

Marking notes Remarques pour la notation Notas para la corrección

May / Mai / Mayo de 2026

Korean / Coréen / Coreano B

**Higher level
Niveau supérieur
Nivel Superior**

Paper / Épreuve / Prueba 1

© International Baccalaureate Organization 2026

All rights reserved. No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without the prior written permission from the IB. Additionally, the license tied with this product prohibits use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, whether fee-covered or not, is prohibited and is a criminal offense.

More information on how to request written permission in the form of a license can be obtained from <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organisation du Baccalauréat International 2026

Tous droits réservés. Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite préalable de l'IB. De plus, la licence associée à ce produit interdit toute utilisation de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, moyennant paiement ou non, est interdite et constitue une infraction pénale.

Pour plus d'informations sur la procédure à suivre pour obtenir une autorisation écrite sous la forme d'une licence, rendez-vous à l'adresse <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organización del Bachillerato Internacional, 2026

Todos los derechos reservados. No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin la previa autorización por escrito del IB. Además, la licencia vinculada a este producto prohíbe el uso de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales—, ya sea incluido en tasas o no, está prohibido y constituye un delito.

En este enlace encontrará más información sobre cómo solicitar una autorización por escrito en forma de licencia: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

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.

언어

모든 오류의 중요도가 같지 않으며 평가자들은 이 점을 기억하여야 합니다. 뜻을 전달하는데 있어서 중대한 영향을 미치는 오류가 있고, 그렇지 않은 오류도 있습니다. 또한, 어떤 오류는 순간 착각을 하여 한 실수일 수도 있지만 어떤 오류는 그 언어 사용에 대한 기본적인 이해가 되어 있지 않아서 저지르는 오류입니다.

실수 (Slips) – 모든 난이도에서 일어날 수 있는 실수이지만 가끔, 그리고 일정치 않게 일어나야 합니다. – 예를 들어, 학생이 보통은 과거 시제를 잘 사용하였지만 가끔 실수를 하는 경우입니다.

결점 (Flaws) – 보다 규칙적으로, 특히 특정 문법 구조에 일어나는 오류입니다. – 예를 들어, 과거 시제를 바르게 쓰는 경우가 많이 있어도 정확도가 안정적이지 못 하여 학생이 기본적으로 다른 시제와 혼동하고 있는 경우입니다.

결함 (Gaps) – 어떤 언어 구조가 올바르게 사용되는 경우가 거의 없거나 아예 없는 경우입니다. – 예를 들어, 과거 시제가 필요한 경우에도 과거 시제를 사용하지 못 하는 경우입니다.

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” explains 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.
--	---	---

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

현대 사회에서 스마트폰 사용이 증가하면서, 청소년들의 스마트폰 사용 시간이 큰 사회적 이슈가 되고 있습니다. 일부 학교에서는 학생들의 집중력 향상을 위해 수업 시간 동안 스마트폰 사용을 금지하는 정책을 도입하고 있습니다. 청소년들의 스마트폰 사용 현황과, 이 정책에 찬성하는지 반대하는지 그 이유를 설명하고, 학교에서 학생들이 스마트폰을 효과적으로 사용할 수 있는 방안을 제시하는 글을 교장선생님께 건의하는 글을 쓰세요.

Criterion B:

- 학생들의 스마트폰 사용 경향에 대해 자세히 서술
- 학교의 스마트폰 사용 금지 정책에 찬성하는지 반대하는지 입장을 택하고 이유를 설명

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	이메일	교장 선생님에게 학교내 스마트폰 사용에 대한 의견을 전달하는 상황이므로 관계자에게 직접 전달할 수 있는 이메일이 적절함
Generally appropriate	기사	교장선생님에게 스마트폰과 관련한 학교 정책에 대해 의견을 전달하는 내용이므로 기사도 적절함
Generally inappropriate	블로그	블로그는 불특정 다수에게 정보를 전달하는 수단으로 많이 쓰이므로 교장 선생님께 자기의 생각을 정리하는 글로는 적절하지 않음

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the stated task, the “generally appropriate” text type can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- 공식적인 이메일이나 학교 신문에 맞는 격조있는 말투
- 또래에게 쓰는 비격조 말투는 부적절함

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

Task 2

최근에는 우주 개발이 활발히 이루어지면서, 민간 기업들도 우주 탐사에 참여하고 있습니다. 일부 사람들은 우주 개발이 인류의 미래를 위한 중요한 투자라고 주장하는 반면, 일부는 우주 개발에 사용되는 비용이 환경 보호나 빈곤 문제 해결에 쓰여야 한다고 주장합니다. 여러분은 우주 개발이 중요한 투자라고 생각하는지 여러분의 의견을 밝히고, 그 이유를 설명하세요. 또한, 우주 개발이 인류 사회에 미치는 긍정적 또는 부정적 영향을 또래의 친구들에게 설명하는 글을 쓰세요.

