

# Language A assessed student work

First assessment 2021

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# Diploma Programme

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## IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

## As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

# Overview

The examples included in this publication are authentic work created in most cases by students taking language A courses (first assessment 2021) in the corresponding languages. They are presented in their original styles, which may include spelling, grammatical and any other errors. These examples have been anonymized where necessary (names may have been changed or deleted).

The examples are provided to illustrate the application of the criteria of the different assessment components which were first assessed in 2021.

The first three examples included for each component below were produced before the first examination session to provide preliminary guidelines to teachers about how assessment criteria would be applied.

The examples included in the section “[Language A additional samples](#)” are examples of student work which were submitted to the IB for assessment in an examination session. They illustrate how assessment criteria were applied in an actual examination session.

# Paper 1

## Advice from principal examiners about paper 1

This downloadable PDF contains advice for students from examination paper authors.

[Advice from principal examiners about paper 1](#)

### Example A (HL)

**Example A**

[Student work \(PDF\)](#)

[Examiner's comments coversheet \(PDF\)](#)

### Example B (HL)

**Example B**

[Student work \(PDF\)](#)

[Examiner's comments coversheet \(PDF\)](#)

### Example C (SL)

**Example C**

[Student work \(PDF\)](#)

[Examiner's comments coversheet \(PDF\)](#)

### Specimen papers

[Specimen papers SL and HL \(PDF\)](#)

### Example papers

[Example paper SL \(PDF\)](#)

[Example paper HL \(PDF\)](#)

## Paper 2

### Advice from principal examiners about paper 2

This downloadable PDF contains advice for students from examination paper authors.

[Advice from principal examiners about paper 2](#)

#### Example A

**Example A**

[Student work \(PDF\)](#)

[Examiner's comments coversheet \(PDF\)](#)

#### Example B

**Example B**

[Student work \(PDF\)](#)

[Examiner's comments coversheet \(PDF\)](#)

#### Example C

**Example C**

[Student work \(PDF\)](#)

[Examiner's comments coversheet \(PDF\)](#)

#### Specimen paper

[Specimen paper \(PDF\)](#)

#### Example paper

[Example paper \(PDF\)](#)



## HL essay

### Advice from principal examiners about the HL essay

This downloadable PDF contains advice for students from examination paper authors.

[Advice from principal examiners about the HL essay](#)

#### Example A

**Example A**

[Student work \(PDF\)](#)

[Examiner's comments coversheet \(PDF\)](#)

#### Example B

**Example B**

[Student work \(PDF\)](#)

[Examiner's comments coversheet \(PDF\)](#)

#### Example C

**Example C**

[Student work \(PDF\)](#)

[Examiner's comments coversheet \(PDF\)](#)

## Internal assessment

### Advice from principal examiners on the individual oral

This downloadable PDF contains advice for students from examination paper authors.

[Advice from principal examiners on the individual oral](#)

#### Example A

**Example A**

[Extracts \(PDF\)](#)

[Individual oral \(MP3\)](#)

[Examiner's comments \(PDF\)](#)

#### Example B

**Example B**

[Extracts \(PDF\)](#)

[Individual oral \(MP4\)](#)

[Examiner's comments \(PDF\)](#)

#### Example C

**Example C**

[Extracts \(PDF\)](#)

[Individual oral \(M4A\)](#)

[Examiner's comments \(PDF\)](#)

# Paper 1

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### Example A (HL)

**Example A**

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[Examiner's comments coversheet \(PDF\)](#)

### Example B (HL)

**Example B**

[Student work \(PDF\)](#)

[Examiner's comments coversheet \(PDF\)](#)

### Example C (SL)

**Example C**

[Student work \(PDF\)](#)

[Examiner's comments coversheet \(PDF\)](#)

## Specimen papers

[Specimen papers SL and HL \(PDF\)](#)

## Example papers

[Example paper SL \(PDF\)](#)

[Example paper HL \(PDF\)](#)

## Paper 2

### Advice from principal examiners about paper 2

This downloadable PDF contains advice for students from examination paper authors.

[Advice from principal examiners about paper 2](#)

#### Example A

**Example A**

[Student work \(PDF\)](#)

[Examiner's comments coversheet \(PDF\)](#)

#### Example B

**Example B**

[Student work \(PDF\)](#)

[Examiner's comments coversheet \(PDF\)](#)

#### Example C

**Example C**

[Student work \(PDF\)](#)

[Examiner's comments coversheet \(PDF\)](#)

#### Specimen paper

[Specimen paper \(PDF\)](#)

#### Example paper

[Example paper \(PDF\)](#)

## HL essay

### Advice from principal examiners about the HL essay

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#### Example A

**Example A**

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[Examiner's comments coversheet \(PDF\)](#)

#### Example B

**Example B**

[Student work \(PDF\)](#)

[Examiner's comments coversheet \(PDF\)](#)

#### Example C

**Example C**

[Student work \(PDF\)](#)

[Examiner's comments coversheet \(PDF\)](#)

## Internal assessment

### Advice from principal examiners about the individual oral

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[Advice from principal examiners about the individual oral](#)

#### Example A

**Example A**

[Extracts \(PDF\)](#)

[Individual oral \(M4A\)](#)

[Examiner's comments \(PDF\)](#)

#### Example B

**Example B**

[Extracts \(PDF\)](#)

[Individual oral \(MP3\)](#)

[Examiner's comments \(PDF\)](#)

#### Example C

**Example C**

[Extracts \(PDF\)](#)

[Individual oral \(MP3\)](#)

[Examiner's comments \(PDF\)](#)

# Language A additional samples

## Language and Literature

### **Higher level essay**

Higher level essay examples A to F (zipped folder)

### **Individual oral**

Individual oral examples A to F (zipped folder)

### **Paper 1**

Paper 1 examples A to F (zipped folder)

## Literature

### **Higher level essay**

Higher level essay examples A to F (zipped folder)

### **Individual oral**

Individual oral examples A to F (zipped folder)

### **Paper 1**

Paper 1 examples A to F (zipped folder)