

Marking notes
Remarques pour la notation
Notas para la corrección

**November / Novembre / Noviembre de
2021**

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	<p>The task is partially fulfilled.</p> <p>Some ideas are relevant.</p> <p>Ideas are stated, but with no development.</p> <p>Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.</p>	<p>The link between the response and task is unclear at times; the reader has difficulty in understanding the message.</p> <p>The response covers only some points in the task, and not all the points expressed are relevant.</p> <p>Supporting details and/or examples barely feature, if at all.</p> <p>The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.</p>
3–4	<p>The task is generally fulfilled.</p> <p>Most ideas are relevant to the task.</p> <p>Some ideas are developed with some detail and examples.</p> <p>Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.</p>	<p>The link between the response and the task is mostly clear; the reader’s overall understanding is not impeded, despite some ambiguity.</p> <p>The response covers most of the points in the task, and most of the points expressed are relevant.</p> <p>The response includes some supporting details and examples.</p> <p>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.</p>
5–6	<p>The task is fulfilled effectively.</p> <p>Ideas are relevant to the task.</p> <p>Ideas are developed well, providing details and relevant examples.</p> <p>Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.</p>	<p>The link between the response and the task is clear; the reader has a good understanding of the message conveyed.</p> <p>The response covers all the points in the task, and the points expressed are relevant.</p> <p>The response uses supporting details and examples to clarify the message.</p> <p>The ideas are organized well; a range of basic cohesive devices are used correctly to deliver the message with little or no ambiguity.</p>

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	<p>Conceptual understanding is limited.</p> <p>The choice of text type is generally inappropriate to the context, purpose or audience.</p> <p>The register and tone are inappropriate to the context, purpose and audience of the task.</p> <p>The response incorporates limited recognizable conventions of the chosen text type.</p>
2	<p>Conceptual understanding is mostly demonstrated.</p> <p>The choice of text type is generally appropriate to the context, purpose and audience.</p> <p>The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response.</p> <p>The response incorporates some conventions of the chosen text type.</p>
3	<p>Conceptual understanding is fully demonstrated.</p> <p>The choice of text type is appropriate to the context, purpose and audience.</p> <p>The register and tone are appropriate to the context, purpose and audience of the task.</p> <p>The response fully incorporates the conventions of the chosen text type.</p>

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 want to go on a trip to the countryside with a small group of friends from school. Write a text to your friends to explain when you want to go, why you want to go and what you will do when you get there.

Blog

Email

Note

Criterion B:

Points to be covered:

- When you want to go on a trip to visit the countryside (context and information).
Accept any reference to time: next month, in the holidays, on Wednesday...
- Why you want to go (to the countryside).
- What you will do when you get there.

Note: if the candidate confuses “a trip to the countryside” with “a trip to a country”, the maximum mark for message is 4.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Email	The text type is suitable for making arrangements with a small group of people known to the writer.
Generally appropriate	Note	The text type is suitable for communicating various messages but it is usually written for a single person. The choice may be considered “appropriate” if the response makes clear that the note addresses multiple people.
Generally inappropriate	Blog	The text type is primarily used to communicate with a large group of people not necessarily known to the writer. It is not usually used to communicate with a small group of friends.

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:

- Standard or informal register
- Enthusiastic and persuasive tone

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

Task 3

You recently read an article saying there should be no school exams. Your teacher has asked you to share your thoughts with your classmates. In your text, say whether you agree with the article and give at least two reasons.

Blog

Diary

Speech

Criterion B:

Points to be covered:

- Share thoughts with classmates about school exams.
Topic, context or audience (students) should be made clear in the introduction. Candidate may address the students or use the inclusive “we”.
- Give your personal opinion about school exams.
- Give 2 reasons to justify their opinion.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Speech	The text type is suitable for sharing personal views/ideas with classmates in a school context.
Generally appropriate	Blog	The text type is suitable for sharing personal views/ideas, but it is not usually used to communicate with a specified group of people. The choice may be considered “appropriate” if the response makes clear the blog is to be read by classmates (e.g. a class/school blog).
Generally inappropriate	Diary	The text type is primarily used for self reflection. It is not used to share ideas with others.

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:

- Standard register
- Informative and reflective tone

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

Task 4

An important event is planned in your town or city about climate change. You want everyone in your local area to go. Write a text to give information about the aim of the event, where it will take place and what activities are planned

Leaflet

Letter

Social media posting

Criterion B:

Points to be covered:

- What is the aim of the event.
Do not accept “The event is about climate change” as an aim. This is the subject of the event.
- Where the event will take place.
This information should go beyond quoting the text, “in our town” / “in our city” / “in our area of the city”.
- What activities are planned.
At least 2 activities should be mentioned.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Leaflet	The text type is suitable for promoting an event with a mass audience within a specific geographic range ('everyone in your local area').
Generally appropriate	Social media posting	The text type is suitable for promoting an event, but it is not necessarily written for a group of people within a specific geographic range. The choice may be considered “appropriate” if the response makes clear the target audience are those living in the local area.
Generally inappropriate	Letter	The text type is typically used to communicate with those known to the writer. It is not usually used to communicate with a mass audience.

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:

- Standard register
- Informative and encouraging tone

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

Task 5

You have decided to apply for a part-time job in an office. Write a text for the office manager to explain why you want the job and give at least two of your skills that are relevant for the job.

Letter

Presentation

Social media posting

Criterion B:

Points to be covered

- Introduction: name, reason for writing.
- Why you want the job.
- Two skills that are relevant for the job.

Credit should be given for making a link between the skills and the requirements of the job.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Letter	The text type is suitable for providing information about oneself to another individual in a job-hunting context.
Generally appropriate	Presentation	The text type is suitable for providing information, but it is not necessarily used to speak about oneself to another individual. The choice may be considered “appropriate” if the response makes clear that the presentation is given to the office manager in a professional context.
Generally inappropriate	Social media posting	The text type is typically used to communicate with a mass audience. It is not usually used to communicate with an individual.

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:

- Standard or more formal register
- Informative and factual tone

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

Task 6

Online computer games are very popular these days. You want to inform other students at your school about this topic. Write a text to explain why online computer games are popular, and give both the positive and negative effects of this activity on young people.

Article

Letter

Presentation

Criterion B:

Points to be covered:

- Inform other students at your school about this topic (why online games are popular).
- The positive effects of online computer games.
- The negative effects of online computer games.

Several effects could be listed as examples or one positive and one negative effect could be developed with details and examples.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Presentation	The text type is suitable for providing information to a specific group of people ('other students at your school') in a school context.
Generally appropriate	Article	The text type is suitable for providing information, but it is not necessarily used to communicate with a specific group of people. The choice may be considered "appropriate" if the response makes clear the target audience is 'other students' (e.g. article for school news paper).
Generally inappropriate	Letter	The text type is typically used to communicate with an individual. It is not usually used to inform a large group of people.

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:

- Standard register (addressing peers so an informal register may also be appropriate)
- Informative 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

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

Email

- Form of address (“Dear...”, “To...”)
- Opening and closing greeting
- Sender's name

Note

- Identify the recipient (unless the audience is the self)
- Opening or closing comment
- Writer's name

Diary

- Date
- First person narration
- Opening and closing statement

Speech

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

Leaflet

- Title
- Other format features, e.g. subtitles / bullet points / numbering
- Practical elements, e.g. name of distributor / contact info / links / diagrams

Letter

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

Social media posting

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

Article

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

Presentation

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