

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	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.

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

You have noticed that your school uses too much energy, such as gas and electricity. You feel this is not environmentally friendly, and you want to share your concerns with the school administration. Write a text in which you describe the situation and suggest ways to help save energy.

Pamphlet

Proposal

Speech

Criterion B:

- The two required aspects of the task are: (i) describing the energy inefficiency problem and (ii) suggesting ways to help save energy.
- 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.
- “The situation” must be clearly linked to the school/school campus, not to a global energy problem. Ideas that do not link to the problems at school will result in a “generally fulfilled” task.
- Energy sources could be gas or electricity, but candidates could refer to other sources as well.
- The problem/situation could include the energy spent on heating, lighting, hot water, etc. around the school campus.
- The ways of reducing the problem could include, but are not limited to, replacing light bulbs, installing solar panels, insulating the building, etc.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Proposal	This text type is appropriate because it addresses formally the audience, and its purpose is to describe a problem as well as suggest solutions. “School Administration” should be explicitly and directly addressed in the proposal.
Generally appropriate	Speech	This text is considered generally appropriate, since it could potentially share the intended purpose. This choice may be considered appropriate if the response makes clear that the writer is addressing the school administration only in a formal context to provide a proposal verbally (i.e. it is indicated that the meeting had been pre-arranged) with a clear voice/ authority established (e.g. on behalf of the student council/ as the representative of the school community, etc.)
Generally inappropriate	Pamphlet	This text type is generally inappropriate as its primary purpose is to inform, and the audience is usually wider (e.g. 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:

- Formal register
- Serious, concerned and persuasive tone

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

Task 3

You recently read an article on the significance of music to a person’s identity. You want to share your views on the matter with other young people. Write a text in which you describe your favourite kind of music and explain why music is important to you.

Blog

Interview

Speech

Criterion B:

- The two required aspects of the task are (i) describing their favourite kind of music and (ii) explaining why music is important to them.
- 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.
- “Description of their favourite kind” could include, but should not be limited to, a specific genre and its origins, famous artists or songs, style and rhythm, etc.
- Candidates should focus primarily on why music is important to them, e.g. offering relaxation or entertainment, cultivating one’s character, etc.
- In some responses, “why music is important to you” is explained/addressed through benefits or advantages. This should be permissible.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Blog	This text type is considered appropriate, as it addresses a wider audience/ followers that probably share common interests with the writer. “Young people/ Other young people/ Teenagers/ Young adults” must be directly and explicitly addressed in the blog.
Generally appropriate	Speech	This text type is considered generally appropriate if it addressed a young audience in its opening that would share common interests with the speaker. This choice may be considered “appropriate” if (1) an authentic context is set for a speech to “other young people” (e.g. at school/ in a club, etc) and (2) the audience is clearly “young people/ other young people/ young adults/teenagers”.
Generally inappropriate	Interview	This text type is considered generally inappropriate, as it presupposes that the writer is being interviewed by someone else on their views on the matter.

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 possible flashes of informality
- Friendly and excited 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.

Interview

Embedded

- relevant headline/title
- style aimed at involving and interesting the reader
- references to the interview, including direct quotations and/or reported speech

Transcribed

- Relevant headline / title
- Clear introduction, to explain context
- Question and response structure, showing the speakers' alternating speeches

Letter

- clear identification of recipient (by name, address or role/title etc.)
- date (and/or sender's address)*
- opening and closing salutations.
* bracketed part required for formal letters

Pamphlet

- 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*

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 (official)

- 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.
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