

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

**May / Mai / Mayo 2018**

**English / Anglais / Inglés B**

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

**Paper / Épreuve / Prueba 2**

14 pages/páginas

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

| Annotation  | Explanation  |
|---|--|
|    | Caret – indicates omission                                     |
|    | Incorrect point  |
|    | Ellipse that can be expanded                                   |
|    | Horizontal wavy line that can be expanded                      |
|    | Highlight tool that can be expanded                            |
|    | On page comment – justifies application of assessment criteria |
|  | Unclear content or language                                    |
|  | SEEN - every scanned page must be annotated or marked as SEEN  |
|  | Good Response/Good Point                                       |
|  | Vertical wavy line that can be expanded                        |

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 Comment** 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.

## General marking instructions

Assistant Examiners (AEs) will be contacted by their team leader (TL) through RM™ Assessor, by email or telephone – if through RM™ Assessor or by email, please reply to confirm that you have downloaded the marking notes from IBIS. The purpose of this initial contact is to allow AEs to raise any queries they have regarding the marking notes and their interpretation. AEs should contact their team leader through RM™ Assessor or by email at any time if they have any problems/queries regarding marking. For any queries regarding the use of RM™ Assessor, please contact [emarking@ibo.org](mailto:emarking@ibo.org).

## Instructions générales pour la notation

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 les remarques pour la 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 les remarques pour la notation et leur 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](mailto:emarking@ibo.org).

## Instrucciones generales para la corrección

El jefe de equipo se pondrá en contacto con los examinadores asistentes mediante RM™ Assessor, correo electrónico o por teléfono. Si se pone en contacto mediante RM™ Assessor o correo electrónico, conteste para confirmar que ha descargado las notas para la corrección de IBIS. El propósito de este primer contacto es permitir al examinador asistente plantear todas las consultas que tenga respecto a las notas para la corrección y su interpretación. El examinador asistente deberá ponerse en contacto con el jefe de equipo mediante RM™ Assessor o correo electrónico si tiene problemas o consultas sobre la corrección. Si tiene alguna consulta respecto al uso de RM™ Assessor, envíe un correo electrónico a [emarking@ibo.org](mailto:emarking@ibo.org).

### 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><br>A very limited range of vocabulary is used, with many basic errors.<br>Simple sentence structures are rarely clear.                       |
| 3–4   | <b>Command of the language is limited and generally ineffective.</b><br>A limited range of vocabulary is used, with many basic errors.<br>Simple sentence structures are sometimes clear.            |
| 5–6   | <b>Command of the language is generally adequate, despite many inaccuracies.</b><br>A fairly limited range of vocabulary is used, with many errors.<br>Simple sentence structures are usually clear. |
| 7–8   | <b>Command of the language is effective, despite some inaccuracies.</b><br>A range of vocabulary is used accurately, with some errors.<br>Simple sentence structures are clear.                      |
| 9–10  | <b>Command of the language is good and effective.</b><br>A wide range of vocabulary is used accurately, with few significant errors.<br>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><br>The ideas are irrelevant and/or repetitive.<br>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><br>The ideas are sometimes irrelevant and/or repetitive.<br>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><br>The ideas are relevant to some extent.<br>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><br>The ideas are mostly relevant.<br>The development of ideas is coherent; supporting details are mostly appropriate.                                |
| <b>9–10</b>  | <b>The message has been communicated well.</b><br>The ideas are relevant.<br>The development of ideas is coherent and effective; supporting details are appropriate.                                       |

**NOTE:**

1. When marking candidate responses, keep in mind that neither the **accuracy** of the information presented, nor the **validity** of the candidates’ personal opinions, are being assessed. Therefore, scripts that are factually inaccurate should not be marked down, provided they meet the requirements of the task, and the ideas are sufficiently developed.
2. The term “**cover**” in the following notes (in “covers only on part...”, “covers both parts...’ etc.) should be interpreted as “in more than two sentences”.

