Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2023

English / Anglais / Inglés B

Standard level
Niveau moyen
Nivel Medio

Paper / Épreuve / Prueba 1

9 pages/páginas

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 feel that the technology of your school is outdated. You want the school to upgrade it to enhance teaching and learning for all students. Write a text in which you explain to the school principal the problem with the current technology and suggest how it should be improved.

Blog	Proposal	Speech

Criterion B:
- The two required aspects of the task are [i] "explain the problem with the current technology" and [ii] "suggest how it could be improved".
- 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.
- While a response can mention how outdated technology affects the writer personally, it should focus on the impacts on the student body in general.
- "outdated" might include unstable wi-fi connection, no smart TVs in classrooms, slow printers, etc.
- The term "improved" can be interpreted as a replacement of the existing technology, addition of equipment, and/or modification of the technology or the way in which they are used.
- It is necessary for the suggestion(s) to be linked directly to how they will enhance teaching and learning.
- In some responses, 'limitations, advantages, benefits, budget, etc.' might be explained. This is expected in proposals and should be permissible as long as they are linked to how technology enhances the teaching and learning of students.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Proposal	The text type is suitable for the purpose of submitting ideas or solutions for implementation in order to address an issue that affects a large group of people.
Generally appropriate	Speech	The text type is suitable for the purpose of sharing ideas and suggestions, but it is not usually used to communicate with an individual (the school principal). If the response makes clear that the writer is addressing the principal only in a formal context to provide a proposal verbally (i.e. it is indicated that the meeting had been pre-arranged) then it may be considered "appropriate".
Generally inappropriate	Blog	The text type is typically used for the purpose of sharing the writer's thoughts and opinions with a larger group of unspecified 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:
- Formal register
- Serious, explanatory, persuasive tone

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

Task 2

You want to make a short video using cameras on a drone (a small flying device) to show the unique sides of your neighbourhood. You know that there might be privacy and safety concerns, so you want to seek permission. Write a text for the city council in which you explain your goals for the video and how the drones will be used responsibly.

Blog	Email	Speech

Criterion B:
- The two required aspects of the task are [i] "to explain your goals" and [ii] "explain how the drones will be used responsibly".
- 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.
- It is expected that the "goals" be plural i.e. there should be 2 or more distinguishable goals. However, should the script introduce one single goal only, this should be fully developed and well supported with examples and details.
- The "goals" may relate to what the final video will be like (the end product), or to the reason why they are wanting to create the video (their motivation), or both.
- The response should explain how the drones will be used **responsibly**, rather than simply providing an explanation of what they will do. "used responsibly" is expected to relate to privacy and safety.
- The writer may discuss where the drones will be used, but it must be developed to harness the idea of "using drones responsibly" (e.g. addressing safety/privacy concerns).

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Email	The text type is suitable for the purpose of actively communicating information to a specific audience (the city council).
Generally appropriate	Speech	The text type is suitable for the purpose of providing information, but it is not usually used to communicate something that is more in the interest of the audience. The choice may be considered appropriate for this task if sufficient contextualization is provided (e.g. that the council has agreed to/invited the student to meet in person).
Generally inappropriate	Blog	The text type is usually used for the purpose of sharing the writer's thoughts and opinions with a larger group of unspecified audience. It is not typically used to communicate with a single entity (city council).

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 with perhaps some flashes of semi-formality
- Serious, persuasive, and polite tone

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

Task 3

Last week, you read an article about a teenager who had contributed greatly to protecting the oceans. You want to share your thoughts about this article with other young people. Write a text in which you highlight what the teenager did, and what you and other young people might learn from the teenager's achievements.

Blog   Email   Essay

Criterion B:
- The two required aspects of the task are [i] "highlight what the teenager did" and [ii] "what you and other young people might learn from the teenager's achievements".
- 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.
- There should be some reference to the article that triggered the writer to share thoughts about the topic.
- While the response could mention the teenager's general biography, the focus should be on their contribution to protecting the oceans and what young people might learn from them.
- "Protecting the oceans" may be interpreted broadly, referring to the water, the coast, or to marine life.
- The teenager's contribution may be direct (e.g. collected rubbish from beaches, invented a device to remove pollution) or indirect (e.g. organized an event to raise awareness, pressured the local government to change policy).
- "What you and other young people might learn.." may include "changed behavior, what to do, how to help the teenager, how inspiring achievements are, etc.) as long as ideas are related to 'protecting the oceans'.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Blog	The text type is suitable for the purpose of sharing personal thoughts to a large audience ('other young people').
Generally appropriate	Email	The text type is suitable for sharing personal thoughts, but it is usually sent to a specific individual. The choice may be considered appropriate if the response makes clear that the email is being sent to a group of young people.
Generally inappropriate	Essay	The text type is typically used for academic discussion of a topic within an education context. It is not usually used to share personal thoughts with a wider 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 with possibly some flashes of informality
- Engaging and excited 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:

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.

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

Essay
- relevant title
- distinct introduction and conclusion
- style which is clear and easy to follow

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

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.