

**Markscheme
Barème de notation
Esquema de calificación**

May / Mai / Mayo 2016

English / Anglais / Inglés B

**Higher level
Niveau supérieur
Nivel superior**

Paper / Épreuve / Prueba 1

This markscheme is **confidential** and for the exclusive use of examiners in this examination session.

It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of the IB Assessment Centre.

Ce barème de notation est **confidentiel**. Son usage est réservé exclusivement aux examinateurs participant à cette session.

Ce barème de notation est la propriété de l'Organisation du Baccalauréat International. Toute reproduction ou distribution à de tierces personnes sans l'autorisation préalable du centre de l'évaluation de l'IB est **interdite**.

Este esquema de calificación es **confidencial** y para uso exclusivo de los examinadores en esta convocatoria de exámenes.

Es propiedad del Bachillerato Internacional y **no** debe ser reproducido ni distribuido a ninguna otra persona sin la autorización del centro de evaluación del IB.

General marking instructions

Assistant Examiners (AEs) will be contacted by their team leader (TL) through RM™ Assessor, by email or telephone – if through RM™ Assessor or by email, please reply to confirm that you have downloaded the markscheme from IBIS. The purpose of this initial contact is to allow AEs to raise any queries they have regarding the markscheme and its interpretation. AEs should contact their team leader through RM™ Assessor or by email at any time if they have any problems/queries regarding marking. For any queries regarding the use of RM™ Assessor, please contact emarking@ibo.org.

Instructions générales pour la notation

Les chefs d'équipe se mettront en rapport avec les examinateurs assistants de leur équipe par l'intermédiaire de RM™ Assessor, par courriel ou par téléphone. S'ils s'adressent à vous par RM™ Assessor ou par courriel, veuillez répondre et confirmer que vous avez téléchargé le barème de notation à partir d'IBIS. L'objectif de cette première prise de contact est de permettre aux examinateurs assistants de soulever toutes les questions qu'ils ont concernant le barème de notation et son interprétation. Les examinateurs assistants doivent contacter leur chef d'équipe par l'intermédiaire de RM™ Assessor ou par courriel à tout moment s'ils éprouvent des difficultés ou s'ils ont des questions concernant la notation. Pour toute question concernant l'utilisation de RM™ Assessor, veuillez envoyer un courriel à emarking@ibo.org.

Instrucciones generales para la corrección

El jefe de equipo se pondrá en contacto con los examinadores asistentes mediante RM™ Assessor, correo electrónico o por teléfono. Si se pone en contacto mediante RM™ Assessor o correo electrónico, conteste para confirmar que ha descargado el esquema de calificación de IBIS. El propósito de este primer contacto es permitir al examinador asistente plantear todas las consultas que tenga respecto al esquema de calificación y su interpretación. El examinador asistente deberá ponerse en contacto con el jefe de equipo mediante RM™ Assessor o correo electrónico si tiene problemas o consultas sobre la corrección. Si tiene alguna consulta respecto al uso de RM™ Assessor, envíe un correo electrónico a emarking@ibo.org.

1. For questions where short answers are required, the answer must be clear. Do not award the mark if the answer does not make sense or if the additional information makes the answer ambiguous, incorrect or incomprehensible.
2. Allow spelling mistakes so long as they do not hinder comprehension or do not change the sense of the phrase.
3. For true or false questions, candidates may use a tick or a cross to indicate their intended response but usage must be consistent. If a candidate writes two ticks or two crosses for the same answer award **[0]**. If a candidate answers with a cross and a tick for the same answer, mark the tick and ignore the cross.
4. For questions where the candidate has to write a letter in a box (for example, multiple choice questions), if a candidate has written two answers – one in the box and one outside – only mark the answer inside the box.
5. The total number of marks for the question paper is **[60]**.

1. En ce qui concerne les questions pour lesquelles des réponses brèves sont attendues, la réponse donnée doit être claire. N'attribuez pas de points si la réponse n'a aucun sens ou si les informations supplémentaires qu'elle contient la rendent ambiguë, incorrecte ou incompréhensible.
2. Vous pouvez autoriser les fautes d'orthographe tant qu'elles ne nuisent pas à la compréhension ou qu'elles ne changent pas le sens de la phrase.
3. En ce qui concerne les questions de type vrai ou faux, les candidats peuvent cocher ou marquer d'une croix la réponse de leur choix, mais ils doivent rester cohérents. Si un candidat a utilisé deux coches ou deux croix pour la même réponse, attribuez **[0]**. Si un candidat a répondu par une croix et une coche à la même question, prenez en compte la coche et ignorez la croix.
4. En ce qui concerne les questions pour lesquelles le candidat doit écrire une lettre dans une case (par exemple, dans le cas de questions à choix multiple), s'il a donné deux réponses différentes, l'une à l'intérieur de la case et l'autre en-dehors, ne prenez en compte que la réponse qui se situe dans la case.
5. Le nombre total de points pour l'épreuve d'examen est de **[60]**.