**Question 1: Cultural diversity**

You are on a school exchange in an English-speaking country with one of your friends. Although you are enjoying the experience, your friend feels left out because they feel different from their peers. Write a diary entry reflecting on this situation and considering ways in which you can help them.

**N.B.:** Reflections may be embedded into suggestions and vice versa

|            |  |
|------------|--|
| <p>3–4</p> | <ul style="list-style-type: none"> <li>addresses the context of being with a friend on a school exchange in an English-speaking country in a confusing way</li> <li>reflects on the fact of the friend feeling different from their peers and left out in a confusing way <b>OR</b> with irrelevant details provided</li> <li>mentions in a confusing manner, <b>OR</b> with irrelevant details, <b>one</b> suggestion to help the friend.</li> <li>uses very weak or confusing examples and explanations to support the ideas presented</li> <li>covers <b>only one</b> part of the question (reflecting on the friend feeling different <b>or</b> considering ways in which to help him/her) <b>OR both</b> parts of the question (reflecting on the friend feeling different <b>and</b> considering ways in which to help him/her) in a confusing manner.</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 context of being with a friend on a school exchange in an English-speaking country in a superficial manner.</li> <li>reflects superficially and with basic details on the fact of the friend feeling different from their peers and left out. Reflection may include possible reasons for that feeling, the writer’s feeling/reaction, <i>etc.</i></li> <li>mentions, with little support provided, <b>two</b> suggestions to help the friend <b>OR one</b> suggestion to help the friend in a superficial basic manner. More noticeable digression is made into other aspects.</li> <li>supports the arguments provided using few explanations and examples</li> <li>addresses <b>only one</b> part of the question (reflecting on the friend feeling different <b>or</b> considering ways in which to help him/her) with some detail <b>OR both</b> parts of the question (reflecting on the friend feeling different <b>and</b> considering ways in which to help him/her) in a superficial or 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>refers to the context of being with a friend on a school exchange in an English-speaking country in a generally clear manner</li> <li>reflects with some details on the fact of the friend feeling different from their peers and left out. Reflection may include possible reasons for that feeling, the writer’s feeling/reaction, <i>etc.</i></li> <li>provides, with some detail, <b>at least two</b> clear suggestions to help the friend. Little digression may be made into other general aspects.</li> <li>supports the arguments provided using some explanations and relevant examples</li> <li>addresses <b>both</b> parts of the question (reflecting on the friend feeling different <b>and</b> considering ways in which to help him/her) competently and with some detail</li> <li>uses paragraphing and cohesive devices which structure the development of the ideas presented coherently.</li> </ul>  |

|                    |  |
|--------------------|--|
| <p><b>9–10</b></p> | <ul style="list-style-type: none"><li>• mentions in a clear manner the context of being with a friend on a school exchange in an English-speaking country</li><li>• reflects in a clear and effective manner on the fact of the friend feeling different from their peers and left out. Reflection may include possible reasons for that feeling, the writer’s feeling/reaction, <i>etc.</i></li><li>• provides <b>at least two</b> detailed suggestions to help the friend.</li><li>• supports the arguments provided using detailed explanations and effective examples</li><li>• addresses <b>both</b> parts of the question (reflecting on the friend feeling different <b>and</b> considering ways in which to help him/her) effectively</li><li>• uses paragraphing and cohesive devices which structure the development of ideas effectively.</li></ul> |
|--------------------|--|



**Question 2: Customs and traditions**

Your school is thinking of banning students who have piercings from entering the school campus. You have strong views on this situation. Write a blog entry in which you either agree or disagree with the school’s proposal, giving reasons for your opinion.

