

Marking notes Remarques pour la notation Notas para la corrección

May / Mai / Mayo de 2026

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	Command of the language is limited. Vocabulary is sometimes appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language contains errors in both basic and more complex structures. Errors interfere with communication.
4–6	Command of the language is partially effective. Vocabulary is generally appropriate to the task and varied. A variety of basic and some more complex grammatical structures is used. 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, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. 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 nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions. A variety of basic and more complex grammatical structures is used selectively in order to enhance communication. 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.

Communication of meaning may be defined as follows:

- (1-3) Meaning is (almost) incomprehensible.
- (4-6) Meaning is evident but the text may need re-reading.
- (7-9) Meaning is clear throughout.
- (10-12) Meaning is natural, nuanced and precise.

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	The task is partially fulfilled. Few ideas are relevant to the task. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.	The link between the response and task tends to be unclear; the reader has difficulty understanding the message. The response touches upon some aspects of the task but there is also much unrelated information. The response addresses the task in a simple manner, and supporting details and/or examples barely feature, if at all. The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.
4–6	The task is generally fulfilled. Some ideas are relevant to the task. Ideas are outlined, but are not fully developed. Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.	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. The response covers some aspects of the task, or touches upon all aspects but superficially. The response includes some supporting details and examples. 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.
7–9	The task is fulfilled. Most ideas are relevant to the task. Ideas are developed well, with some detail and examples.	The link between the response and the task is clear; the reader has a good understanding of the message conveyed. The response covers all aspects of the task, despite losing focus at times.

	Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.	The response uses supporting details and examples to clarify the message. The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with little or no ambiguity.
10–12	The task is fulfilled effectively. Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples. Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.	The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed. The response covers all aspects of the task fully, and maintains focus throughout. 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.

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.

Ideas may be described as follows:

(1-3) Little connection to the task.

(4-6) Relevant but incomplete.

(7-9) Complete with all aspects addressed to some extent but may lose focus, lack specificity and / or detail.

(10-12) Focused on all three required aspects with supporting detail that enhances the message.

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	Conceptual understanding is limited. The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.
3–4	Conceptual understanding is mostly demonstrated. The choice of text type is generally appropriate to the context, purpose and audience.

	The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response. The response incorporates some conventions of the chosen text type.
5–6	Conceptual understanding is fully demonstrated. The choice of text type is appropriate to the context, purpose and audience. The register and tone are appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.

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

Solo travel is gaining popularity among young people. As the president of the Travel Club, you want to promote it to students in your school. Write a text in which you discuss the advantages and disadvantages of travelling alone, and suggest what to consider when planning such a trip.

Interview

Leaflet

Speech

Criterion B:

- The three required aspects of the task are
 - to discuss advantages of solo travel,
 - to discuss disadvantages of solo travel, and
 - to suggest what to consider when planning such a trip.
- Equal weight does not have to be given to all three aspects, 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 main focus should be on solo travel, i.e. travelling alone, without friends or family. However, an independent style of travelling, e.g. without a tour operator or travel company, should also be accepted.
- Discussion in (i) could mention, but should not be limited to, pushing one’s boundaries, experiencing new cultures, expanding your horizons through trying new things, and / or meeting new people. More than one advantage should be addressed.
- Discussion in (ii) could mention, but should not be limited to, feeling lonely or anxious, not having someone familiar close in an emergency, and / or not being as safe. More than one disadvantage should be addressed.
- The suggestions in (iii) could include, but should not be limited to, careful planning of accommodation and transportation, safety precautions, and / or budgeting. More than one suggestion should be addressed.
- Aspects (i) and (ii) may be developed through opposition or contrast.

Criterion C:

Students should make the context of the task explicit. If the promotional purpose is not mentioned, the task will not be considered fully contextualised.

Choice of text type:

	Text type	Rationale
Appropriate	Speech	This text type is appropriate if it effectively addresses a student audience and uses persuasion to encourage them to follow suggestions.
Generally appropriate	Leaflet	This choice may be considered appropriate if there is enough evidence of persuasion to encourage the student audience to follow suggestions.
Generally inappropriate	Interview	This choice may be generally appropriate if the interviewee referred to is the president of the Travel Club and if the text is published in a school magazine.

