

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre 2016

English / Anglais / Inglés B

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 2

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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 generally inadequate. A very limited range of vocabulary is used, with many basic errors. Simple sentence structures are rarely clear.
3–4	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.
5–6	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.
7–8	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
9–10	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.

Clarification

Word count

At SL, students are required to write a minimum of 250 words. Failure to write the minimum number of words will result in a **[1 mark]** penalty under criterion A. 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 few language gaps, and slips or flaws 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 unclear; supporting details are very limited and/or not appropriate.
3–4	The message has barely been communicated. The ideas are sometimes irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
5–6	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.
7–8	The message has been communicated fairly well. The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
9–10	The message has been communicated well. The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.

Question 1: Cultural diversity

You are happy that, over the course of your IB experience, your English has improved significantly from when you started. Write a blog entry describing an important moment or phase in your language development that you experienced during this time.

<p>3–4</p>	<ul style="list-style-type: none"> • covers the background context in an unclear or confusing manner (eg the state of language development prior to the moment or phase) (<i>N.B. “cover” means “in more than two sentences”</i>) • mentions a moment or phase of language development in a superficial or confusing manner • takes a positive perspective in its description • mentions the outcome and significance of the moment or phase in a confusing manner and with perhaps no supporting details given OR with irrelevant details provided • makes very little or no use of paragraphs and cohesive devices • may indicate few reflections on the experience.
<p>5–6</p>	<ul style="list-style-type: none"> • explains the background context with few details (eg the state of language development prior to the moment or phase) • describes superficially a moment or phase of language development • takes a positive perspective in its description • addresses with some explanations and little support the outcome and significance of the moment or phase • uses few paragraphs and cohesive devices which structure the development of ideas • may indicate few reflections on the experience.
<p>7–8</p>	<ul style="list-style-type: none"> • explains the background context with some explanations (eg the state of language development prior to the moment or phase) • describes clearly and with some detail a moment or phase of language development • takes a positive perspective in its description • describes with some explanations and supporting details the outcome and significance of the moment or phase • includes some reflections on the experience • uses paragraphing and cohesive devices which structure the development of ideas coherently.
<p>9–10</p>	<ul style="list-style-type: none"> • explains clearly and effectively the background context (eg the state of language development prior to the moment or phase) • describes clearly and vividly a moment or phase of language development • takes a positive perspective in its description • explains clearly the outcome and significance of the moment or phase • includes some reflections on the experience • uses paragraphing and cohesive devices which structure the development of ideas effectively.

Question 2: Customs and traditions

Many of your classmates will be applying for part-time jobs in an English-speaking country this summer. Write a set of guidelines to be posted on your school website, giving tips on what to do and what not to do when they attend an employment interview.

<p>3–4</p>	<ul style="list-style-type: none"> • states the purpose of the guidelines in a confusing and unclear manner • mentions in a confusing manner OR with irrelevant details at least two examples of what to do and what not to do in an employment interview (<i>N.B. Tips may include good manners, physical comportment, dress etc</i>) • covers only one part of the question (what to do or what not to do) OR both parts (what to do and what not to do) in a confusing manner (<i>N.B. “cover” means “in more than two sentences”</i>) • makes very little or no use of cohesive devices.
<p>5–6</p>	<ul style="list-style-type: none"> • states the purpose of the guidelines in a superficial manner • mentions with little support at least two examples of what to do and what not to do in an employment interview (<i>N.B. Tips may include good manners, physical comportment, dress etc</i>) • addresses only one part of the question (what to do or what not to do) with some detail OR both parts (what to do and what not to do) in a superficial basic manner • uses few cohesive devices which structure the development of ideas • may anticipate difficulties in a superficial manner.
<p>7–8</p>	<ul style="list-style-type: none"> • states the purpose of the guidelines in a generally clear manner • provides at least two examples of what to do and what not to do in an employment interview using some explanations for each (<i>N.B. Tips may include good manners, physical comportment, dress etc</i>) • addresses both parts of the question (what to do and what not to do) competently and with some detail • uses cohesive devices which structure the development of ideas clearly • may anticipate difficulties, providing some detail.
<p>9–10</p>	<ul style="list-style-type: none"> • states clearly and effectively the purpose of the guidelines • explains clearly and effectively at least three examples of what to do and what not to do in an employment interview (<i>N.B. Tips may include good manners, physical comportment, dress etc</i>) • addresses both parts of the question (what to do and what not to do) effectively. • uses cohesive devices which structure the development of ideas effectively • may anticipate difficulties, providing lucid explanations.

