

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2022

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>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 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>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>

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 and your friend planned to travel together after graduation but you fell out because you could not agree on where to go or what to do. Now, you want to resolve the situation with your friend. Write a text in which you express why you think the situation occurred, how your feelings have changed, and offer ideas that both you and your friend might be able to agree to.

Email

Journal entry

Proposal

Criterion B:

- The three required elements of the task are (i) to express the writer’s views on why the situation occurred, (ii) to reflect on how the writer’s feelings have changed, and (iii) to propose plans that both parties might be able to agree to.
- 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. if (i) states one view only, (ii) merely takes the form of a single-sentence apology, or if (iii) consists solely of a suggestion to meet over coffee to discuss possible plans], no more than the 4-6 band should be awarded, since the task has only been ‘generally fulfilled’ at best.
- Discussion of (i) may include a description of what happened, but it should focus primarily on their thoughts as to **why** they fell out; (ii) may mention negative feelings only but should give particular opinion on how negative feelings, such as anger, disappointment, resentment, despair, detachment, frustration etc., have changed; (iii) may mention what each individually would like to do but should suggest a conciliatory action plan.
- The ingenuity of the plans outlined in (iii) should not affect marking, as long as they are relevant and reasonably credible.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Email	This text type is suitable for individual communication to a specific friend/acquaintance, and for the exploration of personal attitudes and experiences.
Generally appropriate	Journal entry	This text type is suitable for expressing one’s thoughts, but it is primarily for personal and private communication, to oneself. This choice may be considered ‘appropriate’ if the response covers all three elements and is clearly designed as a draft of ideas to be communicated to the friend in some other way.
Generally inappropriate	Proposal	This text type is typically used for setting out strategies for addressing a problem in a formal way. It is not usually used to communicate personal issues with another 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 register
- an apologetic tone, which may become encouraging, engaging and lively

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

Task 2

You are increasingly frustrated by the world’s apparent inability to address the challenges of climate change. You want to engage the attention of the wider community. Write a text in which you describe your frustration, outline a possible plan for action, and explain why it is important to take action now.

Blog

Email

Letter to the Editor

Criterion B:

- The three required elements of the task are (i) to describe personal frustration about the lack of action on climate change, (ii) to outline a possible plan for action, and (iii) to explain the importance of taking action now, rather than at some future date.
- 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. if (i) merely takes the form of a single-sentence statement of frustration, ii) mentions only one action now, or if (iii) says in a sentence that taking action now is important], no more than the 4-6 band should be awarded, since the task has only been ‘generally fulfilled’ at best.
- Factual knowledge about e.g. the science behind climate change need not be accurate, and the action plan need not be strictly feasible. Neither of these factors should affect marking, as long as the ideas expressed are reasonably relevant.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Letter to the Editor	This text type is suitable for raising awareness among members of the public about an issue of concern to the writer. The aim is to express the writer’s personal perspective as persuasively as possible.
Generally appropriate	Blog	This text type is suitable for first-person communication, normally to an audience of people who share an interest in the topic. The choice may be considered ‘appropriate’ if the writer urges the readers to follow up with action that will ‘engage the attention of the wider community’ (e.g. spread the word, organise campaigns, etc.).
Generally inappropriate	Email	This text type is typically used for individual communication to a specific friend/acquaintance. It is not usually used to ‘engage the attention of the wider 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 may be considered “appropriate”, or the “generally inappropriate” text type considered “generally appropriate”.

Register and tone:

- semi-formal to formal register; flashes of informality permitted if the text is a Blog or Email
- an appropriately serious, persuasive tone

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

Task 3

Your friend recently experienced cyberbullying, and you feel this is an increasingly common problem. You want to involve your school in addressing the problem. Write a text in which you describe what happened to your friend, explain the effects of cyberbullying on the school community, and suggest ways in which your school could tackle the problem.

Email

Letter to the Editor

Proposal

Criterion B:

- The three required elements of the task are (i) to describe the cyberbullying experienced by the friend, (ii) to explain the effects that cyberbullying is having on the wider school community, and (iii) to suggest ways in which the school could tackle the problem.
- Equal weight does not have to be given to all three elements, but all should be given some developed attention. In this case, element (iii) is especially important. If any element is ignored, or given only cursory attention [e.g. if either (i) or (ii) is only very brief and general, without any detail], no more than the 4-6 band should be awarded, since the task has only been ‘generally fulfilled’ at best.
- Discussion of (i) may introduce the topic of cyberbullying in general, but should focus on the friend’s experience; (ii) may include impacts on individuals, but it should focus primarily on how the issue affects the wider school community; (iii) may refer to an overall solution but should focus specifically on detailed ways in which the school could tackle the problem.
- The practicality of the measures proposed in (iii) should not affect marking, as long as they are relevant and reasonably credible.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Proposal	This text type is suitable for communication to a group or an individual with decision-making powers, such as the Principal and other key stakeholders in the school community. It is suited to outline a problem and setting out strategies for addressing it.
Generally appropriate	Email	This text type is commonly used for individual communication, and for the exploration of personal attitudes and experiences. The choice may be considered ‘appropriate’ if the response is specifically addressed to the Principal or other school authority.
Generally inappropriate	Letter to the Editor	This text type is typically used for raising awareness about an issue of concern to the writer among the general public. It is not used to communicate with a specific individual or group about a localized issue (i.e. ways to tackle cyberbullying at their school).

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
- serious, polite and persuasive 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

Journal entry

- first person narration
- closing statement to round off the entry
- no self-evident explanatory phrases (e.g. “I saw Alicia, my best friend”)

Proposal

- title summarising the overall subject
- clearly set-out format, e.g. headings, short clear paragraphs, bullets, numbering, inseting etc.
- style aimed to persuade a specified audience

Blog

- first person statement and/or narration
- awareness of the reader, e.g. direct address, a lively and interesting style etc.
- closing statement, e.g. invitation to comment, a conclusion drawn etc.

Letter to the editor

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