|             |  |
|-------------|--|
| <p>3–4</p>  | <ul style="list-style-type: none"> <li>• addresses the issue of banning students with piercings from entering school campus in a confusing way; might digress into other irrelevant topics</li> <li>• makes no reference, or a confusing reference, to being <b>either</b> for <b>or</b> against the topic</li> <li>• uses very weak or confusing examples and explanations to support the arguments provided. Examples may be based on personal experience(s)</li> <li>• makes very little or no use of paragraphs and cohesive devices</li> <li>• may acknowledge the opposing view in a confusing and unclear manner.</li> </ul>                              |
| <p>5–6</p>  | <ul style="list-style-type: none"> <li>• covers the issue of banning students with piercings from entering school campus in a vague manner and with more noticeable digression into customs and traditions in general or other aspects</li> <li>• takes an unclear stance <b>either</b> for <b>or</b> against the topic</li> <li>• supports the arguments provided using few explanations and examples. Examples may be based on personal experience(s)</li> <li>• uses few paragraphs and cohesive devices which structure the development of ideas</li> <li>• may acknowledge the opposing view and offer a brief rebuttal in a superficial manner.</li> </ul> |
| <p>7–8</p>  | <ul style="list-style-type: none"> <li>• focuses on the issue of banning students with piercings from entering school campus with little digression into customs and traditions in general or other aspects</li> <li>• takes a generally clear stance <b>either</b> for <b>or</b> against the topic</li> <li>• supports the arguments provided using some explanations and relevant examples. Examples may be based on personal experience(s)</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas coherently</li> <li>• may acknowledge the opposing view and offer a brief rebuttal.</li> </ul>                          |
| <p>9–10</p> | <ul style="list-style-type: none"> <li>• focuses principally and clearly on the issue of banning students with piercings from entering school campus</li> <li>• takes a clear stance <b>either</b> for <b>or</b> against the topic</li> <li>• supports the arguments provided effectively using detailed explanations and effective examples. Examples may be based on personal experience(s)</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas effectively</li> <li>• may acknowledge the opposing view and offer a brief rebuttal.</li> </ul>   |

**Question 3: Health**

Several months ago, your school started to implement relaxation classes. As the editor of your school newspaper, write an article describing the activities carried out in these classes and discussing the benefits they have had on students' well-being.

**N.B.:** Benefits may be embedded into activities

|                    |  |
|--------------------|--|
| <p><b>3-4</b></p>  | <ul style="list-style-type: none"> <li>covers the school's decision to implement relaxation classes in a confusing way; might digress into other irrelevant topics</li> <li>covers <b>one or two</b> relaxation activities carried out in a confusing manner <b>OR</b> with irrelevant details provided</li> <li>covers <b>one or two</b> benefits relaxation classes have had on students' well-being in a confusing manner <b>OR</b> with irrelevant details provided.</li> <li>uses very weak or confusing examples and explanations to support the ideas presented. Examples may be based on personal experience(s)</li> <li>covers <b>only one</b> part of the question (describing activities <u>or</u> discussing benefits) in a confusing manner.</li> <li>makes very little or no use of paragraphs and cohesive devices.</li> </ul>  |
| <p><b>5-6</b></p>  | <ul style="list-style-type: none"> <li>addresses the school's decision to implement relaxation classes in a vague manner and with more noticeable digression into health in general</li> <li>mentions, with little support provided, <b>two</b> relaxation activities carried out <b>OR one</b> activity carried out in a superficial basic manner</li> <li>mentions, with little support provided, <b>two</b> benefits relaxation classes have had on students' well-being <b>OR one</b> benefit relaxation classes have had on students' well-being 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 one</b> part of the question (describing activities <u>or</u> discussing benefits) with some detail <b>OR both</b> parts of the question (describing activities <b>and</b> discussing benefits) in a superficial basic manner.</li> <li>uses few paragraphs and cohesive devices to structure the development of ideas.</li> </ul> |
| <p><b>7-8</b></p>  | <ul style="list-style-type: none"> <li>focuses on the school's decision to implement relaxation classes with little digression into health in general</li> <li>describes with some detail <b>at least two</b> relaxation activities carried out</li> <li>discusses with some detail <b>at least two</b> benefits relaxation classes have had on students' well-being</li> <li>supports the ideas presented using some explanations and relevant examples. Examples may be based on personal experience(s)</li> <li>addresses <b>both</b> parts of the question (describing activities <b>and</b> discussing benefits) competently and with some detail.</li> <li>uses paragraphing and cohesive devices which structure the development of ideas coherently.</li> </ul>  |
| <p><b>9-10</b></p> | <ul style="list-style-type: none"> <li>focuses principally and clearly on the school's decision to implement relaxation classes</li> <li>describes fully and clearly <b>at least two</b> relaxation activities carried out</li> <li>discusses fully and clearly <b>at least two</b> benefits relaxation classes have had on students' well-being</li> <li>supports the ideas provided using detailed explanations and effective examples. Examples may be based on personal experience(s)</li> <li>addresses <b>both</b> parts of the question (describing activities <b>and</b> discussing benefits) effectively.</li> <li>uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>  |

