

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo 2016

English / Anglais / Inglés ab initio

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 2

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Les chefs d'équipe se mettront en rapport avec les examinateurs assistants de leur équipe par l'intermédiaire de RM™ Assessor, par courriel ou par téléphone. S'ils s'adressent à vous par RM™ Assessor ou par courriel, veuillez répondre et confirmer que vous avez téléchargé le barème de notation à partir d'IBIS. L'objectif de cette première prise de contact est de permettre aux examinateurs assistants de soulever toutes les questions qu'ils ont concernant le barème de notation et son interprétation. Les examinateurs assistants doivent contacter leur chef d'équipe par l'intermédiaire de RM™ Assessor ou par courriel à tout moment s'ils éprouvent des difficultés ou s'ils ont des questions concernant la notation. Pour toute question concernant l'utilisation de RM™ Assessor, veuillez envoyer un courriel à emarking@ibo.org.

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Section A

Criterion A: Language

- Does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use spelling, calligraphy (see “Glossary of terms”), vocabulary and grammatical structures correctly and accurately?

Marks	Level descriptor
0	Language inaccuracies completely obscure communication.
1	Language inaccuracies often obscure communication.
2	Language is generally accurate and does not obscure communication.
3	Language is mostly accurate and communication is clear.

Clarification

Word count

At ab initio level, students are required to write a minimum of 50 words in section A (with equivalents in non-Roman script languages). There is **no penalty** for not writing the minimal word target in section A.

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.

Question 1:

Your English teacher has asked each student in the class to post a photo, taken during the class trip to an English-speaking country, on the class website. You must write a short **blog** to accompany the photo. You mention:

- where the photo was taken
- who the people in the photo are
- what the people in the photo are doing
- what the photo shows that is typical of that country
- why you chose this photo to post on the website.

Criterion A: Language [3 marks]

Marks	Level descriptor
0	Language inaccuracies completely obscure communication.
1	Language inaccuracies often obscure communication.
2	Language is generally accurate and does not obscure communication.
3	Language is mostly accurate and communication is clear.

Criterion B: Message [3 marks]

NO relevant information	0 information	0
Some relevant information	1 or 2 details	1
More than half the information	3 or 4 details	2
All relevant information	5 details	3

NOTES

1. The information can be given in any order.
2. A mark should only be awarded if the information is clear.
3. *class trip to an English-speaking country / where the photo was taken*
If the candidate says China, Ecuador *etc* do not give a mark for this detail.
4. *who the people in the photo are /what the people in the photo are doing*
Accept the answer whether one person or several are mentioned.
5. *what the photo shows that is typical of that country*
 - Accept any answer the candidate says is “typical” (for example, “salsa in the USA”).
 - Accept the answer even if the country chosen is not English speaking (see note 2) and was not awarded a mark for where the photo was taken.

Criterion C: Format [1 mark] – Blog

format not appropriate	no audience specified, no greeting, no title; no author	0
format appropriate	One characteristic: audience or task specified (blog); greeting; title; author/name ; blog comments	1

Question 2:

You have bought your grandfather/grandmother a present. Write the **note** which you will send with the present. You mention:

- why you are sending him/her a present
- why you chose this present
- why you could not come in person to give the present
- when you will visit him/her
- what you will do together when you visit.

Criterion A: Language [3 marks]

Marks	Level descriptor
0	Language inaccuracies completely obscure communication.
1	Language inaccuracies often obscure communication.
2	Language is generally accurate and does not obscure communication.
3	Language is mostly accurate and communication is clear.

Criterion B: Message [3 marks]

NO relevant information	0 information	0
Some relevant information	1 or 2 details	1
More than half the information	3 or 4 details	2
All relevant information	5 details	3

NOTES

1. The information can be given in any order.
2. A mark should only be awarded if the information is clear.
3. The answers to the 2 following points must be different:
*The answer to **why you are sending him/her a present** and **why you chose this present when you will visit him/her***
4. Accept a day, a month, a date or an event (for example, *when I come home from university*).
5. Do not accept a future visit expressed in the past tense or with a past reference point.

Criterion C: Format [1 mark] – Note

format not appropriate	no greeting, no signature	0
format appropriate	One characteristic: Greeting to grandmother/grandfather; closing comment; signature	1

Note

If the note is not addressed to the grandmother or grandfather but to someone else (*Dear mum*), award a mark only if there is a closing comment or signature.

Section B

Criterion A: Language

- To what extent does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use a range of vocabulary and grammatical structures?
- Does the student show an awareness of the appropriate register for the task?

