

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre de 2019

English / Anglais / Inglés B

Higher level
Niveau supérieur
Nivel superior

Paper / Épreuve / Prueba 2

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Section A

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 limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	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.
5–6	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	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.
9–10	Command of the language is very effective. A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

Clarification

Word count

At HL, students are required to write a minimum of 250 words in section A and 150 words in section B. Failure to write the minimum number of words will result in a **[1 mark]** penalty under criterion A. There is no penalty for exceeding 400 words in section A or 250 words in section B: 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 very few language gaps, if any, and slips or flaws very 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 confusing; supporting details are limited and/or not appropriate.
3–4	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.
5–6	The message has been communicated fairly well. The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
7–8	The message has been communicated well. The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.
9–10	The message has been communicated very well. The ideas are relevant and effective. The development of ideas is coherent and thorough; supporting details are highly appropriate.

NOTE:

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.

Question 1: Cultural diversity

Next month, your school will celebrate diversity by holding a concert featuring students from different cultural backgrounds. Your task is to advertise the audition to select the performers. Write a leaflet in which you give information about the concert and the audition, and persuade students to audition.

<p>3–4</p>	<ul style="list-style-type: none"> • explains poorly or not at all the specified purpose: that the concert is to celebrate diversity • provides little information about either the concert or the audition • provides limited and/or unclear reasons for students to audition • uses very few paragraphs and cohesive devices to structure the development of ideas.
<p>5–6</p>	<ul style="list-style-type: none"> • explains vaguely the specified purpose: that the concert is to celebrate diversity • provides restricted basic information about the concert and/or the audition • provides one or two vaguely-developed reasons for students to audition • uses a few paragraphs and cohesive devices to structure the development of ideas.
<p>7–8</p>	<ul style="list-style-type: none"> • explains fairly clearly the specified purpose: that the concert is to celebrate diversity • provides adequate basic information about both the concert and the audition • provides a few simply-developed reasons for students to audition • uses paragraphs and cohesive devices reasonably coherently to structure the development of ideas.
<p>9–10</p>	<ul style="list-style-type: none"> • explains clearly the specified purpose: that the concert is to celebrate diversity • provides detailed information about both the concert and the audition • provides several effectively-developed reasons for students to audition • uses paragraphing and cohesive devices effectively to structure the development of ideas.

Question 2: Customs and traditions

Due to the growing demand for skill-based jobs, many business leaders have stated that the school curriculum should focus on developing practical skills rather than academic knowledge.

You interviewed one such business leader about this topic and the reasons for his/her views.

Write an article based on this interview to be published in your school newspaper. Do not simply write the exact words (transcript) of the interview.

<p>3–4</p>	<ul style="list-style-type: none"> • describes the idea of developing practical skills, as opposed to academic knowledge, poorly or not at all • focuses little or not at all on the interviewee’s opinions about the benefits of skills-based learning • explains in unclear or confused ways the reasons for the business leader’s views • uses very few paragraphs and cohesive devices to structure the development of ideas.
<p>5–6</p>	<ul style="list-style-type: none"> • describes the idea of developing practical skills, as opposed to academic knowledge, in vague or unclear ways • focuses inconsistently on the interviewee’s opinions about the benefits of skills-based learning • explains vaguely the reasons for the business leader’s views • uses a few paragraphs and cohesive devices to structure the development of ideas.
<p>7–8</p>	<ul style="list-style-type: none"> • describes the idea of developing practical skills, as opposed to academic knowledge, clearly if simply • focuses to some extent on the interviewee’s opinions about the benefits of skills-based learning • explains reasonably clearly the reasons for the business leader’s views • uses paragraphs and cohesive devices to structure the development of ideas reasonably coherently.
<p>9–10</p>	<ul style="list-style-type: none"> • describes the idea of developing practical skills, as opposed to academic knowledge, clearly and coherently • focuses clearly on the interviewee’s opinions about the benefits of skills-based learning • explains clearly the reasons for the business leader’s views • uses paragraphing and cohesive devices which structure the development of ideas effectively.

Question 3: Health

An international health charity is looking for teenagers willing to be interviewed in a documentary about teenage health issues. You want to take part in this project. Write a letter to the documentary makers describing the ideas or experiences you would like to share, and explaining why you would be a suitable candidate for the interview.

