

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

**May / Mai / Mayo 2017**

**English / Anglais / Inglés B**

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

**Paper / Épreuve / Prueba 2**

13 pages/páginas

These marking notes are **confidential** and for the exclusive use of examiners in this examination session.

They are the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of the IB Global Centre, Cardiff.











Ces remarques pour la notation sont **confidentielles**. Leur usage est réservé exclusivement aux examinateurs participant à cette session.

Ces remarques sont la propriété du Baccalauréat International. Toute reproduction ou distribution à de tierces personnes sans l'autorisation préalable du centre mondial de l'IB à Cardiff est **interdite**.

Estas notas para la corrección son **confidenciales** y para el uso exclusivo de los examinadores en esta convocatoria de exámenes.

Son propiedad del Bachillerato Internacional y **no deben** reproducirse ni distribuirse a ninguna otra persona sin la autorización del centro global del IB en Cardiff.

The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut
	Caret – indicates omission	Alt+1
	Incorrect point	Alt+2
	Ellipse that can be expanded	Alt+3
	Horizontal wavy line that can be expanded	Alt+4
	Highlight tool that can be expanded	Alt+5
	On page comment – justifies application of assessment criteria	Alt+6
	Unclear content or language	Alt+7
	SEEN - every scanned page must be annotated or marked as SEEN	Alt+8
	Good Response/Good Point	Alt+9
	Vertical wavy line that can be expanded	Alt+0

You **must** make sure you have looked at all pages. Please put the **SEEN** annotation on any blank page, to indicate that you have seen it.

When using the *On Page Comments* annotation, please keep the following in mind:

- Avoid covering the candidate’s own writing. This can be done by writing your comments in the margins then running the arrow attached to the ‘on-page comment’ annotation to the appropriate place.
- Provide all comments in the target language.
- You may provide summative comments at the end of the script, but please do NOT record numerical marks on the scripts.

### Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>Command of the language is generally inadequate.</b> A very limited range of vocabulary is used, with many basic errors. Simple sentence structures are rarely clear.
3–4	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
5–6	<b>Command of the language is generally adequate, despite many inaccuracies.</b> A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
7–8	<b>Command of the language is effective, despite some inaccuracies.</b> A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
9–10	<b>Command of the language is good and effective.</b> A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.

### Clarification

#### Word count

At SL, students are required to write a minimum of 250 words. Failure to write the minimum number of words will result in a **[1 mark]** penalty under criterion A. The whole text should be taken into consideration in the award of marks.

#### 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.

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

**Criterion B: Message**

- How clearly can the student develop and organize relevant ideas?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1–2</b>	<b>The message has not been communicated.</b> The ideas are irrelevant and/or repetitive. The development of ideas is unclear; supporting details are very limited and/or not appropriate.
<b>3–4</b>	<b>The message has barely been communicated.</b> The ideas are sometimes irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
<b>5–6</b>	<b>The message has been partially communicated.</b> The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
<b>7–8</b>	<b>The message has been communicated fairly well.</b> The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
<b>9–10</b>	<b>The message has been communicated well.</b> The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.

**Question 1: Cultural diversity**

You have just read an article which claimed that home-schooled children tend to be more highly motivated and therefore perform better academically. Write a blog entry reflecting on your own school experience and whether you think you would have benefited from home schooling.

