



**MARKSCHEME
BARÈME DE NOTATION
ESQUEMA DE CALIFICACIÓN**

May / Mai / Mayo 2008

ENGLISH / ANGLAIS / INGLÉS B

**Standard Level
Niveau Moyen
Nivel Medio**

Paper / Épreuve / Prueba 1

The answers given in this markscheme contain the essential information that candidates are expected to provide in order to gain full marks for each question.

Where appropriate, the information may be expressed in phrases other than those indicated, but full marks may only be awarded if all the necessary information is given.

Incomplete answers should be marked as directed.

Do not use half marks.

Unless otherwise indicated no marks are to be awarded or deducted for use of language: linguistic errors should only be taken into account if communication is severely impaired and the answer is incomprehensible to a normal speaker of the language.

Assistant Examiners are requested to wait until they are contacted by their team leader before beginning the marking (see the examiners instructions for further details).

Les réponses données dans ce barème de notation contiennent l'essentiel de ce qu'on demande aux candidats pour qu'ils puissent obtenir la note maximum pour chaque question.

Les réponses peuvent être formulées différemment mais la note maximum ne sera attribuée que si le contenu de la réponse est exact.

Les réponses incomplètes seront notées selon les indications données.

En aucun cas, des demi-points ou des fractions ne doivent être attribués.

À moins d'une indication spécifique, aucun point ne sera ni ajouté ni ôté pour l'utilisation de la langue : les erreurs linguistiques ne seront prises en considération que si elles nuisent sérieusement à la communication et rendent ainsi la réponse incompréhensible.

Les examinateurs assistants sont priés d'attendre d'être contactés par leur chef d'équipe avant de commencer leurs corrections (voir les instructions aux examinateurs pour de plus amples détails).

Las siguientes respuestas contienen la información esencial que los alumnos han de proporcionar para conseguir la máxima puntuación en cada pregunta.

En ocasiones, esta información puede expresarse de manera distinta a la indicada, pero para conseguir la máxima puntuación se han de mencionar todos los detalles requeridos.

Las respuestas incompletas deberán corregirse de la manera indicada en las instrucciones.

No utilice fracciones de puntos.

A menos que se indique lo contrario, no se deben añadir ni restar puntos por la calidad en el uso de la lengua: los errores lingüísticos sólo se tomarán en cuenta si la comunicación queda seriamente perjudicada o si la respuesta resulta incomprensible.

Se pide a los examinadores asistentes que esperen a ser contactados por su examinador líder de equipo antes de iniciar la corrección (para más información, refiéranse a las instrucciones para los examinadores).

- *One mark is allocated per question unless otherwise indicated.*
- *Sauf indication contraire, chaque question vaut un point.*
- *Cada pregunta vale un punto, a menos que se indique algo distinto.*

SECTION A

TEXT A — SHARK SPOTTERS OF SOUTH AFRICA

1. A, D, E, I (*accept these in any order*) **[4 marks]**

In questions 2–5 accept other words which convey the same meaning.

2. he knows what an important/serious responsibility his job as a shark spotter is
3. *Accept any two of the following:*
sounds a warning siren / raises the/a white flag / (runs along the beach), shouts to bathers to leave the sea **[2 marks]**
4. about half / about 50% (*do not accept only “half” or “50%”*)
5. *Accept any one of the following:*
fish stocks have become smaller / food supply has been reduced / tourists who go “cage diving”

TEXT A: [9 marks]

TEXT B — BORN FOR HOLLYWOOD

6. *Any one of the following:*
varied landscapes / affordability / picture-perfect exotic locations / the town’s marketplace
7. \$60 per day

NOTE: For the justification in questions 9 to 12, allow only the quotation as given, possibly with one or two additional words. Both True/False and quotation response must be correct for the mark.

8. False – “when there is no shooting, residents carry on living in their homes ...” or “when there’s no movie in town ...”
9. False – “the town’s only movie theatre shut down (about 5 years ago because of lack of business)”
10. True – “his father appeared as an extra in the epic film *Lawrence of Arabia* more than forty years ago”
11. True – “if we make a fuss, they may not hire us again” or “but I kept my mouth shut. We have no union to complain to”
12. I
13. G
14. K
15. J
16. B

TEXT B: [11 marks]

TEXT C — LYING

17. C

18. G

19. A

20. A

21. C

22. B

23. B

24. office communications

25. email

26. competitive workplace(s)

TEXT C: [10 marks]

SECTION A: [30 marks]

SECTION B

TEXT D — SCHOOL UNIFORMS: TO WEAR OR NOT TO WEAR

Communicative Purpose:

Controversial argument – communicate to principal through a formal letter.

Register and Style:

The register should be in the range of semi-formal to formal.

Language accuracy is not formally assessed here and should be considered only where mistakes obscure meaning.

Message:

The aim is to write a letter to the school principal arguing against the adoption of a school uniform policy. The student’s feelings of negativity towards the school uniform policy should be clearly conveyed.

The descriptors regarding copying from the text should be strictly adhered to. Verbatim copying of short sections of the text does NOT constitute “undue copying”; the copying of any section (whether it be long or short) without using it appropriately and incorporating it sensibly into the response would constitute undue copying. Students should be heavily penalized for writing a letter against the school uniform policy without citing details from the source text.

The writer should include some of the following details from the text:

- Whether or not to wear school uniforms is a heated contemporary debate
- many experts believe that the cost of uniforms is a disadvantage
- buying uniforms increases the amount of clothing parents will have to buy because kids will still want and need clothing for after-school activities
- requiring kids to wear uniforms prevents self-expression
- requiring kids to wear uniforms reduces creativity
- students who are forced to wear uniforms will only find other, less appropriate ways to express themselves, possibly through inappropriate use of makeup, jewelry and even body piercings
- school psychologists believe that children need to feel comfortable to learn effectively
- uniforms reduce one’s ability to choose clothing that fits individual comfort needs
- Dr Hilfer says there is a downside: “Clothes are a source of expression for children, and as kids get older, they become increasingly resentful of uniforms.”

Criterion B:

To achieve level 5 (adequate understanding) **at least five** details should be included.
To achieve level 9 (very good understanding) **at least eight** details should be included.

SECTION B: [10 marks]

TOTAL: [40 marks]
