

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

**May / Mai / Mayo de 2025**

**English / Anglais / Inglés ab initio**

**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.
1–2	<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. Abundant repetition and inaccuracies interfere with meaning.
3–4	<b>Command of the language is generally effective.</b> Vocabulary is generally appropriate to the task, and varied. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is generally accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
5–6	<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 effectively. Language is mostly accurate. Occasional errors 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.

<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>1–2</b>	<p><b>The task is partially fulfilled.</b></p> <p>Some ideas are relevant.</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 is unclear at times; the reader has difficulty in understanding the message.</b></p> <p>The response covers only some points in the task, and not all the points expressed are relevant.</p> <p>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>3–4</b>	<p><b>The task is generally fulfilled.</b></p> <p>Most ideas are relevant to the task.</p> <p>Some ideas are developed with some detail and examples.</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 clear; the reader’s overall understanding is not impeded, despite some ambiguity.</b></p> <p>The response covers most of the points in the task, and most of the points expressed are relevant.</p> <p>The response includes some supporting details and examples.</p> <p>The ideas are organized in a logical way; basic cohesive devices are used correctly to aid the delivery of the message, although they may be areas of slight confusion at times.</p>
<b>5–6</b>	<p><b>The task is fulfilled effectively.</b></p> <p>Ideas are relevant to the task.</p> <p>Ideas are developed well, providing details and relevant 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 the points in the task, and the points expressed are relevant.</p> <p>The response uses supporting details and examples to clarify the message.</p> <p>The ideas are organized well; a range of basic cohesive devices are used correctly to deliver the message with little or no ambiguity.</p>

**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	<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>
2	<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>
3	<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.





**Task 3**

You tried a new food recently and you want your classmates to try it. Write a text to say where you ate the new food, describe the food, and say why you think your classmates will like it.

Blog

Invitation

Presentation

**Criterion B:**

Points to be covered:

- Where you ate the new food, e.g.
  - On holiday, in a restaurant, at a family member’s home etc.
- Describe it, e.g.
  - What it is made of (fish, meat, vegetables), any distinguishing features – smell, colour etc.
- Describe why you think your friends will like it, e.g.
  - Most like fish/vegetables, remind them of being on holiday, good to share with many people etc.

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Presentation	Likely opportunity to talk to classmates – perhaps an activity where they also share new foods.
Generally appropriate	Blog	Also likely, though less so because fewer opportunities for interaction and sharing.
Generally inappropriate	Invitation	Unlikely in that invitation usually to an individual – and focus in this instance likely to be the writer offering to prepare/share the food which is not implied in the question.

**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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- Informal to semi-formal register
- Enthusiastic, curious, possibly persuasive, tone

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

## Section B

### Task 4

You recently volunteered at a local organisation and you want to encourage other students at your school to volunteer. Write a text to explain what the organisation does, what you learned, and why other students should volunteer.

Article

Pamphlet

Review

#### Criterion B:

Points to be covered:

- Explain what the organisation does, e.g.
  - Charity helping senior citizens, animals; local environmental organisation etc.
- Explain what you learned, e.g.
  - About the organisation’s area of interest, working with people, your motivations and interests etc.
- Explain why other students should volunteer, e.g.
  - Useful to society, self-development, good for the school etc.

#### Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Article	Could be in a school newspaper – likely because it would reach the school population and the text type offers the opportunity to make it interesting.
Generally appropriate	Pamphlet	Could set out the benefits etc. but less likely because problematic to distribute and text type offers fewer opportunities for interest/persuasion etc.
Generally inappropriate	Review	Review more usually associated with one-off events and generally more backward than forward-looking.

**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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- Semi-formal to formal register
- Informative and persuasive tone

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

**Task 5**

You feel your local community centre and the area around it looks old and untidy. Write a text for local people to say what you think needs to be done, how they can help, and what the result will be.

Blog

Pamphlet

Report

**Criterion B:**

Points to be covered:

- Say what you think needs to be done, e.g.
  - Tidy up, painting, add plants etc.
- Say how local people can help, e.g.
  - Give time, money, expertise etc.
- Say what the result will be, e.g.
  - Greater pride in/respect for local community, greater use of the community centre etc.

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Pamphlet	Easy to use to get local people involved – could be put through people’s doors; make a succinct case for helping the centre. Accesses all people without need for computer.
Generally appropriate	Blog	Less accessible to all and more difficult to find – need to know it’s there.
Generally inappropriate	Report	Report rather too formal for this type of activity – needs to be persuasive – and often looks backwards rather than forwards. Arguments for this will inevitably be more subjective than objective.

**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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- Semi-formal register.
- Enthusiastic and 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

### **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.

### **Diary**

- first person narration
- closing statement to round off the entry
- no self-evident explanatory phrases (e.g. "I saw Alicia, my best friend")

### **Email**

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

### **Invitation**

- clear sense of address to a specific person or group of people
- statement of when and where event is to be held
- likely to be formal, may include next steps e.g. RSVP

### **Note**

- clear sense of address to a specific person
- informal style
- practical content

### **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.

### **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.

**Review**

- title intended to attract and interest 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.
-