

Marking notes Remarques pour la notation Notas para la corrección

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English / Anglais / Inglés ab initio

**Standard level
Niveau moyen
Nivel Medio**

Paper / Épreuve / Prueba 1

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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.
1-2	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.

Question specific guidance (Criterion B and C)

Section A

Task 1

You recently visited a new sports centre in your town. You liked the sports centre and you want to encourage other young people in your area to try it. Write a text to describe why you went to the sports centre, what was special about it, and how to get there.

Blog

Email

Invitation

Criterion B:

Points to be covered:

- Purpose of visit to sports centre, e.g. to play badminton with a group, go swimming with family, attend a community event.
- What was special about the sports centre, e.g. range of facilities, range of sports, architecture.
- Directions for getting to the sports centre, e.g. nearest metro station, bus routes, landmarks.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Blog	Text type suitable for delivering message to a group of other young people whom the writer may or may not know.
Generally appropriate	Email	Text type suitable for delivering the message but more suitable for a smaller number of people whom the reader knows.
Generally inappropriate	Invitation	Text type usually used for a specific individual in the context of a specific event.

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 be considered “generally appropriate”.

Register and tone:

- informal to semi-formal register
- enthusiastic tone

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

Task 2

You recently had a bad experience when shopping online. You want to warn your friends about this experience. Write a text to describe what happened to you, how to avoid similar problems, and what the online shop should do to prevent future problems.

Note

Social media posting

Speech

Criterion B:

Points to be covered:

- What happened to you, e.g. wrong item sent, item not as described, item failed to arrive.
- How to avoid similar problems, e.g. ask friends whether shop is reliable, check online reviews, check online shop's policies.
- What the online shop should do to prevent future problems, e.g. take more care with product description, use a more reliable courier service, answer emails within 48 hours.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Social media posting	Text type suitable for delivering a message to a group of friends.
Generally appropriate	Speech	Text type suitable for delivering message but to a smaller group and on a specific occasion.
Generally inappropriate	Note	Text type usually reserved for a small number of people and available to them only in a specific place – where it may or may not be seen.

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 be considered “generally appropriate”.

Register and tone:

- informal to semi-formal register
- warning tone

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

Task 3

Your uncle has a business and you want him to give you a holiday job. Write a text to explain why you want to work, what type of work you want to do, and how long you want to work.

Diary

Email

Speech

Criterion B:

Points to be covered:

- Why you want to work, e.g. to gain specific experience, to save money, to experience living in the uncle's city.
- What type of work, e.g. hands-on, administrative, people-facing.
- How long you want to work for, e.g. length of the summer holidays, a number of weeks, permanently in the business.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Email	Text type suitable for delivering a message to a specific individual.
Generally appropriate	Speech	Text type suitable for delivering message. It is typically delivered to larger number of people but could be used to communicate with a single person in certain contexts.
Generally inappropriate	Diary	Text type usually reserved for the writer – although s/he could use it to speculate about working with the uncle/try out ideas for an email.

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 be considered “generally appropriate”.

Register and tone:

- semi-formal to formal register
- polite and enthusiastic tone

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

Section B

Task 4

You recently took a train journey and you had a bad experience. You want to complain to the train company. Write a text to explain what the problem was, how it affected you, and what you want the train company to do.

Brochure

Letter

Social media posting

Criterion B:

Points to be covered:

- Say what the problem was, e.g. a delay, a missed connection, lack of buffet facilities on long journey.
- How it affected you, e.g. a missed interview, a very long journey, a missed flight.
- What you want the train company to do, e.g. write a letter of apology, provide better information about problems, provide buffet facilities, offer a refund.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Letter	Text type suitable for delivering a formal message to an organisation.
Generally appropriate	Social media posting	Text type suitable for drawing attention to an organisation's shortcomings but less likely to achieve specific changes.
Generally inappropriate	Brochure	Text type usually for reserved promoting a product or service so unlikely in the context of a complaint – although potential for ironic use.

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 be considered “generally appropriate”.

Register and tone:

- formal register
- disappointed or advisory tone

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

Task 5

You are in your final year of school. You want to give advice to new students who will start at your school next school year. Write a text to tell new students what to bring on the first day, who to ask for help if they need it, and how to make their school life enjoyable.

Advertisement

Brochure

Presentation

Criterion B:

Points to be covered:

- What to bring on the first day, e.g. stationery items, sports kit, necessary medical/personal care items.
- Who to ask for help, e.g. teachers, older students, classmates, counsellors.
- How to make school life enjoyable, e.g. make friendships, find an activity you enjoy, study hard.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Brochure	Text type suitable for delivering message to newcomers before they arrive.
Generally appropriate	Presentation	Text type suitable for delivering message but relies on those leaving school to be available in person to speak to newcomers.
Generally inappropriate	Advertisement	Text type usually reserved for promoting a product or service rather than for well-meant advice.

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 be considered “generally appropriate”.

Register and tone:

- semi-formal register
- caring and enthusiastic tone

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

Task 6

Many young people are leaving your area to live elsewhere. You want to share your thoughts about this with the people of your town. Write a text to explain why young people are leaving, how this is affecting your town and what you think should be done about it.

Blog

Email

Speech

Criterion B:

Points to be covered:

- Why young people are leaving, e.g. few work opportunities of the right kind, few leisure facilities, problems with the environment.
- How this is affecting the town, e.g. shops are closing, few people want to visit, it has a reputation for being dirty.
- What you think should be done about it, e.g. investment in leisure facilities, a campaign to attract investment, more attention to cleaning the streets.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Blog	Text type suitable for delivering message to a community.
Generally appropriate	Speech	Text type suitable for delivering message but relies on everybody being in one place at one time.
Generally inappropriate	Email	Text type usually reserved for personal communication to one person.

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 be considered “generally appropriate”.

Register and tone:

- semi formal to formal register
- concerned, perhaps hopeful 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:

Advertisement

- engaging title/heading
- clear description of and focus on benefits of product or service
- persuasive tone

Blog entry

- 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.

Brochure

- engaging title
- ideas identified by format features, e.g. sub-headings, bullet points, numbering etc
- practical information, e.g. "contact us", or a phone number and/or an email address.

N.B.: Graphic design as such is not marked

Diary

- first person narration
- closing statement to round off the entry
- no self-evident explanatory phrases (e.g. "I saw Alicia, my best friend")

Email

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

Invitation

- clear sense of who it is addressed to – likely an individual
- clear statement of event and details (time, place etc.)
- more detail about the event in question

Letter

- clear identification of recipient (by name, address or role/title etc.)
- date
- opening and closing salutations.

Note

- clear sense of address to a specific person
- informal style
- practical content

Presentation/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.

Social media 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.
-