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–2	The response and communication are of limited effectiveness. The range of vocabulary used is limited. Some basic grammatical structures are used accurately. These are isolated and limited in range. Register is inappropriate.
3–4	The response and communication are partially effective. The range of vocabulary used is sometimes varied. Most basic grammatical structures are used accurately. Register is partially appropriate.
5–6	The response is generally accurate and communication is generally effective. The range of vocabulary used is varied. Basic grammatical structures and a limited range of more complex grammatical structures are used accurately. Register is generally appropriate.
7–8	The response is accurate and communication is effective. The range of vocabulary used is varied and effective. Basic and some more complex grammatical structures are used accurately. Register is appropriate.

Clarification

Word count

At ab initio level, students are required to write a minimum of 100 words in section B (with equivalents in non-Roman script languages). There is **no penalty** for not writing the minimal word target in section B.

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.

Question 3:

You are going to take part in a school debate. The subject is “All students must do sport in school”. You can choose to talk for or against this point of view. In your speech you give at least **three** reasons for your opinion. Write the text of your **speech**.

Criterion A: Language

- To what extent does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use a range of vocabulary and grammatical structures?
- Does the student show an awareness of the appropriate register for the task?

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–2	The response and communication are of limited effectiveness. The range of vocabulary used is limited. Some basic grammatical structures are used accurately. These are isolated and limited in range. Register is inappropriate.
3–4	The response and communication are partially effective. The range of vocabulary used is sometimes varied. Most basic grammatical structures are used accurately. Register is partially appropriate.
5–6	The response is generally accurate and communication is generally effective. The range of vocabulary used is varied. Basic grammatical structures and a limited range of more complex grammatical structures are used accurately. Register is generally appropriate.
7–8	The response is accurate and communication is effective. The range of vocabulary used is varied and effective. Basic and some more complex grammatical structures are used accurately. Register is appropriate.

Criterion B: Message

The response does not reach a standard described by the descriptors below.		0
The task has been partially fulfilled. One or more ideas have been identified and have been partially developed. There is limited evidence of a logical structure. There is a partially successful use of a limited range of simple cohesive devices.	<ul style="list-style-type: none"> • Little comprehensible information • Little relevant information 	1–2
The task has been generally fulfilled. One or more ideas have been identified and have been developed. There is evidence of a logical structure. There is a generally successful use of a range of simple cohesive devices.	<ul style="list-style-type: none"> • 1 developed reason is given for / against compulsory sport at school • 2 reasons are given for / against compulsory sport at school but neither is developed. 	3–4
The task has been fulfilled. All ideas have been identified and some have been developed well. There is a logical structure. There is successful use of a range of simple cohesive devices.	<ul style="list-style-type: none"> • 2 developed reasons are given for / against compulsory sport at school • 3 reasons are given for / against compulsory sport at school but none are developed 	5–6
The task has been fulfilled effectively. All ideas have been developed well. There is an effective, logical structure. There is successful use of a range of simple and some complex cohesive devices.	<ul style="list-style-type: none"> • 3 or more developed reasons are given for / against compulsory sport at school 	7–8

NOTES

1. The information may be given in any order.
2. **First** base the choice of mark band on the number of reasons and how they are developed. **Then** use logical structure and cohesive devices to give a mark within the mark band.
3. **A developed answer:** an answer which adds detail(s) to the reason given for playing sport in school or an answer which gives more than one example.
4. If there is no reference to “school” the maximum mark available is **[6]**.
5. If the candidate gives reasons for AND against compulsory sports in school, the highest mark band possible is **[3–4]**.

Criterion C: Format [2 marks] – Speech

The format is not appropriate	No characteristics of a speech	0
The format is partially appropriate	1 characteristic: opening greeting (<i>Hello classmates / I am going to talk about X</i>)	1
The format is appropriate	2 characteristics: opening greeting (<i>Hello classmates / I am going to talk about X</i>); concluding remarks typical of a speech	2

Question 4:

Next week your school will participate in World Environment Day. You decide to write a brochure for the students and their parents to explain what is going to happen in school to celebrate. In the brochure you give information about **three** activities and why they are important. You encourage students and parents to participate in the activities. Write the **brochure**.

Criterion A: Language

- To what extent does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use a range of vocabulary and grammatical structures?
- Does the student show an awareness of the appropriate register for the task?

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–2	The response and communication are of limited effectiveness. The range of vocabulary used is limited. Some basic grammatical structures are used accurately. These are isolated and limited in range. Register is inappropriate.
3–4	The response and communication are partially effective. The range of vocabulary used is sometimes varied. Most basic grammatical structures are used accurately. Register is partially appropriate.
5–6	The response is generally accurate and communication is generally effective. The range of vocabulary used is varied. Basic grammatical structures and a limited range of more complex grammatical structures are used accurately. Register is generally appropriate.
7–8	The response is accurate and communication is effective. The range of vocabulary used is varied and effective. Basic and some more complex grammatical structures are used accurately. Register is appropriate.

