

Marking notes
Remarques pour la notation
Notas para la corrección

TZ2

May / Mai / Mayo de 2025

English / Anglais / Inglés B

Higher level
Niveau supérieur
Nivel Superior

Paper / Épreuve / Prueba 1

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Criterion A: Language

How successfully does the candidate command written language?

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	<p>Command of the language is limited.</p> <p>Vocabulary is sometimes appropriate to the task.</p> <p>Some basic grammatical structures are used, with some attempts to use more complex structures.</p> <p>Language contains errors in both basic and more complex structures. Errors interfere with communication.</p>
4–6	<p>Command of the language is partially effective.</p> <p>Vocabulary is generally appropriate to the task and varied.</p> <p>A variety of basic and some more complex grammatical structures is used.</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>Command of the language is effective and mostly accurate.</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. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p>
10–12	<p>Command of the language is mostly accurate and very effective.</p> <p>Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used selectively in order to enhance communication.</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.

Marks	Level descriptor	Descriptor unpacked
0	The work does not reach a standard described by the descriptors below.	
1–3	<p>The task is partially fulfilled.</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>The link between the response and task tends to be unclear; the reader has difficulty understanding the message.</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>
4–6	<p>The task is generally fulfilled.</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>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.</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>
7–9	<p>The task is fulfilled.</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>The link between the response and the task is clear; the reader has a good understanding of the message conveyed.</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>

<p>10–12</p>	<p>The task is fulfilled effectively.</p> <p>Ideas are relevant to the task.</p> <p>Ideas are fully developed, providing details and relevant examples.</p> <p>Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.</p>	<p>The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.</p> <p>The response covers all aspects of the task fully, and maintains focus throughout.</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>Conceptual understanding is limited.</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>Conceptual understanding is mostly demonstrated.</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>Conceptual understanding is fully demonstrated.</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

Many students complain about a lack of sleep during examination period and worry that it might affect their academic performance. You want to involve the school administration in addressing the issue. Write a text in which you explain why sleep is essential for young people, describe the impact of lack of sleep on students, and suggest ways to improve the situation.

Pamphlet	Proposal	Speech
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Criterion B:

- The three required elements of the task are (i) to explain why sleep is essential for young people, (ii) to describe the impact of lack of sleep on students, and (iii) to suggest ways to improve the situation.
- Equal weight does not have to be given to all three elements, but all should be given some developed attention. If one is ignored, or given only cursory attention, no more than the 4-6 band should be awarded, since the task has only been ‘generally fulfilled’ at best.
- Explanation of (i) may include subjective or objective views on the importance of sleep among young people.
- A description of the impact of lack of sleep on students should appear in (ii) which may generally refer to health overall or to symptoms such as fatigue, irritation, mood swings, etc. or effects on school related matters, like affected friendships, lower grades, loss of focus etc. There needs to be a connection between the effects and students / school performance/ social relations at school.
- The suggested ways in (iii), whether possible or plausible, should not affect marking, as long as they are effectively supported with reasons.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Proposal	This text type is suitable for presenting a detailed description of the problem and a plan of action to the school’s administration and asking for their support.
Generally appropriate	Speech	This text type is suitable for sharing one’s thoughts on a matter with the public. This choice may be considered ‘appropriate’ if the response is clearly addressing the school’s administration and asking for their support to tackle the problem.
Generally inappropriate	Pamphlet	This text type is typically used for sharing information and steps/ guidelines on a specific topic. This choice may be considered ‘generally appropriate’ if the response could be distributed to the school’s administration to convince them to take action.

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 to formal register
- A persuasive and informative tone.

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

Task 2

You have recently read a magazine article about the trail of data you leave behind as you use the internet, known as “digital footprint”, which can never be erased. You are interested in sharing your views on the matter with other teenagers. Write a text in which you explain why considering what you do online is important, describe how this is relevant to teenagers, and recommend some key steps you feel young people should follow online in light of these issues.

