

**Marking notes**  
**Remarques pour la notation**  
**Notas para la corrección**

**May / Mai / Mayo 2016**

**English / Anglais / Inglés B**

**Higher level**  
**Niveau supérieur**  
**Nivel superior**

**Paper / Épreuve / Prueba 2**

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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 marking notes from IBIS. The purpose of this initial contact is to allow AEs to raise any queries they have regarding the marking notes and their 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](mailto: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 les remarques pour la 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 les remarques pour la notation et leur 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](mailto:emarking@ibo.org).

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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 las notas para la corrección de IBIS. El propósito de este primer contacto es permitir al examinador asistente plantear todas las consultas que tenga respecto a las notas para la corrección 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](mailto:emarking@ibo.org).

## Section A

### Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	<b>Command of the language is generally adequate, despite many inaccuracies.</b> A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	<b>Command of the language is effective, despite some inaccuracies.</b> A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	<b>Command of the language is good and effective.</b> A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	<b>Command of the language is very effective.</b> A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

### Clarification

#### Word count

At HL, students are required to write a minimum of 250 words in section A and 150 words in section B. Failure to write the minimum number of words will result in a **[1 mark]** penalty under criterion A. There is no penalty for exceeding 400 words in section A or 250 words in section B: the whole text should be taken into consideration in the award of marks.

#### Language

Not all errors have the same importance, and examiners should bear this in mind. Some errors affect the communication of meaning significantly, and others do not. Also, some errors indicate a fundamental lack of command of the language, while others may simply indicate a moment of forgetfulness.

**SLIPS** – mistakes at all levels of difficulty, but erratic and occasional – eg the candidate normally forms past tenses well, but occasionally forgets “-ed”.

**FLAWS** – errors occur more regularly, particularly in certain structures – eg past tenses are formed correctly quite often, but are not really reliable, and there may be basic confusions (eg past simple versus present perfect).

**GAPS** – some structures are rarely correct, or simply don’t appear – eg the past tenses are needed, but do not appear.

A good answer will have very few language gaps, if any, and slips or flaws very rarely affect meaning.

**Criterion B: Message**

- How clearly can the student develop and organize relevant ideas?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1–2</b>	<p><b>The message has not been communicated.</b></p> <p>The ideas are irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.</p>
<b>3–4</b>	<p><b>The message has been partially communicated.</b></p> <p>The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.</p>
<b>5–6</b>	<p><b>The message has been communicated fairly well.</b></p> <p>The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.</p>
<b>7–8</b>	<p><b>The message has been communicated well.</b></p> <p>The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.</p>
<b>9–10</b>	<p><b>The message has been communicated very well.</b></p> <p>The ideas are relevant and effective. The development of ideas is coherent and thorough; supporting details are highly appropriate.</p>

**Question 1: Cultural diversity**

You recently read an article in your local newspaper in which the author claimed that teen cliques, or exclusive friendship groups, affect teenagers negatively. Write a letter to the editor of your local newspaper in which you **either** agree **or** disagree with the claim and give reasons for your opinion.

<p><b>3–4</b></p>	<ul style="list-style-type: none"> <li>• focuses in a confused and unclear way on teen cliques, or exclusive friendship groups (eg digresses into teen friendship in general, or other topics)</li> <li>• takes a confused stance on the issue, not clearly pro or con</li> <li>• provides limited reasons, unsupported by examples or supported by irrelevant examples</li> <li>• uses very few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<p><b>5–6</b></p>	<ul style="list-style-type: none"> <li>• focuses vaguely on teen cliques, or exclusive friendship groups (eg digresses into teen friendship in general)</li> <li>• takes a simple, or vague, stance on the issue, possibly neither pro or con</li> <li>• provides simple reasons, supported perhaps by one or two examples</li> <li>• uses a few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<p><b>7–8</b></p>	<ul style="list-style-type: none"> <li>• focuses quite clearly on teen cliques, or exclusive friendship groups (eg does not digress much into teen friendship in general); and may introduce the context by referring to the original article and/or the issue raised</li> <li>• takes a reasonably clear stance on the issue, either pro or con</li> <li>• provides some sensible reasons, supported by generally relevant examples</li> <li>• uses paragraphs and cohesive devices to structure the development of ideas reasonably coherently.</li> </ul>
<p><b>9–10</b></p>	<ul style="list-style-type: none"> <li>• focuses principally and clearly on teen cliques or exclusive friendship groups (eg does not digress into teen friendship in general); and introduces the context by referring to the original article and/or the issue raised</li> <li>• takes a clear and precise stance on the issue, either pro or con</li> <li>• provides developed and coherent reasons, supported by relevant examples, perhaps including personal experiences</li> <li>• uses paragraphing and cohesive devices to structure the development of ideas effectively.</li> </ul>