Criterion B: Message

The response does not reach a standard described by the descriptors below.		0
The task has been partially fulfilled. One or more ideas have been identified and have been partially developed. There is limited evidence of a logical structure. There is a partially successful use of a limited range of simple cohesive devices.	<ul style="list-style-type: none"> • Little comprehensible information • Little relevant information 	1–2
The task has been generally fulfilled. One or more ideas have been identified and have been developed. There is evidence of a logical structure. There is a generally successful use of a range of simple cohesive devices.	<ul style="list-style-type: none"> • 1 developed activity • 2 activities are mentioned but neither is developed. 	3–4
The task has been fulfilled. All ideas have been identified and some have been developed well. There is a logical structure. There is successful use of a range of simple cohesive devices.	<ul style="list-style-type: none"> • 2 developed activities • 3 activities are mentioned but none are developed. • There is a reference to “importance”. • There is “encouragement” 	5–6
The task has been fulfilled effectively. All ideas have been developed well. There is an effective, logical structure. There is successful use of a range of simple and some complex cohesive devices.	<ul style="list-style-type: none"> • (At least) 3 developed activities • There is a reference to “importance”. • Parents and students are clearly encouraged to participate in activities. 	7–8

NOTES

1. **First** base the choice of mark band on the number of activities mentioned and developed. **Then** use logical structure and cohesive devices to give a mark within the mark band.
2. A developed activity: what the activity is and, for example, some additional details (time, place, reason for the activity, who can participate...).
3. To reach the upper mark in the mark bands [5–6] and [7–8], the candidate must mention “importance” and encourage parents and students to participate.
 - The idea of “importance” may refer to the special day, to the environment / the planet or to the activities.
 - Encouragement: for example, addressing the parents and students directly: *You will learn how to recycle* or encouraging the parents and students to participate: *Come and join us!*

Criterion C: Format [2 marks] – Brochure

The format is not appropriate	No characteristic of a brochure	0
The format is partially appropriate	title	1
The format is appropriate	title and one of the following characteristics: subtitles; lists ; columns	2

Question 5:

You are one of the journalists for the school newspaper. You interview a student who has just arrived at the school from a different country. You ask what has surprised him/her most about the school, what he/she finds difficult in school and what his/her hopes are for the future. Write the text of the **interview**.

Criterion A: Language

- To what extent does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use a range of vocabulary and grammatical structures?
- Does the student show an awareness of the appropriate register for the task?

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–2	The response and communication are of limited effectiveness. The range of vocabulary used is limited. Some basic grammatical structures are used accurately. These are isolated and limited in range. Register is inappropriate.
3–4	The response and communication are partially effective. The range of vocabulary used is sometimes varied. Most basic grammatical structures are used accurately. Register is partially appropriate.
5–6	The response is generally accurate and communication is generally effective. The range of vocabulary used is varied. Basic grammatical structures and a limited range of more complex grammatical structures are used accurately. Register is generally appropriate.
7–8	The response is accurate and communication is effective. The range of vocabulary used is varied and effective. Basic and some more complex grammatical structures are used accurately. Register is appropriate.

Criterion B: Message

The response does not reach a standard described by the descriptors below.		0
The task has been partially fulfilled. One or more ideas have been identified and have been partially developed. There is limited evidence of a logical structure. There is a partially successful use of a limited range of simple cohesive devices.	<ul style="list-style-type: none"> • Little comprehensible information • Little relevant information 	1–2
The task has been generally fulfilled. One or more ideas have been identified and have been developed. There is evidence of a logical structure. There is a generally successful use of a range of simple cohesive devices.	<ul style="list-style-type: none"> • 1 developed answer • 2 answers but neither answer is developed 	3–4
The task has been fulfilled. All ideas have been identified and some have been developed well. There is a logical structure. There is successful use of a range of simple cohesive devices.	<ul style="list-style-type: none"> • 2 developed answers • An informative introduction or conclusion could compensate for a less well developed answer • 3 answers but none are developed 	5–6
The task has been fulfilled effectively. All ideas have been developed well. There is an effective, logical structure. There is successful use of a range of simple and some complex cohesive devices.	<ul style="list-style-type: none"> • 3 developed answers • An informative introduction or conclusion could compensate for a less well developed answer. 	7–8

NOTES

1. The questions may be answered in any order.
2. **First** base the choice of mark band on the number of answers given and developed. **Then** use logical structure and cohesive devices to give a mark within the mark band.
3. A developed answer can include more than one example:
 - *I am surprised by the teachers who are helpful. I am also surprised by the homework.*
 A developed answer can give a reason for the answer:
 - *I am surprised by the homework because there is more than in my last school.*
4. An interview may be written in indirect speech.
5. Fewer cohesive devices may be used in an interview than in other text types.

Criterion C: Format [2 marks] – Interview

The format is not appropriate	No characteristic of an interview	0
The format is partially appropriate	1 characteristic: question and answer format; title	1
The format is appropriate	2 characteristics: question and answer format and title	2