

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. 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.

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

Your friend started living on their own after finishing high school last year. You recently met the friend and talked about their experience, and now you want to tell other young people in your area about it. Write a text in which you examine why the friend decided to live on their own, discuss the challenges they encountered, and share ideas on how to overcome potential difficulties.

Blog	Email	Interview
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Criterion B:

- The three required aspects of the task are
 - to examine why the friend decided to live on their own,
 - to discuss the challenges they encountered, and
 - to share ideas on how to overcome potential difficulties.
- 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.
- Examination in (i) could mention, but should not be limited to, feeling more mature, wanting to become independent, and / or building a life somewhere else.
- Discussion in (ii) could mention, but should not be limited to, having difficulty with budgeting, feeling homesick at times, and / or not managing home chores easily. More than one challenge should be addressed.
- Sharing ideas in (iii) could cover, but should not be limited to, careful budgeting, planning, and/or scheduling visiting friends and family. More than one idea should be addressed.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Interview	This text type is appropriate as it shares someone’s views on a specific experience or topic with a small audience.
Generally appropriate	Blog	This choice may be considered appropriate if views are shared with an audience likely to be interested in the topic.
Generally inappropriate	Email	This choice may be considered generally appropriate if it addresses young audience interested in the topic.

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
- Friendly, encouraging reflective, analytical tone

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

Task 2

Your school is hosting an environmental fair for the local community. As the president of the Eco Club, you want to raise awareness of environmental problems among participants of the fair. Write a text in which you describe the most alarming problems affecting your area, propose solutions, and encourage participants to take action in their own lives to solve these problems.

Leaflet

Letter

Speech

Criterion B:

- The three required aspects of the task are
 - to describe the most alarming problems affecting your area,
 - to propose solutions, and
 - to encourage participants to take action in their own lives to solve these problems.
- 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, water contamination, coastal pollution, and / or air quality. More than one problem should be addressed.
- Proposing in (ii) could mention actions to be taken by either individuals or public bodies / companies, this could include, but should not be limited to, afforestation, policy changes and / or waste control. More than one solution should be addressed.
- Encouraging participants in (iii) could cover ways to get involved, e.g. finding an expert linked to the things described in (i), advocating for sustainable practices such as composting, waste management, recycling, and / or active environmental actions e.g. beach clean ups, but it must promote positive action from participants, not just list ideas.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Speech	This text type is appropriate if it effectively addresses the school audience in a live event to raise awareness and persuade them to take action.
Generally appropriate	Leaflet	This choice may be considered appropriate if there is enough evidence of persuasion to encourage the school audience to take action.
Generally inappropriate	Letter	This choice may be considered generally appropriate if it is addressed to attendees of the fair and if it raises awareness and persuades them to take action.

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 formal register
- Informative, urgent, authoritative persuasive tone

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

Task 3

You have recently read a report on the impact of being online for many hours a day. This made you consider your relationship with the internet. Write a text in which you reflect on the reasons you are drawn to go online, evaluate what effect this has on different aspects of your life, and explore how you can keep a balance between the virtual and real worlds.

Blog

Diary

Presentation

Criterion B:

- The three required aspects of the task are
 - to reflect on the reasons you are drawn to go online,
 - to evaluate what effect this has on different aspects of your life, and
 - to explore how you can keep a balance between the virtual and real worlds.
- 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.
- Reflection in (i) could mention, but should not be limited to, interacting with friends, getting help for your homework, and / or being informed of world news. More than one reason should be addressed.
- Evaluation in (ii) may mention both positive and negative effects on physical and/ or mental health, relationships, etc. More than one aspect of life should be addressed.
- Exploration in (iii) could cover, but should not be limited to, setting a screen time limit, trying to use other means of getting information that are not online, and / or preferring to meet with friends face-to-face.
- Reference to the report read is acceptable in any of the three aspects (i), (ii) or (iii).

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Diary	This text type is appropriate as it is meant to reflect on personal experience, thoughts, feelings in private.
Generally appropriate	Blog	This choice may be considered appropriate if it shares personal experience, thoughts, feelings with an audience interested in the topic.
Generally inappropriate	Presentation	This choice may be considered generally appropriate if the purpose clearly shifts from private reflection to shared learning experience.

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 register
- Personal, familiar, conversational, reflective, candid, analytical, thoughtful 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:

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

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*

Presentation/ 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.
-