

**Marking notes**  
**Remarques pour la notation**  
**Notas para la corrección**

**November / Novembre / Noviembre 2016**

**English / Anglais / Inglés ab initio**

**Standard level**  
**Niveau moyen**  
**Nivel medio**

**Paper / Épreuve / Prueba 2**

8 pages/páginas

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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.

**Criterion B: Message**

- Is all the relevant information conveyed?

Marks	Level descriptor
0	No relevant information has been conveyed.
1	Some relevant information has been conveyed.
2	More than half (at least three pieces of information) has been conveyed.
3	All relevant information has been conveyed effectively.

**Question 1:**

To earn a little money you have decided to look after young children. You write the **advertisement** that you will place in a shop window near your home. You mention:

- how old you are
- when you can do this work
- two activities that you can do with the children
- how you can be contacted.

**Question 2:**

You are organizing a surprise birthday celebration at a restaurant for your friend. You write an **e-mail** to the restaurant to reserve a table for dinner. In the e-mail you mention:

- the date and the time of dinner
- how many people will come to the dinner
- what food your friend does not eat
- what kind of birthday cake your friend would like.

**Criterion C: Format**

- Does the format correspond to the task?

Marks	Level descriptor
0	The format is not appropriate.
1	The format is appropriate.

## 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	<b>The response does not reach a standard described by the descriptors below.</b>
1–2	<b>The response and communication are of limited effectiveness.</b> 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	<b>The response and communication are partially effective.</b> The range of vocabulary used is sometimes varied. Most basic grammatical structures are used accurately. Register is partially appropriate.
5–6	<b>The response is generally accurate and communication is generally effective.</b> 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	<b>The response is accurate and communication is effective.</b> 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.

**Criterion B: Message**

- To what extent does the student fulfil the task?
- Are the ideas well-developed?
- Is there evidence of a logical structure (paragraphing and sequencing)?
- Are cohesive devices used effectively?

Marks	Level descriptor
0	<b>The response does not reach a standard described by the descriptors below.</b>
1-2	<b>The task has been partially fulfilled.</b> 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.
3-4	<b>The task has been generally fulfilled.</b> 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.
5-6	<b>The task has been fulfilled.</b> 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.
7-8	<b>The task has been fulfilled effectively.</b> 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.

**Question 3:**

As part of the CAS programme, you have participated regularly in an activity that helps other people. At the end of the school year you must write a report about this activity for the activity supervisor. In the report you explain what you did and what you learned from the activity. You make **one** suggestion to improve the activity. Write the **report**.

3-4	Two of the following ideas have been identified. One of the following ideas has been developed: <ul style="list-style-type: none"> <li>• A description of the service activity.</li> <li>• An explanation of what you learnt.</li> <li>• A suggestion to improve the activity.</li> </ul>
5-6	3 questions and answers / ideas / sections have been identified and at least 2 are developed: <b>OR</b> 2 questions and answers/ ideas/ sections are identified and both are well developed: <ul style="list-style-type: none"> <li>• A description of the service activity.</li> <li>• An explanation of what you learnt.</li> <li>• A suggestion to improve the activity.</li> </ul>
7-8	All of the following ideas have been identified. Two of the following ideas have been well developed: <ul style="list-style-type: none"> <li>• A description of the service activity.</li> <li>• An explanation of what you learnt.</li> <li>• A suggestion to improve the activity.</li> </ul>

**Question 4:**

You have been asked to write a brochure for English-speaking tourists who visit your town.

The brochure has three sections: the old town, entertainment and outdoor activities.

Write the **three** sections of the **brochure**.

<b>3–4</b>	Two sections of the brochure have been identified. One has been developed: <ul style="list-style-type: none"> <li>• The description of the old part of town.</li> <li>• A description of the entertainment in the town.</li> <li>• A description of outdoor activities.</li> </ul>
<b>5–6</b>	3 questions and answers / ideas / sections have been identified and at least 2 are developed: <b>OR</b> 2 questions and answers/ ideas/ sections are identified and both are well developed: <ul style="list-style-type: none"> <li>• The description of the old part of town.</li> <li>• A description of the entertainment in the town.</li> <li>• A description of outdoor activities.</li> </ul>
<b>7–8</b>	Three sections are identified. Two of have been well developed: <ul style="list-style-type: none"> <li>• The description of the old part of town.</li> <li>• A description of the entertainment in the town.</li> <li>• A description of outdoor activities.</li> </ul>

**Question 5:**

For the school newspaper you interview a student about his/her choice of academic programme.

You want to know why he/she decided to study the International Baccalaureate, what he/she thinks are the advantages of the programme and what are the challenges. Write the text of the

**interview.**

<b>3–4</b>	Two of the following ideas have been identified. One of the following ideas has been developed: <ul style="list-style-type: none"> <li>• Why the student chose the IB.</li> <li>• What the advantages are.</li> <li>• What are the challenges.</li> </ul>
<b>5–6</b>	3 questions and answers / ideas / sections have been identified and at least 2 are developed: <b>OR</b> 2 questions and answers/ ideas/ sections are identified and both are well developed: <ul style="list-style-type: none"> <li>• Why the student chose the IB.</li> <li>• What the advantages are.</li> <li>• What are the challenges.</li> </ul>
<b>7–8</b>	All of the following ideas have been identified. All of the following ideas have been developed: <ul style="list-style-type: none"> <li>• Why the student chose the IB.</li> <li>• What the advantages are.</li> <li>• What are the challenges.</li> </ul>

**Criterion C: Format**

- To what extent does the student succeed in using the correct text type?
- Does the student use the appropriate format?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The format is not appropriate.
<b>1</b>	The format is partially appropriate.
<b>2</b>	The format is appropriate.

To gain maximum marks **[2]** all of the bulleted conventions must be applied

Expected conventions of the text type are as follows:

**Question 3: Report**

- Reference / title
- Brief introduction
- Logical structure
- Date
- Conclusion

**Question 4: Brochure**

- Title
- Sub-titles / bullet-points
- List
- Columns

**Question 5: Interview**

- Questions-answer format
  - Title
  - Date
  - Brief introduction
  - Conclusion
  - Name of interviewer
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