

Marking notes Remarques pour la notation Notas para la corrección

May / Mai / Mayo de 2025

Italian / Italien / Italiano 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	Command of the language is limited. Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.
4–6	Command of the language is partially effective. 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	Command of the language is effective and mostly accurate. 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	Command of the language is mostly accurate and very effective. 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.

Lingua

Gli esaminatori tengano bene a mente che non tutti gli errori hanno lo stesso valore. Alcuni incidono in modo significativo sulla comunicazione del significato, mentre altri no. Inoltre, certi errori sono segno inequivocabile che manca la padronanza della lingua, mentre altri possono semplicemente derivare da una dimenticanza estemporanea.

SVISTE – errori a tutti i livelli di difficoltà, ma commessi in modo irregolare ed occasionale – per es. il candidato coniuga bene i verbi, ma talvolta sbaglia desinenza.

PECCHIE – gli errori vengono commessi con maggiore regolarità, specialmente nel caso di determinate strutture – per es., i tempi passati vengono coniugati bene abbastanza spesso, ma non in maniera del tutto affidabile. Inoltre possono verificarsi errori che indicano confusione di base (per es., confusione fra il passato prossimo e l'imperfetto).

LACUNE – alcune strutture vengono raramente usate in modo corretto, o, semplicemente, non vengono usate – per es., là dove sarebbe necessario usare il passato, i verbi al passato mancano del tutto.

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>
10–12	<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>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>

	Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.	The response uses well-chosen supporting details and examples to illustrate and explain ideas persuasively. The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with clarity and ease.
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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.

Compito 2

Il governo ha annunciato la costruzione di una centrale eolica per creare energia pulita nella campagna vicina alla tua città. Non tutti i cittadini sono contenti di questa decisione. Scrivi un testo per spiegare al sindaco e ai suoi collaboratori quali sono i vantaggi e gli svantaggi della costruzione di questa centrale.

Blog Lettera Presentazione

Criterion B:

I candidati devono:

- esporre il problema, cioè che non tutti i cittadini sono contenti della costruzione della centrale;
- spiegare i vantaggi della costruzione della centrale;
- spiegare gli svantaggi della costruzione della centrale.

Criterion C:

Choice of text type:

	Text type	Razionale
Appropriate	Lettera	Questo testo è appropriato perché, nella sua versione formale, viene frequentemente usato per comunicare con persone che non si conoscono e/o con cui si ha un rapporto puramente professionale ma che sono i chiari destinatari del messaggio. Inoltre si presta a trasmettere informazioni e spiegazioni in maniera logica.
Generally appropriate	Presentazione	Questo testo è generalmente appropriato perché può venire usato per comunicare in maniera formale con persone che non si conoscono e/o con cui si ha un rapporto puramente professionale, e può prestarsi a trasmettere informazioni e spiegazioni in maniera logica.
Generally inappropriate	Blog	Questo testo è generalmente non appropriato perché di solito non viene usato in un contesto formale e non è indirizzato a uno specifico gruppo di destinatari. Tuttavia, può essere usato per trasmettere informazioni e spiegazioni in maniera logica.

Nota: se una risposta rende il contesto, il pubblico e la motivazione dello scritto chiari, e questi sono adeguati al compito, il tipo di testo “generally appropriate” può essere considerato “appropriate”, o il tipo di testo “generally inappropriate” considerato “generally appropriate”.

Register and tone:

- registro formale
- tono serio e informativo

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:

Recensione

- Nome del giornale, titolo, data e autore
- Introduzione e chiara descrizione del soggetto recensito
- Giudizio motivato e ben sviluppato
- Conclusione appropriata

Presentazione

- Saluti iniziali al pubblico e presentazione di sé
- Sviluppo ragionato e convincente con figure retoriche
- Conclusione chiara e che potrebbe contenere ringraziamenti al pubblico

Articolo

- Titoli pertinenti
- Introduzione e conclusione chiare
- Tecniche per coinvolgere il lettore

Email

- Indirizzi e-mail del mittente e del destinatario
- Data e soggetto dell'email
- Saluti e formalità introduttive; conclusione e saluti finali

Lettera

- Indirizzi del mittente e del destinatario
- Data e luogo
- Saluti e formalità introduttive
- Conclusione e saluti finali appropriati

Post su media sociali

- Nome del gruppo, data, titolo
- Chiaro sviluppo del tema trattato e delle opinioni espresse
- Conclusione stimolante un dibattito

Blog

- Data (e ora), autore
 - Titolo (sottotitolo è opzionale)
 - Saluti, introduzione e conclusione
 - Tecniche per coinvolgere il lettore
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