Diploma Programme
Programme du diplôme
Programa del Diploma

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre 2016

English / Anglais / Inglés B

Higher level
Niveau supérieur
Nivel superior

Paper / Épreuve / Prueba 2

14 pages/páginas

International Baccalaureate®
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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	**Command of the language is limited and generally ineffective.** A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	**Command of the language is generally adequate, despite many inaccuracies.** A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	**Command of the language is effective, despite some inaccuracies.** A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	**Command of the language is good and effective.** A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	**Command of the language is very effective.** 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?

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

Question 1: **Cultural diversity**
Your school is to be featured in the next issue of an international education magazine. Write the article that will appear in this magazine, which describes the different ways in which your school assists students who are learners of English to develop their communication skills in this language.

3–4	• mentions no basic information about the school and the language-learning context • includes no distinct technique for developing communication skills in English • describes the 'way' or 'ways' unclearly and/or superficially • uses very few paragraphs and cohesive devices to structure the development of ideas.
5–6	• mentions a little basic information about the school and the language-learning context • includes only one distinct technique for developing communication skills in English; may refer unclearly to others • describes the technique vaguely, (perhaps supported with an occasional example) • uses a few paragraphs and cohesive devices to structure the development of ideas.
7–8	• mentions some basic information about the school and the language-learning context • includes a couple of distinct techniques for developing communication skills in English; may refer superficially to others • describes the techniques fairly clearly, with some detail (perhaps supported with simple examples) • uses competently paragraphs and cohesive devices to structure the development of ideas.
9–10	• mentions relevant basic information about the school and the language-learning context • includes three or more distinct techniques for developing communication skills in English • describes the techniques lucidly and in detail (perhaps supported with directly relevant examples) • uses skilfully paragraphs and cohesive devices to structure the development of ideas.

Question 2: **Customs and traditions**

Social media are changing the ways in which we interact with each other. Write a blog entry describing a recent development in social media and explaining some of the ways it is altering our manners and customs.

3–4	• identifies only a trend in social media • describes the trend unclearly • explains (whether in detail or superficially) only one way in which social relationships ('manners and customs') are affected • uses very few paragraphs and cohesive devices to structure the development of ideas.
5–6	• identifies a general trend more than a development in social media • describes the trend vaguely • explains superficially only two ways in which social relationships ('manners and customs') are affected • uses a few paragraphs and cohesive devices to structure the development of ideas.
7–8	• identifies a generalised development in social media • describes the development reasonably clearly • explains in some detail only two ways in which social relationships ('manners and customs') are affected • uses competently paragraphs and cohesive devices to structure the development of ideas.
9–10	• identifies a specific development in social media • describes the development clearly and effectively • explains in detail at least three ways in which social relationships ('manners and customs') are affected • uses skilfully paragraphs and cohesive devices to structure the development of ideas effectively.

Question 3: **Health**
You are taking part in a class debate on the motion: "Sport is essential to health and happiness". Write the text of your opening speech **either** agreeing **or** disagreeing with this motion.

3–4	• takes a largely confused or unclear position agreeing or disagreeing with the motion • uses no examples to support the argument • provides no real explanation of how health and happiness are linked to sport • has little or no overall structure of argument • uses very few paragraphs and cohesive devices to structure the development of ideas.
5–6	• takes a vague position agreeing or disagreeing with the motion • uses perhaps one example which vaguely supports the argument • provides only superficial explanation of how health and happiness are linked to sport • has a vague overall structure of argument • uses a few paragraphs and cohesive devices to structure the development of ideas.
7–8	• takes a clear position agreeing or disagreeing with the motion • uses simple examples which support the argument • provides some explanation of how health and happiness are linked to sport • has an overall structure of argument, suggesting a progression of ideas • uses competently paragraphs and cohesive devices to structure the development of ideas • may mention opposing arguments for rebuttal purposes.
9–10	• takes a clear and precise position agreeing or disagreeing with the motion • uses detailed examples which support the argument • provides clear explanation of how health and happiness are linked to sport • has a clear overall structure of argument, demonstrating a progression of ideas • uses skilfully paragraphs and cohesive devices to structure the development of ideas • may use effectively opposing arguments for rebuttal purposes.

Question 4: **Leisure**
You recently attended a fundraising concert at your school at which a former student, now a famous musician, took part. Write a review of the event to be published in your school newspaper.

3–4	• provides little or no basic information about the event (*eg* when and where, and/or the object of the fund-raiser, and/or the musician's background) • describes unclearly the act(s) or performance(s) featured • expresses the reviewer's opinion unclearly or not at all • uses few paragraphs and cohesive devices structure the development of ideas.
5–6	• provides a little basic information about the event (*eg* when and where, and/or the object of the fund-raiser, and/or the musician's background) • describes superficially the act(s) or performance(s) featured • expresses opinions vaguely (about performance(s) and/or the event as a whole) • uses a few paragraphs and cohesive devices structure the development of ideas.
7–8	• provides some basic information about the event (*eg* when and where, and/or the object of the fund-raiser, and/or the musician's background) • describes with a little detail the act(s) or performance(s) featured • expresses opinions clearly (about performance(s) and/or the event as a whole) • uses competently paragraphs and cohesive devices to structure the development of ideas.
9–10	• provides full basic information about the event (*eg* when and where; the object of the fund-raiser; the musician's background) • describes in some detail the act(s) or performance(s) featured • expresses opinions clearly and precisely (about performance(s), and the event as a whole) • uses skilfully paragraphing and cohesive devices structure the development of ideas.

