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

Standard level
Niveau moyen
Nivel Medio

Paper / Épreuve / Prueba 1

9 pages/páginas

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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. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.
4–6	**Command of the language is partially effective.** Vocabulary is appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. 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. A variety of basic and more complex grammatical structures is used. 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 varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. 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 spent time talking with a teenager from a culture different to your own. You found the experience very rewarding, and you want to express your thanks. Write a text reflecting on your meeting with your new friend and explaining what you have learned from the conversation.

Email	Journal	News report

Criterion B:

- The two required aspects of the task are (i) "reflecting on your meeting with your new friend" and (ii) "explaining what you have learned from the conversation".
- Equal weight does not have to be given to those two elements, but both should be given some developed attention. If any aspect is ignored or given only cursory attention (e.g. very brief and general or in a single sentence), 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 background information about the meeting (e.g. how or where they met the teenager), the activities made and/or the ideas discussed. This should be accepted as long as they are reflected on and there is some sense of focus on the conversation itself.
- Ideas presented should include at least some cultural aspects, which was interesting/inspiring to the writer.
- The text should convey a sense of thanks or gratitude for the experience.
- The two aspects of the question "reflect" and "explain" may be presented in an overlapping manner and thus may not be presented separately.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Email	The text type is appropriate for sending a personal communication to a recipient known to the writer ('new friend').
Generally appropriate	Journal	The text type is appropriate for reflection, but would not communicate those ideas to an external audience. The choice may be considered "appropriate" if the response makes clear that they are expressing thanks for the experience more generally, rather than to the new friend.
Generally inappropriate	News report	While this text type could describe the meeting and lessons learned, it would lack the direct personal connection between writer and reader as it is a mass media text.

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 with possibly some semi-formal flashes
- friendly, excited, grateful tone

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

Task 2

You have read a book whose ideas you believe are very relevant to young adults. Write a text aimed at schoolchildren aged 11–16 in which you explain the main themes of the book and why you recommend it as an important and relevant work.

Journal	Review	Speech

Criterion B:

- The two required aspects of the task are (i) "explain the main themes of the book" and (ii) "why you recommend it as an important and relevant work".
- Equal weight does not have to be given to those two elements, but both should be given some developed attention. If any aspect is ignored or given only cursory attention (e.g. very brief and general or in a single sentence), no more than the 4-6 band should be awarded since the task has only been "generally fulfilled" at best.
- "themes" in (i) may be interpreted broadly, beyond a literary understanding of the term, e.g. the subject matter, the message etc. It should, however, be more than a retelling of the narrative.
- Ideas in (ii) should be linked to the ways in which the book is important or relevant specifically for young adults.
- It is not necessary for the response to explain why the work is important AND relevant, provided a general sense of its relevance and importance are conveyed.
- The response may include some shortcomings of the work; however, it should be a positive evaluation overall.
- It is expected that the "themes" be plural i.e. there should be at least 2 distinguishable themes explained. Still, if there is only one well-developed theme that is effectively explained and supported, this should be accepted.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Review	The text type is an appropriate for evaluating a book and sharing thoughts with a mass audience (secondary schoolchildren).
Generally appropriate	Speech	While the text type is suitable for informing a large group of audience, it is not typically used for evaluating a book. The choice may be considered "appropriate "if it (1) explicitly addresses schoolchildren aged 11-16 and probably (2) establishes a plausible context/voice for the speaker to address that audience (e.g. Manager of the local book corporation, etc.)
Generally inappropriate	Journal	The text type is primarily used for personal reflection. The writer could explain to themselves the main themes and relevance of the book but would not be able to communicate these ideas to an external audience.

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
- enthusiastic and informative tone

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

Task 3

You are unhappy about the level of noise in your neighbourhood, especially late at night or early in the morning. You want to raise awareness among local people about this. Write a text in which you describe the problem and suggest something that can be done to address the matter.

News report	Review	Speech

Criterion B:

- The two required aspects of the task are (i) "describe the problem" and (ii) "suggest something that can be done to address the matter"
- Equal weight does not have to be given to those two elements, but both should be given some developed attention. If any aspect is ignored or given only cursory attention (e.g. very brief and general or in a single sentence), no more than the 4-6 band should be awarded since the task has only been "generally fulfilled" at best.
- Discussion of (i) should identify at least one source of noise in the neighbourhood and describe its effects on the population.
- It is expected that the ideas would link principally to something that occurs in the night or in the morning, but this is not essential ("especially" at night or early in the morning but not exclusively).
- The suggestion(s) in (ii) may relate directly to the source of the noise identified in (i) or relate more generally to the overall problem of noise levels. The suggestions may be to eliminate noise or to reduce noise levels.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Speech	This text type is appropriate for addressing a specific audience (local people) about a shared problem. It is well suited to communicating debateable ideas and persuading listeners to take a common course of 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" if the response covers the task elements (describe and suggest) through objective reporting and explicitly addresses 'local people'.
Generally inappropriate	Review	The text type is typically used to evaluate items and events. It is not usually used to address a specific audience about a single issue.

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 register (with possibly some flashes of formality)
- serious, cautionary 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
- first person narration
- closing statement to round off the entry
- no self-evident explanatory phrases (e.g. "I saw Alicia, my best friend")

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.

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