Diploma Programme
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Programa del Diploma

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre de 2018

English / Anglais / Inglés B

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 2

11 pages/páginas

International Baccalaureate
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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	**Command of the language is generally inadequate.** A very limited range of vocabulary is used, with many basic errors. Simple sentence structures are rarely clear.
3–4	**Command of the language is limited and generally ineffective.** A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
5–6	**Command of the language is generally adequate, despite many inaccuracies.** A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
7–8	**Command of the language is effective, despite some inaccuracies.** A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
9–10	**Command of the language is good and effective.** 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?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	**The message has not been communicated.** The ideas are irrelevant and/or repetitive. The development of ideas is unclear; supporting details are very limited and/or not appropriate.
3–4	**The message has barely been communicated.** The ideas are sometimes irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
5–6	**The message has been partially communicated.** The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
7–8	**The message has been communicated fairly well.** The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
9–10	**The message has been communicated well.** The ideas are relevant. 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 one part…", "covers both parts…' *etc.*) should be interpreted as "in more than two sentences".

Question 1: Cultural diversity
You are living in an English-speaking country and your school will be enrolling 25 refugee teenagers next month. Write an email to the principal of your school with your ideas about how the school community can help these new students integrate smoothly into school life.

3–4	• covers the context of the email (how the school community can help the new **refugee students** integrate smoothly into **school life**) in a confusing way; may digress into other irrelevant topics • covers **one or two ways** in which the school community can help the new refugee students integrate smoothly into school life in a confusing manner **OR** with irrelevant details provided • uses very weak or confusing examples and explanations to support the arguments provided • makes very little or no use of paragraphing and cohesive devices.
5–6	• addresses the context of the email (how the school community can help the new **refugee students** integrate smoothly into **school life**) in a superficial manner • mentions with little support provided two ways in which the school community can help new refugee students integrate into school life **OR one way** (in which the school community can help new refugee students integrate into school life) in a superficial basic manner • supports the arguments provided using few explanations and examples. Examples may be based on personal experience(s) • uses few paragraphs and cohesive devices to structure the development of ideas.
7–8	• explains with some details the context of the email (how the school community can help the new **refugee students** integrate smoothly into **school life**) • describes with some detail **at least two ways** in which the school community can help new refugee students integrate into school life • supports the arguments provided using some explanations and relevant examples. Examples may be based on personal experience(s) • uses paragraphing and cohesive devices which structure the development of ideas coherently.
9–10	• explains clearly and effectively the context of the email (how the school community can help the new **refugee students** integrate smoothly into **school life**) • describes clearly and effectively **at least two ways** in which the school community can help new refugee students integrate into school life • supports the arguments provided effectively using detailed explanations and relevant examples. Examples may be based on personal experience(s) • uses paragraphing and cohesive devices which structure the development of ideas effectively.

Question 2: Customs and traditions

Your English B class is planning to go on a month-long exchange visit to an English-speaking country. Write a set of guidelines for the class, describing what customs or traditions they will find different there and explaining what is acceptable or should not be done in the host culture.

Note: 'what is acceptable or should not be done': this could be related to new customs and traditions or to the ones described as part of 'what customs and traditions the students will find different'

3–4	• states the purpose of the guidelines in a confusing and unclear manner • mentions in a confusing manner **OR** with irrelevant details one or two customs or traditions the students will find different in the English-speaking country to visit • covers in a confusing manner **OR** with irrelevant details provided what is acceptable or should not be done in the host country • covers **only one** part of the question (describe **or** explain) **OR** both parts (describe **and** explain) in a confusing manner • uses very weak or confusing examples and explanations to support the arguments provided • makes very little or no use of paragraphing and cohesive devices.
5–6	• states the purpose of the guidelines in a superficial manner • mentions with little support **at least two** customs or traditions the students will find different in the English-speaking country to visit • mentions with little support provided what is acceptable or should not be done in the host culture • addresses **only one** part of the question (describe or explain) with some detail **OR both** parts (describe **and** explain) in a superficial basic manner • supports the arguments provided using few explanations and examples. Examples may be based on personal experience(s) • uses few paragraphs and cohesive devices to structure the development of ideas.
7–8	• states the purpose of the guidelines in a generally clear manner • provides **at least two** customs or traditions the students will find different in the English-speaking country to visit, using some explanations for each • describes with some detail what is acceptable or should not be done in the host culture • addresses **both** parts of the question (describe **and** explain) competently and with some detail • supports the arguments provided using some explanations and relevant examples. Examples may be based on personal experience(s) • uses paragraphing and cohesive devices which structure the development of ideas coherently.
9–10	• states clearly and effectively the purpose of the guidelines • describes clearly and effectively **at least two** customs or traditions the students will find different in the English-speaking country to visit • explains clearly and effectively **what is acceptable** or **should not be done** in the host culture • addresses **both** parts of the question (describe **and** explain) effectively • supports the arguments provided effectively using detailed explanations and relevant examples. Examples may be based on personal experience(s) • uses paragraphing and cohesive devices which structure the development of ideas effectively.

