

**Marking notes**  
**Remarques pour la notation**  
**Notas para la corrección**

**November / Novembre / Noviembre 2017**

**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?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1–2</b>	<b>Command of the language is generally inadequate.</b> A very limited range of vocabulary is used, with many basic errors. Simple sentence structures are rarely clear.
<b>3–4</b>	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
<b>5–6</b>	<b>Command of the language is generally adequate, despite many inaccuracies.</b> A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
<b>7–8</b>	<b>Command of the language is effective, despite some inaccuracies.</b> A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
<b>9–10</b>	<b>Command of the language is good and effective.</b> 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?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1–2</b>	<b>The message has not been communicated.</b> The ideas are irrelevant and/or repetitive. The development of ideas is unclear; supporting details are very limited and/or not appropriate.
<b>3–4</b>	<b>The message has barely been communicated.</b> The ideas are sometimes irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
<b>5–6</b>	<b>The message has been partially communicated.</b> The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
<b>7–8</b>	<b>The message has been communicated fairly well.</b> The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
<b>9–10</b>	<b>The message has been communicated well.</b> The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.

**Question 1: Cultural diversity**

Your English teacher has set the following question as your next essay assignment: “In our modern world, are national borders still relevant?” Write the essay.

<p><b>3–4</b></p>	<ul style="list-style-type: none"> <li>• addresses whether national borders are still relevant in our modern world in a confusing way; may digress into other topics</li> <li>• expresses unclear or confusing viewpoints about the topic</li> <li>• uses very weak or confusing explanations and examples to support the arguments provided</li> <li>• makes very little or no use of paragraphing and cohesive devices</li> <li>• may consider the present day and contrasts with past times but in a confusing manner.</li> </ul>
<p><b>5–6</b></p>	<ul style="list-style-type: none"> <li>• covers whether national borders are still relevant in our modern world in a vague manner and with more noticeable digression into cultural diversity in general. (N.B. “cover” means “in more than two sentences”)</li> <li>• expresses unclear viewpoints about the topic</li> <li>• supports the arguments provided, using few explanations and examples. Examples may be based on personal experience</li> <li>• uses few paragraphs and cohesive devices which structure the development of ideas.</li> </ul>
<p><b>7–8</b></p>	<ul style="list-style-type: none"> <li>• focuses on whether national borders are still relevant in our modern world with little digression into cultural diversity in general</li> <li>• expresses generally clear viewpoints; the candidate may write a balanced argument, defend one point of view, use an analytic approach, etc.</li> <li>• supports the arguments provided, using some explanations and relevant examples. Examples may be based on personal experience</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas coherently</li> <li>• may consider the present day and contrasts with past times.</li> </ul>
<p><b>9–10</b></p>	<ul style="list-style-type: none"> <li>• focuses principally and clearly on whether national borders are still relevant in our modern world not on cultural diversity in general</li> <li>• expresses clear and lucid viewpoints; the candidate may write a balanced argument, defend one point of view, use an analytic approach, etc.</li> <li>• supports the arguments provided effectively, using detailed explanations and effective examples. Examples may be based on personal experience</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas effectively</li> <li>• may consider the present day and contrasts with past times.</li> </ul>

**Question 2: Customs and traditions**

You are currently living in an English-speaking country and your local newspaper has published an article in support of a custom or tradition of the country that you do not agree with. Write a letter to the editor, explaining why you do not agree, and what alternative custom or tradition could take its place.