Criterion B:

- 우주 개발에 대한 현재의 상황을 설명
- 우주 개발을 찬성하는지 반대하는지 자기의 의견을 구체적인 예시와 함께 서술

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	블로그	우주 개발에 대한 자기의 생각을 또래 친구들에게 전하는 글이므로 불특정 다수를 위한 블로그가 적절함
Generally appropriate	기사	또래의 친구들에게 자기의 의견을 전하는 글이므로 기사도 적절함
Generally inappropriate	안내문	자기의 생각을 전하는 글이므로 상품이나 정책에 대한 안내를 하는 안내문은 부적절함

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the stated task, the “generally appropriate” text type can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- 비슷한 또래의 독자 또는 친구들에게 쓰는 친근한 표현, 말투 사용

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

Task 3

최근 많은 나라에서 주 4일 근무제 도입을 검토하고 있습니다. 일부 기업들은 주 4일 근무제가 직원의 생산성을 높이고 삶의 질을 개선할 수 있다고 주장하는 반면, 일부는 업무 효율 저하 및 기업 운영의 어려움을 우려하고 있습니다. 비즈니스 전문가 및 정책 결정자를 대상으로, 주 4일 근무제에 찬성하는지 또는 반대하는지에 대한 의견을 제시하고, 그 이유를 설명하며, 더 나은 근무 환경을 만들기 위한 대안을 제시하는 글을 작성하세요.

Criterion B:

- 현재의 근무 환경에 대한 설명
- 주 4일제에 찬성하는지 반대하는지 구체적인 예시를 들어 설명

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	제안서	전문가와 정책 결정자에게 새로운 근무 환경에 대한 제안을 하는 글이므로 제안서가 적절함
Generally appropriate	블로그	근무 환경에 대한 자기의 의견을 제안하는 글이므로 블로그도 적절함
Generally inappropriate	안내문	자기의 생각을 전하는 글이므로 상품이나 정책에 대한 안내를 하는 안내문은 부적절함

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the stated task, the “generally appropriate” text type can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- 공식적인 제안서에 맞는 격조있는 말투
- 또래에게 쓰는 비격조 말투는 부적절함

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:

블로그

- 제목 제시
- 독자들에게 대한 직접적이고 적절한 호칭, 지칭 사용
- 날짜와 이름 기재

이메일

- 제목 기재
- 서두에 받는이 이름과 적절한 인사 표현
- 이메일의 목적 간단히 소개
- 마지막에 보내는이 이름 적절한 인사말 기재
- 수신자 정보 기재

제안서

- 적절한 제목 제시
- 제안서의 목적 기재
- 적절한 서론과 결론

안내문

- 독자에게 대한 언급
- 적절한 제목 제시
- 명료한 문단 형식 (짧은 문단, 네모나 등으로 중요 항목 표시, 소제목, 번호 붙이기 등)
- 간단한 서론 및 결론

기사

- 적절한 제목 제시
- 신문 기사 이름 기재
- 적절한 서론 및 결론
- 신문 기사의 형식 갖추 (소제목, 간단 명료한 문단 전개, 단락 구분 등)

Marking notes Examples

Example 1

You have noticed that many of your classmates consume a lot of junk food which affects their health negatively. Write a text in which you explain to your peers the dangers of consuming too much junk food and suggest ways to maintain a balanced diet instead.

Email

Essay

Speech

Criterion B:

- A broad interpretation of the term “junk food” should be accepted; provided the response makes clear they have negative effects on health, any foods should be accepted.
- While some general discussions about the dangers of junk food is acceptable, the response should focus principally on consuming “too much” junk food.
- “Ways to maintain a balanced diet” may be given in opposition to each danger covered, or more generally as a separate point.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Speech	The text type is suitable for the purpose of giving information to the audience, a large group of students (peers) in a school context.
Generally appropriate	Email	The text type is suitable for the purpose of giving information, but it is typically used to communicate with individuals or small groups.
Generally inappropriate	Essay	The text type is primarily for academic writing, that is read by the person(s) it is sent to. It is usually not a public text.

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the stated task, the “generally appropriate” text type may be considered “appropriate”, or the “generally inappropriate” text type considered “generally inappropriate”.

Register and tone:

- Semi-formal to formal register, possibly with touches of informality
- Engaging and persuasive tone

Example 2

Your school principal is running a competition for the best campaign to raise awareness about global warming among teenagers. Write your entry for this competition, to be submitted to the principal, in which you describe what the campaign is and why you think it would be effective.

Blog

Email

Proposal

Criterion B:

- The response should focus principally and clearly on “Global warming”. Campaigns related to environmental issues in general should only be considered “relevant” if the response links these to the issue of global warming.
- Discussion of ‘why it would be effective’ may be addressed in terms of raising awareness about global warming, or in terms of tackling the problem of global warming.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Proposal	The text type is used specifically for the purpose of submitting ideas or solutions; very little contextualization or address to a person is needed.
Generally appropriate	Email	The text type is suitable for sending a range of communications, but some contextual information will be needed to explain to the recipient that the purpose of the email is to make a proposal.
Generally inappropriate	Blog	The text type is primarily read by unspecified readers, and it relies on the reader to seek out the information.

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the stated task, the “generally appropriate” text type may be considered “appropriate”, or the “generally inappropriate” text type considered “generally inappropriate”.

Register and tone:

- Semi-formal to formal register
- Serious and persuasive tone