Question 3: Health

You read an article in your local newspaper which suggested that, because of teenagers' sleep patterns, it would be beneficial to start the school day at a later time. Write a letter to the editor in response to this article, giving your opinion on the topic and the reasons for your views.

Note: (1) Reasons may be embedded into viewpoints
(2) Examples may be based on personal experience(s)

3–4	- addresses whether (due to teenagers' sleep patterns) it would be beneficial to start the school day at a later time in a confusing way; may digress into other irrelevant topics - expresses irrelevant or confusing viewpoints about the topic - mentions in a confusing manner **or** with irrelevant details **one** reason for the viewpoint(s) expressed - uses very weak or confusing explanations and examples to support the ideas provided - makes very little or no use of paragraphing and cohesive devices.
5–6	- addresses whether (due to teenagers' sleep patterns) it would be beneficial to start the school day at a later time in a vague manner and with more noticeable digression into other health issues or other topics - expresses unclear viewpoints about the topic - mentions with little support **one or two** reasons for the viewpoint(s) expressed. supports the ideas provided, using few explanations and examples - uses few paragraphs and cohesive devices to structure the development of ideas.
7–8	- focuses on whether (due to teenagers' sleep patterns) it would be beneficial to start the school day at a later time but makes little digression into health in general or other topics - expresses generally clear viewpoints; the candidate may write a balanced argument, defend one point of view, use an analytic approach, etc. - provides **at least two reasons** for the viewpoint(s) expressed using some explanations for each. - supports the ideas provided, using some explanations and relevant examples - uses paragraphing and cohesive devices which structure the development of ideas
9–10	- focuses principally and clearly on whether (due to teenagers' sleep patterns) it would be beneficial to start the school day at a later time - expresses clear and lucid viewpoints; the candidate may write a balanced response, defend one point of view, use an analytic approach, etc - provides in a clear and effective manner **at least two** reasons for the viewpoint(s) expressed - supports ideas effectively, using detailed explanations and effective examples - uses paragraphing and cohesive devices which structure the development of ideas effectively.

Question 4: Leisure

You recently watched a film that starred your favourite actor. Unfortunately, the performance of this actor was unsatisfactory. Write a review of the film for your school magazine, describing the film and the reasons for your disappointment.

3–4	- describes the film in a confusing manner or with irrelevant details provided (the name of the film and starring actor(s) <u>might</u> be mentioned) - mentions in a confusing manner **OR** with irrelevant details provided **one reason** why they were disappointed with the performance of the actor - uses very weak or confusing examples and explanations to support the ideas presented - covers **only one** part of the question (describing the film or the reasons for their disappointment) **OR both parts** of the question (describing the film **and** the reasons for their disappointment) in a confusing manner - makes very little or no use of paragraphing and cohesive devices - may refer to past performances or any accolades.
5–6	- describes the film with little support provided **OR** in a superficial basic manner (the name of the film and starring actor(s) <u>might</u> be mentioned) - mentions with little support **one or two** reasons why they were disappointed with the performance of the actor - supports the ideas presented using few explanations and examples - addresses **only one** part of the question (describing the film or the reasons for their disappointment) with some detail **OR both** parts of the question (describing the film **and** the reasons for their disappointment) in a superficial basic manner - uses few paragraphs and cohesive devices to structure the development of ideas - may refer to past performances or any accolades.
7–8	- describes the film with some detail (including the name of the film and starring actor(s)) - provides **at least two** reasons why they were disappointed with the performance of the actor, using some explanations for each - supports the ideas presented using some explanations and relevant examples - addresses **both** parts of the question (describing the film **and** the reasons for their disappointment) competently and with some detail - uses paragraphing and cohesive devices which structure the development of ideas coherently - may refer to past performances or any accolades.
9–10	- describes the film in a clear and effective manner (including direct reference to name and starring actor(s)) - describes clearly and effectively **at least two** reasons why they were disappointed with the performance of the actor - supports the ideas presented using detailed explanations and effective examples - addresses **both** parts of the question (describing the film **and** the reasons for their disappointment) effectively - uses paragraphing and cohesive devices which structure the development of ideas effectively - may refer to past performances or any accolades.