<p>3–4</p>	<ul style="list-style-type: none"> • makes little or no reference to the planned documentary • describes ideas or experiences which may be irrelevant and/or unclear • explains unclearly or not at all why the writer would be a suitable candidate to be interviewed for the project • uses very few paragraphs and cohesive devices to structure the development of ideas.
<p>5–6</p>	<ul style="list-style-type: none"> • makes limited reference to the planned documentary • describes vaguely relevant ideas or experiences simply or superficially • explains rather unclearly why the writer would be a suitable candidate to be interviewed for the project • uses a few paragraphs and cohesive devices to structure the development of ideas.
<p>7–8</p>	<ul style="list-style-type: none"> • makes adequate reference to the planned documentary • describes generally relevant ideas or experiences fairly lucidly • explains fairly clearly why the writer would be a suitable candidate to be interviewed for the project • uses paragraphs and cohesive devices to structure the development of ideas reasonably coherently.
<p>9–10</p>	<ul style="list-style-type: none"> • makes clear reference to the planned documentary • describes relevant ideas or experiences lucidly and in some detail • explains clearly and convincingly why the writer would be a suitable candidate to be interviewed for the project • uses paragraphing and cohesive devices effectively to structure the development of ideas.

Question 4: Leisure

The only cinema showing English language films in your local area has just closed down because of a decline in ticket sales. As a junior reporter for your local newspaper, write a news report giving details about the closure, including the reasons for this, and presenting the reactions of the local community.

<p>3–4</p>	<ul style="list-style-type: none"> • describes little of the situation of the cinema that shows English language films • explains poorly and/or confusingly the reasons for the closure • presents unclearly or not at all the reactions of the local community • uses very few paragraphs and cohesive devices to structure the development of ideas.
<p>5–6</p>	<ul style="list-style-type: none"> • describes in limited ways the situation of the cinema that shows English language films • explains rather simply or superficially the reasons for the closure • presents vaguely the reactions of the local community, in generalised terms • uses a few paragraphs and cohesive devices to structure the development of ideas.
<p>7–8</p>	<ul style="list-style-type: none"> • describes in basic terms the situation of the cinema that shows English language films • explains fairly lucidly the reasons for the closure • presents quite effectively the reactions of the local community, perhaps with one or two specific examples • uses paragraphs and cohesive devices to structure the development of ideas reasonably coherently.
<p>9–10</p>	<ul style="list-style-type: none"> • describes in some detail the situation of the cinema that shows English language films • explains lucidly and methodically the reasons for the closure • presents effectively the reactions of the local community, using detailed examples • uses paragraphing and cohesive devices which structure the development of ideas effectively.

Question 5: Science and technology

A computer scientist has predicted that robots will begin replacing teachers in the classroom within the next ten years. Write a blog entry in which you discuss both potential benefits and drawbacks of such revolutionary technology, and stating whether you think this would be a positive change.

<p>3–4</p>	<ul style="list-style-type: none"> • refers unclearly, or not at all, to the scientist and/or the prediction • discusses unclearly or confusingly both the potential benefits and the drawbacks of the predicted use of robots in the classroom; OR ignores either benefits or drawbacks • provides little or no opinion as to whether or not the change would be positive • supports very few statements with explanations and/or examples • uses very few paragraphs and cohesive devices to structure the development of ideas.
<p>5–6</p>	<ul style="list-style-type: none"> • refers vaguely to the scientist and/or the prediction • discusses superficially both the potential benefits and the drawbacks of the predicted use of robots in the classroom; OR pays very limited attention to either benefits or drawbacks • provides a vague opinion as to whether or not the change would be positive • supports a few statements with limited explanations and/or examples • uses a few paragraphs and cohesive devices to structure the development of ideas.
<p>7–8</p>	<ul style="list-style-type: none"> • refers clearly, if simply, to the scientist and/or the prediction • discusses reasonably clearly both the potential benefits and the drawbacks of the predicted use of robots in the classroom • provides a fairly clear opinion as to whether or not the change would be positive • supports some statements with explanations and/or examples • uses paragraphs and cohesive devices to structure the development of ideas reasonably coherently.
<p>9–10</p>	<ul style="list-style-type: none"> • refers clearly to the scientist and/or the prediction • discusses clearly and in some detail both the potential benefits and the drawbacks of the predicted use of robots in the classroom • provides a clearly-argued opinion as to whether or not the change would be positive • supports most statements with detailed explanations and/or examples • 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: Leaflet

- will adopt a semi-formal to informal 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 text type, *eg* “contact us”, or a phone number and/or an email address.

