



**MARKING NOTES  
REMARQUES POUR LA NOTATION  
NOTAS PARA LA CORRECCIÓN**

**May / mai / mayo 2013**

**ENGLISH / ANGLAIS / INGLÉS B**

**Higher Level  
Niveau Supérieur  
Nivel Superior**

**Paper / Épreuve / Prueba 2**

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*These marking notes give additional information for marking paper 2. When marking both sections, keep in mind that subject specific knowledge, as well as candidates' personal opinions, are not being assessed.*

*These notes are intended to define the **top** mark of the scale in this examination. The phrase, "a good answer", is intended to refer to scripts which are likely to be placed in the 9 to 10 band (5 for criterion C) of descriptors. Scripts should be marked proportionately lower to the degree to which they fail to meet these requirements.*

*In each case, good answers will meet **most**, though not necessarily **all**, of the following requirements.*

### **Word count**

At HL, students are required to write a minimum of 250 words in Section A and 150 words in Section B. Failure to write the minimum number of words will result in a 1-mark penalty under criterion A. There is no penalty for exceeding 400 words in Section A or 250 words in Section B: the whole text should be taken into consideration in the award of marks.

### **Criterion A – Language**

A good answer will have very few language gaps, if any, and slips or flaws very rarely affect meaning.

#### **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.

## SECTION A

### 1. Cultural diversity

**You are taking part in a class debate on the motion: “When people move to another country and wish to adapt well, they should adopt its culture and forget about their own”. Write the text of the debate’s opening speech, either agreeing or disagreeing with this motion.**

A good answer:

#### **Criterion B – Message**

- will take a clear position of either agreement or disagreement with the motion; if the script fails to take a clear position, it may achieve the 5-6 band **only if** the ideas that are developed are “coherent” with supporting details that are “mostly appropriate”
- will provide support for the argument/s
- will use paragraphing and cohesive devices which structure the development of ideas effectively
- may use an opposing argument for rebuttal purposes; this should be rewarded
- may make effective use of personal experience; this should be rewarded.

#### **Criterion C – Format**

- will address the audience and keep contact with them throughout the speech
- will set out to catch the audience's attention at the beginning, and leave a clear impression at the end
- will adopt a semi-formal to formal register, perhaps with flashes of informality
- will use rhetorical devices (for example, addressing the audience, flashes of humour, rhetorical questions, repetition)
- may give an early summary, or “map”, of what is going to be said; this should be rewarded.

## 2. Customs and traditions

**You think it may be better for all members of your local sports club to adhere to a strict dress code when using the club’s facilities. As a member of the club, write a proposal to the sports club manager suggesting what the dress code could be and what the benefits of applying the dress code are.**

A good answer:

### **Criterion B – Message**

- will describe the suggested dress code. This is flexible and may involve clothing for sport or in the clubhouse
- will state the benefits of applying the suggested dress code
- will include both the description and the benefits; if the script fails to cover one of the requirements, it may achieve the 5-6 band if the ideas that **are** developed are reasonably “coherent” with supporting details that are “mostly appropriate”
- may mention why dress codes are important in general; this should be rewarded.

### **Criterion C – Format**

- will use features such as headings, short clear paragraphs, sections identified by numbers/letters/bullets, inseting, even if in the framework of a formal letter or email
- will adopt a formal register
- will direct the proposal to the specified audience
- will persuade through an enthusiastic tone

## 3. Health

**Stress is one of the reasons why many students do not do well in their exams. Write a pamphlet to be distributed to students at your school in which you explain the possible symptoms as well as causes of stress, and suggest ways in which they can be avoided.**

A good answer:

### **Criterion B – Message**

- will clearly explain the possible symptoms and causes of stress
- will persuasively suggest ways (give advice) in which students can avoid stress
- will address the three elements of symptoms, causes and advice. If the script covers only two of the required elements it may achieve the 5-6 band **only if** the ideas that are developed are “coherent” with supporting details that are “mostly appropriate”. If only one of the required elements is covered, the message should be judged as “partially communicated” (*ie* no more than **[4 marks]** should be awarded)
- may thoughtfully anticipate difficulties that the target audience of students may experience.

### **Criterion C – Format**

- will incorporate aspects of a pamphlet: bullets, sub-headings, *etc*
- will adopt an informal to semi-formal register
- will have an evidently supportive tone
- may include examples, such as personal anecdotes; this should be rewarded.

#### 4. Leisure

**Your school organized an art exhibition for the works of the IB visual arts students. You visited the exhibition and were impressed by the variety and quality of the works presented. Write a review of this exhibition to be published in your school magazine.**

A good answer:

##### **Criterion B – Message**

- will mainly concern itself with an evaluation of the event, emphasizing the variety and quality of the works
- will use paragraphing and cohesive devices which structure the development of ideas effectively
- may provide descriptions of the works on display
- may recommend the readers to visit the exhibition.

##### **Criterion C – Format**

- will have a title
- will adopt a consistent register (informal, semi-formal or formal)
- will use a lively, direct style aimed to interest and entertain the readers
- will express enthusiasm
- may have sub-headings
- may use a system of ratings; this should be rewarded.

#### 5. Science and technology

**You have recently interviewed the inventor of a domestic robot that will have a great impact on our lives. Write an article based on this interview to be published in a youth magazine. Do not simply write the exact words (transcript) of the interview.**

A good answer:

##### **Criterion B – Message**

- will explain in detail how the domestic robot will affect our lives
- will use paragraphing and cohesive devices which structure the development of ideas effectively
- will select and organize the material around an overall point, theme or issue
- may give some biographical information about the inventor.

##### **Criterion C – Format**

- will adopt a semi-formal register
- will have a headline / title, and a byline (author's name, date and possibly location)
- will refer to the interview but not be a verbatim transcript; a verbatim transcript would result in a maximum **[2 marks]** for Criterion C
- will present the information in a lively, interesting way
- may incorporate direct quotations; this should be rewarded
- may have flashes of humour; this should be rewarded.

## SECTION B

### 6. Personal response

**We are always encouraged to donate money to the poor. Yet, Mother Teresa said: “Being unwanted, unloved, uncared for, forgotten by everybody [...] is a much greater hunger, a much greater poverty than the person who has nothing to eat”.**

A good answer:

#### **Criterion B – Argument**

- will address the issue of physical poverty versus emotional poverty; scripts which do not address this issue should be marked down under “relevance”
  - will make the candidate’s viewpoint clear: the candidate may write a balanced argument or a polemic, an analytic approach, *etc*
  - will provide clear, coherent and detailed reasons for the candidate’s viewpoint/s
  - may take unexpected, creative approaches, provided that there is a link to the key point in the stimulus
  - may personalize the issue by providing brief examples drawn from the candidate’s own experience; this should be rewarded.
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