**Question 4: Leisure**

Your teacher has set the following as your next essay topic: “Should athletes who do not make good role models in the world of sport be banned from competing?” Write your essay.

|                    |   |
|--------------------|---|
| <p><b>3–4</b></p>  | <ul style="list-style-type: none"> <li>• covers the issue of whether athletes who do not make good role models should be banned from competing in a confusing way; might digress into other irrelevant topics.</li> <li>• expresses irrelevant or confusing viewpoints about the topic</li> <li>• uses very weak or confusing explanations and examples to support the arguments provided. Examples may be based on personal experience(s)</li> <li>• makes very little or no use of paragraphing and cohesive devices.</li> </ul>  |
| <p><b>5–6</b></p>  | <ul style="list-style-type: none"> <li>• addresses the issue of whether athletes who do not make good role models should be banned from competing in a vague manner and with more noticeable digression into sports or leisure in general</li> <li>• expresses unclear viewpoints about the topic</li> <li>• supports the arguments provided, using few explanations and examples. Examples may be based on personal experience(s)</li> <li>• uses few paragraphs and cohesive devices which structure the development of ideas</li> <li>• may explain why some athletes do not make good role models.</li> </ul>   |
| <p><b>7–8</b></p>  | <ul style="list-style-type: none"> <li>• focuses on the issue of whether athletes who do not make good role models should be banned from competing with little digression into sports or leisure in general</li> <li>• expresses generally clear viewpoints; the candidate may write a balanced argument, defend one point of view, use an analytic approach, <i>etc</i></li> <li>• supports the arguments provided, using some explanations and relevant examples. Examples may be based on personal experience(s)</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas coherently</li> <li>• may explain why some athletes do not make good role models.</li> </ul> |
| <p><b>9–10</b></p> | <ul style="list-style-type: none"> <li>• focuses principally and clearly on the issue of whether athletes who do not make good role models should be banned from competing</li> <li>• expresses clear and lucid viewpoints; the candidate may write a balanced argument, defend one point of view, use an analytic approach, <i>etc</i></li> <li>• supports the arguments provided effectively, using detailed explanations and effective examples. Examples may be based on personal experience(s)</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas effectively</li> <li>• may explain why some athletes do not make good role models.</li> </ul>                |

**Question 5: Science and technology**

Your Principal would like to know how technology is being used to help learning in each class at your school. You have been asked to write a report on your English B class. Write the report, giving information about how technology is currently used in this class, and to what extent it is benefiting learning.

