

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre
de 2025

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	<p>Command of the language is limited.</p> <p>Vocabulary is sometimes appropriate to the task.</p> <p>Some basic grammatical structures are used, with some attempts to use more complex structures.</p> <p>Language contains errors in both basic and more complex structures. Errors interfere with communication.</p>
4–6	<p>Command of the language is partially effective.</p> <p>Vocabulary is generally appropriate to the task and varied.</p> <p>A variety of basic and some more complex grammatical structures is used.</p> <p>Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.</p>
7–9	<p>Command of the language is effective and mostly accurate.</p> <p>Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p>
10–12	<p>Command of the language is mostly accurate and very effective.</p> <p>Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used selectively in order to enhance communication.</p> <p>Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.</p>

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	<p>The task is partially fulfilled.</p> <p>Few ideas are relevant to the task.</p> <p>Ideas are stated, but with no development.</p> <p>Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.</p>	<p>The link between the response and task tends to be unclear; the reader has difficulty understanding the message.</p> <p>The response touches upon some aspects of the task but there is also much unrelated information.</p> <p>The response addresses the task in a simple manner, and supporting details and/or examples barely feature, if at all.</p> <p>The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.</p>
4–6	<p>The task is generally fulfilled.</p> <p>Some ideas are relevant to the task.</p> <p>Ideas are outlined, but are not fully developed.</p> <p>Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.</p>	<p>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.</p> <p>The response covers some aspects of the task, or touches upon all aspects but superficially.</p> <p>The response includes some supporting details and examples.</p> <p>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.</p>
7–9	<p>The task is fulfilled.</p> <p>Most ideas are relevant to the task.</p> <p>Ideas are developed well, with some detail and examples.</p> <p>Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.</p>	<p>The link between the response and the task is clear; the reader has a good understanding of the message conveyed.</p> <p>The response covers all aspects of the task, despite losing focus at times.</p> <p>The response uses supporting details and examples to clarify the message.</p> <p>The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with little or no ambiguity.</p>
10–12	<p>The task is fulfilled effectively.</p> <p>Ideas are relevant to the task.</p> <p>Ideas are fully developed, providing details and relevant</p>	<p>The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.</p> <p>The response covers all aspects of the task fully, and maintains focus throughout.</p> <p>The response uses well-chosen supporting details and</p>

	<p>examples.</p> <p>Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.</p>	<p>examples to illustrate and explain ideas persuasively.</p> <p>The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with clarity and ease.</p>
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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	<p>Conceptual understanding is limited.</p> <p>The choice of text type is generally inappropriate to the context, purpose or audience.</p> <p>The register and tone are inappropriate to the context, purpose and audience of the task.</p> <p>The response incorporates limited recognizable conventions of the chosen text type.</p>
3–4	<p>Conceptual understanding is mostly demonstrated.</p> <p>The choice of text type is generally appropriate to the context, purpose and audience.</p> <p>The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response.</p> <p>The response incorporates some conventions of the chosen text type.</p>
5–6	<p>Conceptual understanding is fully demonstrated.</p> <p>The choice of text type is appropriate to the context, purpose and audience.</p> <p>The register and tone are appropriate to the context, purpose and audience of the task.</p> <p>The response fully incorporates the conventions of the chosen text type.</p>

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

Last week, you enjoyed a film about someone you admire, and you want to share your thoughts with your peers. Write a text in which you provide an overview of the film, explain how this person has inspired you, and reflect on why it is important for young people to have role models.

Blog

Review

Speech

Criterion B:

- Candidates should include all three aspects of the task in their response, i.e. i) provide an overview of the film, ii) describe how this person has inspired you, and iii) explain why it is important for young people to have role models.
- A short overview of the film is expected (title, main character, short summary) and not a full review.
- Candidates should personally reflect on how their role model has inspired them and not just refer to their role model’s overall impact.
- On the importance of role models for young people, candidates may or may not use specific examples (e.g. someone pushing them to become a top athlete as opposed to generally motivating them to be better in life).

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Blog	This text type is considered appropriate, as its audience is like-minded people/ followers that would be interested in reading about the writer’s views.
Generally appropriate	Speech	This text type is considered generally appropriate, as it would require a specific context to be delivered to a like-minded audience, e.g. a film club that the writer is a member of.
Generally inappropriate	Review	This text type is considered generally inappropriate, as its purpose would be to review the film and not personally comment on the importance of role models.

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 and engaging tone

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

Task 3

A recent report showed that fitness levels among young people are declining faster than ever. You find this alarming, and you want to address it within your school community. Write a text in which you explain how exercise benefits young people, outline the challenges they might face getting started, and suggest how your school could help students overcome these challenges.

Proposal

Review

Speech

Criterion B:

- Candidates should include all three aspects of the task in their response, i.e. i) comment on how exercise benefits young people, ii) outline challenges they might face getting started, and iii) suggest how their school could help students overcome these challenges.
- Benefits of exercise could include, but may not be limited to, weight control, boost of cognitive functions, and/ or reduced stress.
- Candidates should primarily focus on benefits for young people and difficulties that young people face starting exercise (e.g. lack of time or motivation), not the population more generally.
- Suggesting how schools can help could include offering more PE lessons, holding sports competitions, establishing after-school sports programmes, etc.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Speech	This text type is considered appropriate, as it would engage both the student body and school administration on a topic that addresses and interests both parties.
Generally appropriate	Proposal	This text type is considered generally appropriate, as it would formally address mostly the school administration and not the student body.
Generally inappropriate	Review	This text type is considered generally inappropriate, as its purpose is to review and not to describe a problem and suggest solutions.

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
- Engaging 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:

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.

Letter to the editor

- appropriate opening and closing salutations
- reference to the original article/issue raised
- interesting and engaging style

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

Review

- title intended to attract and interest the reader
- name of the reviewer
- style to engage the reader

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

- 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.