



# **MARKSCHEME BARÈME DE NOTATION ESQUEMA DE CALIFICACIÓN**

**May / mai / mayo 2011**

**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.*

*Incomplete answers 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 beginning 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 commencer 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.*

*Las respuestas incompletas deberán corregirse de la manera indicada en las instrucciones.*

*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 iniciar 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 — A DAY IN ADELAIDE

1. Festival of Ideas / Fringe Festival / international festivals of music, arts, film and literature
2. on foot / taking a stroll  
*Accept other words with the same meaning.*
3. when they see the whale skeleton (in its huge front window)
4. H
5. A
6. C
7. C, E, F, I, L (*in any order*) *[5 marks]*

**TEXT A: [11 marks]**

**TEXT B — THE BOY WHO PAINTS LIKE AN OLD MASTER**

8. B
9. eloquent
10. the technicalities of art / how to put a painting together  
*Accept other words with the same meaning.*
11. Norfolk
12. D
13. (more than) 1000 adults / Kieron’s art classmates / Garner’s students  
*Do not accept “adults”.*
14. (the) business (side)
15. not painting anymore / doing something other than painting  
*Accept other words with the same meaning.*  
*Do not accept “painting”.*
16. turning to football / turning to his other hobby / putting his colours away and turning to football / putting his colours away  
*Accept other words with the same meaning.*  
*Do not accept “Kieron’s choice”, “Kieron’s decision”, or “playing football”.*
- NOTE:** *For the justification in questions 17 to 21, allow only the quotation as given, possibly with a few additional words, provided that they do not materially alter the meaning. Both True/False and quotation response must be correct for the mark.*
17. False – (at the beginning,) Kieron’s art was pretty much like any other five-year-old’s
18. False – over the last few decades
19. True – he just doesn’t see any danger / he will ‘Kieronise’ it
20. True – wondering whether we are making the right choices
21. False – (it is) doubtful that many artists could paint or draw while answering questions (and being photographed)

**TEXT B: [14 marks]**

**TEXT C — ACTING UP**

22. Award any *two* of the following.  
nearly an hour before his train / healthy sense of punctuality / a lifetime of unwanted cups of coffee / obsessive checking of the time / another turn around the block before that (all too often pointless, nerve-wracking) audition / obsessive punctuality [2 marks]
23. a clock / a watch / an engine / a machine
24. (rich) baritone / faultless diction
25. Award any *two* of the following.  
the calls on his talent were now infrequent / he'd had a reasonably good career / he'd never had that break-through part [2 marks]
26. the sad state of the railways / country versus city living / what Hartley did (or had done) for a living
27. had long tired of reactions
28. always on the lookout
29. A
30. D
31. A
32. B
33. C
34. C

**TEXT C: [15 marks]**

**SECTION A: [40 marks]**

## SECTION B

### TEXT D — EARLIER BEDTIMES PROTECT ADOLESCENTS

**Communicative Purpose:** informative and persuasive talk – communicate to students through a talk/speech.

#### A. Cultural interaction:

The talk is a controversial argument. The aim is to convince the audience of the speaker’s point of view.

**Register and style:** the register should be in the range of semi-formal to informal.

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

The use of the appropriate conventions of form (*e.g.* addressing the audience, repetition, *etc.*) should be assessed under Criterion A.

#### B. Message:

The aim is to write the text of a talk to be delivered to fellow students promoting going to sleep early. The talk should focus on the benefits of sleeping early with the aim of persuading classmates to adopt an earlier bedtime trend. Some candidates may use the details as they appear in the text while others may change them to convey a positive meaning. For example, detail (E) may appear as “*those who sleep early are less likely to suffer from memory loss and hallucinations*”. Both approaches are acceptable as long as the aim is to encourage students to sleep early.

The descriptors regarding 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 any section (whether it be long or short) without using them appropriately and incorporating them sensibly into the response is what constitutes undue copying.

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

- A. adolescents who go to sleep early are significantly less likely to suffer from depression (paragraphs 1 and 2) / inadequate sleep is a risk factor for depression (paragraph 3)
- B. adequate quality sleep could be a preventative measure against depression (paragraphs 3 and 7) / earlier bedtimes could have a protective effect by lengthening sleep (paragraph 1)
- C. adolescents who do not go to sleep early are more likely to suffer from acute muscle pains, dizziness, nausea and headaches (paragraph 2)
- D. those who “usually get enough sleep” are less irritable (paragraph 2)
- E. adolescents who do not go to sleep early may suffer from memory loss and hallucinations (paragraph 4)
- F. lack of sleep may produce moodiness that hinders the ability to cope with daily stresses (paragraph 7)
- G. lack of sleep may impair relationships with peers and adults (paragraph 7)
- H. lack of sleep may affect judgment, concentration and impulse control (paragraph 7).

#### **Criterion B:**

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

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

**SECTION B: [20 marks]**

**TOTAL: [60 marks]**

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