

**MARKSCHEME
BARÈME DE NOTATION
ESQUEMA DE CALIFICACIÓN**

November / novembre / noviembre 2005

ENGLISH / ANGLAIS / INGLÉS B

**Higher Level
Niveau Supérieur
Nivel Superior**

Paper / Épreuve / Prueba 1

The answers given in this markscheme contain the essential information that candidates are expected to provide in order to gain full marks for each question.

Where appropriate, the information may be expressed in phrases other than those indicated, but full marks may only be awarded if all the necessary information is given.

Answers which are partially correct should be marked as directed.

Do not use half marks.

Unless otherwise indicated no marks are to be awarded or deducted for use of language: linguistic errors should only be taken into account if communication is severely impaired and the answer is incomprehensible to a normal speaker of the language.

Assistant Examiners are requested to wait until they are contacted by their Team Leader before completing the marking (see the examiners instructions for further details).

Les réponses données dans ce barème de notation contiennent l'essentiel de ce qu'on demande aux candidats pour qu'ils puissent obtenir la note maximum pour chaque question.

Les réponses peuvent être formulées différemment mais la note maximum ne sera attribuée que si le contenu de la réponse est exact.

Les réponses incomplètes seront notées selon les indications données.

En aucun cas, des demi-points ou des fractions ne doivent être attribués.

À moins d'une indication spécifique, aucun point ne sera ni ajouté ni ôté pour l'utilisation de la langue : les erreurs linguistiques ne seront prises en considération que si elles nuisent sérieusement à la communication et rendent ainsi la réponse incompréhensible.

Les examinateurs assistants sont priés d'attendre d'être contactés par leur chef d'équipe avant de terminer leurs corrections (voir les instructions aux examinateurs pour de plus amples détails).

Las siguientes respuestas contienen la información esencial que los alumnos han de proporcionar para conseguir la máxima puntuación en cada pregunta.

En ocasiones, esta información puede expresarse de manera distinta a la indicada, pero para conseguir la máxima puntuación se han de mencionar todos los detalles requeridos.

En preguntas de valor superior a un punto puede haber instrucciones específicas que le permitan otorgar parte de la puntuación si la respuesta es imperfecta o incompleta.

No utilice fracciones de puntos.

A menos que se indique lo contrario, no se deben añadir ni restar puntos por la calidad en el uso de la lengua: los errores lingüísticos sólo se tomarán en cuenta si la comunicación queda seriamente perjudicada o si la respuesta resulta incomprensible.

Se pide a los examinadores asistentes que esperen a ser contactados por su examinador líder de equipo antes de terminar la corrección (para más información, refiéranse a las instrucciones para los examinadores).

- *One mark is allocated per question unless otherwise indicated.*
- *Sauf indication contraire, chaque question vaut un point.*
- *Cada pregunta vale un punto, a menos que se indique algo distinto.*

SECTION A

TEXT A — WHAT ON EARTH IS EARTH DAY?

1. C,F,G,I,K *(in any order)* **[5 marks]**

2. take a day off from driving *(Accept other wording with the same meaning)*
(“day off” is essential)

3. *Accept these answers in either order.*

(a) clean-ups
(b) planting } *(Accept other wording with the same meaning)* **[2 marks]**

TEXT A: [8 marks]

TEXT B — ON TOP OF THE WORLD

- 4. D
- 5. A
- 6. H
- 7. K
- 8. I

9. the ascent of Everest. (*Accept other words with the same meaning.*)
 Hillary’s achievement/ Hillary’s success/ Hillary’s standing on top of Everest.

10. summit

11. scramble (*If additional words, such as “back down”, are added, no mark should be awarded*)

12. *Accept any two of the following four. Accept other words with the same meaning. Accept the answers in any order.*

- oxygen tanks
 - satellite phones
 - improved/ high-tech climbing clothes
 - professional guides help (“professional” is essential)
- } a & b

[2 marks]

In answers 13 — 17, the justification must be a quotation, not a paraphrase.

- 13. False — “...his colleagues, who measured the peak...” / “...probably never saw the big mountain...”
- 14. True — “...irresistible goal (for adventurers)...”
- 15. True — **EITHER**
 “(turn around) (scramble back down) straight away” (*“straight away” is essential for the award of the mark.*)
OR
 “...stand on the top for a few minutes, and that’s it.” (*“that’s it” is essential*)
- 16. False — “You cannot conquer Everest. (It’s not possible.)”
- 17. False — “(in 1996)... eight climbers died (in a single night)” / “...(in 1996) tragedy struck.”

TEXT B: [15 marks]

TEXT C — MOSQUITO

18. F

19. E

20. I

21. J

22. B

23. his secret love for Julia
Accept other wording with the same meaning.

24. wanting so much to be accepted (had to put up with it)
The first six words are essential.

25. Todd's choice of Truth / Todd's unexpected answer
Accept other wording with the same meaning.

26. B

27. B

28. C

29. C

30. B

31. F

32. C

33. B

34. I

SECTION A: [40 marks]

TEXT C: [17 marks]

SECTION B**TEXT D — SHOULD THE VOTING AGE BE LOWERED ACROSS AFRICA?****Communicative Purpose**

Argument controversial

A. Cultural Interaction

The aim of this task is to present a point of view and to attempt to convince an audience of fellow-students and adults. The register should be fairly formal but may be lightened occasionally with informality. A sense of audience should be evident through the use of an appropriate opening (such as “Ladies and gentlemen”) and closing and, perhaps, the use of “you”. Language accuracy is not formally assessed here and should be considered only where mistakes obscure meaning.

B. Message

The text is a speech **against** the motion in a debate: it should not be a balanced argument but the viewpoint in favour of the motion may be put briefly in order to rebut it. This approach should be rewarded. The descriptors regarding undue copying from the text should be carefully adhered to. Verbatim copying of short sections of the text does NOT constitute “undue copying”; the copying of sections long or short without “using them appropriately” (incorporating them sensibly into the response) is what constitutes “undue copying”. Details would not be used appropriately if they were not relevant to the task, for example, arguments supporting the motion unless cited briefly in order to rebut them. The writer should include some of the following details in the speech.

- teenagers under 18 don’t have enough knowledge to vote wisely
- voting ages should be raised, not lowered
- teenagers are heavily influenced by parents and peers
- teenagers are not mature enough to make independent choices
- teenagers are easily manipulated by teachers
- the important thing is not voting but being educated about elections
- lowering the voting age is for the benefit of politicians
- lowering the voting age lowers the age for everything else, including child labour
- voting at 15 is too much responsibility for kids

To achieve level 5 (competent understanding), at least **five** of the above details should be included.

To achieve level 9 (thorough understanding), at least **seven** of the above details should be included.

(See Criterion B, page 45 of the Language B guide.)

SECTION B: [20 marks]

TOTAL: [60 marks]