**Question 2: Customs and traditions**

Your school is organizing an art exhibition in which a number of different customs and traditions will be celebrated. To promote the exhibition, write a brochure to be handed out at the exhibition’s entrance, describing the different exhibits and explaining how they represent customs and traditions.

<p><b>3–4</b></p>	<ul style="list-style-type: none"> <li>• focuses in a confused and unclear way on addressing and informing the audience of visitors</li> <li>• covers only one task (describing exhibits or how they represent) <b>OR</b> covers both tasks in a very basic or confused way (<b>N.B.</b> “cover” means “in more than two sentences”)</li> <li>• provides descriptions that are little developed or unclear, with very little detail</li> <li>• gives explanations that are irrelevant or confused</li> <li>• supports communication of ideas with layout to a very limited extent (headings, paragraphing, etc).</li> </ul>
<p><b>5–6</b></p>	<ul style="list-style-type: none"> <li>• focuses vaguely on addressing and informing the audience of visitors</li> <li>• covers only one task (describing exhibits or how they represent customs and traditions) <b>OR</b> covers both tasks superficially (<b>N.B.</b> “cover” means “in more than two sentences”)</li> <li>• provides descriptions developed beyond basic statements, with a little detail</li> <li>• gives explanations that are relevant but not always clear</li> <li>• supports communication of ideas with little layout (headings, paragraphing, etc).</li> </ul>
<p><b>7–8</b></p>	<ul style="list-style-type: none"> <li>• focuses fairly clearly on addressing and informing the audience of visitors</li> <li>• covers both tasks competently (describing exhibits and how they represent customs and traditions)</li> <li>• provides descriptions of at least two exhibits developed in some detail</li> <li>• gives explanations that are generally clear</li> <li>• supports communication of ideas with layout at times (headings, paragraphing, etc).</li> </ul>
<p><b>9–10</b></p>	<ul style="list-style-type: none"> <li>• focuses principally and clearly on addressing and informing the audience of visitors</li> <li>• covers both tasks thoroughly (describing exhibits and how they represent customs and traditions)</li> <li>• provides description of at least two exhibits developed in detail, lucidly</li> <li>• gives explanations that are methodical and effective</li> <li>• supports communication of ideas with layout consistently (headings, paragraphing etc).</li> </ul>

**Question 3: Health**

Many students at your school are fixated on physical appearance. Write an article to be published in your school magazine in which you explain the issue and describe how young people can avoid the negative consequences connected with such obsession.

