



**MARKING NOTES
REMARQUES POUR LA NOTATION
NOTAS PARA LA CORRECCIÓN**

November / novembre / noviembre 2012

ENGLISH / ANGLAIS / INGLÉS B

**Higher Level
Niveau Supérieur
Nivel Superior**

Paper / Épreuve / Prueba 2

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These notes are not intended to replace the published criteria but to supplement them in some instances.

*These notes are intended to define the **top** mark of the scale in this examination. The phrase, “a good answer”, is intended to refer to scripts that are likely to be placed in the 9 to 10 band of descriptors. Scripts should be marked proportionately lower to the degree to which they fail to meet these requirements.*

*In each case, good answers will meet **most**, though not necessarily **all**, of the following requirements.*

1. *“The best literary works always have a happy ending.” Your teacher has set this as the topic of your next essay. Write your essay.*

Argument – semi-formal to formal – essay

A good answer:

- will adopt a register and tone that is semi-formal to formal
- will use cohesive devices and paragraphing that help to make explanation and argument clear
- will include clear and helpful introduction and conclusion
- will make reference to one or more specific works or literary techniques
- will give reasons and examples for the points made
- will not retell complete plots but rather select and summarise plot information so as to support the argument
- may be either balanced review of the issue, or a statement of opinion supporting one point of view.

2. *You are going to take part in a class debate on the motion: “It is better to choose a university course that you want to study rather than one that your parents prefer”. Write the text of your speech, **either** agreeing **or** disagreeing with this motion.*

Argument/controversial – semi-formal to formal – text of a speech

A good answer:

- will adopt a semi-formal to formal register with possible informality at times
- will have a clear sense of address to audience at the start, throughout and at the end (e.g. use of “you”, “I”, “we”)
- will use the rhetorical devices of a speech
- will be clearly either for or against the motion
- will provide reasons for the points made
- may mention opposing arguments in order to refute them; this should be rewarded
- may create impact through the use of relevant personal examples; this should be rewarded.

3. *As a CAS activity you spent last summer helping an aid organization in a developing country. Write an article for the school newspaper describing your experience and saying how you think it has changed your plans for the future.*

Description and analysis/factual and subjective – semi-formal – school newspaper article

A good answer:

- is likely to be fairly formal in register but appropriate informal treatments should be accepted
- will have a title
- will refer to an aid organization, although not necessarily in a developing country
- will describe what the work was and how he/she contributed to it
- will clearly explain changed future plans
- will both “describe” and “explain”, but need not give equal importance or length to the two elements. If one of the elements is not included, or not developed (*i.e.* merely mentioned in passing), no more than 4 should be awarded for Criterion C
- may include vivid descriptions or lively anecdotes to increase impact; this should be rewarded.

4. *You interview a popular singer who has just given a very successful concert in your town. Write a report of this interview for your school newspaper. Do not simply write the exact words (transcript) of the interview.*

Reported spoken interaction – semi-formal – article

A good answer:

- will adopt a semi-formal register
- will report the interview and not transcribe it. If the transcribed form is used, no more than 4 should be awarded – unless all other aspects of Criterion B are very well handled, in which case a maximum of 6 may be awarded.
- will have a title
- will include an introduction and a conclusion which have some impact
- will summarise information and ideas from the interview, and support these with relevant direct quotations appropriately incorporated into the text
- will mention the popularity of the singer and the success of the concert
- may analyse critically the popularity and success of the singer; this should be rewarded
- may have flashes of humour and originality; this should be rewarded.

5. *Your school organizes a one-week student trip every year. The last trip was not a success. Write a letter to the school principal explaining what went wrong with the trip and how future trips could be improved.*

Factual and argumentative/explanation – formal – letter

A good answer:

- will adopt a formal register
- will adopt a suitable tone of respect
- will use some elements of formal letter format (address and date (optional), greeting, salutation) – even if the text is sent via e-mail
- will make clear what was wrong with the previous trip
- will provide specific examples to illustrate what went wrong
- will make specific and reasonable proposals for next year
- may use the subheadings and bullet points of a proposal.

6. *Imagine that you meet someone who has been transported in time from over 100 years ago to the present. Write a short story for the school magazine about what happened and what you both felt when you spent a day together.*

Narration/imaginative – informal to semi-formal – anecdote

A good answer:

- will adopt an informal to semi-formal register appropriate to the content
 - will have a title
 - will use key elements of the story text type: contextualisation, sequence of events, ending
 - will describe the feelings of the writer and the time traveller in detail
 - may have some overall message; this should be rewarded
 - may round off the story in an unexpected way (*e.g.* the writer returns with the time traveller to his/her age); this should be rewarded
 - may include dialogue between the writer and the time traveller; this should be rewarded
 - may have touches of humour; this should be rewarded.
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