

**MARKING NOTES**  
**NOTES À PROPOS DE LA NOTATION**  
**ESQUEMA DE CALIFICACIÓN**

**May / mai / mayo 2003**

**ENGLISH / ANGLAIS / INGLÉS B**

**Standard Level**  
**Niveau Moyen**  
**Nivel Medio**

**Paper / Épreuve / Prueba 2**

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Most of the comments which follow are based on an interpretation of Criterion A. Under Criterion B, the key elements will be coherence of structure and appropriate register, with some attention to correct format in tasks such as letter writing. The descriptors usually provide adequate guidance for Criterion C.

The starting point for Criterion A is the degree to which the response has met the reader's expectations with conviction. When deciding whether or not a response can be considered for the top band of 9 or 10 marks, I would suggest that if it can, most of the following concerns have been dealt with successfully.

1. Responses should employ the format (layout, addresses, date, salutation, *etc.*) and formality of a business letter.

Candidates may pick one or both of the options – don't know / don't care – but there should be clear description and illustration of the problem at the local or national (**not** global) level.

Responses which go beyond simple consciousness-raising to proposing some form of (lawful!) action are to be rewarded.

2. There should be an explicit acknowledgment of the audience for this oral context task. Formal speech register is required, but rhetorical flourishes should be rewarded rather than expected.

It should be clear which position the response is supporting; while the opposing case may be addressed, there should be no fence sitting.

It is anticipated that many responses will speak for the motion as this seems a clearer case to develop. Such responses should confine themselves to the two areas in the motion, and provide specific illustration to complement a reasoned overview and analysis.

Responses opposing the motion will need to go beyond simply arguing that these two elements are not all consuming. Alternative film types/genres would need to be advanced, or (permissibly so) there should be the introduction of an alternative interest outside the world of cinema.

3. The style and register should be appropriate for a school readership, and some informality may be valid to suit the sales pitch.

Successful responses will outline the benefits with clarity and persuasive illustration.

Some element of personal experience may be in order.

4. There can be considerable flexibility around the format, layout and appearance of the “leaflet”. The key component for our purpose is the text, not the creative graphic/visual embellishment.

The content of the task will need to include both the aims (elaborated clearly, perhaps with some rationale) and also the activities, which need to be explained and illustrated.

Like question 3, this task requires skill in persuasion to be successful. Give credit to responses which will appeal equally to “staff and students”.

The focus should be local, possibly national, but not global. It would be appropriate to have this be suggested as a CAS project, but this is not a requirement.

5. The best responses will reflect the style of an authentic restaurant review, but this task need not have appeal for the foodies set to be successful. Creativity – such as the use of a rating system — should be rewarded but not expected.

At least three of the four listed aspects should be addressed, and others may be added.

Specifics are essential but need not involve gastronomic expertise. More practical matters must be looked after such as the address, phone number and need – or lack thereof, given the target clientele – for reservations.

6. This is likely to prove the most popular task – if only for the medium alone. Successful use of e-mail conventions cannot be anticipated, but should be rewarded.

It is reasonable to include some extraneous content, but most of the communication should be on the topic of the new sport or hobby.

The best responses will deal very effectively with both information component (detail and illustration) as well as the feelings/reflections generated, particularly the requisite “enthusiasm”.

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