<p>3–4</p>	<ul style="list-style-type: none"> <li>• focuses in a confused and unclear way on the issue of fixation on physical appearance; there may be much digression</li> <li>• covers only one of the tasks (discussing the issue and describing how to avoid), <b>OR</b> both tasks in a very basic or confused way (<b>N.B.</b> “cover” means “in more than two sentences”)</li> <li>• if addressed, explains the issue generally unclearly</li> <li>• if addressed, describes ways to avoid fixation in confused terms</li> <li>• does not support the argument with examples; or else supports them with irrelevant ones</li> <li>• uses very few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<p>5–6</p>	<ul style="list-style-type: none"> <li>• focuses vaguely on the issue of fixation on physical appearance; there may be noticeable digression</li> <li>• covers only one of the tasks (discussing the issue and describing how to avoid), <b>OR</b> both tasks superficially (<b>N.B.</b> “cover” means “in more than two sentences”)</li> <li>• if addressed, explains the issue vaguely</li> <li>• if addressed, describes ways to avoid fixation unclearly at times</li> <li>• supports the argument with one or two suitable examples</li> <li>• uses a few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<p>7–8</p>	<ul style="list-style-type: none"> <li>• focuses generally on the issue of fixation on physical appearance, with little digression into beauty and fashion in general</li> <li>• covers both tasks competently (discussing the issue and describing how to avoid)</li> <li>• explains the issue fairly methodically</li> <li>• describes ways to avoid fixation quite clearly</li> <li>• supports the argument with a few relevant examples and/or personal experiences</li> <li>• uses paragraphs and cohesive devices to structure the development of ideas reasonably coherently.</li> </ul>
<p>9–10</p>	<ul style="list-style-type: none"> <li>• focuses principally and clearly on the issue of fixation on physical appearance, and does not digress into beauty and fashion in general</li> <li>• covers both tasks well (discussing the issue and describing how to avoid)</li> <li>• explains the issue lucidly and methodically</li> <li>• describes ways to avoid fixation clearly and in some detail</li> <li>• supports the argument with relevant examples and/or personal experiences</li> <li>• uses paragraphing and cohesive devices to structure the development of ideas effectively.</li> </ul>



**Question 4: Leisure**

Many teenagers in your neighbourhood prefer virtual games to spending time with peers and claim it helps them bond with each other. Write a blog entry in which you discuss the pros and cons of playing games online and whether true bonding occurs when playing such games.

<p><b>3–4</b></p>	<ul style="list-style-type: none"> <li>• covers only one of the tasks (discussing pro/con and debating ‘true bonding’), <b>OR</b> both tasks in a very basic or confused way (<b>N.B.</b> “cover” means “in more than two sentences”)</li> <li>• if addressed, discusses a few pros and cons, mainly unclearly</li> <li>• if addressed, explores “true bonding” in vague and confused terms</li> <li>• does not support the argument with any examples or uses irrelevant ones</li> <li>• uses very few paragraphs and/or cohesive devices to structure the development of ideas.</li> </ul>
<p><b>5–6</b></p>	<ul style="list-style-type: none"> <li>• covers only one of the tasks (discussing pro/con and debating “true bonding”), <b>OR</b> both tasks superficially (<b>N.B.</b> “cover” means “in more than two sentences”)</li> <li>• if addressed, discusses a few pros and cons, unclearly at times</li> <li>• if addressed, explores “true bonding” vaguely</li> <li>• supports the argument with occasional examples and/or personal experiences</li> <li>• uses a few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<p><b>7–8</b></p>	<ul style="list-style-type: none"> <li>• covers both tasks competently (discussing pro/con and debating “true bonding”)</li> <li>• discusses some pros and cons quite clearly</li> <li>• explores “true bonding” in general terms</li> <li>• supports the argument with a few relevant examples and/or personal experiences</li> <li>• uses paragraphs and cohesive devices to structure the development of ideas reasonably coherently.</li> </ul>
<p><b>9–10</b></p>	<ul style="list-style-type: none"> <li>• covers both tasks well (discussing the pros and cons and debating “true bonding”)</li> <li>• discusses a range of pros and cons clearly and methodically</li> <li>• explores “true bonding” in some detail</li> <li>• supports the argument with relevant and interesting examples and/or personal experiences</li> <li>• uses paragraphing and cohesive devices to structure the development of ideas effectively.</li> </ul>

**Question 5: Science and technology**

Some of your classmates are unaware of the dangers associated with loss of privacy while using social networks. Your principal has asked you, as the president of the student council, to give a talk to your fellow students in which you discuss these dangers and suggest ways in which students can protect themselves.

