

**Markscheme  
Barème de notation  
Esquema de calificación**

**May / Mai / Mayo de 2018**

**English / Anglais / Inglés B**

**Higher level  
Niveau supérieur  
Nivel superior**

**Paper / Épreuve / Prueba 1**

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The following are the annotations available to use when marking responses.

Annotation	Explanation		Annotation	Explanation
	Award 0 – automatically awards zero for a given response			On page comment
	Tick 1 – automatically awards one point for a given response			Unclear content or language
	Incorrect point			SEEN - every scanned page must be annotated or marked as SEEN
	Ellipse that can be expanded			Good Response/Good Point
	Horizontal wavy line that can be expanded			Caret – indicates omission
	Highlight tool that can be expanded			Vertical wavy line that can be expanded

You **must** make sure you have looked at all pages. Please put the **SEEN** annotation on any blank page, to indicate that you have seen it.

When using the **On Page Comments** annotation, please keep the following in mind:

- Avoid covering the candidate’s own writing. This can be done by writing your comments in the margins then running the arrow attached to the “**on-page comment**” annotation to the appropriate place.
- Provide all comments in the target language.

### **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](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 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](mailto: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](mailto: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 — Nearly 1,000 walk to support the Friendship Circle of Miami**

Question	Target answer	Accept	Do not accept	Marks
1.	C, D, H, K, L	in any order. Award <b>[1]</b> for each correct answer.		<b>5</b>
2.	to foster friendship and acceptance	other wording with the same meaning.	verbatim copying of “(a nonprofit that) pairs special-needs children with volunteers to foster friendship and acceptance”	<b>1</b>
3.	<ul style="list-style-type: none"> <li>• (and she) has remained (ever since)</li> <li>• (and she has) remained ever since</li> </ul>	exact wording only.		<b>1</b>
4.	<ul style="list-style-type: none"> <li>• teens</li> <li>• our generation</li> </ul>	other wording that reflects the correct answer, eg: <ul style="list-style-type: none"> <li>• teenagers (of the Friendship Circle of Miami)</li> <li>• teens like Dorr</li> <li>• teen/teenage volunteers</li> <li>• volunteer teens</li> <li>• Mackenzie/Dorr’s/her generation</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteers (at/of the Friendship Circle)</li> <li>• Dorr and other volunteers</li> </ul>	<b>1</b>
5.	mild			<b>1</b>
6.	C			<b>1</b>
7.	B			<b>1</b>
<b>Total</b>				<b>11</b>

**Text B — Guide to Evergreen Content**

Question	Target answer	Accept	Do not accept	Marks
8.	the volume of online content increases	other wording with the same meaning.		1
9.	rejigged time and time again	exact wording only.		1
10.	(to) boost	exact wording only.		1
11.	delete the content	other wording with the same meaning, eg: <ul style="list-style-type: none"> <li>• delete</li> <li>• delete it/them/those pieces</li> <li>• delete content they/you no longer need</li> </ul>		1
12.	(several) hidden gems	<ul style="list-style-type: none"> <li>• hidden gems from (a/an/the) archive of content</li> </ul>	<ul style="list-style-type: none"> <li>• ‘gems’ without ‘hidden’</li> <li>• really good past content</li> <li>• hidden pieces in content creator’s archive that are useful</li> <li>• hidden gems in (one’s/your/content creator’s) content <b>without</b> ‘archived’</li> </ul>	1
13.	D			1
14.	A			1
15.	H			1
16.	B			1
17.	C			1
<b>Total</b>				<b>10</b>

**Text C — Paul’s Case: A Study in Temperament**

Question	Target answer	Accept	Do not accept	Marks
18.	to account for his (various) misdemeanors	other wording with the same meaning.	<ul style="list-style-type: none"> <li>‘for his various misdemeanors’ <b>without</b> ‘to account for’</li> </ul>	1
19.	peculiarly offensive (in a boy)			1
20.	B			1
21.	C			1
22.	A			1
23.	C			1
24.	A			1
25.	J			1
26.	D			1
27.	H			1
28.	F			1
29.	(his/Paul’s) father	<ul style="list-style-type: none"> <li>the father</li> <li>(the) father’s</li> <li>Paul’s father’s</li> </ul>	<ul style="list-style-type: none"> <li>(the) fathers</li> </ul>	1
30.	(a/the red) carnation (in his buttonhole)	<ul style="list-style-type: none"> <li>(a/the red) carnation in Paul’s buttonhole</li> </ul>		1
31.	belladonna			1
32.	(his/Paul’s) English teacher	<ul style="list-style-type: none"> <li>the English teacher</li> </ul>	<ul style="list-style-type: none"> <li>‘the teacher’ <b>without</b> ‘English’</li> </ul>	1
<b>Total</b>				<b>15</b>



**Text D — Authors reveal the secrets of their craft**

Question	Target answer	Accept	Do not accept	Marks	
<b>NOTE:</b> For questions 33 to 36, the answer must use the exact wording from the text.					
33.	father's exile from Scotland (– self-exile really – and then exile from Great Britain)	<ul style="list-style-type: none"> <li>father's exile from Scotland and then from Great Britain</li> </ul>		1	
34.	(always) felt something of an outsider			1	
35.	read a lot			1	
36.	<ul style="list-style-type: none"> <li>a different world</li> <li>a more ordered world</li> <li>a safer world</li> </ul>		<ul style="list-style-type: none"> <li>a more ordered <b>and</b> (a) safer world</li> </ul>	1	
37.	A, D	in any order. Award <b>[1]</b> for each correct answer.		2	
38.	B, D	in any order. Award <b>[1]</b> for each correct answer.		2	
39.	B, C	in any order. Award <b>[1]</b> for each correct answer.		2	
40.	experience			1	
41.	category			1	
42.	inspired			1	
43.	explored			1	
				<b>Total</b>	<b>14</b>

**Text E — An excerpt from Tan Le’s TED Talk “My Immigration Story”**

Question	Target answer	Accept	Do not accept	Marks
44.	false • (this is) not a finished story • (it is a) jigsaw puzzle still being put together			1
45.	false (a man whose whole life had been) balanced on the single hope (of his country's unity and freedom)			1
46.	true (my) duty was not to allow it to have been in vain			1
47.	true (for her,) life had distilled itself into one task			1
48.	false (it was) inconceivable to her that she would not succeed			1
49.	H			1
50.	D			1
51.	E			1
52.	B			1
53.	C			1
				<p style="text-align: right;"><b>Total</b></p> <p style="text-align: right;"><b>10</b></p>