

Marking notes Remarques pour la notation Notas para la corrección

May / Mai / Mayo de 2026

Korean / Coréen / Coreano 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.

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” 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)

Criterion A의 경우

- 철자 문제가 없고 고급 단어를 사용한 경우 10 혹은 이상
- 철자/문법 문제들이 있지만 큰 무리 없이 읽을 수 있을 때는 7-9, 가독성이 떨어질 경우는 6 혹은 그 이하

Criterion B의 경우

- 두 가지 사항들이 모두 들어간 경우 7-9, 자세하게 서술했을 때 10 이상
- 한 가지 사항만 들어 간 경우에는 4-6 혹은 이하

Criterion C의 경우

- Generally appropriate을 골랐어도 형식과 톤 등을 적합하게 썼으면 6 가능
- 형식을 전혀 알 수 없는 경우에는 2 줄 수 있다

Task 1

여러분 학교에서 새로운 급식 업체와 계약을 했습니다. 여러분은 새로운 급식 서비스에 대한 자신의 의견을 나누며, 다른 학생들의 반응도 알아보고 싶었습니다. 많은 사람들에게 새로운 급식 업체에 대한 경험을 자세히 설명하고, 어떤 점이 개선되면 좋을 지에 대한 글을 쓰세요

Criterion B:

- 새로운 급식 업체에 관해 느낀 점을 자세하게 서술
- 반드시 개선되어야 할 점이 들어가야 함
- 다른 사람들이 급식 업체에 대해 느끼는 반응을 이끌어 내는 글이어야 함

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	온라인 포럼	여러 사람들과 의견을 나누고 반응도 알아 볼 수 있는 방법이므로 적합함
Generally appropriate	에세이	많은 사람들에게 자신의 의견을 전달할 수 있는 방법이므로 적절함
Generally inappropriate	일기	다른 사람들에게 의견을 나눌 수 없고 혼자만 간직하는 방법이므로 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 혹은 친구들에게 쓰는 친근한 표현, 말투
- 의견을 서로 교류하려는 톤

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

Task 2

여러분은 현재 한국어 말하기(회화) 동아리가 없다는 것을 알게 되어 새롭게 이 동아리를 만들려고 합니다. 교장 선생님께 이 동아리가 왜 필요하고, 여러분이 어떻게 효과적으로 조직하고 운영할 지에 대한 글을 쓰세요.

Criterion B:

- 현재 학교에 회화/말하기 동아리가 존재하지 않은 상황에서 왜 필요한 동아리인지 구체적으로 서술
- 자신의 어떻게 이 동아리를 만들어서 제대로 운영해 나아갈지 계획 제시

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	제안서	교장 선생님께 회화 동아리를 새롭게 만들기 위해 제안하는 글로 제안서가 적합함
Generally appropriate	이메일	교장 선생님께 자신의 의견을 직접적으로 전달할 수 있는 방법이므로 이메일도 적절함
Generally inappropriate	블로그	불특정 다수에게 자신의 생각을 전달하는 방법이므로 교장 선생님께 자신의 의견을 직접 제안하기에 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 글이기에 격식있는 말투
- 또래 친구들에게 쓰는 친근한 말투는 부적절함
- 또한, 교장선생님께 쓰는 적절한 존칭어와 높임말 사용

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

Task 3

여러분은 여러분의 도시에 새롭게 도입된 전기 자전거 대여 서비스를 홍보하고자 합니다. 지역주민들에게 자전거 대여에 관한 자세한 정보와 이 서비스를 통해 얻을 수 있는 혜택에 대한 글을 쓰세요.

Criterion B:

- 자전거 대여 서비스에 대한 자세한 설명 (어떻게 사용할 수 있고, 가격은 얼마인지, 등등)
- 이 서비스를 이용함으로써 얻을 수 있는 다양한 혜택을 제시 (환경, 교통체증, 등등)
- 홍보하는 내용이 반드시 들어 갈 것

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	안내용 책자	자전거 대여 서비스를 지역 주민들에게 홍보하기에 적합함
Generally appropriate	블로그	많은 사람들에게 자전거 대여 서비스에 대해 알릴 수 있기에 블로그도 적절함
Generally inappropriate	이메일	특정 사람/주민들에게만 정보를 공유할 수 있기에 이메일은 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:

- 일상적인 말투와 표현
- 다양한 독자를 위해 너무 비격식적이거나 격식있는 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:

에세이

- 적절한 제목 제시
- 명확한 서론과 결론
- 적절한 문단 나눔

제안서

- 적절한 제목 제시
- 제안서의 목적 기재
- 적절한 서론과 결론

소셜 미디어 포스팅 / 온라인 포럼

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

이메일 / 편지

- 제목 기재
- 서두에 받는 이 이름과 적절한 인사 표현
- 이메일의 목적 간단히 소개
- 마지막에 보내는 이 이름 적절한 인사말 기재
- 수신자 정보 기재

일기/저널

- 날짜 기재
- 본인이 알고 있는 사실 기재하지 않음
- 적절한 마무리

안내용 책자 / 전단지 / 팜플렛

- 적절한 제목이나 슬로건 사용
- 여러 문단을 소제목으로 달아 나눔
- 부분에서는 명사형 구절 형태 (-것, -(으)ㄴ, -기) 사용 가능
- 연락 가능한 주소나 전화번호 등 관련 정보 기재

블로그

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

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