<p>3–4</p>	<ul style="list-style-type: none"> <li>• addresses a custom or tradition of the country that they disagree with (whether national or local) in a confusing way; may digress into other irrelevant topics</li> <li>• makes a confusing reference to the undesirable custom or tradition</li> <li>• mentions in a confusing manner <b>OR</b> with irrelevant details <b>one or two</b> reasons why they disagree with the continuation of the custom or tradition</li> <li>• suggests in a confusing manner or with irrelevant details an alternative custom or tradition</li> <li>• covers <b>only one</b> part of the question (explain <b>or</b> suggest) <b>OR both</b> parts of the question (explain <b>and</b> suggest) in a confusing manner. (N.B. “cover” means “in more than two sentences”)</li> <li>• makes very little or no use of paragraphing and cohesive devices.</li> </ul>
<p>5–6</p>	<ul style="list-style-type: none"> <li>• addresses a custom or tradition of the country that they disagree with (whether national or local) in a vague manner and with more noticeable digression into other customs/traditions</li> <li>• makes an unclear reference to the undesirable custom or tradition</li> <li>• mentions with little support or in a superficial manner <b>one or two</b> reasons why they disagree with the continuation of the custom or tradition</li> <li>• suggests with little support and few explanations an alternative custom or tradition</li> <li>• addresses <b>only one</b> part of the question (explain <b>or</b> suggest) with some detail <b>OR both</b> parts of the question (explain <b>and</b> suggest) in a superficial basic manner</li> <li>• uses few paragraphs and cohesive devices which structure the development of ideas.</li> </ul>
<p>7–8</p>	<ul style="list-style-type: none"> <li>• focuses on a custom or tradition of the country that they disagree with (whether national or local) but makes little digression into customs and traditions in general</li> <li>• makes a generally clear reference to the undesirable custom or tradition</li> <li>• provides <b>at least two</b> reasons why they disagree with the continuation of the custom or tradition, using some explanations and supporting details for each</li> <li>• suggests with some explanations an alternative custom or tradition</li> <li>• addresses <b>both</b> parts of the question (explain <b>and</b> suggest) competently and with some detail</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas coherently.</li> </ul>
<p>9–10</p>	<ul style="list-style-type: none"> <li>• focuses clearly and principally on a custom or tradition of the country that they disagree with (whether national or local)</li> <li>• makes a clear reference to the undesirable custom or tradition</li> <li>• explains clearly and effectively <b>at least two</b> reasons why they disagree with the continuation of the custom or tradition</li> <li>• suggests with lucid and effective explanations an alternative custom or tradition</li> <li>• addresses <b>both</b> parts of the question (explain <b>and</b> suggest) effectively</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>

**Question 3: Health**

A local newspaper report alerted the people of your town that there has been an outbreak of an infectious disease. You are worried about this news. Write a leaflet for your fellow students drawing attention to the dangerous effects of this disease and suggesting how they can protect both themselves and others from it.

<p>3-4</p>	<ul style="list-style-type: none"> <li>• introduces the infectious disease in a confusing way</li> <li>• mentions in a confusing manner and with perhaps irrelevant details provided <b>one or two</b> dangerous effects of the disease</li> <li>• mentions in a confusing manner <b>OR</b> with irrelevant details how students can <b>protect themselves and others</b> from the disease</li> <li>• uses very weak or confusing explanations and examples to support the ideas presented</li> <li>• covers <b>only one</b> part of the question (effects <b>or</b> protect themselves and others) <b>OR both</b> parts of the question (effects <b>and</b> protect themselves and others) in a confusing manner <b>OR</b> with irrelevant details (N.B. "cover" means "in more than two sentences")</li> <li>• makes very little or no use of paragraphing and cohesive devices.</li> </ul>
<p>5-6</p>	<ul style="list-style-type: none"> <li>• introduces the infectious disease in a vague manner. This may include listing symptoms</li> <li>• mentions with little support or basic detail one or two dangerous effects of the disease</li> <li>• mentions with little support provided how students can protect themselves and others from the disease</li> <li>• supports the ideas presented using few explanations and examples</li> <li>• addresses <b>only one</b> part of the question (effects <b>or</b> protect themselves and others) with some detail <b>OR both</b> parts of the question (effects <b>and</b> protect themselves and others) in a superficial basic manner</li> <li>• uses few paragraphs and cohesive devices which structure the development of ideas.</li> </ul>
<p>7-8</p>	<ul style="list-style-type: none"> <li>• introduces the infectious disease generally clearly. This may include listing symptoms</li> <li>• explains <b>at least two</b> dangerous effects of the disease with some detail</li> <li>• describes with some explanations how students can <b>protect themselves and others</b> from the disease</li> <li>• supports the ideas presented using some explanations and relevant examples</li> <li>• addresses <b>both</b> parts of the question (effects <b>and</b> protect themselves and others) competently and with some detail</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas coherently.</li> </ul>
<p>9-10</p>	<ul style="list-style-type: none"> <li>• introduces the infectious disease clearly. This may include listing symptoms</li> <li>• explains clearly and effectively <b>at least two</b> dangerous effects of the disease</li> <li>• describes effectively how students can <b>protect themselves and others</b> from the disease</li> <li>• supports the ideas presented using detailed explanations and effective examples</li> <li>• addresses <b>both</b> parts of the question (effects <b>and</b> protect themselves and others) effectively</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>