<p>3–4</p>	<ul style="list-style-type: none"> <li>addresses the context of their own school experience in a superficial confusing way with noticeable digressions into schooling methods in general or with a focus on home-schooling</li> <li>reflects on own experience using one confusing idea. Little or no reference is made to academic performance and motivation</li> <li>provides a confusing argument on whether home schooling would have been beneficial for them or not with perhaps irrelevant details provided (social skills, friends, time management, <i>etc</i>)</li> <li>covers only <b>one</b> part of the question (reflecting on own school experience <u>or</u> whether home schooling would have benefitted them) <b>OR</b> both parts of the question (reflecting on own school experience <u>and</u> whether home schooling would have benefitted them) in a confusing manner (<i>N.B.</i> “cover” means “in more than two sentences”)</li> <li>uses very weak or confusing explanations and examples to support the arguments provided</li> <li>makes very little or no use of paragraphing and cohesive devices.</li> </ul>
<p>5–6</p>	<ul style="list-style-type: none"> <li>covers the context of their own school experience with more noticeable digression into schooling methods in general (<i>N.B.</i> “cover” means “in more than two sentences”)</li> <li>reflects superficially and with basic detail on own experience using one or two ideas superficially linked to motivation and academic performance and with more noticeable digression into other aspects <i>eg</i> social skills, friends, time management, <i>etc</i></li> <li>explains with basic details whether home schooling would have been beneficial for them or not. (Superficial link is made to motivation and academic performance)</li> <li>addresses <b>only</b> one part of the question (reflecting on own school experience <u>or</u> whether home schooling would have benefitted them) with some detail <b>OR</b> both parts of the question (reflecting on own school experience <u>and</u> whether home schooling would have benefitted them) in a superficial or basic manner</li> <li>supports the arguments provided using few explanations and examples. Examples should be predominantly based on personal experience(s)</li> <li>uses few paragraphs and cohesive devices to structure the development of the ideas presented.</li> </ul>
<p>7–8</p>	<ul style="list-style-type: none"> <li>focuses on the context of their own school experience with little digression into schooling methods in general</li> <li>reflects on own experience using at least two clear ideas related to motivation and academic performance) presented with some detail. Little digression is made into other general aspects <i>e.g.</i> social skills, friends, time management, <i>etc</i>)</li> <li>explains clearly and with some detail whether home schooling would have been beneficial for them or not (in terms of motivation and academic performance)</li> <li>addresses both parts of the question (reflecting on own school experience <u>and</u> whether home schooling would have benefitted them) competently and with some detail</li> <li>supports the arguments provided using some explanations and relevant examples. Examples should be predominantly based on personal experience(s)</li> <li>uses paragraphing and cohesive devices which structure the development of the ideas presented coherently.</li> </ul>

<b>9–10</b>	<ul style="list-style-type: none"><li>• focuses principally and clearly on the context of their own school experience rather than on schooling methods in general</li><li>• reflects on own experience using at least two clear and detailed ideas related to motivation and academic performance</li><li>• explains effectively whether home schooling would have been beneficial for them or not (in terms of motivation and academic performance)</li><li>• addresses both parts of the question (reflecting on own school experience <u>and</u> whether home schooling would have benefitted them) effectively</li><li>• supports the arguments provided using detailed explanations and effective examples. Examples should be predominantly based on personal experience(s)</li><li>• uses paragraphing and cohesive devices which structure the development of the ideas presented effectively.</li></ul>
-------------	--

**Question 2: Customs and traditions**

Every year your school organizes an excursion to an English-speaking country to learn about its customs and traditions. However, the trip this year lacked the cultural element. Write a report of the trip for the school management, explaining why you felt the cultural aspects were missing and suggesting some changes for future excursions.

<p>3–4</p>	<ul style="list-style-type: none"> <li>states the aim of the report in a confusing and unclear manner</li> <li>mentions in a confusing manner <b>OR</b> irrelevant details one reason why they felt the cultural elements were missing from the excursion. (The cultural element missing might include traditional food, meeting local people, going to museums, <i>etc</i>)</li> <li>covers in a confusing manner or irrelevant details provided one suggested change (linked to the cultural aspect for future excursions) (<i>N.B.</i> “cover” means “in more than two sentences”)</li> <li>covers only one part of the question (explain or suggest) <b>OR</b> both parts of the question (explain and suggest) in a confusing manner. (<i>N.B.</i> “cover” means “in more than two sentences”)</li> <li>uses very weak or confusing examples and explanations to support the ideas presented</li> <li>makes very little or no use of paragraphing and cohesive devices.</li> </ul>
<p>5–6</p>	<ul style="list-style-type: none"> <li>states the aim of the report in a superficial manner</li> <li>identifies with little support <b>one</b> reason why they felt the cultural elements were missing from the excursion. (The cultural element missing might include traditional food, meeting local people, going to museums, <i>etc</i>)</li> <li>mentions with little support provided <u>two</u> suggested changes (linked to the cultural aspect for future excursions) <b>OR</b> <u>one</u> suggested change (linked to the cultural aspect for future excursions) in a superficial basic manner</li> <li>addresses <b>only</b> one part of the question (explain or suggest) with some detail <b>OR</b> both parts of the question (explain and suggest) in a superficial basic manner</li> <li>supports the ideas presented using few explanations and examples</li> <li>uses few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<p>7–8</p>	<ul style="list-style-type: none"> <li>states the aim of the report in a generally clear manner</li> <li>provides at least <b>two</b> reasons why they felt the cultural elements were missing from the excursion using some explanations for each. (The cultural elements missing might include traditional food, meeting local people, going to museums, <i>etc</i>)</li> <li>suggests with some explanations at least <b>two</b> changes linked to the cultural aspect for future excursions</li> <li>addresses both parts of the question (explain and suggest) competently and with some detail</li> <li>supports ideas presented using some explanations and relevant examples</li> <li>uses paragraphing and cohesive devices which structure the development of ideas coherently.</li> </ul>
<p>9–10</p>	<ul style="list-style-type: none"> <li>states clearly and effectively the aim of the report</li> <li>explains fully and clearly at least <b>two</b> reasons why they felt the cultural elements were missing from the excursion. (The cultural elements missing might include traditional food, meeting local people, going to museums, <i>etc</i>)</li> <li>suggests at least <b>two</b> clear and lucidly explained changes linked to the cultural aspect for future excursions</li> <li>addresses both parts of the question (explain and suggest) effectively</li> <li>supports ideas presented effectively using detailed explanations and effective examples</li> <li>uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>



