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 ab initio

Standard level
Niveau moyen
Nivel Medio

Paper / Épreuve / Prueba 1

13 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.
1-2	**Command of the language is limited** Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Abundant repetition and inaccuracies interfere with meaning.
3-4	**Command of the language is generally effective.** Vocabulary is generally appropriate to the task, and varied. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is generally accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
5-6	**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 effectively. Language is mostly accurate. Occasional errors 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.	
1–2	**The task is partially fulfilled.** Some ideas are relevant. 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 is unclear at times; the reader has difficulty in understanding the message.** The response covers only some points in the task, and not all the points expressed are relevant. 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.
3–4	**The task is generally fulfilled.** Most ideas are relevant to the task. Some ideas are developed with some detail and examples. 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 clear; the reader's overall understanding is not impeded, despite some ambiguity.** The response covers most of the points in the task, and most of the points expressed are relevant. The response includes some supporting details and examples. The ideas are organized in a logical way; basic cohesive devices are used correctly to aid the delivery of the message, although they may be areas of slight confusion at times.
5–6	**The task is fulfilled effectively.** Ideas are relevant to the task. Ideas are developed well, providing details and relevant 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 the points in the task, and the points expressed are relevant. The response uses supporting details and examples to clarify the message. The ideas are organized well; a range of basic cohesive devices are used correctly to deliver the message with little or no ambiguity.

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	**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.
2	**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.
3	**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.

If candidates indicate their choice of text type but they produce another, examiners must mark the response based on what they have produced.

Question specific guidance (Criterion B and C)

Section A

Task 1

You have decided to keep a record of all the books you read for the next month. Write your first text about this project. In your text, explain why you have decided to do this, what you hope to achieve, and record the book that you finished today.

Blog	Diary	Speech

Criterion B:

Points to be covered:
- Explain why you have decided to do this, for example:
  - You read an article about how books can influence young people for the better.
  - Your uncle recently gave you his collection of books.
- Explain what you hope to achieve, for example:
  - You want to pass on book recommendations to your friends.
  - You want to keep track of the books you have read.
- Record the book you finished today:
  - Give the title of a specific book.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Blog	The text type is appropriate because it is in the first person and it is appropriate for keeping a record as well as providing an explanation (for the writer's immediate circle and others).
Generally appropriate	Diary	The text type is suitable for writing in the first person, but is primarily a private text used for reflection, rather than offering an explanation, which implies another reader.
Generally inappropriate	Speech	The text type is generally inappropriate in that it is typically used to communicate a message to a specific group of people. The immediacy of the final part of the question also means a prepared speech is unlikely.

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 can be considered "appropriate", and the "generally inappropriate" text type can considered "generally appropriate".

Register and tone:
- Semi-formal register
- Enthusiastic tone

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

Task 2

Your local IT shop is owned by a family friend. He/she has offered to give a discount to students at your school who need new IT equipment. Write a text to the family friend to express thanks, to explain what IT equipment students need most and when students will come to the shop.

Letter	Social media posting	Speech

Criterion B:

Points to be covered:
- Express thanks, for example:
    - "Thank you for offering a discount..."
- Explain what IT equipment students need most:
    - List of relevant equipment such as laptops, tablets; may explain why such items are necessary.
- Explain when students will come to the shop:
    - Give dates, days or times.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Letter	The text type is appropriate for communicating gratitude to a single individual who is known to the writer.
Generally appropriate	Social media posting	The text type is suitable for communicating a range of messages, but it is not typically written for a single individual, so letter is more likely.
Generally inappropriate	Speech	The text type is generally inappropriate because it is typically used to communicate with a group of people. It would also be of a level of formality unnecessary for the context/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 register
- Friendly tone indicating a personal relationship between sender and receiver

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

Task 3

Last week you went on a tour of a mountainous region with a guide. You learned a lot and you want to tell your geography classmates about the tour. Write a text to explain where you went, what you saw, and how it helped your learning about geography.

Diary	Social media posting	Speech

Criterion B:

Points to be covered:
* Say where you went:
    * Name any mountainous area, real or imagined.
* Say what you saw, for example:

    * Any physical features, such as valleys, peaks, volcanic rock...
    * Any land uses of mountainous areas, such as grazing sheep, tourism...
* Say how the trip helped your understanding of geography, for example:

    * You studied the Ice Age in class and saw evidence of it on the trip.
    * You studied the economics of mountain areas in class and saw evidence of this on the tour.

