

Marking notes Remarques pour la notation Notas para la corrección

May / Mai / Mayo de 2026

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	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.

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	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. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.	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. 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.	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.

	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	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

You recently read an article in a youth magazine about the benefits of taking a holiday in your own country instead of abroad. You have a recent experience of such a holiday and want to share your thoughts with others. Write a text in which you describe your holiday and explain if you would recommend it to young people.

Blog

Letter to the editor

Review

Criterion B:

- The two required aspects of the task are: (i) to describe your holiday, and (ii) to explain if you would recommend it to young people.
- 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.
- A description of the holiday in ‘own country’ may include things like school trips, visiting home from overseas schools, and description may include but not be limited to, physical activities, what was learned, and what they saw or experienced. General descriptions of the country/city/place are likely to be considered recommendations.
- A comparison between international and domestic travel is not expected, but there should be some reference to international travel somewhere in the script.
- The recommendation in (ii) may focus on the benefits, challenges or both, and focus on domestic OR international. However, if the writer only focuses on the benefits, etc, of the trip to themselves, this is likely to result in the ideas not being fully relevant as recommendations to the intended audience.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Blog	This text type is suitable for sharing personal reflections and opinions with a large group of unspecified audience who will have some connection or common interest with the writer. In this case, it must be clearly indicated that the audience is “young people/ youth”.
Generally appropriate	Letter to the editor	This text type is suitable for expressing an opinion or raising awareness about an issue affecting the general public. The choice may be considered “appropriate” if the response is contextualized in the author’s personal experience, with reference made to the original article, and there must be a reference to young people (i.e. the young people reading this letter) for the audience to be met. It is not sufficient just to address the letter to the editor for the audience to be deemed appropriate.
Generally inappropriate	Review	This text type is typically used to evaluate items and events. It is not usually used to address an audience about a single issue. The choice may be considered “generally appropriate” if the response makes clear that what is being evaluated is based on the writer’s personal travel experience, clearly giving

		recommendations to young people, and indicating where the review is published to be read by the audience.
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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:

- Semi-formal with flashes of informal register (semi-formal if the letter to the editor is produced)
- Reflective, thoughtful, and comparative tone.

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

Task 2

While on your way to school, you were stopped by an elderly person asking for help. You were able to support that person and you want to share the experience with other students at the school. Write a text in which you describe what happened and give advice on what to do in such situations.

Article	Interview	Speech
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Criterion B:

- The two required aspects of the task are: (i) to describe what happened, and (ii) to give advice on what to do in such situations.
- 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.
- A broad interpretation of “support” should be accepted – the help provided could be verbal (in the form of advice) or physical help.
- A broad interpretation of “asking for help” should be accepted (serious occurrence, asking for directions, etc.)
- Advice could come in the form of reflection as long as it is focused on helping the elderly.
- Scripts that only focus on advice connected to helping people in general without reference to the elderly, the issue or situation may be considered a loss of focus.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Speech	This text type is suitable for communicating information/sharing personal experience and/or ideas to a large group of specified audience (“other students at the school”) in real-time context (“on your way to school”).
Generally appropriate	Article	This text type is suitable for communicating a range of messages, but it typically has a more general audience. The choice may be considered “appropriate” if the response makes clear that the audience is “other students at the school” (e.g. school newspaper or magazine) and the purpose is to “give advice”.
Generally inappropriate	Interview	This text type is suitable for acquiring information from a person in a structured conversation, and the focus is usually on the other person’s experience. This text type may be considered “generally appropriate” if the context of the interview is clear (sharing experience of giving support) and the purpose is evident (“give advice”). It also needs to be clear where the interview is published for the audience to read.

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 register with some possible flashes of informality.
- Reflective, thoughtful, and advisory tone.

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

Task 3

You collected your electronic device from a repair shop, but when you got home you noticed the repair was unsuccessful. You returned to get it fixed again, but the staff refused to help you. You are very unhappy about the situation. Write a text for the repair shop management in which you explain why you are unhappy and describe what action you expect from them.

Blog

Letter

Report

Criterion B:

- The two required aspects of the task are: (i) to explain why you are unhappy, and (ii) to describe what action you expect from them.
- 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.
- A broad interpretation of the electronic device should be accepted – it can be the student’s personal item but also household equipment.
- The reasons why “the staff refused to help” could also vary – it could be because they were uncooperative or because they claimed secondary damage to the device.
- Responses can but do not need to detail the damage to the device but if they do, the main focus should still be on the reasons why they are unhappy and what action they expect from the shop management.
- Action to be taken may come in the form of retraining staff, a refund, refixing, etc. However, details are expected for this aspect to be fulfilled effectively, i.e. how much of a refund, conditions of refixing, etc.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Letter	This text type is suitable for personally addressing a specified singular audience (“the shop management, customer service center,”) about a specific issue (“unsuccessful repair”). Scripts that only reference ‘your staff’ are also considered to have met the audience requirements.
Generally appropriate	Report	The text type is primarily used for the purpose of describing the details of an incident post factum objectively, without any personal insights. If the purpose of the report is clear (influence the outcome of the situation – what action you expect from the management) and the audience (“shop management”), then the text type may be considered “appropriate”.
Generally inappropriate	Blog	This text type is suitable for sharing personal reflections and opinions with a large group of unspecified audience. The text type may be considered “generally appropriate” if the response makes clear that the text is targeted at, or includes, the shop management. This would need to be clearly explained in the blog as to why the shop management is being addressed through that text type and how the management would be reading the blog i.e. tagging the management.

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 to semi-formal
- Serious but polite, informative, 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.

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

Letter

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

Letter to the Editor

- appropriate opening and closing salutations
- reference to the original article or issue raised
- Interesting and engaging style

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 engage the reader
- name of the reviewer
- style to engage the reader

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 etc.
-