**Question 3: Health**

A recent survey conducted at your school revealed that many students are not getting enough sleep. Your teacher has asked you to give a talk to your classmates explaining the importance of sleeping well and suggesting ways in which sleeping habits can be improved. Write the text of your talk.

<p>3-4</p>	<ul style="list-style-type: none"> <li>• addresses the issue of lack of sleep among students in a confusing way; might digress into other topics</li> <li>• mentions the importance of sleeping well in a confusing manner and with perhaps irrelevant details given</li> <li>• mentions in a confusing manner <b>OR</b> irrelevant details one way in which sleeping habits can be improved</li> <li>• uses very weak or confusing examples and explanations to support the ideas presented</li> <li>• covers <b>only</b> one part of the question (explain or suggest) <b>OR</b> both parts of the question (explain and suggest) in a confusing manner. (<i>N.B.</i> “cover” means “in more than two sentences”)</li> <li>• makes very little or no use of paragraphs and cohesive devices.</li> </ul>
<p>5-6</p>	<ul style="list-style-type: none"> <li>• covers the issue of lack of sleep among students in a vague manner and with more noticeable digression into health in general (<i>N.B.</i> “cover” means “in more than two sentences”)</li> <li>• explains the importance of sleeping well with little support or basic details</li> <li>• mentions with little support provided <b>two</b> relevant ways in which sleeping habits can be improved <b>OR one</b> relevant way in which sleeping habits can be improved in a superficial basic manner</li> <li>• supports the ideas presented using few explanations and examples. Examples may be based on personal experience(s)</li> <li>• addresses <b>only</b> one part of the question (explain or suggest) with some detail <b>OR</b> both parts of the question (explain and suggest) in a superficial basic manner</li> <li>• uses few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<p>7-8</p>	<ul style="list-style-type: none"> <li>• focuses on lack of sleep among students with little digression into health in general</li> <li>• explains the importance of sleeping well using some detail</li> <li>• suggests with some explanations at least <b>two</b> relevant ways in which sleeping habits can be improved</li> <li>• supports the ideas presented using some explanations and relevant examples. Examples may be based on personal experience(s)</li> <li>• addresses both parts of the question (explain and suggest) competently and with some detail</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas coherently.</li> </ul>
<p>9-10</p>	<ul style="list-style-type: none"> <li>• focuses principally and clearly on lack of sleep among students</li> <li>• explains fully and clearly the importance of sleeping well</li> <li>• suggests at least <b>two</b> clear and relevant ways in which sleeping habits can be improved</li> <li>• supports ideas presented effectively using detailed explanations and relevant examples. Examples may be based on personal experience(s)</li> <li>• addresses both parts of the question (explain and suggest) effectively</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>

**Question 4: Leisure**

You love going to the cinema. You have decided to create a film club to discuss and share films with other cinema fans in your local area. Write a leaflet giving information about the club and encouraging people to join.