<p><b>3–4</b></p>	<ul style="list-style-type: none"> <li>• takes a largely confused or unclear position on the dangers of loss of privacy</li> <li>• provides little suggestion about how students can protect themselves <b>OR</b> covers only one of the tasks (dangers or protection); the other is mentioned little or not at all. (<b>N.B.</b> “cover” means “in more than two sentences”)</li> <li>• has little overall structure of argument, with little or no progression of ideas</li> <li>• uses very few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<p><b>5–6</b></p>	<ul style="list-style-type: none"> <li>• takes a vague position on the dangers of loss of privacy</li> <li>• provides perhaps one or two simple suggestions about how students can protect themselves <b>OR</b> covers only one of the tasks (dangers or protection); the other is merely mentioned superficially. (<b>N.B.</b> “cover” means “in more than two sentences”)</li> <li>• has a vague overall structure of argument, with weak progression of ideas</li> <li>• uses a few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<p><b>7–8</b></p>	<ul style="list-style-type: none"> <li>• takes a clear position on the dangers of loss of privacy</li> <li>• provides a couple of clear suggestions about how students can protect themselves</li> <li>• has some overall structure of argument, suggesting a progression of ideas</li> <li>• uses paragraphs and cohesive devices to structure the development of ideas reasonably coherently.</li> </ul>
<p><b>9–10</b></p>	<ul style="list-style-type: none"> <li>• takes a clear and precise position on the dangers of loss of privacy</li> <li>• provides several developed suggestions about how students can protect themselves</li> <li>• has a clear overall structure of argument, demonstrating a progression of ideas</li> <li>• uses paragraphing and cohesive devices to structure the development of ideas effectively.</li> </ul>

**Criterion C: Format**

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1</b>	<b>The text type is not recognizable.</b> Conventions appropriate to the text type are not used.
<b>2</b>	<b>The text type is hardly recognizable or is not appropriate.</b> Conventions appropriate to the text type are very limited.
<b>3</b>	<b>The text type is sometimes recognizable and appropriate.</b> Conventions appropriate to the text type are limited.
<b>4</b>	<b>The text type is generally recognizable and appropriate.</b> Conventions appropriate to the text type are evident.
<b>5</b>	<b>The text type is clearly recognizable and appropriate.</b> Conventions appropriate to the text type are effective and evident.

To gain maximum marks **[5]**, all of the bulleted conventions must be applied.

To gain **[3]**, more than half of the conventions must be applied.

Expected conventions of the text type are as follows:

**Question 1: Letter to the editor**

- will adopt a semi-formal to formal register
- will adopt an appropriately serious tone
- will give opinions in an interesting and engaging style
- will include some formal aspects of a letter (date, greeting, closing salutation, *etc*)
- will refer to the original article/issue raised.

**Question 2: Brochure**

- will adopt a semi-formal to formal register
- will have an engaging title
- will have a short introduction and a conclusion
- will identify ideas with format features, eg sub-headings, bullet points, numbering *etc*
- will include practical aspects of the brochure like “contact us”, or “a phone number and/or an email address”.

**N.B.:** *Graphic design as such is not marked*

**Question 3: Article**

- will adopt a semi-formal register
- will have a suitably sensitive and serious tone
- will show awareness of the target teenage audience, eg through language that indicates a direct address (you)
- will have a relevant headline/title
- will have an engaging introduction, development and conclusion.

**Question 4: Blog entry**

- will adopt a semi-formal to informal register
- will have an engaging title for the entry
- will include first person statement
- will show awareness of the reader, *eg* through direct address, a lively and interesting style *etc*
- will include standard blog techniques, *eg* references/links to other entries, invitation to comment *etc*.

**Question 5: Talk**

- will adopt a semi-formal to informal register
- will adopt an appropriately serious tone
- will address the audience and keep contact with them throughout (*eg* use of “we” and “you” *etc*)
- will set out to catch the audience’s attention at the beginning, and leave a clear impression at the end
- will include speech rhetoric *eg* rhetorical questions, repetition *etc*.

