

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2021

English / Anglais / Inglés B

Higher level
Niveau supérieur
Nivel Superior

Paper / Épreuve / Prueba 1

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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	<p>The task is partially fulfilled.</p> <p>Few ideas are relevant to the task.</p> <p>Ideas are stated, but with no development.</p> <p>Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.</p>	<p>The link between the response and task tends to be unclear; the reader has difficulty understanding the message.</p> <p>The response touches upon some aspects of the task but there is also much unrelated information.</p> <p>The response addresses the task in a simple manner, and supporting details and/or examples barely feature, if at all.</p> <p>The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.</p>
4–6	<p>The task is generally fulfilled.</p> <p>Some ideas are relevant to the task.</p> <p>Ideas are outlined, but are not fully developed.</p> <p>Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.</p>	<p>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.</p> <p>The response covers some aspects of the task, or touches upon all aspects but superficially.</p> <p>The response includes some supporting details and examples.</p> <p>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.</p>
7–9	<p>The task is fulfilled.</p> <p>Most ideas are relevant to the task.</p> <p>Ideas are developed well, with some detail and examples.</p> <p>Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.</p>	<p>The link between the response and the task is clear; the reader has a good understanding of the message conveyed.</p> <p>The response covers all aspects of the task, despite losing focus at times.</p> <p>The response uses supporting details and examples to clarify the message.</p> <p>The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with little or no ambiguity.</p>
10–12	<p>The task is fulfilled effectively.</p> <p>Ideas are relevant to the task.</p> <p>Ideas are fully developed, providing details and relevant examples.</p>	<p>The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.</p> <p>The response covers all aspects of the task fully, and maintains focus throughout.</p>

	<p>Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.</p>	<p>The response uses well-chosen supporting details and examples to illustrate and explain ideas persuasively.</p> <p>The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with clarity and ease.</p>
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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	<p>Conceptual understanding is limited.</p> <p>The choice of text type is generally inappropriate to the context, purpose or audience.</p> <p>The register and tone are inappropriate to the context, purpose and audience of the task.</p> <p>The response incorporates limited recognizable conventions of the chosen text type.</p>
3–4	<p>Conceptual understanding is mostly demonstrated.</p> <p>The choice of text type is generally appropriate to the context, purpose and audience.</p> <p>The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response.</p> <p>The response incorporates some conventions of the chosen text type.</p>
5–6	<p>Conceptual understanding is fully demonstrated.</p> <p>The choice of text type is appropriate to the context, purpose and audience.</p> <p>The register and tone are appropriate to the context, purpose and audience of the task.</p> <p>The response fully incorporates the conventions of the chosen text type.</p>

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

You notice that many languages in the world are in danger of disappearing and feel that the international community is not doing enough to save them. You want to raise awareness of this and urge the world to take action. Write a text in which you describe the causes of the languages’ disappearance, explain why preserving them is important, and suggest what world leaders should do.

Letter to the editor

News report

Set of guidelines

Criterion B:

- The three required elements of the task are: (i) to describe the causes, (ii) to explain why preservation is important, and (iii) to suggest actions.
- 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 (e.g. dismissed in one sentence), no more than the 4-6 band should be awarded, since the task has only been “generally fulfilled” at best.
- Factual knowledge about the causes of language disappearance need not be accurate; and the suggestions do not have to be strictly credible. Neither of these factors should affect marking, so long as the ideas provided are reasonably relevant.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Letter to the editor	The text type is suitable for the purpose of raising awareness among a mass audience, and of expressing strong personal views about the need for action.
Generally appropriate	News report	The text type is suitable for raising awareness among a mass audience, but it is typically used to inform on recent events in a neutral way. The choice may be considered “appropriate” only if the response covers the task elements ‘explain’ and ‘suggest’ through objective reporting e.g. by quoting expert opinions.
Generally inappropriate	Set of guidelines	The text type is primarily used to give practical instructions. In the context of this task, the instructions would be for “world leaders”. Individuals tend not to proactively write instructions for world leaders.

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 to formal register
- an appropriately serious tone

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

Task 2

Your city has become a very popular destination for tourists from around the world. You have inquired into the impact of mass tourism on different groups of people in the city. You want to inform the public about your investigation. Write a text in which you describe the situation, highlight opinions from the different groups of people, and draw attention to what needs to be addressed going forward.

News report

Set of guidelines

Speech

Criterion B:

- The three required elements of the task are: (i) describe the situation, (ii) summarise opinions of different groups, and (iii) draw attention to (i.e. explain) what needs to be corrected.
- 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 (e.g. 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 phrase “what needs to be addressed” only applies, strictly speaking, to the problems perceived – it does not require solutions. If solutions are provided, this may indicate thoughtful development, but it is more than the task actually requires and so neither presence nor absence of solutions should affect marking.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	News report	The text type is suitable for informing the general public of recent events which affect them.
Generally appropriate	Speech	The text type is suitable for informing people about an issue, 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 a wide group of people (e.g. the town’s population through the local radio station, or a public city meeting).
Generally inappropriate	Set of guidelines	The text type is primarily to give practical instructions. It is not usually used to inform people about an issue.

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 to formal register
- a generally impersonal tone, and use a neutral/objective style

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

Task 3

You have just returned from a volunteering programme overseas and have been invited to share your experience with students who are considering the same programme. Write a text in which you describe what was most challenging in achieving the programme’s objectives, explain how you addressed it, and reflect on how it has changed your outlook on life.

Letter to the editor

Official report

Speech

Criterion B:

- The three required elements of the task are: (i) describe “most challenging”, (ii) explain how addressed, and (iii) reflect on personal change.
- All three action verbs should be linked to “the programme’s objectives” in reasonably clear ways. A response which digresses significantly into general personal experience (e.g. “I missed my family” at length) should not receive more than the 7-9 band, **unless** the personal experience has at least some evident link to the programme’s work.
- 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 (e.g. 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 “volunteering programme overseas” does not have to be described in great detail, but the “objectives” should be clear.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Speech	The text type is suitable for sharing personal experience with students (in a school/educational context) who are interested in this topic.
Generally appropriate	Official report	The text type is suitable for reporting on personal experience, but it is not typically used in communication with peers. The choice may be considered “appropriate” if the response makes clear that the text is targeted at other students.
Generally inappropriate	Letter to the editor	The text type is typically used to voice the writer’s opinion. It is not usually used to provide information to students.

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 to informal register
- a generally serious tone, but may have lighter touches e.g. humour

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:

Letter to the editor

- appropriate opening and closing salutations
- reference to the original article/issue raised
- interesting and engaging style

News report

- relevant title/headline
- neutral/objective style, e.g. presents ideas with only minimal embellishment (if any)
- clearly presented layout, e.g. sub-headings, short brief paragraphs/sections, etc.

Set of guidelines

- clear and focused heading/title
- clearly set-out format e.g. bullets, sub-headings, numbering, etc.
- short introduction and conclusion

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, e.g. use of "we" and "you" etc.
- elements of speech rhetoric e.g. rhetorical questions, repetition etc.

Official report

- relevant title
 - neutral/objective style, e.g. presents ideas and facts without embellishment
 - clearly set-out format, e.g. sub-headings, short numbered paragraphs/sections, etc.
-