<p>3-4</p>	<ul style="list-style-type: none"> <li>mentions in a confusing manner <b>or</b> with irrelevant details provided some information about the club. Such information <b>might</b> include the aim of the club, target audience (cinema fans in the local area), place and time of meeting, membership fees, activities, age range, <i>etc</i></li> <li>mentions in a confusing manner why cinema fans in the local area are encouraged to join the club (<i>eg</i> interesting activities, advantages and benefits, <i>etc</i>)</li> <li>takes a positive perspective in promoting the club</li> <li>covers <b>only</b> one part of the question (presenting information <u>or</u> encouraging people to join) in a confusing manner (<i>N.B.</i> “cover” means “in more than two sentences”)</li> <li>makes very little or no use of paragraphs and cohesive devices.</li> </ul>
<p>5-6</p>	<ul style="list-style-type: none"> <li>mentions information about the club using superficial basic details. Such information <b>might</b> include the aim of the club, target audience (cinema fans in the local area), place and time of meeting, membership fees, activities, age range, <i>etc</i></li> <li>mentions superficially and with basic details why cinema fans in the local area are encouraged to join the club (<i>eg</i> interesting activities, advantages and benefits, <i>etc</i>)</li> <li>takes a positive perspective in promoting the club</li> <li>addresses <b>only</b> one part of the question (presenting information <u>or</u> encouraging people to join) with some detail and in a superficial basic manner</li> <li>uses few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<p>7-8</p>	<ul style="list-style-type: none"> <li>provides information about the club using some clear details. Such information <b>should</b> include <b>at least two</b> of the following: the aim of the club, target audience (cinema fans in the local area), place and time of meeting, membership fees, activities, age range, <i>etc</i></li> <li>explains with some explanations and supporting details why cinema fans in the local area are encouraged to join the club (<i>eg</i> interesting activities, advantages and benefits, <i>etc</i>)</li> <li>takes a positive perspective in promoting the club</li> <li>addresses both parts of the question (presenting information <u>and</u> encouraging people to join) competently and with some detail</li> <li>uses paragraphing and cohesive devices which structure the development of ideas coherently.</li> </ul>
<p>9-10</p>	<ul style="list-style-type: none"> <li>provides information about the club in a detailed and effective way. Such information should include <b>at least three</b> of the following: the aim of the club, target audience (cinema fans in the local area), place and time of meeting, membership fees, activities, age range, <i>etc</i></li> <li>explains clearly and effectively why cinema fans in the local area are encouraged to join the club. (<i>eg</i> interesting activities, advantages and benefits, <i>etc</i>)</li> <li>takes a positive perspective in promoting the club</li> <li>addresses both parts of the question (presenting information <u>and</u> encouraging people to join) effectively</li> <li>uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>

**Question 5: Science and technology**

You downloaded a new application (or “app”) for your mobile phone that you enjoyed but it had some problems. Write an email to the app creator in which you describe your experience of the app and what improvements you would recommend.

