes of informality appropriate for students and the larger community
- Informative and persuasive tone

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

**Task 2**

You recently went on a two-week holiday by yourself. You feel that you learned a lot during your trip, and you want to share your experience with other young people. Write a text in which you share the highlights of the trip and explain how travelling alone can be beneficial for young people.

Article

Blog

Review

**Criterion B:**

- The two aspects of this question are: (i) to **share** the highlights of the solo trip taken and (ii) to **explain** how traveling alone can benefit young people.
- Equal weight does not need to be given to the aspects, but both should be given some developed attention. If one aspect is ignored, discussed in a single sentence or not approached as detailed below, the task will have only been ‘generally fulfilled’ at best, and a mark in the 4-6 band given.
- The first aspect must include details of the holiday. Highlights may include both a positive or a negative experience as long as the focus is on it being memorable. If the highlights are a negative memorable experience, it must not change the conclusion that travelling alone is beneficial for young people. Aspects of a trip that might be considered day-to-day, or listing activities such as waiting for baggage, eating breakfast without development as to why these were memorable may indicate a loss of focus. If only one highlight is given and it is fully developed, it would be considered ‘fulfilled’ or ‘fulfilled effectively’ depending on the extent to which the idea is developed. Please accept all reasonable scenarios for the trip.
- The second aspect should clearly identify at least one benefit that traveling alone can bring. If only one benefit is identified, it should be fully developed. While personal examples can be given, these must be related to or link to the readers at some point in the text. Scripts that only focus on how the writer benefited with or no reference to how it benefits the reader will be considered ‘generally fulfilled’.

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Blog	This text type is suitable for the purpose of sharing personal thoughts with a large audience (“young people”). Young people may relate to, teenagers, teens, youth, classmates, etc. Followers, guys, friends, everyone’ do not show understanding unless coupled with phrases like we as young people, you as young people in the body of the text or, in the name of the blog e.g. Teens blog, etc.
Generally appropriate	Article	This text type is suitable for communicating a range of messages, but it typically has a more general audience. The choice may be considered ‘appropriate’ if the response identifies the audience (“young people”) and indicates in some way where the article will be published so the audience may access it.
Generally inappropriate	Review	Although this text type does allow the expression of personal opinion and recounting events, it is generally used for a specific event which can also be experienced by the reader/audience (a movie, play, art exhibition, restaurant) and not for a general experience (traveling alone).

**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:

- Semi-formal with flashes of informality
- Positive (to share benefits), enthusiastic, informative

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

### Task 3

Many people live far away from family and close friends. However, finding good ways to keep in touch with them can be difficult. Write a text for your peers in which you share how you keep your relationships with distant family and friends lively, and explain why this is important to do.

Article

Proposal

Social media posting

#### Criterion B:

- The two aspects of this question are: (i) to **share** how you keep relationships with distant family and friends lively, and (ii) to **explain** why it is important to do so
- Equal weight does not need to be given to the aspects, but both should be given some developed attention. If one aspect is ignored, discussed in a single sentence or not approached as detailed below, the task will have only been ‘generally fulfilled’ at best, and a mark in the 4-6 band given.
- There are many ways the candidate can describe how communication may take place. The focus of the response should be on ‘keeping the relationships lively’, not on any particular method of communicating. If the response is focused on the importance of social media, a particular app or platform (e.g. Instagram, Facebook, What’sApp, Telegram, etc.), then the response will be ‘generally fulfilled’.
- Keeping communication lively may include sending regular messages, calling, video calling, visiting during holidays, sending regular gifts, etc.
- The second aspect requires focus on **the importance** of maintaining close relationships. Accept a range of scenarios such as preventing depression, loneliness, etc.

#### Criterion C:

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Social media posting	This text type is appropriate for sharing personal thoughts with a large audience (“your peers”). Peers could be friends, classmates, teens, etc. Guys, people, everyone, will not be accepted unless it is clarified as a peer group.
Generally appropriate	Article	This text type is suitable for communicating a range of messages, but it typically has a more general audience. The choice may be considered ‘appropriate’ if the response identifies the audience (“your peers”) and indicates in some way where the article will be published so the audience may access it.”
Generally inappropriate	Proposal	This text type is generally used in a formal setting to submit ideas or solutions to a problem, usually to a group or person responsible for authorizing or implementing these changes.

**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:

- Informal (unless writing a proposal, which requires a semi-formal to formal register)
- Informative, warm and friendly

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:

### **Article**

- relevant headline/title
- introduction intended to catch the reader's attention
- techniques that engage and interest readers, e.g. direct address

### **Blog**

- first person statement and/or narration
- awareness of the reader, e.g. direct address, a lively and interesting style, etc.
- closing statement, e.g. invitation to comment, a conclusion drawn, etc.

### **Email**

- clear sense of address to a specific person or group
- statement of subject in the heading
- appropriate opening and closing salutations

### **Presentation**

- catch the audience's attention at the beginning, and leave a clear impression at the end
- address the audience and keep contact with them throughout, e.g. use of "we" and "you"
- elements of speech rhetoric, e.g. rhetorical questions, repetition, etc.

### **Proposal**

- title summarizing the overall subject
- clearly set out format, e.g. headings, short clear paragraphs, bullets, numbering, inseting, etc.
- style aimed to persuade a specified audience

### **Review**

- title intended to attract and engage the reader
- name of the reviewer
- style to engage the reader

### **Social media posting**

- first person narration/statement
  - seek to engage the reader, e.g. direct address, lively and interesting style
  - may include typical online communication techniques, e.g. references to other postings, members and forums, hashtags, @references, and 'likes', etc.
-