

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

Your school's new principal has recently changed the rules concerning the use of electronic devices in school. As a member of the Student Council, you want to inform the students about these changes. Write a text in which you describe the new rules and explain why they are important.

Report

Set of instructions

Speech

Criterion B:

- The two required aspects of the task are: (i) to describe the new rules, and (ii) to explain why they are important.
- 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.
- It is expected that the response discusses a number of electronic devices, not just mobile phones (e.g. smart watches, chrome books, glasses with AI lasers, etc.)
- In (i), the description of the new rules needs to be developed and not just consist of a list.
- In (ii), the explanation of the importance of the new rules **may** be contextualized/explored in relation to the old ones.
- In (ii), ‘why they are important’ can be linked to students (e.g. more concentration, no cheating, etc.) or school at large (electricity bills, security, etc.). Both should be permissible as long as they are developed.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Speech	The text type is suitable for communicating information and/or ideas to a large group of specified audience (“the students”) on a specific occasion, with expectations of some sort of real-time context (“recently improved rules”). The audience must be directly addressed.
Generally appropriate	Set of instructions	This text type is typically used to provide suggestions or practical advice. It is not usually used to explain the importance of something. The choice may be considered “appropriate” if the response makes clear that the context is the improvement of “the rules concerning the use of electronic devices in school” and that the target audience is “students” with a voice or authority established (e.g. written by Student Council).
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 (describing the rules, explaining their importance) and the audience (“the students”) the text type may be considered “generally appropriate”. For the report to be considered

		“appropriate”, a voice or authority must also be established (e.g. school council) AND a clear indication of how the report will be delivered to students (e.g. school magazine, newspaper, notice board, etc.).
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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 register; minimal flashes of formality might be accepted. (formal to semi formal if a report is produced)
- Persuasive, informative and friendly tone.

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

Task 2

Your family is moving abroad for a year for work after the end of the school year and asked you if you want to go with them, or stay with other family members. It's a difficult choice and you need to think about it. Write a text in which you reflect on your options and consider which option fits better with your future plans.

Diary	Letter	Speech
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Criterion B:

- The two required aspects of the task are: (i) to reflect on your options, and (ii) to consider which option fits better with your future plans.
- 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.
- There should be some reflection on why the choice is difficult.
- In (i) the practicalities of each option (living with grandparents, starting a new school, etc.) can be described, but the implications of these changes (meeting new people, taking on a caregiving role etc.) need to be developed.
- In (ii), the consideration may be embedded in the reflection for (i) but both aspects ‘reflect’ and ‘consider’ need to be developed well. The writer does not need to make a final decision.
- In (ii), ideas need to be linked to “future plans” (study, work, plans with friends, travel), not just the future, in general.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Diary	The text type is suitable for reflection on an issue of personal significance and serves as an outlet for the writer's emotions.
Generally appropriate	Letter	This text type is suitable for reaching out to a specified audience about a specific issue of personal importance. The choice may be considered “appropriate” if the text directly addresses the audience (a friend or a family member/ family members) and clearly reveals understanding of context and purpose.
Generally inappropriate	Speech	This text type is suitable for sharing information relating to personal experience with a specified, broad audience. It is not typically used to reflect on an issue or consider one's options. If the text makes the context clear and clarifies the purpose (considering one's options), it may be considered “generally appropriate”.

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, semi-formal if addressing a family member in a letter
- Reflective tone, could be emotional

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

Task 3

You have recently learned that there is a plan to replace a very popular local park with a shopping centre. You disagree with this and want to convince local residents to do something about it. Write a text in which you explain why you disagree and propose possible actions that the residents could take to prevent the change.

Interview

Presentation

Social media posting

Criterion B:

- The two required aspects of the task are: (i) to explain why you disagree with the plan, and (ii) to propose possible actions that the residents could take to prevent the change.
- 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.
- There is no need to include any details of the plan or provide any specific information on the company/investors.
- There should be some elaboration of the importance of the local park in the context of the local community, not just personal significance to the author.
- In (ii), possible actions should be detailed and developed; a broad range of ideas can be accepted: start a campaign; write a letter; organize a demonstration etc.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Social media posting	This text type is suitable for sharing the writer’s thoughts and opinions on a particular topic of personal significance, and it is usually used for addressing a larger audience (local residents). The audience must be directly addressed.
Generally appropriate	Presentation	The text type is suitable for raising awareness, but it is typically used to communicate with a smaller, more clearly defined group of people. The choice may be considered “appropriate” if the response directly addresses ‘local residents’, with a voice or authority established (e.g. member of local city council, etc.)
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 (opposition to a plan) and the purpose evident (call for 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 register, with some possible touches of formality.
- Serious, concerned 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:

Diary

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

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.

Set of instructions

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

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.

Speech/Presentation

- 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.
-