

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.	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 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 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

You applied for two different holiday jobs and received offers for both positions. They are quite different, so you need to consider your options and make a decision. Write a text in which you compare and contrast the two job offers, and evaluate which one best suits your current situation.

Diary

Letter

Presentation

Criterion B:

- The three required aspects of the task are
 - to compare the two job offers,
 - to contrast the two job offers and
 - to evaluate which one best suits your current situation.
- 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.
- Comparison in (i) could cover the similarities/advantages of the two positions and could mention, but should not be limited to, their salary, working hours, and / or experience gained.
- Contrast in (ii) could mention, but should not be limited to, the differences/disadvantages of the two positions and refer to features such as those in (i).
- Aspects (i) and (ii) are about comparing and contrasting, so there should be similarities and differences (a description of each job is not enough).
- Evaluation in (iii) could cover, but should not be limited to, explaining which experience is better for a future career, considering which position could help out more with a personal goal, and / or taking into consideration practicalities like duration, distance, etc.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Diary	This text type is appropriate as it is meant to reflect on a personal experience, thoughts, feelings in private.
Generally appropriate	Letter	This choice may be considered appropriate if addressed to someone close but there is evidence of reflection on personal experience, thoughts, feelings. An email can be accepted as long as the three letter conventions are present. Please, note that <i>this time</i> we do not deduct marks for not including a subject line.
Generally inappropriate	Presentation	This choice may be considered generally appropriate if the purpose clearly shifts from private reflection to verbal expression of thoughts

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.

Task 2

You recently watched a TV programme in which an expert talked about how using robots for medical operations will be a common practice in the near future. You want to share your thoughts on this topic with the public. Write a text in which you discuss the benefits of using robots in operations, describe the potential dangers, and share your views on the future of technology in medicine.

Article

Interview

Speech

Criterion B:

- The three required aspects of the task are to
 - to discuss the benefits of using robots in operations,
 - to describe the potential dangers, and
 - to share your views on the future of technology in medicine.
- 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) should focus on the benefits of using robots in operations and not on the benefits of technology in medicine in general. More than one benefit should be addressed.
- Description in (ii) could mention, but should not be limited to, problematic maintenance, cyber hacking, and / or human error. More than one potential danger should be addressed.
- Sharing views in (iii) may an optimistic or a pessimistic outlook, and this should be accepted so long as there is sufficient support.
- For the highest mark, candidates should go slightly beyond simply repeating ideas about robots. In point (iii), they are expected to include some broader comments about the future of technology in medicine, for example possible advantages, disadvantages, opportunities, risks, or changes technology may bring in the future. An optimistic or pessimistic view is equally acceptable if it is supported.
- Reference to the TV programme is acceptable in any of the three aspects (i), (ii) or (iii).

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Article	This text type is appropriate as it expresses someone’s opinion and argues on a specific topic publicly.
Generally appropriate	Interview	This choice may be considered appropriate if it reports someone’s opinion on a topic, if there is a specific interviewee and if there is enough evidence that it has been published.
Generally inappropriate	Speech	The choice may be considered generally appropriate if it expresses opinion and presents the topic to a public on a specific occasion. A speech with a title does not lose marks.

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
- Serious, analytical, thoughtful, authoritative, convincing tone

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

Task 3

Your favourite brand has lately changed their products to align more closely with nature. You admire this development and want to share the information with your classmates. Write a text in which you describe how the brand achieved this change, identify its positive implications, and discuss how other brands could make similar changes to their products.

Letter

Social media posting

Speech

Criterion B:

- The three required aspects of the task are
 - to describe how the brand achieved this change,
 - to identify its positive implications, and
 - to discuss how other brands could make similar changes to their products.
- 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, ethical sourcing of material, support for circular economy, and / or preference for more natural ingredients.
- Identification in (ii) could mention, but should not be limited to, supporting local businesses more, encouraging sustainable consumerism, and / or partnering with environmental organizations. More than one implication should be addressed.
- Discussion in (iii) could mention, but should not be limited to, opting for fair trade material, preference for local producers, and / or reduction of packaging. To reach the top band, for aspect (iii) the response should bring in new ideas rather than simply repeat the ones in aspects (i) or (ii).
- A response can still achieve a top mark even when aspects (i) and (ii) are closely connected throughout the writing. They do not need to appear in completely separate sections. What matters is that both aspects are clearly identifiable, sufficiently developed, and supported with relevant detail. In other words, students may naturally blend the two aspects, as long as it is clear where each aspect is being addressed and each aspect has been explored in depth.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Speech	This text type is appropriate as it effectively addresses a student audience and uses personal admiration to present the topic of product alignment to nature. A speech with a title does not lose marks.
Generally appropriate	Social media posting	This choice may be considered appropriate if it addresses a young audience and is meant to share personal views on the topic with followers
Generally inappropriate	Letter	This choice may be considered generally appropriate if it addresses classmates / a classmate and is meant to share personal views on the topic with them. Thus, for a letter addressed to a classmate, there must be a clear reference indicating that the recipient is a classmate.

		An email can be accepted as long as the three letter conventions are present. Please, note that <i>this time</i> we do not deduct marks for not including a subject line.
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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 to informal register
- Personal, enthusiastic, lively, convincing, motivational 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

Diary

- first person narration
- closing statement to round off the entry

A closing statement in a diary entry is more than just saying "Goodbye" or "See you tomorrow." It should act as a brief summary or final thought about the day. Typically, it consists of one sentence that expresses the writer's feelings, opinion, hopes, or reflections.

For example:

- *Overall, it was a stressful day, but I'm proud of how I handled everything.*
- *I can't wait to see what happens tomorrow.*
- *Even though the day started badly, it ended much better than expected.*

So, the closing statement should **wrap up the entry** and leave the reader with a final idea or emotion, rather than simply ending with a greeting.

- no self-evident explanatory phrases (e.g. "I saw Alicia, my best friend")

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 (*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.

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.
-