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 informal register
- Personal, persuasive, motivational, encouraging, convincing, enthusiastic, inspiring tone

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

Task 2

You have read a report showing that companies value soft skills, such as communication or problem-solving, more than hard skills, such as data analysis or computer programming. You want to share your views on this with other young people entering the job market. Write a text in which you discuss the importance of both soft and hard skills in today's world, and suggest ways in which young people can develop the necessary skills.

Article

Blog

Letter

Criterion B:

- The three required aspects of the task are
 - to discuss the importance of soft skills in today's world,
 - to discuss the importance of hard skills in today's world, and
 - to suggest ways in which young people can develop the necessary skills.
- Equal weight does not have to be given to all three aspects, 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.
- Discussion in (i) could mention, but should not be limited to, communication, problem-solving, emotional intelligence and / or teamwork. More than one soft skill should be addressed.
- Discussion in (ii) could mention, but should not be limited to, data analysis, computer programming, graphic design and / or social media management. Suggestions in (iii) could cover, but should not be limited to, acquiring these skills either through practice and experience and / or formal education and training. More than one suggestion / way should be addressed.
- Reference to the report read is acceptable in any of the three aspects (i), (ii) or (iii). The writer may agree with the report's view that soft skills are more valued than hard skills. The opposite (or a balanced) view should be accepted provided it is clearly stated as an opposing view to the report read.

Criterion C:

For an article to be appropriate, "young people" should be addressed consistently. It is not enough to just address young people only at the very end.

Choice of text type:

	Text type	Rationale
Appropriate	Blog	This text type is appropriate as it shares the views of the writer on a specific matter with a young public likely to enter the job market.
Generally appropriate	Article	This choice may be considered appropriate if it addresses young people entering the job market and makes suggestions.
Generally inappropriate	Letter	This choice may be considered generally appropriate if it is addressed to a young person entering the job market.

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
- Conversational, convincing, collaborative, motivational, personal tone

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

Task 3

Relaxing one's mind plays an important role in mental health. You want to suggest a Relaxing the Mind class to your school administration as part of the school curriculum. Write a text in which you describe the course, discuss its potential benefits for students' mental health, and explain what the school should do to enable this initiative.

Letter

Proposal

Set of instructions

Criterion B:

- The three required aspects of the task are
 - to describe the course,
 - to discuss its potential benefits for students' mental health, and
 - to explain what the school should do to enable this initiative.
- Equal weight does not have to be given to all three aspects, 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.
- Description in (i) could mention, but should not be limited to, relaxing the mind through meditation, listening to music, and / or going outdoors/ for a walk
- Discussion in (ii) could mention, but should not be limited to, feeling more relaxed and having less stress, feeling more in control of your own behaviour and reactions, and / or affecting other parts of your life as well, e.g. exams, school, etc. More than one benefit should be addressed.
- Explanation in (iii) could mention, but should not be limited to, finding an expert linked to things described in (i), allocating a specific space, scheduling a slot in the weekly timetable, and / or budgeting.
- The writer of the proposal could be any member of the school community, eg: students, teachers or parents.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Proposal	This text type is appropriate as it allows for a structured presentation of a new initiative.
Generally appropriate	Letter	This choice may be considered appropriate if addressed to the school administration and if it makes a formal recommendation of the new initiative.
Generally inappropriate	Set of instructions	This choice may be considered generally appropriate if embedded within either of the above to show the school exactly what steps they need to take to get the initiative started.

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
- Serious, polite, authoritative, constructive, convincing 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.

Interview

Embedded

- relevant headline/title
- style aimed at involving and interesting the reader
- references to the interview, including direct quotations and/or reported speech

Transcribed

- Relevant headline / title
- Clear introduction, to explain context
- Question and response structure, showing the speakers' alternating speeches

Leaflet

- 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

Letter

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

* bracketed part required for formal letters

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

Set of instructions

- clear and focused heading/title
- clearly set-out format e.g. bullets, sub-headings, numbering, etc.
- short introduction and conclusion.

Speech

- 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, persuasive techniques (appeals to emotion / credibility), etc.
-