## Section B

### Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1–2</b>	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
<b>3–4</b>	<b>Command of the language is generally adequate, despite many inaccuracies.</b> A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
<b>5–6</b>	<b>Command of the language is effective, despite some inaccuracies.</b> A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
<b>7–8</b>	<b>Command of the language is good and effective.</b> A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
<b>9–10</b>	<b>Command of the language is very effective.</b> A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

### Clarification

#### Word count

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#### Language

Not all errors have the same importance, and examiners should bear this in mind. Some errors affect the communication of meaning significantly, and others do not. Also, some errors indicate a fundamental lack of command of the language, while others may simply indicate a moment of forgetfulness.

**SLIPS** – mistakes at all levels of difficulty, but erratic and occasional – eg the candidate normally forms past tenses well, but occasionally forgets “-ed”.

**FLAWS** – errors occur more regularly, particularly in certain structures – eg past tenses are formed correctly quite often, but are not really reliable, and there may be basic confusions (eg past simple versus present perfect).

**GAPS** – some structures are rarely correct, or simply don’t appear – eg the past tenses are needed, but do not appear.

A good answer will have very few language gaps, if any, and slips or flaws very rarely affect meaning.

**Criterion B: Argument**

- How skillfully does the student develop ideas?
- How clear and convincing is the argument?
- To what extent does the student react to the stimulus?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1–2</b>	<b>The development of ideas is very poor, and the argument is unclear and unconvincing.</b> The structure of the argument is vague and confusing. The ideas are irrelevant.
<b>3–4</b>	<b>The development of ideas is poor, and the argument is rarely clear and convincing.</b> The structure of the argument is sometimes apparent. The ideas are sometimes relevant.
<b>5–6</b>	<b>The development of ideas is sometimes good, and the argument has some clarity and is sometimes convincing.</b> The structure of the argument is evident. The ideas are generally relevant.
<b>7–8</b>	<b>The development of ideas is good and methodical; the argument is clear and fairly convincing.</b> The structure of the argument is coherent and organized. The ideas are well expressed and relevant.
<b>9–10</b>	<b>The development of ideas is very good and methodical; the argument is convincing.</b> The structure of the argument is consistently coherent and organized. The ideas are very well expressed, relevant and engaging.

6. Fighting against discrimination will benefit everyone: those who discriminate, and those who are discriminated against.

<p>3-4</p>	<ul style="list-style-type: none"> <li>• shows weak understanding of the stimulus text's view of the benefits of fighting against discrimination, concentrating principally on discrimination in general</li> <li>• covers <u>only one</u> of "those who discriminate" and "those who are discriminated against" <b>OR</b> both, but neither very clearly (<b>N.B.</b> "cover" means "in more than two sentences")</li> <li>• takes a confused / confusing view of the statement</li> <li>• presents arguments that are little developed or unclear</li> <li>• has gaps in the connections (a list of items rather than a text that gels).</li> </ul>
<p>5-6</p>	<ul style="list-style-type: none"> <li>• shows some understanding of the stimulus text's view of the benefits of fighting against discrimination, but concentrates mainly on discrimination in general.</li> <li>• covers <u>only one</u> of "those who discriminate" and "those who are discriminated against" <b>OR</b> both very superficially (<b>N.B.</b> "cover" means "in more than two sentences")</li> <li>• takes a vague view of the statement</li> <li>• presents arguments mainly as simple assertions</li> <li>• connects arguments reasonably well.</li> </ul>
<p>7-8</p>	<ul style="list-style-type: none"> <li>• understands in general the stimulus text's view of the benefits of fighting against discrimination</li> <li>• covers to some degree both "those who discriminate" and "those who are discriminated against"</li> <li>• takes a reasonably coherent view of the statement</li> <li>• develops arguments clearly to some extent</li> <li>• connects arguments clearly.</li> </ul>
<p>9-10</p>	<ul style="list-style-type: none"> <li>• understands well the stimulus text's view of the benefits of fighting against discrimination</li> <li>• covers methodically both "those who discriminate" and "those who are discriminated against"</li> <li>• takes a coherent view of the statement</li> <li>• develops a coherent view of the statement</li> <li>• develop arguments clearly and effectively</li> <li>• merges arguments in a sophisticated way.</li> </ul>