Question 5: Science and technology

You recently read an article which stated that, nowadays, what shapes our future the most is technology. This has inspired you to write a blog entry discussing what you think will be the most important technological advance in the next five years and why you think this would be the case.

3–4	• makes no reference, or a confusing reference, to the original article that inspired the blog • addresses the technological advance that they think will be the most important in the next five years in a confusing way; might digress into other irrelevant topics • mentions in a confusing manner, **OR** with irrelevant details, why they think this advance is the most important in the next five years • uses very weak or confusing examples and explanations to support the arguments presented • covers **only one** part of the question (what or why) **OR** both parts of the question (what **and** why) in a confusing manner • makes very little or no use of paragraphs and cohesive devices.
5–6	• makes a basic reference to the original article that inspired the blog • covers the technological advance that they think will be the most important in the next five years in a vague manner and with more noticeable digression into science and technology in general or other aspects • explains with little support why they think this advance is the most important in the next five years • supports the arguments provided using few explanations and examples • addresses **only one** part of the question (what **or** why) **OR** both parts of the question (what **and** why) in a superficial or basic manner • uses few paragraphs and cohesive devices to structure the development of ideas.
7–8	• makes a generally clear reference to the original article that inspired the blog • focuses clearly on one technological advance that they think will be the most important in the next five years but with little digression into science and technology in general or other aspects • explains with some details provided why they think this advance is the most important in the next five years • supports the arguments provided using some explanations and relevant examples • addresses **both** parts of the question (what **and** why) competently and with some detail • uses paragraphing and cohesive devices which structure the development of the ideas presented coherently.
9–10	• makes a clear reference to the original article that inspired the blog • focuses clearly and principally with some details provided on one technological advance that they think will be the most important in the next five years • explains clearly and lucidly why they think this advance is the most important in the next five years • supports the arguments presented using detailed explanations and effective examples • addresses **both** parts of the question (what **and** why) effectively • uses paragraphing and cohesive devices which structure the development of ideas effectively.

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	**The text type is not recognizable.** Conventions appropriate to the text type are not used.
2	**The text type is hardly recognizable or is not appropriate.** Conventions appropriate to the text type are very limited.
3	**The text type is sometimes recognizable and appropriate.** Conventions appropriate to the text type are limited.
4	**The text type is generally recognizable and appropriate.** Conventions appropriate to the text type are evident.
5	**The text type is clearly recognizable and appropriate.** 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: Email
- will adopt a consistently semi-formal to formal register
- will adopt a suitably serious and respectful tone
- will maintain clear sense of address to a specific person
- will have an appropriate opening salutation
- will have an appropriate closing salutation.

Question 2: Set of guidelines
- will adopt an informal to semi-formal register
- will directly address the intended audience
- will have a clear and focused heading/title
- will set out the guidelines clearly, using *eg* bullets, sub-headings, numbering, *etc*
- will include a short introduction and conclusion.

Question 3: Letter to the editor
- will adopt a semi-formal to formal register
- will adopt an appropriately serious tone
- will give opinions in an interesting and engaging style
- will include a greeting and a closing salutation
- will refer to the original article/issue raised.

Question 4: Review
- will adopt a semi-formal register
- will use a tone and style to engage the reader
- will have a title intended to attract and interest the reader
- will have an introduction and a clear conclusion
- will include the name of the reviewer.

Question 5: Blog entry
- will adopt a semi-formal register
- will have an engaging title for the entry, *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*.