

Marking notes
Remarques pour la notation
Notas para la corrección

**November / Novembre / Noviembre de
2025**

English / Anglais / Inglés ab initio

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.
1-2	Command of the language is limited Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Abundant repetition and inaccuracies interfere with meaning.
3-4	Command of the language is generally effective. Vocabulary is generally appropriate to the task, and varied. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is generally accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
5-6	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 effectively. Language is mostly accurate. Occasional errors 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.	
1–2	<p>The task is partially fulfilled.</p> <p>Some ideas are relevant.</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 is unclear at times; the reader has difficulty in understanding the message.</p> <p>The response covers only some points in the task, and not all the points expressed are relevant.</p> <p>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>
3–4	<p>The task is generally fulfilled.</p> <p>Most ideas are relevant to the task.</p> <p>Some ideas are developed with some detail and examples.</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 clear; the reader’s overall understanding is not impeded, despite some ambiguity.</p> <p>The response covers most of the points in the task, and most of the points expressed are relevant.</p> <p>The response includes some supporting details and examples.</p> <p>The ideas are organized in a logical way; basic cohesive devices are used correctly to aid the delivery of the message, although they may be areas of slight confusion at times.</p>
5–6	<p>The task is fulfilled effectively.</p> <p>Ideas are relevant to the task.</p> <p>Ideas are developed well, providing details and relevant 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 the points in the task, and the points expressed are relevant.</p> <p>The response uses supporting details and examples to clarify the message.</p> <p>The ideas are organized well; a range of basic cohesive devices are used correctly to deliver the message with little or no ambiguity.</p>

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	<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>
2	<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>
3	<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.

Task 3

The year is almost over. This makes you think about your favourite time of year. Write a text to describe your favourite time of year, say what things you enjoy doing during this time, and how you feel when the time ends.

Diary

Note

Presentation

Criterion B:

Points to be covered:

- Identify favourite time of year – by season, event (birthday etc.), cultural occasion (Christmas, Eid, Lunar New Year etc.)
- Activities – anything appropriate to above, e.g. specific food, activities (walking in the cold/sun, picking wild fruit etc.), time with family/friends etc.
- Feelings when ends – sadness, joy at time spent with family, looking forward to next time etc.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Diary	Likely to be a reflective piece – diary written by and for the writer so therefore appropriate.
Generally appropriate	Note	Possible this could be addressed to another person, if so a note generally appropriate because relatively private and informal.
Generally inappropriate	Presentation	Typically for a group of people and with a specific purpose so generally inappropriate because personal and reflective topic.

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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- Informal register
- Wistful or celebratory tone

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

Section B

Task 4

You are a member of your school’s Green Club, which wants to grow vegetables on school grounds. You want the Principal to support the idea. Write a text to explain why the club wants to do this, how it can benefit the school, and to ask for what you need from the school.

Blog

Letter

Report

Criterion B:

Points to be covered:

- Reasons – experiment with how easy it is to grow organic food, to make effective use of a little-used area etc.
- Benefits – good publicity, school kitchen can use the produce, supports biology curriculum etc.
- Needs – clear statement of need, e.g. gardening tools, minimum length of time necessary, support from staff etc.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Letter	A letter is usually addressed to a specific individual and so would be appropriate to make this request to the Principal. A letter could also present a persuasive argument and so would be appropriate from this perspective too.
Generally appropriate	Report	A report is generally appropriate for setting out options and benefits but less appropriate in that a report typically focuses on the past.
Generally inappropriate	Blog	The text is aimed at one person, the Principal, whereas blogs are aimed at a wider audience and it is therefore generally inappropriate.

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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- Formal register
- Respectful and persuasive tone

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

Task 6

You recently used a new fitness app. You want to give feedback to the app’s creator. Write a text to describe why you chose the app, the options you enjoyed, and what could be improved.

Blog

Email

Presentation

Criterion B:

Points to be covered:

- Why chose app – need for the service it provides (splitting bills with friends, knowing tide times etc.)
- Options – specific features of the app (use different currencies, tide times in different places etc.)
- Improvements – again, specific features (ability to split other than 50/50, include weather warnings etc.)

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Email	Feedback intended for creator and email usually addressed to specific individual so appropriate.
Generally appropriate	Presentation	Presentation could be for one person, although not usual so generally appropriate.
Generally inappropriate	Blog	Blog intended for wide audience whereas brief states text is for the app’s creator, so generally inappropriate.

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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- Semi-formal to formal register.
- Helpful 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.

Diary / journal

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

Email

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

Invitation

- Clear sense of who it is addressed to – likely an individual
- Clear statement of event and details (time, place etc.)
- More detail about the event in question

Letter

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

* bracketed part required for formal letters

Message

- first person narration
- seek to engage the reader, e.g. direct address, lively and interesting style
- may include typical online communication techniques, e.g. emoticons

Note

- clear sense of address to a specific person
- informal style
- practical content

Presentation

- 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.

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.
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