- Note:** (1) The student may combine both benefits and drawbacks  
 (2) Benefits may be embedded into the ways how technology is used and vice versa

|             |  |
|-------------|--|
| <b>3-4</b>  | <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> with irrelevant details <b>one</b> way of how technology is used in English B class</li> <li>• covers in a confusing manner or with irrelevant details provided how technology has benefited (or not) the learning process</li> <li>• uses very weak or confusing examples and explanations to support the ideas presented. Examples may be based on personal experience(s)</li> <li>• covers <b>only one</b> part of the question (description of technology used in the English B class <b>or</b> the benefits on the learning process) <b>OR both</b> parts of the question (description of technology used in the English B class <b>and</b> the benefits on the learning process) in a confusing manner</li> <li>• makes very little or no use of paragraphing and cohesive devices.</li> </ul> |
| <b>5-6</b>  | <ul style="list-style-type: none"> <li>• states the aim of the report in a superficial manner</li> <li>• mentions with little support <b>one or two</b> ways of how technology is used in the English B class</li> <li>• mentions with little support provided or in a superficial basic manner how technology has benefited (or not) the learning process</li> <li>• supports the ideas presented using few explanations and examples. Examples may be based on personal experience(s)</li> <li>• addresses <b>only one</b> part of the question (description of technology used in the English B class <b>or</b> the benefits on the learning process) with some detail <b>OR both</b> parts of the question (description of technology used in the English B class <b>and</b> benefits on the learning process) in a superficial basic manner</li> <li>• uses few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>           |
| <b>7-8</b>  | <ul style="list-style-type: none"> <li>• states the aim of the report in a generally clear manner</li> <li>• provides <b>at least two</b> ways of how technology is used in the English B class, using some explanations for each</li> <li>• explains with some detail how technology has benefited (or not) the learning process</li> <li>• supports ideas presented using some explanations and relevant examples. Examples may be based on personal experience(s)</li> <li>• addresses <b>both</b> parts of the question (description of technology used in the English B class <b>and</b> benefits on the learning process) competently and with some detail</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas coherently.</li> </ul>   |
| <b>9-10</b> | <ul style="list-style-type: none"> <li>• states the aim of the report in a clear and effective manner</li> <li>• describes fully and clearly <b>at least two</b> ways of how technology is used in the English B class</li> <li>• explains lucidly and clearly how technology has benefited (or not) the learning process</li> <li>• supports ideas presented effectively using detailed explanations and effective examples. Examples may be based on personal experience(s)</li> <li>• addresses <b>both</b> parts of the question (description of technology used in the English B class <b>and</b> benefits on the learning process) effectively</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?

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

**Note:** Examiners are reminded that Criterion C bullet points are marking notes, not mark schemes. Therefore, where one or more bullet points are only partially fulfilled (*eg* appropriate register generally used but not consistently, there is an opening salutation but no closing salutation *etc*), some credit/recognition may still be given. In such cases, examiners should consider the work holistically and use their professional judgements, with reference to the criteria, to arrive at the final marks.

Expected conventions of the text type are as follows:

**Question 1: Diary entry**

- will adopt a generally informal register in a consistent manner
- will have a date and/or day
- will use first person narration
- will have a closing statement to round off the entry
- will not use self-evident explanatory phrases or sentences, *eg* will use “I saw Alicia”, not “I saw Alicia, my best friend”.

**N.B.:** *The diary may begin “Dear Diary”, but this is not expected. Multiple entries may be produced.*

**Question 2: Blog entry**

- will adopt a semi-formal register with some flashes of informality
- will have an engaging title for the entry itself – *ie* not just a general name for the blog overall
- will include first person statement and/or narration
- will show awareness of the reader, *eg* through direct address, a lively and interesting style, *etc*
- will have a closing statement, *eg* invitation to comment, a conclusion drawn, *etc*.

**Question 3: Article**

- will adopt a consistently semi-formal register
- will have a suitably serious tone
- will show awareness of the target teenage audience, *eg* through language that indicates a direct address (you)
- will have a relevant headline/title
- will have an engaging and distinct introduction, development and conclusion.

**Question 4: Essay**

- will adopt a semi-formal to formal register
- will adopt a suitably serious tone
- will use techniques that enable the reader to follow the arguments easily, *eg* methodical approach
- will have a relevant title
- will have a distinct introduction and conclusion.

**Question 5: Report**

- will adopt a semi-formal to 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 through 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. The handling of such a 'framework' should not affect the mark.*

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