Question 3: Health

As the editor of your school magazine, you recently interviewed a Community Health Officer about the ways in which schools and families can contribute to making students better informed about health education. Write an article based on this interview. Do **not** simply write the exact words (transcript) of the interview.

<p>3–4</p>	<ul style="list-style-type: none"> • refers superficially to the Community Health Officer and states the purpose of the interview in a confusing and unclear manner • covers one or two ways in which schools and families can contribute to student health education in a confusing manner OR with irrelevant details provided (<i>N.B. “cover” means “in no more than two sentences”</i>) • uses very weak or confusing examples and explanations to support the arguments provided • makes very little or no use of paragraphing and cohesive devices.
<p>5–6</p>	<ul style="list-style-type: none"> • introduces the Community Health Officer and states the purpose of the interview in a superficial manner • mentions with little support provided two ways in which schools and families can contribute to student health education OR one way (in which schools and families can contribute to student health education) in a superficial basic manner • supports the arguments provided using few explanations and examples. Examples may be based on personal experience(s) • uses few paragraphs and cohesive devices which structure the development of ideas.
<p>7–8</p>	<ul style="list-style-type: none"> • introduces the Community Health Officer and the purpose of the interview in a generally clear manner • describes with some detail at least two ways in which schools and families can contribute to student health education • supports the arguments provided using some explanations and relevant examples. Examples may be based on personal experience(s) • uses paragraphing and cohesive devices which structure the development of ideas coherently • may refer to student health education issues that gave rise to the interview.
<p>9–10</p>	<ul style="list-style-type: none"> • introduces clearly and concisely the Community Health Officer and the purpose of the interview • describes fully and clearly the at least two ways in which schools and families can contribute to student health education • supports the arguments provided effectively using detailed explanations and relevant examples. Examples may be based on personal experience(s) • uses paragraphing and cohesive devices which structure the development of ideas effectively • may refer to student health education issues that gave rise to the interview.

Question 4: Leisure

Last week, you helped to organize a children’s party. Your responsibility was to invent a fun game in which children could compete for prizes. Write an e-mail to your friend, describing how the game went and reflecting on the experience.

<p>3–4</p>	<ul style="list-style-type: none"> covers the context of the email (eg how they were asked to help at the children’s party) in a confusing manner (N.B. “cover” means “in more than two sentences”) identifies where and when the game took place addresses the occasion for the children’s party, eg Christmas, birthday, “just for fun” etc in a confusing and unclear manner addresses the game and its “fun” aspect in a confusing manner covers how the children reacted to the game in an unclear or confusing manner (N.B. “cover” means “in more than two sentences”) provides personal reflections on the experience in an unclear and confusing manner covers only one part of the question (describe or reflect) OR both parts of the question (describe and reflect) in a confusing manner (N.B. “cover” means “in more than two sentences”) makes very little or no use of cohesive devices.
<p>5–6</p>	<ul style="list-style-type: none"> addresses the context of the email in a superficial manner (eg how they were asked to help at the children’s party) identifies superficially where and when the game took place addresses with little support or basic details the occasion for the children’s party, eg Christmas, birthday, “just for fun” etc addresses with little support or basic details the game and its “fun” aspect addresses with little support or basic detail how the children reacted to the game provides personal reflections on the experience in a superficial manner addresses only one part of the question (describe or reflect) with some detail OR both parts of the question (describe and reflect) in a superficial or basic manner uses few paragraphs and cohesive devices which structure the development of ideas.
<p>7–8</p>	<ul style="list-style-type: none"> explains with some details the context of the email (eg how they were asked to help at the children’s party) identifies generally clearly where and when the game took place describes with some detail the occasion for the children’s party, eg Christmas, birthday, “just for fun” etc describes with some detail the game and its “fun” aspect describes with some supporting details how the children reacted to the game provides personal reflections on the experience using some detail addresses both parts of the question (describe and reflect) competently and with some details uses paragraphing and cohesive devices which structure the development of ideas coherently.
<p>9–10</p>	<ul style="list-style-type: none"> explains clearly and effectively the context of the email (eg how they were asked to help at the children’s party) identifies clearly where and when the game took place describes effectively the occasion for the children’s party, eg Christmas, birthday, “just for fun” etc describes lucidly and effectively the game and its “fun” aspect describes effectively how the children reacted to the game provides personal reflections on the experience using lucid explanations addresses both parts of the question (describe and reflect) effectively uses paragraphing and cohesive devices which structure the development of ideas effectively.

