Diploma Programme
Programme du diplôme
Programa del Diploma

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre de 2020

English / Anglais / Inglés B

Higher level
Niveau supérieur
Nivel superior

Paper / Épreuve / Prueba 1

9 pages/páginas

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Criterion A: Language

How successfully does the candidate command written language?
- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	**Command of the language is limited.** Vocabulary is sometimes appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language contains errors in both basic and more complex structures. Errors interfere with communication.
4–6	**Command of the language is partially effective.** Vocabulary is generally appropriate to the task and varied. A variety of basic and some more complex grammatical structures is used. Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
7–9	**Command of the language is effective and mostly accurate.** Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.
10–12	**Command of the language is mostly accurate and very effective.** Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions. A variety of basic and more complex grammatical structures is used selectively in order to enhance communication. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.

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 candidate fulfil the task?

- How relevant are the ideas to the task?
- To what extent are ideas developed?
- To what extent do the clarity and organization of ideas contribute to the successful delivery of the message?

The "descriptor unpacked" explain the assessment criteria in greater detail. Where a candidate's response does not correspond exactly to a single mark band, the statements in bold should be used as a guide for the 'best fit' approach.

Marks	Level descriptor	Descriptor unpacked
0	The work does not reach a standard described by the descriptors below.	
1–3	**The task is partially fulfilled.** Few ideas are relevant to the task. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.	**The link between the response and task tends to be unclear; the reader has difficulty understanding the message.** The response touches upon some aspects of the task but there is also much unrelated information. The response addresses the task in a simple manner, and supporting details and/or examples barely feature, if at all. The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.
4–6	**The task is generally fulfilled.** Some ideas are relevant to the task. Ideas are outlined, but are not fully developed. Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.	**The link between the response and the task is mostly detectable; the reader's general understanding of the message is not impeded, despite some ambiguity.** The response covers some aspects of the task, or touches upon all aspects but superficially. The response includes some supporting details and examples. The ideas are organized in a logical way; some cohesive devices are used appropriately to aid the delivery of the message, although there may be areas of confusion at times.
7–9	**The task is fulfilled.** Most ideas are relevant to the task. Ideas are developed well, with some detail and examples. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.	**The link between the response and the task is clear; the reader has a good understanding of the message conveyed.** The response covers all aspects of the task, despite losing focus at times. The response uses supporting details and examples to clarify the message. The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with little or no ambiguity.
10–12	**The task is fulfilled effectively.** Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples.	**The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.** The response covers all aspects of the task fully, and maintains focus throughout.

	Ideas are clearly presented and the response is structured in a logical and **coherent** manner that supports the delivery of the message.	The response uses well-chosen supporting details and examples to illustrate and explain ideas persuasively. The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with clarity and ease.

Note: When marking candidate responses, keep in mind that neither the **factual 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 the ideas presented have coherence and are sufficiently developed.

Criterion C: Conceptual understanding

To what extent does the candidate demonstrate conceptual understanding?

- To what extent is the choice of text type appropriate to the task?
- To what extent are register and tone appropriate to the context, purpose and audience of the task?
- To what extent does the response incorporate the conventions of the chosen text type?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	**Conceptual understanding is limited.** The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.
3–4	**Conceptual understanding is mostly demonstrated.** The choice of text type is generally appropriate to the context, purpose and audience. The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response. The response incorporates some conventions of the chosen text type.
5–6	**Conceptual understanding is fully demonstrated.** The choice of text type is appropriate to the context, purpose and audience. The register and tone are appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.

Note: Examiners must balance all three elements in criterion C (choice of text type, appropriateness of tone and register, and use of text type conventions) to arrive at the final mark.

Question specific guidance (Criterion B and C)

Task 1

A famous former student of your school will visit your campus next month. You have been asked to announce this to the school community to raise awareness and interest. Write a text in which you describe the famous visitor's achievements and the purpose of their visit, and explain why the school community should be excited about this occasion.

Opinion column	Review	Speech

Criterion B:

- The three required elements of the task are: to describe (i) achievements and (ii) the purpose, and (iii) to explain why the school should be excited.

- Equal weight does not have to be given to all three elements, but all should be given *some* developed attention. If one is ignored, or given only cursory attention (eg dismissed in one sentence), no more than the 4-6 band should be awarded, since the task has only been "generally fulfilled" at best

- The former student can be "famous" for any reason, but there should be some linkage between the "achievements" and both the purpose of the visit and the excitement expected, if the response is to be judged "logical" and "coherent".

