

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 are helping to organize a cycling event in your city. You want to encourage the residents to participate in the event. Write a text in which you describe the benefits of cycling and explain what will happen at the event.

Blog

Interview

Leaflet

Criterion B:

- The two required aspects of the task are: (i) to describe the benefits of cycling, and (ii) to explain what will happen in the event.
- 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 “a cycling event” should be accepted. The event does not need to focus solely on cycling; it does not need to be the only activity, but it should be clear that it is the main one.
- Responses may include the benefits of cycling as a sports activity (fitness and health benefits, mental wellbeing, environmental advantages, etc.) and/or the benefits concerning the broader experience of participating in the cycling event (socializing, meeting people, being in contact with nature, family bonding, etc.).
- What will happen in the event may include information about the route/cycling tour, food stands, prizes, games, length of the race, first-aid stations, activities organized within the event, after the event etc. but not prior to the event (how to sign up, requirements for signing up, organizations to donate to etc) as this is part of the purpose/context.
- The cycling event can have the purpose of raising money or awareness, but it can be a solely physical activity event, or a family one.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Leaflet	This text type is suitable for advertising an event to people in a relatively small geographic area (“residents”). No individual contact with prospective attendees is needed. The leaflet must clearly and explicitly address the residents/local people of the city where the event is held, people living in XX city where the event is held.
Generally 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. This text type may be considered “appropriate” if the audience is specified as “the residents” of the city, the local people of the city where the event is held and the purpose of encouraging participation is evident.
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 (upcoming cycling event) and the purpose is evident (encouraging the residents to take part in the event).
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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 some flashes of informality
- Excited, encouraging and persuasive tone

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

Task 2

Your school is organizing a competition for the students to design a new optional school subject. You want to participate in the competition. Write a text in which you describe the content of your suggested subject and explain its benefits for the students.

Email

Proposal

Report

Criterion B:

- The two required aspects of the task are: (i) to describe the content of your suggested optional subject, and (ii) to explain its benefits for the students.
- 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.
- The new optional school subject has to be one designed by the student; it be clearly indicated that it is not taught at the student’s school .
- The subject can partially overlap with some other school subjects, but it should offer an acquisition of a set of new skills or subject-specific knowledge, relatively new to the students or difficult to acquire on their own.
- The content of the optional subject may include features, modules, resources, practical activities and projects, schedules, etc.
- The benefits for the students may be interpreted as “the advantages” and this may include academic benefits, social benefits, personal benefits, preparation for future studies, practical real-life skills, etc.
- Some responses may explain the benefits for the school (gain recognition, attract more students, enhance the school’s image), this is permissible as long as the focus remains on the students.
- Ideas related to the content of the optional subject may overlap with the benefits for the students. However, these ideas should still be clearly explained and supported.
- The student must not be the one teaching the subject but does not have to appoint the teachers.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Proposal	This text type is typically used to formally address the audience, and its purpose is to put forward a proposition and explain benefits. ‘The school/ school administration/ school Principal, Academic councillor/ Coordinator, etc. should be directly and explicitly addressed in the proposal.
Generally appropriate	Email	This text type is suitable for sharing an opinion of personal matter with a specified and limited audience. If the purpose of the email is clear (proposing a new school subject) AND the recipient of the email is explicitly indicated as “the school/ school administration, school principal, academic councillor/ Coordinator etc.”, then the text type may be considered “appropriate”.
Generally inappropriate	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 (proposing a new school subject) and the context (taking part in a competition) the text type may be considered “generally appropriate”.
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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:

- Formal register
- Persuasive and informed tone

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

Task 3

You recently took part in a discussion on the use of English as an international language. You want to share your views on the topic of international language with your friends. Write a text in which you discuss the advantages and disadvantages of having an international language.

Diary

Email

Social media posting

Criterion B:

- The two required aspects of the task are: (i) to discuss the advantages of international language, and (ii) to discuss the disadvantages of international language.
- 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 approach is accepted here – the students do not need to discuss specifically English as an international language, they can choose a different one, including their mother tongue.
- The students must not adopt a comparative approach discussing English versus other languages but focus on people speaking “one and the same language” internationally.
- The advantages of having an international language may be interpreted as the benefits, and they may include educational, professional, and travel-related advantages. This may be supported with personal experiences.
- The disadvantages may include the loss of local languages, the inequality to access to learning the language, etc. and this may also be supported with personal experiences.
- Responses do not need to mention the name of the international language being described, but they should solely focus on only one international language and not on international languages in general. Responses which describe and/or reflect upon only international languages in general will be considered “generally fulfilled”. Similarly, responses referring only to ‘a language’ in general, rather than specifically to ‘an international language’ will also be considered “generally fulfilled”.
- The students should discuss speaking a common language by people not sharing a mother tongue.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Email	This text type is suitable for sharing an opinion of personal matter with a specified and limited audience (your friends). The writer’s friends must be clearly and explicitly addressed in the email. At least two friends must be addressed.
Generally appropriate	Social media posting	This text type is suitable for discussing an issue of personal significance to the author, but it will usually be read by a wider audience. The choice may be considered “appropriate” if the response makes clear that the text is targeted at the author’s friends.
Generally inappropriate	Diary	This text type is suitable for reflection and consideration of a sensitive issue of personal significance, as such, does not have an audience other than the author’s

		"self". This text type may be considered "generally appropriate" if the purpose (reflection on importance and challenges) is clear And that it will be shared with 'friends' later on.
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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:

- Informal register
- Reflective concerned or enthusiastic tone, depending on the student's opinion

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

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

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.

Social media posting

- 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.
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