**Question 4: Leisure**

You are very enthusiastic about your hobby and have been invited to give a talk about it to other students at your school. In your talk, describe how this hobby has contributed to your personal development and why you would encourage others to also take up this hobby. Write the text of your talk.

<p>3-4</p>	<ul style="list-style-type: none"> <li>• makes a confusing or no reference to the hobby</li> <li>• mentions in a confusing manner <b>OR</b> with irrelevant details how the hobby has contributed to the student’s personal development</li> <li>• mentions in a confusing manner <b>OR</b> with irrelevant details why others are encouraged to take up the hobby</li> <li>• uses very weak or confusing explanations and examples to support the ideas presented. Examples may be based on personal experience</li> <li>• covers <b>only one</b> part of the question (describe <b>or</b> encourage) <b>OR both</b> parts of the question (describe <b>and</b> encourage) in a confusing manner (N.B. “cover” means “in more than two sentences”)</li> <li>• makes very little or no use of paragraphing and cohesive devices.</li> </ul>
<p>5-6</p>	<ul style="list-style-type: none"> <li>• introduces the hobby in a basic manner (mentions only name)</li> <li>• describes with little support provided how the hobby has contributed to the student’s personal development</li> <li>• mentions with little support or superficial details why others are encouraged to take up the hobby</li> <li>• supports the ideas presented using few explanations and examples. Examples may be based on personal experience</li> <li>• addresses <b>only one</b> part of the question (describe <b>or</b> encourage) with some detail <b>OR both</b> parts of the question (describe <b>and</b> encourage) in a superficial basic manner</li> <li>• uses few paragraphs and cohesive devices which structure the development of ideas.</li> </ul>
<p>7-8</p>	<ul style="list-style-type: none"> <li>• introduces the hobby in a clear manner (name + few details)</li> <li>• describes with some detail how the hobby has contributed to the student’s personal development</li> <li>• explains with some detail why others are encouraged to take up the hobby</li> <li>• supports the ideas presented using some explanations and relevant examples. Examples may be based on personal experience</li> <li>• addresses <b>both</b> parts of the question (describe <b>and</b> encourage) competently and with some detail</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas coherently.</li> </ul>
<p>9-10</p>	<ul style="list-style-type: none"> <li>• introduces the hobby in a clear and effective manner (name of hobby + lucid explanations)</li> <li>• describes fully and clearly how the hobby has contributed to the student’s personal development</li> <li>• explains clearly and effectively why others are encouraged to take up the hobby</li> <li>• supports the ideas presented using detailed explanations and effective examples. Examples may be based on personal experience</li> <li>• addresses <b>both</b> parts of the question (describe <b>and</b> encourage) effectively</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>



**Question 5: Science and technology**

Your science teacher has challenged your class to live without watching television or using mobile devices and computers for a week. Now that the week is completed, write a report for your teacher, describing the ways in which this challenge affected your daily life, and what you have learned from this experience.