Question 5: Science and technology

The topic of your school’s next debate is: “It is unfortunate that today’s teenagers generally spend more time with electronic devices as a means of communication than on personal interaction.” Write the text of your opening speech **either** agreeing **or** disagreeing with this idea.

<p>3–4</p>	<ul style="list-style-type: none"> • addresses electronic devices vs. personal interaction as means of communication in a confusing way; might digress into other topics • takes a confusing or unclear stance for or against the topic • uses very weak or confusing examples and explanations to support the arguments provided • makes very little or no use of paragraphs and cohesive devices • may acknowledge the opposing view in a confusing and unclear manner.
<p>5–6</p>	<ul style="list-style-type: none"> • covers electronic devices vs. personal interaction as means of communication in a vague manner with more noticeable digression into technology or personal interaction in general (<i>N.B. “cover” means “in more than two sentences”</i>) • takes an unclear stance for or against the topic • supports the arguments provided using few explanations and examples. Examples may be based on personal experience(s) • uses few paragraphs and cohesive devices which structure the development of ideas • may acknowledge the opposing view and offer rebuttal in a superficial manner.
<p>7–8</p>	<ul style="list-style-type: none"> • focuses on electronic devices vs. personal interaction as means of communication with little digression into technology or personal interaction in general • takes a generally clear stance either for or against the topic • supports the arguments provided using some explanations and relevant examples. Examples may be based on personal experience(s) • uses paragraphing and cohesive devices which structure the development of ideas coherently • may acknowledge the opposing view and offer a brief rebuttal.
<p>9–10</p>	<ul style="list-style-type: none"> • focuses principally and clearly on electronic devices vs. personal interaction as means of communication • takes a clear stance either for or against the topic • supports the arguments provided effectively using detailed explanations and relevant examples. Examples may be based on personal experience(s) • uses paragraphing and cohesive devices which structure the development of ideas effectively • may acknowledge the opposing view and offer a brief rebuttal.

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: Blog entry

- will adopt a semi-formal to informal register
- will have an engaging title for the entry
- will use first person narration and/or statement
- will show awareness of the readers, eg through direct address, a lively and interested style *etc*
- will have a closing statement, eg invitation to comment, a conclusion drawn *etc*.

Question 2: Guidelines

- will adopt a semi-formal register
- will directly address the intended audience
- will have a clear and focused heading/title
- will set out the guidelines clearly, using eg bullets, sub-headings, numbering *etc*
- will include a short introduction and conclusion.

Question 3: Interview

- will adopt a semi-formal to formal register
- will have a relevant headline/title
- will have an introduction and a conclusion
- will have a style aimed at involving and interesting the reader
- will refer to the interview, including direct quotations; it will not be a verbatim transcript.

Question 4: Email

- will adopt a consistently informal register
- will adopt a lively, engaging style, perhaps with some “youth-speak” eg “I’m good”, “can’t wait”
- will maintain a clear sense of address to a specific person
- will have an appropriate opening salutation
- will have an appropriate closing salutation.

N.B. Some limited use of textese (eg 4 for four/for and u for you) and/or emoticons is permissible.

Question 5: Speech

- will adopt a semi-formal register
 - 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.
-