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Speech	The text type is suitable for raising awareness and interest among a large group of people in a school context.
Generally appropriate	Opinion column	The text type is suitable for raising awareness and interest, but it is typically a mass media text. The choice may be considered "appropriate" if the response makes clear that the text is published in a school magazine / newspaper / website.
Generally inappropriate	Review	The text type is typically used to communicate views on something that the writer has already experienced, rather than on a future event.

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the task, the "generally appropriate" text type may be considered "appropriate", or the "generally inappropriate" text type considered "generally appropriate".

Register and tone:
- Semi-formal, although touches of informality would be suitable in a speech to the student's peers
- Enthusiastic, positive, 'excited' tone

Please refer to the appendix for a list of text type conventions.

Task 2

You recently watched a documentary which gave you a surprising insight into an aspect of English-speaking culture, and you want to share your reactions with a wider public. Write a text in which you describe the documentary you watched, evaluate its content, and offer your own conclusions about its quality.

Opinion column	Pamphlet	Review

Criterion B:

- The three required elements of the task are: (i) to describe the documentary, (ii) to evaluate its content, and (iii) to offer conclusions about quality.

- Equal weight does not have to be given to all three elements, but all should be given *some* developed attention. If one is ignored, or given only cursory attention (eg dismissed in one sentence), no more than the 4-6 band should be awarded, since the task has only been "generally fulfilled" at best.

- Any believable "aspect of English-speaking culture" should accepted. Factual accuracy as such should not influence the mark.

- The 'conclusions about quality' may deal with the documentary's technique, or the ideas presented, or both technique and ideas.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Review	The text type is suitable for sharing a personal reaction to a programme the writer has viewed, to a mass audience.
Generally appropriate	Opinion column	The text type is suitable for sharing a personal point of view, but it is not typically used to discuss programmes. The choice may be considered "appropriate" if the 'opinion' developed about the content of the documentary does not exclude or minimise the necessary attention to the tasks of describing the documentary and drawing conclusions about its quality.
Generally inappropriate	Pamphlet	The text type is typically used to inform or raise awareness about something that is/should be of concern to the target audience. It is not usually used to share personal reactions about a programme.

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the task, the "generally appropriate" text type may be considered "appropriate", or the "generally inappropriate" text type considered "generally appropriate".

Register and tone:
- Basically formal, although touches of informality are acceptable (note that "a wider public" implies more than simply 'fellow students', although it does not exclude e.g. a text for the school website).
- Thoughtful, respectful, engaged with the subject

Please refer to the appendix for a list of text type conventions.

Task 3

The government has proposed a housing development project in your local national park which will result in environmental damage. You strongly object to the project and wish to raise awareness among the local community. Write a text describing the government's project, explaining the negative impact it will have and persuading the community to take action.

| Email | Pamphlet | Speech |

Criterion B:

- The three required elements of the task are: (i) to describe the project, (ii) to explain the negative impact, and (iii) to persuade the community to take action.

- Equal weight does not have to be given to all three elements, but all should be given *some* developed attention. If one is ignored, or given only cursory attention (eg dismissed in one sentence), no more than the 4-6 band should be awarded, since the task has only been "generally fulfilled" at best.

- The "housing development" does not need to be described in great detail, so long as the "environmental damage" is made clear. The best scripts will *both* explain the impact clearly *and* persuade powerfully and convincingly.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Pamphlet	The text type is suitable for raising awareness about something that is/should be of concern to everyone in the local community.
Generally appropriate	Speech	The text type is suitable for raising awareness, but it is typically used to communicate with a smaller, more clearly defined group of people. The choice may be considered "appropriate" if the response makes clear that the speech is addressing everyone in the local community.
Generally inappropriate	Email	The text type is typically used to communicate with an individual or a small group of people. It is usually not used by an individual to communicate with everyone in the local community.

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the task, the "generally appropriate" text type can be considered "appropriate", and the "generally inappropriate" text type considered "generally appropriate".

Register and tone:
- Formal, perhaps with semi-formal touches
- Serious, authoritative, decided

Please refer to the appendix for a list of text type conventions.

Appendix: Text type conventions (Criterion C)

The most common and recognisable conventions of the text types are given below:

Opinion column
- relevant title
- introduction to catch attention
- engaging style

Review
- title intended to attract and interest the reader
- name of the reviewer
- style to engage the reader

Speech
- catch the audience's attention at the beginning, and leave a clear impression at the end
- address the audience and keep contact with them throughout, eg use of "we" and "you" etc
- elements of speech rhetoric eg rhetorical questions, repetition etc.

Pamphlet
- engaging title
- ideas identified by format features, eg sub-headings, bullet points, numbering etc
- practical information, eg "contact us", or a phone number and/or an email address.

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

Email
- clear sense of address to a specific person
- statement of Subject in the heading
- appropriate opening and closing salutations