Question 5: **Science and technology**
There is a national campaign to lessen the negative impact of humans on the environment.
Write a proposal for the school management, suggesting ways in which your school could use technology to reduce its consumption of resources.

3–4	• ignores the national campaign • identifies vaguely only one technological way to reduce consumption • describes unclearly how such use of technology will benefit the school community • develops no overall argument for the use of the relevant technology • uses very few paragraphs and cohesive devices to structure the development of ideas.
5–6	• mentions in passing the national campaign in any justification for the proposal • identifies vaguely a couple of technological ways to reduce consumption • describes superficially how each use of technology will benefit the school community • develops little overall argument for the use of the relevant technology • uses a few paragraphs and cohesive devices to structure the development of ideas.
7–8	• mentions the national campaign as part of the justification for the proposal • identifies reasonably clearly a couple of technological ways to reduce consumption • describes fairly methodically how each use of technology will benefit the school community • develops some overall argument for the use of the relevant technology • uses competently paragraphs and cohesive devices to structure the development of ideas.
9–10	• refers clearly to the national campaign as part of the justification for the proposal • identifies clearly three or more technological ways to reduce consumption • describes methodically how each use of technology will benefit the school community • develops a coherent overall argument for the use of the relevant technology • uses skilfully paragraphs and cohesive devices to structure the development of ideas.

Criterion C: Format

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

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	**The text type is not recognizable.** Conventions appropriate to the text type are not used.
2	**The text type is hardly recognizable or is not appropriate.** Conventions appropriate to the text type are very limited.
3	**The text type is sometimes recognizable and appropriate.** Conventions appropriate to the text type are limited.
4	**The text type is generally recognizable and appropriate.** Conventions appropriate to the text type are evident.
5	**The text type is clearly recognizable and appropriate.** 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: **Article**
- will adopt a semi-formal register
- will have a suitably serious tone
- will use techniques that engage and interest readers, *eg* direct address
- will have a relevant headline/title
- will have an introduction intended to catch the readers' attention.

Question 2: **Blog**
- will adopt a semi-formal to informal register
- will have an engaging title for the entry
- will include first person statement and/or narration
- will show awareness of the reader, *eg* through a lively and interesting style *etc*
- will have a closing statement, *eg* invitation to comment, a conclusion drawn *etc*.

Question 3: **Speech**
- will adopt a semi-formal register perhaps with flashes of humour
- 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 elements of speech rhetoric *eg* rhetorical questions, repetition *etc*.

Question 4: **Review**
- will adopt a semi-formal register
- will use a tone and style to engage the reader
- will have a title intended to attract and interest the reader
- will have an introduction and a clear conclusion
- will have the name of the reviewer.

Question 5: **Proposal**
- will adopt a formal register
- will use a style aimed to persuade a specified audience
- will have a title summarizing the overall subject
- will set out the text clearly using features such as headings, short clear paragraphs, sections identified by numbers/letters/bullets, insetting *etc*
- will have an introduction and a conclusion.

> ***N.B.:*** *It is acceptable for the proposal to be presented within the framework of a letter / email, provided the features above are present.*

Section B

Criterion A: Language

• How effectively and accurately does the student use language?

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

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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?

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

6.   "They always say time changes things, but you actually have to change them yourself."

Andy Warhol.

3–4	• addresses little or not at all the central issue of whether time or individuals bring about change • offers little or no clarification of what is meant by 'time' • takes an unclear view of the statement –neither 'time' nor 'individuals' nor a more balanced view are clearly explained • presents arguments that are little developed or unclear.
5–6	• addresses vaguely the central issue of whether time or individuals bring about change • offers an attempt at clarification of what is meant by 'time' • takes an imprecise view of the statement – 'time' or 'individuals' or a balanced view are suggested but not explored • presents arguments mainly as simple assertions.
7–8	• addresses to some extent the central issue of whether time or individuals bring about change • offers some clarification of what is meant by 'time' • takes a reasonably clear view of the statement – perhaps that either 'time' or 'individuals' are more significant, or a balanced view of how the two factors interact • presents arguments that are developed clearly to some extent.
9–10	• addresses directly the central issue of whether time or individuals bring about change • offers an effective clarification of what is meant by 'time' • takes a clear and coherent view of the statement – that either 'time' or 'individuals' are more significant, or a balanced view of how the two factors interact • presents arguments that are developed clearly and methodically.