Proposal	Social media posting	Speech
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Criterion B:

- The three required elements of the task are (i) to explain why considering one’s digital footprint is important, (ii) to describe how this is relevant to teenagers, and (iii) to recommend some key steps you feel young people should follow online regarding their digital footprint.
- Equal weight does not have to be given to all three elements, but all should be given some developed attention. If one is ignored, or given only cursory attention, no more than the 4-6 band should be awarded, since the task has only been ‘generally fulfilled’ at best.
- Explanation of (i) may include subjective or objective views on the importance of our digital footprint, e.g. tracking by third parties, damaging one’s reputation or the information that apps collect in the background.
- How one’s digital footprint is relevant to teenagers specifically should appear in (ii), which may refer to affecting future employability, online safety, etc. There needs to be a connection between the effects of digital footprint and teenagers.
- The recommended steps in (iii), whether possible or plausible, should not affect marking, as long as they are effectively supported with reasons.
- Reference to ideas from the magazine article is acceptable in any of the parts (i), (ii), or (iii).

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Social media posting	This text type is suitable for sharing your views publicly (especially with other young people) on a matter you’ve read recently.
Generally appropriate	Speech	This text type is suitable for sharing one’s thoughts on a matter with the public. This choice may be considered ‘appropriate’ if there is evidence that the response is addressing a young audience asking them to be more cautious about their digital footprint.
Generally inappropriate	Proposal	This text type is typically used for presenting a detailed description of a problem and a plan of action. This choice may be considered ‘generally appropriate’ if the response addresses someone who can help diminish the problem.

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 register
 - An informative, engaging but not overly casual tone
- Please refer to the appendix for a list of text type conventions.

Task 3

Last summer you participated in a multicultural summer camp, which broadened your horizons. You want to share your experience of new customs and traditions with your classmates. Write a text in which you discuss customs or traditions that you found inspiring, reflect on the importance of experiencing customs outside your culture, and explain why others should also take part in similar summer camps.

Article	Interview	Presentation
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Criterion B:

- The three required elements of the task are (i) to discuss which customs or traditions you found inspiring, (ii) to reflect on the importance of experiencing customs outside your culture, and (iii) to explain why others should also take part in similar summer camps.
- Equal weight does not have to be given to all three elements, but all should be given some developed attention. If one is ignored, or given only cursory attention, no more than the 4-6 band should be awarded, since the task has only been ‘generally fulfilled’ at best.
- Discussion of (i) may include one or more customs or traditions that were inspiring to them, along with the reasons why.
- A reflection on the importance of experiencing customs outside your culture should appear in (ii) which may include objective reasons (learning more about other cultures, empathy, etc.) or subjective reasons (personal taste, interests, etc.).
- The recommendation in (iii) should include reasons why your classmates could benefit from such a camp and not generally a reference to the importance of experiencing customs outside your culture as in (ii).

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Presentation	This text type is suitable for presenting and sharing one’s thoughts on the matter with your classmates, persuading them to follow your suggestions.
Generally appropriate	Article	This text type is suitable for presenting your views on a topic. This choice may be considered ‘appropriate’ if the response appears in the context of the school magazine in order to address the specific audience and share your experience with them.
Generally inappropriate	Interview	This text type is typically used for sharing an expert’s viewpoint on a subject matter. This choice may be considered ‘generally appropriate’ if the response appears as if conducted by one of the classmates in an informal way.

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 register
- An enthusiastic, informative, persuasive tone

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 readers' attention.
- techniques that engage and interest readers, e.g. direct address

Interview

Embedded

- relevant headline/title
- style aimed at involving and interesting the reader
- references to the interview, including direct quotations and/or reported speech

Transcribed

- Relevant headline/ title
- Clear introduction, to explain context
- Question and response structure, showing the speakers' alternating speeches

Pamphlet

- engaging title
- ideas identified by format features, e.g. sub-headings, bullet points, numbering etc
- practical information, e.g. "contact us", or a phone number and/or an email address.

N.B.: Graphic design as such is not marked

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" etc.
- elements of speech rhetoric e.g. rhetorical questions, repetition etc.

Proposal

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

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.

Speech

- 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" etc.
 - elements of speech rhetoric e.g. rhetorical questions, repetition etc.
-