<p>3–4</p>	<ul style="list-style-type: none"> <li>covers the context of the email in a confusing manner (<i>N.B.</i> “cover” means “in more than two sentences”)</li> <li>explains in a confusing manner what the app is and what s/he enjoyed about it (enjoyment could be addressed through the features found most helpful)</li> <li>mentions in a confusing manner <b>OR</b> irrelevant details one or two problems with the app</li> <li>covers <b>one</b> improvement for the app in a confusing manner or with irrelevant details provided (<i>N.B.</i> “cover” means “in more than two sentences”). The suggestion / improvement may not be directly related to the problems mentioned in the script</li> <li>covers <b>only</b> one part of the question (describe or suggest) <b>OR</b> both parts of the question (describe and suggest) in a confusing manner (<i>N.B.</i> “cover” means “in more than two sentences”)</li> <li>uses very weak or confusing examples to support the ideas presented</li> <li>makes very little or no use of cohesive devices.</li> </ul>
<p>5–6</p>	<ul style="list-style-type: none"> <li>addresses the context of the email in a superficial manner</li> <li>explains with superficial basic details what the app is and what s/he enjoyed about it (enjoyment could be addressed through the features found most helpful)</li> <li>mentions with little support or in a superficial manner one or two problems with the app</li> <li>suggests with little support and few examples <u>two</u> improvements for the app <b>OR</b> <u>one</u> improvement for the app using a superficial basic manner. These suggestions / improvements may not be directly related to the problems mentioned in the script</li> <li>addresses <b>only</b> one part of the question (describe or suggest) with some detail <b>OR</b> both parts of the question (describe and suggest) in a superficial basic manner</li> <li>supports the ideas presented with few relevant examples</li> <li>uses few paragraphs and cohesive devices which structure the development of ideas.</li> </ul>
<p>7–8</p>	<ul style="list-style-type: none"> <li>explains with some detail the context of the email</li> <li>mentions the name of the app and explains with some detail what s/he enjoyed about it (enjoyment could be addressed through the features found most helpful)</li> <li>describes with some explanations and supporting details <b>at least two</b> problems with the app.</li> <li>suggests with some explanations and examples <b>at least two</b> improvements for the app. These suggestions / improvements may not be directly related to the problems mentioned in the script</li> <li>addresses both parts of the question (describe and suggest) competently and with some detail</li> <li>supports the ideas presented with some relevant examples</li> <li>uses paragraphing and cohesive devices which structure the development of ideas coherently.</li> </ul>
<p>9–10</p>	<ul style="list-style-type: none"> <li>explains clearly and effectively the context of the email</li> <li>mentions the name of the app and lucidly explains what s/he enjoyed about it (enjoyment could be addressed through the features found most helpful)</li> <li>describes clearly and effectively <b>at least two</b> problems with the app</li> <li>suggests with lucid explanations and effective examples <b>at least two</b> improvements for the app. These suggestions / improvements may not be directly related to the problems mentioned in the script</li> <li>addresses both parts of the question (describe and suggest) effectively</li> <li>supports the ideas presented with relevant and effective examples</li> <li>uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>

**Criterion C: Format**

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	<b>The text type is not recognizable.</b> Conventions appropriate to the text type are not used.
2	<b>The text type is hardly recognizable or is not appropriate.</b> Conventions appropriate to the text type are very limited.
3	<b>The text type is sometimes recognizable and appropriate.</b> Conventions appropriate to the text type are limited.
4	<b>The text type is generally recognizable and appropriate.</b> Conventions appropriate to the text type are evident.
5	<b>The text type is clearly recognizable and appropriate.</b> Conventions appropriate to the text type are effective and evident.

To gain maximum marks [5], all of the bulleted conventions must be applied.

To gain [3], more than half of the conventions must be applied.

Expected conventions of the text type are as follows:

**Question 1: Blog entry**

- will adopt a semi-formal register with perhaps flashes of informality
- will have an engaging title for the entry
- will use first person statement and/or narration
- will show awareness of the readers, *eg* through direct address, a lively and interesting style, an invitation for comments *etc*
- will have a closing statement, *eg* invitation to comment, a conclusion drawn *etc*.

**Question 2: Report**

- will adopt a consistently formal register
- will have a relevant title
- will use a neutral/objective style, *eg* presents ideas and facts without embellishment
- will have a clearly structured layout, *eg* a clear introduction, sub-headings, short brief paragraphs/sections *etc*
- will have a conclusion or recommendation.

**N.B.:** *It is acceptable for the report to be presented within the framework of a letter/ email, provided the features above are present.*

**Question 3: Talk**

- will adopt a semi-formal register, with perhaps flashes of informality
- will adopt an appropriately serious tone
- will address the audience and keep contact with them throughout, *eg* use of “we” and “you” *etc*
- will set out to catch the audience’s attention at the beginning, and leave a clear impression at the end
- will include speech rhetoric *eg* rhetorical questions, repetition *etc*.

**Question 4: Leaflet**

- will adopt a semi-formal register
- will have an engaging title
- will have a short introduction and a conclusion
- will identify ideas with format features, *eg* sub-headings, bullet points, numbering *etc*
- will include practical aspects of the leaflet, *eg* “contact us”, or a phone number and/or an email address.

*N.B.: Graphic design as such is not marked.*

**Question 5: Email**

- will adopt a consistently formal register
  - will adopt a suitably respectful tone
  - will maintain clear sense of address to a specific person
  - will have opening salutations
  - will have closing salutations.
-