

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

**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><b>Command of the language is limited.</b></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><b>Command of the language is partially effective.</b></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><b>Command of the language is effective and mostly accurate.</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. 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 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><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><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>Ideas are fully developed, providing details and relevant examples.</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 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?

<b>Mark s</b>	<b>Level descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1–2</b>	<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>
<b>3–4</b>	<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>
<b>5–6</b>	<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**

Your city council recently announced a plan to develop an old, traditional part of the city to be more modern and attractive. This proposal has generated a lot of discussion and you want to share your views with the general public. Write a text in which you describe the city council’s plans, explain how this would impact your city, and give your opinion on it.

Article

Email

Letter to the Editor

**Criterion B:**

- The three required elements of the task are (i) to describe the city council's plans, (ii) to explain how this would impact the city, and (iii) to give their opinion on it.
- 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.
- The description of the plan must be relevant to developing an old, traditional part of the city. A broad interpretation of the word "traditional" should be accepted.
- The opinion given may be on the plan itself, on the impact on the city, or both.
- The impact on the city as well as the opinion expressed in the response may be positive, negative or balanced.

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Letter to the editor	This text type is suitable for raising awareness about an issue of concern to the writer and members of the public, and expressing the writer’s personal opinion on it.
Generally appropriate	Article	This text type is suitable for raising awareness amongst the public, but less suited to communicating personal opinion. The choice may be considered “appropriate” if opinion is presented in a way that is relevant and of interest to the general public.
Generally inappropriate	Email	This text type is typically used to communicate with an individual or a small group of people. It is usually not used to communicate with a mass audience, such as the general public. The choice may be considered “generally appropriate” if the audience is made clear (e.g. it is addressed to the writer’s “fellow citizens”).

**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
- Polite, persuasive, and informative tone

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

## Task 2

You have noticed that many young people are experiencing high levels of stress in their lives. Therefore, you want to start a support group for local youths at the community centre. Write a text for the community centre’s manager in which you describe the main causes of stress for young people, explain the effects stress can have on them, and justify why you believe the support group will be successful.

Blog

Presentation

Proposal

### Criterion B:

- The three required elements of the task are: (i) to describe the main causes of stress for young people, (ii) to explain the effects stress can have on them, and (iii) to justify why they believe the support group will be successful.
- 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 [e.g. if (i) mentions only one cause of stress or merely outlines the causes, or if (ii) describes only one effect or merely provides a list of effects], no more than the 4-6 band should be awarded, since the task has only been ‘generally fulfilled’ at best.
- The response should describe more than one cause and one effect of stress for young people.
- It is expected that “success” of the support group will be addressed in terms of how the support group will contribute to reducing stress among teenagers, but it may also be addressed in terms of how the support group will be a successful initiative.

### Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Proposal	This text type is suitable for presenting ideas to an individual with decision-making authority. It is a formal text which outlines an issue or problem and then provides strategies for addressing it.
Generally appropriate	Presentation	This text type is suitable for presenting information but it is usually given to a large group. The choice may be considered “appropriate” if the response provides a suitable context for addressing a single person (e.g. a meeting with the manager).
Generally inappropriate	Blog	This text type is typically used to communicate with an unspecified general audience. It is not used to communicate with a specific person. The choice may be considered “generally appropriate” if the writer addresses the community centre’s manager in a direct or indirect 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:

- Semi-formal to formal register
- Serious, professional, and informed tone

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

### Task 3

You have just returned from a 3-month exchange programme where you attended a school in another country. You enjoyed the experience and made excellent progress in your studies. You want to share your thoughts about the programme with other students in your school. Write a text in which you compare the learning experience with your current school, highlight the best aspects of the exchange programme, and reflect on the impact this has made on you.

Article Proposal Report

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#### Criterion B:

- The three required elements of the task are: (i) to compare the learning experience with their current school, (ii) to highlight the best aspects of the exchange programme, and (iii) to reflect on the impact this has made on them.
- 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.
- It is expected that the exchange school will be a high school or equivalent, but other school settings (e.g. a language school) should also be accepted.
- A broad interpretation of the term “learning experience” should be accepted; any interaction in which learning takes place is acceptable.
- The response should include at least some reference to academic work, though other experiences and reflections may also be included if it is relevant to learning and development.

#### Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Article	This text type is appropriate for conveying information to a large audience which shares an interest in the topic (other students).
Generally appropriate	Report	The text type is suitable for reporting on personal experience, but it is not typically used in communication with peers. The choice may be considered “appropriate” if the response makes clear that the text is directly addressing other students.
Generally inappropriate	Proposal	This text type is typically used for the purpose of submitting ideas or solutions to those with decision-making authority. It is not usually used to present on the topic of personal experience.

**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, but must be consistent throughout.
- Informative, enthusiastic, reflective 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

### **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
- statement of Subject in the heading
- appropriate opening and closing salutations

### **Letter to the editor**

- appropriate opening and closing salutations
- reference to the original article/issue raised
- interesting and engaging style

### **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

### **Report**

- relevant title
  - neutral/objective style, e.g. presents ideas and facts without embellishment
  - clearly set-out format, e.g. sub-headings, short numbered paragraphs/sections, etc.
-