

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

**May / Mai / Mayo de 2018**

**English / Anglais / Inglés ab initio**

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

**Paper / Épreuve / Prueba 2**

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

Annotation	Explanation	Associated shortcut
	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).

## 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**

You are going on holiday with your family and need someone to look after your pet each day during your absence. You decide to put an **advertisement** in the local newspaper. In the advertisement, you state

- the length of your absence
- what type of pet you have
- two tasks that the person must do to look after the pet
- how to contact you.

**Criterion B: Message**

**Information to be given:**

- The length of the absence:  
Accept a specific length (*2 weeks*)  
Accept *from May 10<sup>th</sup> to May 20<sup>th</sup>*  
Do not accept a return to home date only (*I am on holiday until May 10 / I will be home on May 10th*).
- Do not accept a departure date only (*I leave on May 10<sup>th</sup>*).
- The type of pet: accept any animal, bird, goldfish...
- Two tasks: they must be relevant to the situation of looking after a pet
- How to contact you: phone, email...

**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.

**Criterion C: Format: advertisement**

- Does the format correspond to the task?

Marks	Level descriptor
0	The format is not appropriate: no title
1	The format is appropriate: a <b>relevant</b> title or one which does not exclude looking after a pet.

**Question 2**

You are not enjoying your holiday because of the bad weather. You send an **email** to a friend. In the email, you

- say where and with whom you are spending your holiday
- describe the weather
- mention two activities you did during the bad weather.

**Criterion B: Message**

**Information to be given:**

- where you are spending your holiday: accept name of town, country, place; at the seaside, in the countryside...
- with whom you are spending your holiday: accept a name, a friend, a family member...
- the weather: accept a reference to the temperature or general information which is about **bad** weather (or does not exclude this possibility)
- **two** activities during the bad weather: these activities must be relevant to the situation. For example, accept watching TV, going to the cinema, walking in the rain. Do not accept sunbathing.

**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.

**Criterion C: Format e-mail**

- Does the format correspond to the task?

Marks	Level descriptor
0	The format is not appropriate: no opening or closing greetings
1	The format is appropriate. One of the following: opening greetings /closing greetings

## 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?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	<b>The response does not reach a standard described by the descriptors below.</b>
<b>1–2</b>	<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.
<b>3–4</b>	<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.
<b>5–6</b>	<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.
<b>7–8</b>	<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.

**Questions 3, 4, 5 General information**

**Criterion B: Message**

Each question is composed of 3 parts. **Each part** is worth 3 marks. (One detail = 1 mark). When two reasons / details are required in the question, the total available is 6 marks.

**Examples**

**Question 3:**

In the speech, the student must explain why he/she is the best person for president

**An answer identified (1 detail = 1 mark):** I will be a good student president because I have been a student in this school for 10 years.

**A developed answer (2 details = 2 marks):** I will be a good student president because I have been a student in this school for 10 years. I share the students' concerns.

**A well-developed answer (3 details = 3 marks):** I will be a good student president because I have been a student in this school for 10 years. I share the students' concerns. I am not afraid to speak to teachers and students.

**Question 4:**

Give **two** reasons why you think that it is important to know your neighbours.

**Reason 1 & Reason 2:** Mark both parts together. Total 6 details = 6 marks

**1. FIRST** assess the task based on the number of details.

MESSAGE	TOTAL MARKS
1-2 details / facts / examples	1-2
3-4 details	3-4
5-6 details	5-6
7+ details	7-8

**2. THEN** attribute one more mark if the structure is logical and cohesive devices are used.

3. Do not penalize if there are fewer than 100 words.

4. The message must be clear to be awarded a mark. The message is clear when understood by an English speaker.

**Question 3:**

Your school is looking for a new president for its student council. Students who want to be president must give a speech to their classmates. In the speech, the student must explain why he/she is the best person for president and what **two** changes to school life he/she hopes to make. Write the text of the **speech**.

<p><b>Message</b></p> <ul style="list-style-type: none"> <li>• Why you are the best choice for president: accept personality/ personal qualities, actions, roles, skills, promises of action in the future (3 reasons = 3 marks)</li> <li>• 2 proposed changes to school life: (6 details = 6 marks)</li> </ul>
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MESSAGE	TOTAL MARKS
1-2 details	1-2
3-4 details	3-4
5-6 details	5-6
7+ details	7-8

**Criterion C: Format: speech**

The format is not appropriate	No characteristic of a speech	0
The format is partially appropriate	One of the following characteristics: <ul style="list-style-type: none"> <li>• opening address</li> <li>• reference to audience in the speech</li> <li>• concluding remarks to audience</li> </ul>	1
The format is appropriate	Two of the following characteristics: <ul style="list-style-type: none"> <li>• opening address</li> <li>• reference to audience in the speech</li> <li>• concluding remarks to audience</li> </ul>	2

**Question 4:**

You think that it is important for everyone to know their neighbours. You decide to organize a picnic in the local park to help people meet their neighbours. Write the **blog** you are going to post to advertise the event. Give the details of the picnic and **two** reasons why you think that it is important to know your neighbours.

**Message**

- Details of the picnic: where, when (Friday May 11th / Friday / May 11<sup>th</sup>), time, the cost, what to bring, activities...  
Do not award marks for the information in the sentence taken from the question: “You decide to organize a picnic in the local park to help people meet their neighbours.” (3 details = 3 marks)
- Reason 1 & Reason 2: Why it is important to know your neighbours (6 details = 6 marks)

MESSAGE	TOTAL MARKS
1-2 details	1-2
3-4 details	3-4
5-6 details	5-6
7+ details	7-8

**Criterion C: Format: blog**

The format is not appropriate	No characteristics of a blog	0
The format is partially appropriate	One of the following characteristics: <ul style="list-style-type: none"> <li>• time</li> <li>• date</li> <li>• user name</li> <li>• title (for example: Hello Bloggers)</li> <li>• reference to audience (“Don’t forget to like and add a comment”)</li> </ul>	1
The format is appropriate	Two of the following characteristics: <ul style="list-style-type: none"> <li>• time</li> <li>• date</li> <li>• user name</li> <li>• title (for example: Hello Bloggers)</li> <li>• reference to audience (“Don’t forget to like and add a comment”)</li> </ul>	2

**Question 5:**

During the last school holiday, you had an interesting part-time job. Write an **article** for the school magazine about your experience. Explain the reason you chose the job, the kind of work you did and the interesting aspects about the job.

**Message**

- Reason you chose the job: practise a language, meet people, travel, work schedule, salary, future career (3 reasons = 3 marks)
- kind of work: description of routine or tasks, with whom, for whom, aim ... (3 details = 3 marks)
- Interesting aspects: A developed or well-developed answer can mention several different aspects or develop one interesting aspect. (3 aspects or details = 3 marks)

	MESSAGE	TOTAL MARKS
	1-2 details	1-2
	3-4 details	3-4
	5-6 details	5-6
	7+ details	7-8

**Criterion C: Format: article**

The format is not appropriate	No characteristics of an article	0
The format is partially appropriate	One of the following characteristics: <ul style="list-style-type: none"> <li>• title</li> <li>• name of journalist</li> <li>• date</li> <li>• sub-headings</li> </ul>	1
The format is appropriate	Two of the following characteristics: <ul style="list-style-type: none"> <li>• title</li> <li>• name of journalist</li> <li>• date</li> <li>• sub-headings</li> </ul>	2