

**MARKSCHEME
BARÈME DE NOTATION
ESQUEMA DE CALIFICACIÓN**

May / mai / mayo 2006

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, refiéransen 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 — HISTORY OF HIP HOP

1. A, E, G, J, K (*in any order*)

In questions 2&3, accept other words which convey the same meaning.

2. they used the spoken word/singing songs/telling stories
3. spiritual beliefs/about freedom/about their longings to go home
4. preserve
5. longings
6. era do not accept 'mid-eighties'

TEXT A: [10 marks]

TEXT B — PERSEVERANCE PAYS

7. H, G, C, D, A

[5 marks]

8. Niason’s father

9. (an) American education

10. (the) potatoes

11. (Carthage/Carthage’s) College / (Carthage/) campus/college near Chicago/65 miles north of Chicago

Note: For the justification in questions 12 to 15, allow only the quotation as given, possibly with one or two additional words. Both True/False and quotation response must be correct for the mark.

12. T “(he first tried to market potatoes by negotiating a deal...) but he ended up owing the supplier \$300” *The second part of the answer is essential.*

13. T “there were more than just a couple of days’ belongings”

14. F “(the scholarship was based on) his perseverance / command of the English language / and academic ability”

15. F “the professor was stunned...” / “I couldn’t believe it”

16. G

17. A

18. F

19. E

TEXT B: [17 marks]

TEXT C — ELVIS DIED AT THE FLORIDA BARBER COLLEGE

20. A

21. D

22. D

23. C

24. C

25. wavy hair / the way he moved his body / haircut *In these questions accept other words which convey the same meaning (for 25-27)*

26. not to give him an Elvis haircut / to shave his head

27. he hit the wall with his hand / he called the matron a bitch

28. E

29. H

30. D

31. J

32. C

TEXT C: [13 marks]

SECTION A: [40 Marks]

SECTION B**TEXT D — THE MOBILE GENERATION****Criterion A****Communicative Purpose**

Description Factual – communicate to principal through formal written letter

Register and Style

The register should be in the range of semi-formal to formal.

Language accuracy is not formally assessed here and should be considered only where mistakes obscure meaning.

Criterion B**Message**

The aim is to write a letter to persuade the school principal to allow the use of mobile phones at school. The letter should focus on the importance of mobile phones to the younger generation in an educational context. The student's feelings of positivity towards the use of mobile phones should be clearly conveyed and the arguments expressed should be convincing. The descriptors regarding copying from the text should be strictly adhered to. Verbatim copying of short sections of the text does NOT constitute 'undue copying'; the copying of any section (whether it be long or short) without using them appropriately and incorporating them sensibly into the response will constitute undue copying.

The writer should include some of the following details from the text:

- the mobile phone is indispensable to teenagers.
- texting plays a key role in the lives of young people.
- text messaging/the mobile phone is an integral part of how they express themselves as individuals/define themselves (through personalising handsets, their screen background displays, their own ring tones and adding covers).
- it is private.
- mobile phones give teenagers control over how they communicate with friends and family.
- the mobile phone makes them constantly contactable/accessible.
- 89% of 11-21 year old mobile users text at least once a day (and 54% at least five times a day)
- text messaging continues to increase (up by 500 million).
- the study found that teachers are increasingly using mobiles phones to communicate with students.

Criterion B:

To achieve level 5 (adequate understanding) at least five details should be included.

To achieve level 9 (very good understanding) at least seven details should be included.

(see Criterion B, page 45 of the Language B Guide)

SECTION B: [20 marks]

TOTAL: [60 marks]
