



# **MARKSCHEME BARÈME DE NOTATION ESQUEMA DE CALIFICACIÓN**

**November / novembre / noviembre 2011**

**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, refiéransen 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 — SOME HEALTH MYTHS EXPOSED

1. C, D, G, J (*in any order*) *[4 marks]*
2. (a) (ghost) stories { *(in any order)* *[1 mark]*  
(b) (fairy) tale *[1 mark]*
3. D
4. F

**TEXT A: [8 marks]**

**TEXT B — SAY “SORRY” THE RIGHT WAY AND GIVE THE LEFT EAR A MISS!**

**NOTE:** *For the justification in questions 5 to 8, 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.*

5. False – (researchers carried out hearing tests) on both left and right ears before and after
6. True – the right ear’s ability to pick up sounds increased (significantly) when the men were angry / if anger activates it, noise from the right (but not the left) will be heard more clearly
7. True – the left side of the brain processes sounds that come in through the right ear
8. False – (the smokers were) almost twice as likely to comply when the request was directed to their right ear
9. someone / a person / the people you want to persuade (to do something)
10. Italian researchers  
*Do not accept just “researchers”.*
11. sales teams / sales staff  
*Do not accept just “teams” or “staff”.*
12. method
13. sensitive
14. favourable
15. side
16. C/A  
*Accept either for one mark.*

**TEXT B: [12 marks]**

**TEXT C — DOES WINNING A HUGE AMOUNT OF MONEY MAKE YOU HAPPY?**

17. jealousy / heated discussion (at the office/in the back of taxis)

18. (a) shock *[1 mark]*  
(b) very strong (initial) delight *[1 mark]* *{ (in any order)*  
*Accept words with the same meaning.*

19. (the winners) smoke more and drink more  
*Both responses are required for the mark.*

20. C

21. A

22. B

23. H

24. D

25. A

**TEXT C: [10 marks]**

**SECTION A: [30 marks]**

**SECTION B****TEXT D — TIMETABLE FOR CHANGE**

**Communicative purpose:** Written interaction/e-mail to friend

**Register and style:** The register should be informal.

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

**Message:** The aim of this task is to show enthusiasm for the changes, focusing on the positive aspects of the changes to the school’s timetable.

The descriptors regarding copying from the text should be carefully 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 them appropriately and incorporating them sensibly into the response is what constitutes undue copying.

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

- A. Time is not allocated in rigid blocks. (*Paragraph 1*)
- B. Music might only need a few/10 minutes / drama might need days. (*Paragraph 1*)
- C. Teachers have a goal of what skills need to be taught each year. (*Paragraph 2*)
- D. This is a more natural way of working. (*Paragraph 2*)
- E. If a topic is going well, then the teacher has the freedom to develop the idea (at length). (*Paragraph 2*)
- F. Children become more motivated, challenged and excited. (*Paragraph 2*)
- G. Children become more able to work independently. (*Paragraph 2*)
- H. Teachers can monitor progress more easily. (*Paragraph 3*)
- I. Students can engage in a range of activities in each session. (*Paragraph 3*)

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]**

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