ib Diploma Programme
Programme du diplôme
Programa del Diploma

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre de 2022

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 belong to an online group interested in languages. One member has said that they feel different when speaking English to speaking in their home language. You wish to express your opinions to the group. Write a text to summarize the member's ideas, compare them to your own experiences, and express your own ideas about the relationship between language and identity.

Email	Interview	Online forum posting

Criterion B:

- The three required elements of the task are (i) summarize the member's ideas, (ii) compare them to your own experiences, and (iii) express your own ideas about the relationship between language and identity.
- 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, no more than the 4-6 band should be awarded, since the task has only been 'generally fulfilled' at best.
- Discussion of (i) should focus principally on the ways in which the original writer felt differently when speaking English compared to another language.
- Coverage of (ii) may involve discussion of how their own experiences were similar to *or* different from the original member's experiences, *or* both.
- Discussion of (iii) may refer to personal experiences but should also include ideas about the relationship between language and identity more generally.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Online forum posting	This text type is appropriate for an audience with shared interests. It allows the writer to respond personally to an existing thread, as well as contribute their own opinion for further comment.
Generally appropriate	Email	Although this text type would allow the writer to express a personal opinion to a specified group, it is not typically used to respond to an existing contribution. The choice may be considered "appropriate" if the response makes clear that the text is in reply to a previous comment.
Generally inappropriate	Interview	The text type is typically used to share ideas of another person with a mass audience. It is not usually written for a targeted audience to express one's own views.

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

Register and tone:
- informal or semi-formal register
- lively tone or showing personal engagement with the topic

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

Task 2

You read an article which claims that cities are responsible for most of the world's carbon emissions. You feel your city could be doing more. Write a text for your fellow citizens in which you describe one source of carbon emissions within your city, present measures to reduce the pollution it causes, and explain why the measures would benefit the population.

Interview	Online forum posting	Set of guidelines

Criterion B:

- The three required elements of the task are (i) describe one source of carbon emissions, (ii) present measures to reduce the pollution it causes, and (iii) explain why the measures would benefit the population.
- 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, no more than the 4-6 band should be awarded, since the task has only been 'generally fulfilled' at best.
- To satisfy (i), the response should clearly describe at least one source of carbon emissions in the city. Do not automatically penalize for describing more than one source.
- Discussion of (ii) should involve at least two relevant measures, or one overarching measure that would tackle the problem in number of different ways.
- "benefit the population" in (iii) may be interpreted as people living in the city, or the global population.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Set of guidelines	This text type is suitable for reaching a wide audience located in the same geographic area to encourage collective action against an issue of specific concern to them.
Generally appropriate	Online forum posting	This text type is suitable for encouraging collective action, but it is usually shared with a narrower audience with shared interests. The choice may be considered "appropriate" if the response makes clear the text is addressing a wide audience ('fellow citizens').
Generally inappropriate	Interview	The text type is typically used to share ideas of another person, rather than the writer's own. It is not usually used to encourage collective action.

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

Register and tone:
- Semi-formal or formal register
- Firm, convincing and persuasive tone

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

Task 3

A building of great cultural significance has fallen into a state of neglect. The local council is now proposing to demolish it and replace it with a public park. You want to stop the council from going ahead with this plan. Write a text in which you explain why you oppose the demolition, suggest an alternative use for the building, and justify why your suggestion would be more useful for the community.

Email	Letter to the editor	Set of guidelines

Criterion B:

- The three required elements of the task are (i) explain why you oppose the demolition, (ii) suggest an alternative use for the building, and (iii) justify why your suggestion would be more useful for the community.
- 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, no more than the 4-6 band should be awarded, since the task has only been 'generally fulfilled' at best.
- Discussion of (i) should focus principally on opposing the demolition, rather than on objecting to the public park. Reasons for opposing should include ideas related to the building's cultural significance, but other reasons may also be given.
- Suggestion in (ii) should focus on alternative "use" for the building, i.e. it should be a suggestion that keeps at least some form of the original building, if not all.
- The term "useful" in (iii) may be interpreted broadly, beyond functions with practical value, provided these are well justified.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Email	The text type is appropriate to a professional communication to a local government body. It would allow the writer to develop a clearly supported and justified argument.
Generally appropriate	Letter to the editor	This text type is suitable for expressing a clearly developed and justified argument, but it is usually designed to reach a wide audience. The choice may be considered "appropriate" if the response makes clear that they are indirectly addressing the local council.
Generally inappropriate	Set of guidelines	This text type is typically used to give instruction. It is not usually used to persuade local councils.

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

Register and tone:
- Formal register
- Polite and concerned 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

Interview

Embedded
- relevant headline/title
- style aimed at involving and interesting the reader
- references to the interview, including direct quotations and/or reported speech

Transcribed
- Relevant headline / title
- Clear introduction, to explain context
- Question and response structure, showing the speakers' alternating speeches

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

Online forum 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.

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

_____