

**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?

<b>Marks</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’s historic sites are very popular with tourists. However, you are concerned that they are not well maintained, and some areas have become dangerous. Write a text to the city council in which you explain why it is important to keep these historic sites safe and attractive and suggest how this could be done.

Article	Letter	Proposal
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**Criterion B:**

- The two required aspects of the task are: (i) to explain why it is important to keep these historic sites safe and attractive, and (ii) to suggest how this could be done.
- Equal weight does not have to be given to those two elements, but both should be given some developed attention. If any aspect is ignored or given only cursory attention (e.g. very brief and general or in a single sentence), no more than the 4–6 band should be awarded since the task has only been “generally fulfilled” at best.
- Accept a broad range of responses relating to “why it is important to keep these historic sites safe and attractive”, including economic, social, and historical reasons. “Safe and attractive” may be interpreted as a single idea of making the place suitable for tourists; it is not necessary for the response to cover both “safe” and “attractive” individually, but a sense of these sites posing danger needs to be expressed somewhere in the response (context/ body, etc.).
- ‘Danger’ could be taken as either physical (streets, buildings, etc. not maintained) OR ‘lack of security and safety’ resulting in robberies/ crimes, etc. Both interpretations should be accepted.
- For “suggest how this could be done”, the response may offer multiple possible suggestions, or one suggestion that is developed in detail.

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Letter	This text type is suitable for bringing an issue or concern to the attention of a specified audience (‘the city council’). The ‘city council/local council/city hall, etc.’, must be explicitly and directly addressed in the letter.
Generally appropriate	Proposal	This text type is suitable for suggesting ways of solving problems to an individual with decision-making authority, but it is usually produced on request. The choice may be considered “appropriate” if the response makes clear the context and purpose of the text and is clearly addressed to the “the city council”
Generally inappropriate	Article	This text type is a mass text, typically used for conveying information to a broad, unspecified audience. The choice may be considered “generally appropriate” if the response clearly addresses the ‘city council’ (e.g. published article on an official website/page for the city council/ a governing body/ city hall, etc) <b>and/or</b> makes the capacity of writing clear (e.g. as the head of the local neighbourhood committee/ concerned citizen, etc.)

**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:

- Formal register.
- Polite, informative, concerned and persuasive tone.

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

## Task 2

You recently attended an amazing theatre performance. You want to share your experience with other young people. Write a text in which you describe the most enjoyable aspects of the event and explain to young people why they should consider going to the theatre.

Article

Blog

Report

### Criterion B:

- The two required aspects of the task are (i) to describe the most enjoyable aspects of the event, and (ii) to explain why young people should consider going to the theatre.
- Equal weight does not have to be given to those two elements, but both should be given some developed attention. If any aspect is ignored or given only cursory attention (e.g. very brief and general or in a single sentence), no more than the 4–6 band should be awarded since the task has only been “generally fulfilled” at best.
- The “most enjoyable aspects of the event” should be clearly identifiable. A retelling of the whole event without clarification is not sufficient.
- The response may offer multiple enjoyable aspects, or one aspect that is developed in detail.
- “The event” may be interpreted as the performance itself, or the broader experience of going to the theatre (e.g. the theatre venue itself, sharing reactions with others, meeting the performers afterwards etc.), or a combination of the two.
- Accept a wide range of ideas for why young people should consider going to the theatre, including personal development, expanding knowledge and appreciation, the enjoyment of a live performance, etc.

### Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Blog	This text type is suitable for sharing ideas and opinions with a large group of unspecified audience who will have some connection or shared interest with the writer (‘other young people’). Blog must be clearly addressed to “young people”.
Generally appropriate	Article	This text type is typically used for conveying information to a broad, unspecified audience, on a topic that is of public interest. The choice may be considered “appropriate” if the target audience “young people” is directly stated/addressed (e.g. in the title or in any idea raised) <b>and/or</b> place of publication is made clearly appropriate for the target audience (e.g. Teens Magazine/Everything You Need to Know as Young People Magazine, etc.)
Generally inappropriate	Report	This is a formal text usually used to describe an event or process which have already occurred. The audience is frequently a superior or other person with authority.

**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 some possible flashes of informality.
- Enthusiastic, informative, persuasive tone.

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



		contact information is known to the writer. The choice may be considered “generally appropriate” if addressed to “other students at your school” directly or indicated to be posted in, for instance, the school magazine. If it ALSO establishes a voice or authority for the writer to address the students (e.g. head of Students Affairs, etc.), then it might be deemed 'appropriate'.
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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 to semi-formal register.
- Personal, informative, encouraging/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 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.

### **Letter**

- clear identification of recipient (by name, address or role/title etc.)
- date and/or sender's address
- opening and closing salutations.

### **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

### **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.
-