

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre
de 2025

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	<p>Command of the language is limited.</p> <p>Vocabulary is sometimes appropriate to the task.</p> <p>Basic grammatical structures are used.</p> <p>Language contains errors in basic structures. Errors interfere with communication.</p>
4–6	<p>Command of the language is partially effective.</p> <p>Vocabulary is appropriate to the task.</p> <p>Some basic grammatical structures are used, with some attempts to use more complex structures.</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.</p> <p>A variety of basic and more complex grammatical structures is used.</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 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. 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 examples.</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>

	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	<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, your school held an “International Day” festival. You have been asked to tell the wider school community about it. Write a text in which you explain why the event took place and what happened at the festival during the day itself.

Article

Blog

Brochure

Criterion B:

- The two required aspects of the task are (i) “explain why the event took place” and (ii) “what happened at the festival during the day itself”.
- 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.
- Discussions of (i) and (ii) should have direct relevance to the topic of internationalism.
- Why the event took place may cover issues such as reducing discrimination, welcoming overseas students to the school, etc.
- Additional information such as the organization of the event, as well as participants’ reactions should be considered relevant but not central to the response.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Article	The text type is appropriate for reporting on an event to a wide but targeted audience, such as the wider school community.
Generally appropriate	Blog	The text type is appropriate for the purpose of communicating information to a wider audience, but it is typically a mass media text type, rather than one used for a specific audience (the school community). The choice may be considered “appropriate” if the response makes clear the blog is written for the school community (e.g. a school blog).
Generally inappropriate	Brochure	The text type is primarily used for advertising an event before it takes place. It is not used to report on an event.

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:

- semi-formal or formal register
- persuasive tone to create a credible, positive portrayal of the events

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

Task 2

Today at school, you watched a video in class and its contents were very meaningful to you. You want to write down your thoughts about the video. Write a text in which you describe the main points made in the video and why it was so relevant to you personally.

Diary

Essay

Letter

Criterion B:

- The two required aspects of the task are (i) “describe the main points made in the video” and (ii) “why it was so relevant to you personally”.
- 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.
- Discussion of (i) may relate to the content and/or themes presented. The discussion may include a brief summary of the whole video but it should go beyond this, to highlight its ‘main points’, according to the student.
- Discussion of (ii) should focus on its relevancy to the writer personally rather than, for example, young people in general.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Diary	The text type is appropriate for the purpose of conveying information of a personal and reflective nature for which the writer is likely to be the primary audience.
Generally appropriate	Essay	This text type is appropriate for reflection, but it is usually used for academic writing. The choice may be considered “appropriate” if it is presented in the form that is appropriate for the context, e.g. a class assignment.
Generally inappropriate	Letter	The text type is typically used to communicate information to a specified audience. It is not usually used for personal reflection, addressing oneself.

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:

- semi-formal or informal register
- personal and reflective tone

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

Task 3

You visited a local wildlife area where careless visitors had caused environmental damage. You want to tell your local environmental council about the problem. Write a text in which you explain the situation and offer a solution to address it.

Blog

Essay

Letter

Criterion B:

- The two required aspects of the task are (i) “explain the situation” and (ii) “offer a solution to address it”.
- 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.
- Discussion of (i) should include some description of the environmental damage caused by careless visitors.
- The response may offer more than one solution in discussion of (ii); this should not be penalized.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Letter	The text type is appropriate for the purpose of conveying factual information to a specific professional audience and convincing them to consider a specific suggestion.
Generally appropriate	Blog	The text type suitable for conveying information based on personal experience, but it is usually designed to reach a wider audience. The choice may be considered “appropriate” if the response makes clear that they are indirectly addressing the local environmental council (e.g. by encouraging readers to also contact them).
Generally inappropriate	Essay	The text type is primarily for academic writing. It is usually not usually used to influence the opinions of an authority.

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:

- formal register
- persuasive but respectful 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

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.

Brochure

- engaging title
- ideas identified by format features, e.g. sub-headings, bullet points, numbering etc
- practical information, e.g. "contact us", or a phone number and/or an email address.

N.B.: *Graphic design as such is not marked*

Diary

- first person narration
- closing statement to round off the entry
- no self-evident explanatory phrases (e.g. "I saw Alicia, my best friend")

Essay

- relevant title
- distinct introduction and conclusion
- style which is clear and easy to follow

Letter

- clear identification of recipient (by name, address or role/title etc.)
 - date or sender's address
 - opening and closing salutations.
-