1. Las preguntas que requieran una respuesta corta deben responderse con claridad. No otorgue la puntuación si la respuesta no tiene sentido o si la información adicional hace que la respuesta sea ambigua, incorrecta o incomprensible.
2. Permita errores de ortografía siempre y cuando no dificulten la comprensión ni cambien el sentido de la oración.
3. En las preguntas de verdadero o falso, los alumnos podrán indicar la respuesta elegida con un tic o una cruz, pero el uso de los signos debe ser coherente. Si el alumno marca dos tics o dos cruces en la misma respuesta, otorgue la puntuación **[0]**. Si el alumno responde marcando una cruz y un tic en la misma respuesta, puntúe el tic e ignore la cruz.
4. En las preguntas que requieran escribir una letra en una casilla (por ejemplo, en las preguntas de opción múltiple), si el alumno ha escrito dos respuestas (una dentro de la casilla y la otra fuera), puntúe únicamente la respuesta marcada dentro de la casilla.
5. El número total de puntos asignados al cuestionario de examen es **[60]**.

Text A — Organic farming in India

Question	Target answer	Accept	Do not accept	Marks
1.	J			1
2.	D			1
3.	A			1
4.	H			1
5.	immense		big	1
6.	opportunities	potential		1
7.	adherents		adherent	1
8.	hit upon			1
9.	Sanjay Pawar and Sadubhau Shelake (of Nashik)	Any variations of the names including: <ul style="list-style-type: none"> • Sanjay and Sadubhau Shelake • Sanjay and Shelake • Pawar and Sadubhau 	<ul style="list-style-type: none"> • Sanjay Pawar without Sadubhau Shelake • Sadubhau Shelake without Sanjay Pawar 	1
10.	reaching consumers	<ul style="list-style-type: none"> • they do not have to struggle to reach consumers or customers • they reach consumers or customers (more) easily Any other wording with the same meaning.	more consumers/customers without reach	1
11.	(organic) processed fruits	(organic) processed fruit	<ul style="list-style-type: none"> • cotton • processed food 	1
Total				11

Text B — Old Tactic Gets New Use

Question	Target answer	Accept	Do not accept	Marks
12.	act pretty at all times!	Other wording with the same meaning		1
13.	private and parochial (schools)		<ul style="list-style-type: none"> private schools without parochial parochial schools without private 	1
14.	(is) on the rise	Exact wording only	(is) on the rise again	1
<p>NOTE: For the justification in questions 15 to 17, 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.</p>				
15.	False (educators) seek ways to improve academic performance		<ul style="list-style-type: none"> (educators) seek ways to improve academic performance, especially among the poor in public schools as educators seek ways... performance 	1
16.	False (there is) little evidence of substantial differences in brain development (between boys and girls)		Critics say that there is little evidence of substantial differences in brain development (between boys and girls)	1
17.	True dividing children by gender can reinforce entrenched stereotypes		“...can reinforce entrenched stereotypes” without “dividing children by gender”	1
18.	A, C	In any order, award [1] for each correct answer.		2
19.	B, C	In any order, award [1] for each correct answer.		2
20.	B, D	In any order, award [1] for each correct answer.		2
Total				12

Text C — The Book Thief

Question	Target answer	Accept	Do not accept	Marks
21.	how to roll a cigarette	<ul style="list-style-type: none"> • how to roll cigarettes • how to roll a cigarette/cigarettes moderately well • how to roll a cigarette with tobacco and paper Any other wording with the same meaning.		1
22.	(a) / (b) (he was able to) appear as merely part of the background (,even if he was standing at the front of a line) / not noticeable	<ul style="list-style-type: none"> • merely part of the background even if he was standing at the front of a line In any order, award [1] for each correct answer.	<ul style="list-style-type: none"> • he was always just there • not important or particularly valuable • an un-special person • merely part of the background without appear 	2
23.	(the) value in Hans / (the) value in him	Other wording with the same meaning.	Hans'/his manner	1
24.	B			1
25.	A			1
26.	D			1
27.	beneficial			1
28.	contributes			1
29.	soft			1
30.	irritate			1
31.	uncomfortable			1
32.	scolding			1
Total				13

Text D — The future of radio: will it survive?

Question	Target answer	Accept	Do not accept	Marks
33.	B, D, G, H, K	In any order, award [1] for each correct answer.		5
34.	(new media has) raised the bar (on content and information)			1
35.	(a) / (b) local advertising / (unique and compelling,) local content / localism	Any two from Target answer. In any order, award [1] for each correct answer.	<ul style="list-style-type: none"> local advertising, and compelling 	2
36.	hand in hand	Exact wording only	hand in hand with that	1
37.	(a) chip	<ul style="list-style-type: none"> the chip chip that allows phone or tablet to access favourite radio station 	<ul style="list-style-type: none"> chip to access radio station mobile devices will soon feature a chip chip on their mobiles or tablets chips 	1
38.	A			1
39.	D			1
Total				12

Text E — Can virtual classrooms beat face-to-face interaction?

Question	Target answer	Accept	Do not accept	Marks
	NOTE: For the justification in questions 40 to 41, 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.			
40.	True being part of an online community when studying at a distance is important			1
41.	False each e-tutor has a certain number of students	each e-tutor has a certain number of students who they follow through (their comments on the discussion boards and answer their questions)		1
42.	tutorials / lectures		Any other wording	1
43.	Tony Priest	Tony Priest's/ Priests		1
44.	e-tutors		e-tutor's / e-tutors'	1
45.	students	the students	<ul style="list-style-type: none"> • student's / students' • online students • (e-) tutor's students 	1
46.	distance learning students	distance learning students'	online students / students	1
47.	biggest challenges for			1
48.	get to experience that			1
49.	but the support			1
50.	C			1
51.	B			1
			Total	12