Question 2: Interview

- will adopt a semi-formal to formal register
- will have a relevant headline/title
- will have an introduction and a conclusion
- will use a style aimed at involving and interesting the reader
- will refer to the interview, including direct quotations and/or reported speech; it will not be a verbatim transcript.

Question 3: Letter

- will adopt a consistently formal register
- will adopt a suitably serious and respectful tone
- will clearly identify the recipient (by name, address or role/title *etc*)
- will have a date and sender's address
- will have opening and closing salutations.

Question 4: News report

- will adopt a semi-formal to formal register
- will have a relevant title/headline
- will use a neutral/objective style, *eg* presents ideas with only minimal embellishment (if any)
- will have an introduction and conclusion
- will have a clearly structured layout, *eg* sub-headings, short brief paragraphs/sections, *etc*.

Question 5: Blog entry

- will adopt a semi-formal to informal register
- 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*.

Section B

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 limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	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.
5–6	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	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.
9–10	Command of the language is very effective. A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

Clarification

Word count

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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 very few language gaps, if any, and slips or flaws very rarely affect meaning.

Criterion B: Argument

- How skillfully does the student develop ideas?
- How clear and convincing is the argument?
- To what extent does the student react to the stimulus?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The development of ideas is very poor, and the argument is unclear and unconvincing. The structure of the argument is vague and confusing. The ideas are irrelevant.
3–4	The development of ideas is poor, and the argument is rarely clear and convincing. The structure of the argument is sometimes apparent. The ideas are sometimes relevant.
5–6	The development of ideas is sometimes good, and the argument has some clarity and is sometimes convincing. The structure of the argument is evident. The ideas are generally relevant.
7–8	The development of ideas is good and methodical; the argument is clear and fairly convincing. The structure of the argument is coherent and organized. The ideas are well expressed and relevant.
9–10	The development of ideas is very good and methodical; the argument is convincing. The structure of the argument is consistently coherent and organized. The ideas are very well expressed, relevant and engaging.

NOTE:

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.

Question 6: “Of all of our inventions for mass communication, pictures still speak the most universally understood language”. Walt Disney

<p>3–4</p>	<ul style="list-style-type: none"> • addresses poorly or not at all the central issue of pictures speaking the most universally understood language • provides little or no clear explanation of what “universally understood language” is taken to mean • provides no explanation of what “inventions of mass communication” is taken to mean, as the context of the discussion • presents an unclear and incoherent view of the statement: whether agreeing or disagreeing • provides few, or unclear, reasons for the viewpoint • links arguments very poorly or not at all.
<p>5–6</p>	<ul style="list-style-type: none"> • addresses vaguely or inconsistently the central issue of pictures speaking the most universally understood language • provides some limited explanation of what “universally understood language” is taken to mean • provides no real explanation of what “inventions of mass communication” is taken to mean, as the context of the discussion • presents a rather unclear view of the statement: whether agreeing or disagreeing • provides reasons for the viewpoint that are not very clearly explained • links arguments unclearly and ineffectively at times.
<p>7–8</p>	<ul style="list-style-type: none"> • addresses to some extent the central issue of pictures speaking the most universally understood language • provides reasonably clear explanation of what “universally understood language” is taken to mean • provides a limited explanation of what “inventions of mass communication” is taken to mean, as the context of the discussion • presents a reasonably clear view of the statement: whether agreeing or disagreeing • provides reasons for the viewpoint that are competently explained.
<p>9–10</p>	<ul style="list-style-type: none"> • addresses directly the central issue of pictures speaking the most universally understood language • provides an effective explanation of what “universally understood language” is taken to mean • provides a concise explanation of what “inventions of mass communication” is taken to mean, as the context of the discussion • presents a clear and coherent view of the statement: whether agreeing or disagreeing • provides reasons for the viewpoint that are clearly developed and well-supported • links arguments clearly and effectively.