Diploma Programme
Programme du diplôme
Programa del Diploma

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre de 2021

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

You recently listened to a podcast which suggested that supportive friendships make a major contribution to teenagers' well-being. This made you reflect on your own friendships. Write a text to a good friend summarizing the ideas expressed in the podcast, comparing them to your own experience and stating the extent to which you agree with them.

Email	Set of guidelines	Social media posting

Criterion B:

- The three elements that require coverage are **(i)** summarizing the ideas expressed in the podcast **(ii)** comparing such ideas to the writer's experience and **(iii)** stating the degree to which the writer agrees with the ideas in the podcast.

- 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. If the three elements are discussed but thinly addressed, then no more than the 7-9 band should be awarded since the task has been fulfilled but not "effectively".

- All three action verbs should be relevant, *ie* related closely to the core task in reasonably clear and organised ways: how **(a)** supportive "friendships" as presented in the podcast **(b)** contribute to the writer's/teenagers' well-being. "Friendships" (or one "friendship" specifically) should be interpreted broadly, including social media followers, family members regarded as friends, pets, and others, as long as that relationship is supportive and contributes to the writer's well-being. If connections are loose, then this should be marked down under "relevance". If the ideas are not well linked or explained, they should be marked down under "clarity and organization".

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Email	The text type is suitable for sharing ideas and giving information with an individual ('a good friend').
Generally appropriate	Social media posting	The text type is suitable for sharing ideas and giving information, but it is not necessarily used to communicate with an individual. The choice may be considered "appropriate" only if the response makes clear that the message is written for one person.
Generally inappropriate	Set of guidelines	The text type is primarily used to give practical instructions to a large group of people. It is not usually used to share ideas with an individual.

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:
- Informal, though some touches of semi-formality would be suitable when there is reflection.
- Enthusiastic, positive, reflective tone.

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

Task 2

The youth magazine that you work for is running a competition to find "The Teenage Journalist of the Year". You have been asked to inform the readers of the magazine about how the competition will work. Write a text in which you present the task that the journalists must undertake, set out the rules they must follow and explain how their performance will be evaluated.

Email	News report	Set of guidelines

Criterion B:

- The three elements that require coverage are **(i)** presenting the task that the journalists must undertake **(ii)** setting out the rules they must follow and **(iii)** explaining how their performance will be evaluated.

- 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. If the three elements are discussed but thinly, then no more than the 7-9 band should be awarded since the task has been fulfilled but not "effectively".

- All three action verbs should be relevant, i.e. related closely to the core task in reasonably clear and organised ways: **(a)** informing the teenage magazine readers about **(b)** a competition **(c)** to become "The Teenage Journalist of the Year". The information does not necessarily have to be credible but there should be some connection between being a Teenage Journalist and the competition task that the journalists are requested to undertake for the response to be "coherent" and "logical". If connections are loose, then this should be marked down under "relevance". If the ideas are not well linked or explained, this should be marked down under "clarity and organization".

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Set of guidelines	The text type is suitable for giving practical instructions to a defined group of people ('readers of the magazine').
Generally appropriate	Email	The text type is suitable for giving practical instructions, but it is typically used to communicate with an individual or a small group of people. The choice may be considered "appropriate" if the response makes clear that the Email is sent to readers of the magazine.
Generally inappropriate	News report	The text type is primarily used to inform the public about a recent event. It is not usually used to give instructions to a defined group of people.

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:
- Informal / semi-formal; some colloquialism may be used to express encouragement.
- Informative, engaging, convincing, enthusiastic tone.

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

Task 3

You have read that some teenagers do not read enough to reach their full potential. You want to share your ideas with your peers. Write a text in which you state your own opinion on the subject, outline one idea to improve the situation and explain how this idea could improve teenagers' life chances.

News report	Social media posting	Speech

Criterion B:

- The three elements that require coverage are **(i)** stating your own opinion on the subject **(ii)** outlining one idea to improve the situation and **(iii)** explaining how this idea could improve teenagers' life chances.

- 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. If the three elements are discussed but thinly, then no more than the 7-9 band should be awarded since the task has been fulfilled but not "effectively".

- All three action verbs should be relevant, i.e. related closely to the core task in reasonably clear and organised ways: **(a)** sharing with peers **(b)** the problem of **(c)** teenagers not reading enough to reach their full potential. There should be a close connection between the problem presented and the solution(s) discussed. If connections are loose, then this should be marked down under "relevance". If the ideas are not well linked or explained, this should be marked down under "clarity and organization".

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Social media posting	The text type is suitable for sharing ideas with a large group of people who are connected to the writer ('peers').
Generally appropriate	Speech	The text type is suitable for sharing ideas, but it is not typically used in more informal contexts. The choice may be considered appropriate if the response makes clear that the speech is addressed to peers.
Generally inappropriate	News report	The text type is primarily used to inform the public about a recent event. It is not usually used to share ideas with those who are connected to the writer.

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:

- Informal, with some hints of semi-formal or even formal register when giving opinion.
- Serious (when presenting the problem), reflective, engaging, encouraging tone.

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:

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

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

Social media posting
- first person narration/statement
- seek to engage the reader, e.g. direct address, lively and interesting style
- may include typical online communication techniques, e.g. references to other postings, members and forums, hashtags, @references, and 'likes' etc.

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.

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.

___