

**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	<b>Command of the language is limited.</b> Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.
4–6	<b>Command of the language is partially effective.</b> Vocabulary is appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
7–9	<b>Command of the language is effective and mostly accurate.</b> Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.
10–12	<b>Command of the language is mostly accurate and very effective.</b> Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.

### 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><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>
4–6	<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>
7–9	<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>
10–12	<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	<p>The work does not reach a standard described by the descriptors below.</p>
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**

At your school, students have to use a lot of apps to complete their schoolwork. You are unsure how you feel about this and want to think about it more. Write a text in which you consider some of the ways apps are used in your school, and explore whether you find this beneficial or distracting.

Blog

Journal

Proposal

**Criterion B:**

- The two aspects of this question are: (i) to **consider** the ways apps are used to complete schoolwork, and (ii) to **explore** whether this use is beneficial or distracting.
- 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.
- “Consider some of the ways apps are used” should involve introducing at least two different apps; listing apps is not enough – there should be some elaboration on the use of them. However, should only one app be mentioned and how this is used, this must be fully developed and well supported with examples and details. Otherwise, the task will be considered “generally fulfilled”.
- There will be a range of uses, depending on candidate experience. Accept all reasonable responses. Examples could include: communication with students and teachers, how teachers plans their lessons, research, submitting assignments, locating resources/lessons shared by teachers, reviewing lessons/content, signing up for extracurricular activities, participating in online events/classes, etc.
- The second aspect is reflective, and responses will vary. Accept all reasonable and supported responses. Whether you find this “beneficial or distracting” might be presented as advantages or disadvantages.
- Discussion of (ii) may focus on whether the use of apps is beneficial or distracting, or both.

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Journal	This text type is appropriate for reflection but would not ordinarily communicate those ideas to an external audience.
Generally appropriate	Blog	This text type is suitable for the purpose of sharing personal thoughts with a large audience with interests shared with the writer. This text type may be considered ‘appropriate’ if the writer explicitly addresses students (from their school or other schools) and contextualizes the blog post, e.g. “I’ve been thinking about how many apps I use and wanted to share my thoughts...”
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. This could be ‘generally appropriate’ if the candidate presents the benefits or

		distractions of the use of apps at school as a series of suggestions for behavioural changes for students and also establishes a voice of authority for the writer to address the students (head of students Council, etc), however this will require a more formal register.
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**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 (semi-formal if presenting as a proposal)
- Could be relaxed (as a reflective activity), thoughtful, comparative

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

## Task 2

Last year, there was a TV programme about your nearby beach. Since then, there have been many more visitors. You are concerned that their behaviour is affecting the environment and want to raise public awareness about the situation. Write a text in which you describe the problems, and explain the consequences if the situation does not change.

Leaflet

Letter to the editor

Review

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### Criterion B:

- The two aspects of this question are: (i) to **describe** the problems, and (ii) to **explain** the consequences if nothing changes
- 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 should focus on the issues or problems caused by too many visitors. The question includes a mention of 'affecting the environment' – so all the examples must be linked to the environment.
- The second aspect projects future problems and may build upon the ideas given in the first aspect. For example, if one of the current problems is a decline in the population of a species, the consequence may be their extinction. Some other possible consequences could be: irrevocable damage to the environment/ecosystem (pollution, over-use, vandalism), an increase in the number of businesses drawn to the area because of the number of visitors, an increase in the number of injuries/deaths of visitors, fewer local residents will be able to use the beach, etc. Accept all reasonable and supported ideas.
- There must be some specificity in the response to the second aspect. Simply saying that the environment will continue to be affected is not sufficient.

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Letter to the Editor	This text type is suitable for expressing an opinion or raising awareness about an issue affecting the general public. It is a more formal text, which reflects the level of concern the writer has expressed (there are ‘consequences’). There might be a ‘call to action’ at the end of a letter to the editor, which the community can then respond to.
Generally appropriate	Leaflet	A leaflet is generally used to communicate with a large audience, to educate, inform or persuade them on a particular subject or issue. There is no direct communication or contact with the writer and the audience, and no response is generally expected. This text type could be ‘appropriate’ if there is a call for community response or action, it is addressed to the public and a clear reference to the TV programme.
Generally inappropriate	Review	This text type is typically used to evaluate items and events. It is not typically used to address an audience about a single issue (overuse of the beach). This choice may be considered ‘appropriate’ if it is made clear that what is being evaluated is the current overuse of the beach by the visitors (with the problems brought by this) and the consequences, and that the audience is the public.

**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 (formal in the letter to the editor)
- Concerned, informed, persuasive.

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

**Task 3**

You have noticed that many restaurants and supermarkets in your community throw away a large amount of unused or uneaten food. You are very concerned about the impact of food waste. Write a text for the local community in which you explain why this is a problem, and suggest ways to reduce the amount of food waste.

Journal

Proposal

Social media posting

**Criterion B:**

- The two aspects of this question are: (i) to **explain** why throwing away unused food is a problem, and (ii) to **suggest** ways to reduce the amount of food being wasted.
- 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 requires the candidate to explain why food waste is a problem, not simply state that food waste is happening or the reasons why supermarkets and restaurants throw away food. Some possible explanations for the writer’s concern could include: food waste increases the cost for consumers, growing concern about waste disposal in general (landfills are full or filling, release of greenhouse gas emissions from decomposition), economic inequality (some people cannot afford to buy healthy food, the people most affected are the elderly, children, and the poor or unemployed), social inequality (the rich have access to high quality food while other people are hungry), impact on farmers (need to grow more food than is actually consumed), etc.
- All the possible explanations mentioned above must be clearly linked to food wasted by the local supermarkets and restaurants not to food waste around the world. Responses that do not link to the food wasted by supermarkets and restaurants and focus only on the global problem will be considered “generally fulfilled”.
- The second aspect requires supported suggestions for ways to reduce food waste. Ideas related to any of the explanations given in the first aspect should be accepted. Other ideas might include community involvement (collecting food and distributing it within the community), not buying from stores or restaurants that waste lots of food, government intervention, etc.

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Social Media Posting	As this question cites concern about the state of food waste ‘in your community’, sharing this with the broader community makes this the most appropriate choice. (“your community” may be referred to as neighbours/residents/citizens of this community/area/neighbourhood/city)
Generally appropriate	Proposal	This text type is suitable for submitting ideas or solutions for implementation in order to address an issue that affects a large group of people. The question states that the audience is “the local community” so for this to be ‘appropriate’, the entities who could implement the changes need to be identified (store and restaurant owners, customers/consumers (this can be addressed as the community), government, community president, etc.).

Generally inappropriate	Journal	This text type is suitable for reflecting on and exploring one’s own thought about a personal issue. It is not usually used to communicate with an external audience. This may be considered generally appropriate if the student reflects on the problems of food waste in their community and explores ways to solve this issue, however, the tone will be reflective.
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**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
- Serious, informative, persuasive.

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:

### **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

### **Journal**

- first person narration
- closing statement to round off the entry
- no self-evident explanatory phrases, e.g. “I see Alicia, my best friend.”

### **Leaflet**

- engaging title
- ideas identified by formal 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 is not marked*

### **Letter to the Editor**

- appropriate opening and closing salutations
- reference to the original article or issue raised\*
- Interesting and engaging style

\* make sure this is not included in Crit. B notes

### **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 Post**

- 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.
-