Diploma Programme
Programme du diplôme
Programa del Diploma

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2023

English / Anglais / Inglés B

Higher level
Niveau supérieur
Nivel Superior

Paper / Épreuve / Prueba 1

9 pages

International Baccalaureate®
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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	**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 are the leader of a community project that aims to make public facilities more accessible to people with disabilities, but the project needs funds. You decide to ask a local business to support the project financially. Write a text in which you describe your project, detail how their funds will be used, and explain why the business should be a sponsor.

Blog	Email	Speech

Criterion B:

- The three aspects of the task are [i] "describe the project", [ii] "detail how their funds will be used", and [iii] "explain why the business should be a sponsor".
- Equal weight does not need to be given to all three elements, but all should be given *some* developed attention. If one is ignored, dismissed in one sentence or not approached as detailed below, no more than the 4-6 band should be awarded, since the task has been 'generally fulfilled'.
- The response may focus on either one or more than one disability. It could be either physical disabilities, or other forms of disability.
- The term "local business" can be interpreted as any local company or organization that buys and sells goods or services (e.g. a local shop, a bank, or even a big, multinational corporate).
- Provided the ideas are well developed, the response should not be marked down even if the funds do not seem to be used "sensibly" (e.g., overestimating or underestimating the budget for the overall program or particular items).
- Explaining why the business should be sponsored can be achieved by explaining the worthiness of the project itself or the benefits being a sponsor would bring to the company, for example.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Email	The text type is suitable for the purpose of actively communicating information (funding request and details) to a small group of specified audience (a local business).
Generally appropriate	Speech	The text type is suitable for communicating information and/or ideas to a large group of specified audience on a specific occasion, with expectations of some sort of real-time responses. If the response makes the context of the speech clear (e.g., a meeting with the local business), then it may be considered "appropriate".
Generally inappropriate	Blog	The text type is primarily read by unspecified readers, and it relies on the readers to seek out the information. If the response makes clear the context of the blog (e.g., a link of a private blog post sent to the local business), then it may be considered 'generally appropriate'.

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
- Courteous, confident, and persuasive tone

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

Task 2

A group of people in your local area have fallen victim to an online scam and lost a lot of money. You want to inform the public of this incident. Write a text in which you describe what happened, explain why the victims believed the trick, and suggest what people can do if they are in a similar situation.

| Blog | Email | News report |

Criterion B:

- The three aspects of the task are [i] "describe what happened" (i.e., the scam), [ii] "explain why the victims believed the trick", and [iii] "suggest what people can do if they are in a similar situation".
- Equal weight does not need to be given to all three elements, but all should be given *some* developed attention. If one is ignored, dismissed in one sentence or not approached as detailed below, no more than the 4-6 band should be awarded, since the task has been 'generally fulfilled'.
- A broad interpretation of the term "scam" should be allowed, e.g., phishing scam, online seller running away with money, selling of counterfeit products, etc., as long as there is an online element, and that it involves money.
- "Explain why the victims believed the trick" could be a generalized explanation or using particular victims as examples.
- "Suggest what people can do" may relate to the same online scam, or to online scams in general. Suggestions may include invitation for other victims to speak out, but the focus should be on preventing further incidents.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	News report	The text type is suitable for informing the public about an incident of significance to the general public, in order to raise public awareness of it.
Generally appropriate	Blog	The text type is suitable for recording anecdotes, communicating ideas, and sharing opinions with a large group of unspecified audience who has some connection with the writer (e.g., personal relationship, common interest, etc.). If the response makes clear the blog is to be read by the general public, then it may be considered "appropriate".
Generally inappropriate	Email	The text type is typically used to communicate with individuals or small groups of specified readers. It is not used to communicate with the general public. If the response makes clear that the text was sent in an email blast to the public e.g., local residents, then it may be considered 'generally appropriate'.

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 to formal register
- Descriptive, objective, journalistic tone

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

Task 3

You are concerned that too many people are buying pets these days without understanding the responsibilities involved. You want to share your thoughts about this issue with other animal lovers. Write a text in which you reflect on why this is happening, explain the problems this can lead to, and what one should consider before keeping a pet.

| Blog | News report | Opinion column |

Criterion B:

- The three aspects of the task are: [i] reflect on why people buy pets without understanding the responsibilities involved, [ii] explain the problems this can lead to, and [iii] what people should consider before keeping a pet.
- Equal weight does not need to be given to all three elements, but all should be given *some* developed attention. If one is ignored, dismissed in one sentence or not approached as detailed below, no more than the 4-6 band should be awarded, since the task has been 'generally fulfilled'.
- Although the task states "buying pets… without understanding the responsibilities…", if candidates interpret it as keeping a pet in general or even adopting a pet, it should be accepted.
- While the response could include some criticism of irresponsible pet owners, this should be developed to discuss the three aspects required.
- "what one should consider before keeping a pet" can be presented as advice/suggestion, as long as it is properly elaborated.
- A response may use a personal anecdote as a springboard for discussion.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Blog	The text type is suitable for recording personal anecdotes, communicating ideas, and sharing opinions with a large group of unspecified audience who has some connection with the writer (i.e., "other animal lovers"). It often includes insights and reflections by the writer.
Generally appropriate	Opinion column	The text type is suitable for sharing ideas, opinions, and insights, often based on an anecdote or observation. However, the audience is typically the general public. If the response makes clear that the text addresses other animal lovers, then it may be considered appropriate.
Generally inappropriate	News report	The text type is primarily used for the purpose of describing the details of an incident objectively, without any personal insights. If the context of the news report is made clear (e.g., one written in the yellow press where the voice of a youth is reported and is addressed to youths), then it may be considered 'generally appropriate'.

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 informal register
- Reflective tone; concerned or even emotional when talking about the phenomenon

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.

Opinion column
- relevant title
- introduction to catch attention
- engaging style

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.

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

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.

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