<p><b>3–4</b></p>	<ul style="list-style-type: none"> <li>• states the aim of the report in a confusing and unclear manner</li> <li>• mentions in a confusing manner <b>OR</b> with irrelevant details <b>one or two</b> ways in which living without electronic devices has affected their daily routine and life</li> <li>• covers in a confusing manner <b>OR</b> with irrelevant details what they have learned from the experience (N.B. “cover” means “in more than two sentences”)</li> <li>• uses very weak or confusing explanations and examples to support the ideas presented Examples may be based on personal experience</li> <li>• covers <b>only one</b> part of the question (describe <b>or</b> what you have learned) <b>OR both</b> parts of the question (describe <b>and</b> what you have learned) in a confusing manner (N.B. “cover” means “in more than two sentences”)</li> <li>• makes very little or no use of paragraphing and cohesive devices.</li> </ul>
<p><b>5–6</b></p>	<ul style="list-style-type: none"> <li>• states the aim of the report in a superficial manner</li> <li>• mentions <b>at least two</b> ways in which living without electronic devices has affected their daily routine and life, using little support or basic detail</li> <li>• mentions with little support or basic detail what they have learned from the experience</li> <li>• supports the ideas presented using few explanations and examples. Examples may be based on personal experience</li> <li>• addresses <b>only one</b> part of the question (describe <b>or</b> what you have learned) with some detail <b>OR both</b> parts of the question (describe <b>and</b> what you have learned) in a superficial basic manner</li> <li>• uses few paragraphs and cohesive devices which structure the development of ideas.</li> </ul>
<p><b>7–8</b></p>	<ul style="list-style-type: none"> <li>• states the aim of the report in a generally clear manner</li> <li>• describes <b>at least two</b> ways in which living without electronic devices has affected their daily routine and life, using some explanations for each</li> <li>• explains with some detail what they have learned from the experience</li> <li>• supports the ideas presented using some explanations and relevant examples. Examples may be based on personal experience</li> <li>• addresses <b>both</b> parts of the question (describe <b>and</b> what you have learned) competently and with some detail</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas coherently.</li> </ul>
<p><b>9–10</b></p>	<ul style="list-style-type: none"> <li>• states the aim of the report in a clear and effective manner</li> <li>• describes fully and clearly <b>at least two</b> ways in which living without electronic devices has affected their daily routine and life</li> <li>• explains clearly and lucidly what they have learned from the experience</li> <li>• supports the ideas presented using detailed explanations and effective examples. Examples may be based on personal experience</li> <li>• addresses <b>both</b> parts of the question (describe <b>and</b> what you have learned) effectively</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>

**Criterion C: Format**

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1</b>	<b>The text type is not recognizable.</b> Conventions appropriate to the text type are not used.
<b>2</b>	<b>The text type is hardly recognizable or is not appropriate.</b> Conventions appropriate to the text type are very limited.
<b>3</b>	<b>The text type is sometimes recognizable and appropriate.</b> Conventions appropriate to the text type are limited.
<b>4</b>	<b>The text type is generally recognizable and appropriate.</b> Conventions appropriate to the text type are evident.
<b>5</b>	<b>The text type is clearly recognizable and appropriate.</b> 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.

**Note:** Examiners are reminded that Criterion C bullet points are marking notes, not mark schemes. Therefore, where one or more bullet points are only partially fulfilled (eg appropriate register generally used but not consistently, there is an opening salutation but no closing salutation *etc*), some credit/recognition may still be given. In such cases, examiners should consider the work holistically and use their professional judgements, with reference to the criteria, to arrive at the final marks.

Expected conventions of the text type are as follows:

**Question 1: Essay**

- will adopt a semi-formal to formal register
- will adopt a suitably serious tone
- will use techniques that enable the reader to follow the arguments easily, eg methodical approach
- will have a relevant title
- will have a distinct introduction and conclusion.

**Question 2: Letter to the editor**

- will adopt a semi-formal to formal register
- will adopt an appropriately serious tone
- will give opinions in an interesting and engaging style
- will include a greeting and a closing salutation
- will refer to the original article/issue raised

**Question 3: Leaflet**

- will adopt a semi-formal register, with perhaps some flashes of informality
- will have an engaging title
- will have a short introduction and a conclusion
- will identify ideas with format features, eg sub-headings, bullet points, numbering *etc*
- will include practical aspects of the text type like “contact us”, or a phone number and/or an e-mail address.

**N.B.:** Graphic design as such is not marked

**Question 4: Talk**

- will adopt a semi-formal register with perhaps some flashes of informality
- will adopt an appropriately enthusiastic 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*.

**Question 5: Report**

- will adopt a semi-formal to formal register
  - will have a title
  - will use a neutral/objective style, *eg* presents ideas with a personal opinion of the writer
  - will have a clearly structured layout, *eg* a clear introduction, sub-headings, short brief paragraphs/sections, *etc*
  - will have a conclusion or recommendation.
-