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Speech	The text type is suitable for sharing information with a specific audience in a school/class context. It also provides the opportunity to show photographs, answer questions etc.
Generally appropriate	Social media posting	The text type is suitable for sharing information with a specific audience, but it lacks the immediacy of the speech and opportunity for spontaneous interaction.
Generally inappropriate	Diary	The text type is generally inappropriate because it is typically used for reflection rather than to communicate information to others.

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 considered "generally appropriate".

Register and tone:
* Semi-formal register.
* Tone is likely to be enthusiastic but it is possible for it to be critical or balanced.

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

Section B

Task 4

You volunteer every Saturday to support elderly people in your community. At the end of the year, your team leader has asked for your feedback. Write a text to explain what you liked, what you disliked, and whether you will continue to volunteer.

| Article | Presentation | Report |

Criterion B:

Points to be covered:
- Say what you liked, for example:
    - Understanding what happened in your community in the past.
    - Realising people from the older generation are people!
- Say what you disliked, for example:

    - Other people saying it was a waste of time.
    - Some elderly people not wanting to talk to you.
- Say whether you will continue to volunteer:

    - Yes/no or balanced answer acceptable.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Report	The text type is suitable for evaluating an experience objectively, and for sharing this with an individual who in a professional has an interest in the outcome (the team leader).
Generally appropriate	Presentation	The text type is suitable for providing an account of your experiences, but it is less likely to be used for the context due to the amount of time involved and the audience's potential need to appraise many different similar experiences.
Generally inappropriate	Article	The text type is generally inappropriate because it is a mass media text, and usually not intended for a specific audience that has asked for the 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 considered "generally appropriate".

Register and tone:
- Closer to formal than semi-formal.
- Respectful and evaluative tone; maybe some humour.

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

Task 5

You believe a change to the length of the school day would be good for students and staff. Write a text for the school's management team to explain what change you recommend and describe two or more benefits of the change.

| Email | Presentation | Review |

Criterion B:

Points to be covered:
- What change you recommend:
  - o Longer or shorter day, probably with suggested times.
- Two benefits, for example:

  - o Increased attention span / effectiveness of learning.

  - o Increased time to devote to subjects / better examination outcomes.

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Presentation	The text type is suitable for persuading, or making a case to, a number of people at the same time. A presentation also provides the opportunity to explore the ideas further at the end.
Generally appropriate	Email	The text type is suitable for a range of communication, including a form of proposal, but it is typically sent to an individual. It also allows of less opportunity to explore ideas further, so less suited than the Presentation.
Generally inappropriate	Review	The text type is generally inappropriate because it is typically used to address an event that has already happened.

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 considered "generally appropriate".

Register and tone:
- Formal register.
- Respectful and perhaps enthusiastic tone.

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

Task 6

You recently visited a new cinema in your town or city. Write a text to tell other people in your town or city about the cinema. In your text, describe the cinema's location, your experience when you visited it, and whether you recommend it.

Article   Email   Review

Criterion B:

Points to be covered:
- Describe the cinema's location, for example:
    - In relation to other landmarks in the town or city.
    - In relation to other cultural sites in the town or city.
- Describe your experience of the visit, for example:

    - Positive and negative aspects of the experience: service, food, comfort...
- Whether you recommend it:

    - Yes/no or balanced answer acceptable.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Review	The text type is suitable because it is for a mass audience (people in your town) and relates to an experience in the past. Further, reviews often focus on the arts.
Generally appropriate	Article	The text type is suitable for informing a mass audience but it has more general application than a review.
Generally inappropriate	Email	This text type is generally inappropriate because it has a limited distribution and the recipients are usually known to the writer.

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 considered "generally appropriate".

Register and tone:
- Semi-formal register.
- Evaluative, though not necessarily neutral, 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:

Article
- Headline
- Writer's name
- Date of publication
- Brief introduction and conclusion

Blog
- Title
- Time / Date
- Writer's name / username
- Reference to audience (directly, or through use of "we" and "you" etc)

Diary
- Date
- First person narration
- Opening and closing statement

Email
- Form of address ("Dear…", "To…")
- Opening and closing greeting
- Sender's name

Letter
- Date
- Opening salutations / greeting
- Closing salutations
- Name of the sender

Presentation
- Opening address
- Reference to the topic of the presentation
- Concluding remarks / closing statement

Report
- Date
- Title / reference
- Author of report
- Brief introduction and conclusion

Speech
- Opening address / greeting / statement
- Reference to audience (directly, or through use of "we" and "you" etc)
- Concluding remarks / closing statement

Review
- Title for the review
- Date
- Name of reviewer
- Rating or concluding statement

Social media posting
- General greeting / opening salutation
- First person narration/statement
- Closing comment