

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 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>

	<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>The response uses well-chosen supporting details and 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

You were asked to act as a “school buddy” and look after an international exchange student who came to your school for a week. The school administration wants your feedback on the experience. Write a text in which you describe how you supported the student, reflect on the role of “school buddies” in exchange programmes, and suggest what could be improved.

Email	Proposal	Speech
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Criterion B:

- The three required elements of the task are (i) to describe how you supported the exchange student, (ii) to reflect on the role of school buddies and (iii) to suggest what could be improved.
- Equal weight does not have to be given to all three elements, but all should be given some developed attention. If one is ignored, or given only cursory attention, no more than the 4-6 band should be awarded, since the task has only been ‘generally fulfilled’ at best.
- Description of (i) may refer to practical or mental support as ways to help the exchange student.
- A reflection on whether school buddies play an important role or not should appear in (ii), which may include positive or negative opinions on the matter.
- The suggestions in (iii) could include, but should not be limited to, prior or post communication with the exchange student, more opportunities for exposure to local culture, etc.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Email	This text type is considered appropriate, as it targets a specific recipient and could inform them on all three parts of the task.
Generally appropriate	Speech	This text type may be considered ‘appropriate’ if the school administration is addressed explicitly.
Generally inappropriate	Proposal	This text type is considered generally inappropriate as its primary purpose is to share suggestions and not report on an experience. This choice may be considered ‘generally appropriate’ if the response was explicitly addressed to the school administration and if the statement of the purpose explicitly mentioned ‘sharing suggestions’.

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, with flashes of informality, to formal register
- Serious and reflective tone

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

Task 2

You recently saw a TV programme about how people around the world do not have equal access to education. You find this troubling and want to share your thoughts with the public. Write a text in which you describe the problem, explain why you feel access to equal education is important, and consider what could be done to improve the situation.

Article

Blog

Proposal

Criterion B:

- The three required elements of the task are (i) to describe the problem of unequal access to education, (ii) to explain why you consider access to equal education important, and (iii) to consider what could be done to improve the situation.
- Equal weight does not have to be given to all three elements, but all should be given some developed attention. If one is ignored, or given only cursory attention, no more than the 4-6 band should be awarded, since the task has only been ‘generally fulfilled’ at best.
- Description of (i) may refer to specific examples, e.g. girls being denied access to schooling in some parts of the world, disabled people not having easy or equal access to the education system, or may refer to the problem generally, on condition that you describe it in enough detail.
- Why equal access to education is important should appear in (ii), which may cover general or specific reasons. There needs to be a clear connection between equality and education. The suggested improvements in (iii), whether feasible or not, should not affect marking as long as they are supported by reasons.
- Reference to the TV programme is acceptable in any of the parts (i), (ii) or (iii).

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Blog	This text type is appropriate, as it shares the views of the writer on a specific matter with the public.
Generally appropriate	Article	This text type is generally appropriate, as it generally addresses a closed community, e.g. school magazine, local newspaper, and is usually less subjective. This choice may be considered ‘appropriate’ if there is no evidence that the response is addressing a closed community.
Generally inappropriate	Proposal	This text type is generally inappropriate, as its purpose is merely to suggest solutions to a problem. This choice may be considered ‘generally appropriate’ if there is a particular context that justifies sharing experience with some organisation that may stand for the public.

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, possibly with flashes of informality.
- Concerned, convincing, hopeful tone

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

Task 3

Lately you have read an article about the rise of Artificial Intelligence (AI) and its use in education. You want to raise awareness about issues surrounding the use of AI among your school community. Write a text in which you describe the benefits of AI in education, explain how AI might negatively affect young people’s learning, and suggest how schools can ensure proper use of AI.

Article Report Speech

Criterion B:

- The three required elements of the task are (i) to describe the benefits of AI in education, (ii) to explain how AI might negatively affect young people’s learning, and (iii) to suggest how schools can ensure proper use of AI.
- Equal weight does not have to be given to all three elements, but all should be given some developed attention. If one is ignored, or given only cursory attention, no more than the 4-6 band should be awarded, since the task has only been ‘generally fulfilled’ at best.
- Description of (i) should cover the positive aspects of using AI in education, which may include, but should not be limited to, some personal experience
- Explanation of (ii) should cover negative aspects of AI that affect young people’s learning, which may include, but should not be limited to, bias and/or errors.
- Suggestions in (iii), whether possible or plausible, should not affect marking, as long as they are effectively supported with reasons.
- Reference to the article read is acceptable in any of the parts (i), (ii) or (iii).

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Speech	This text type is appropriate, as the speaker can share their views on the matter with the school community.
Generally appropriate	Article	This text type is generally appropriate, as its purpose is merely to inform and not suggest. The text may be ‘appropriate’ if it addresses the school community in the context of the school magazine and makes suggestions.
Generally inappropriate	Report	This text type is generally inappropriate, as its purpose is merely to objectively report on a specific matter/ problem. This choice may be considered ‘generally appropriate’ if the response is a proposal report with suggestions within the explicit context of the school community.

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 to formal register
- Persuasive and lively 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.

Email

- clear sense of address to a specific person
- statement of Subject in the heading
- appropriate opening and closing salutations

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

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.

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.
-