

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

**May / Mai / Mayo de 2019**

**English / Anglais / Inglés B**

**Standard level**  
**Niveau moyen**  
**Nivel medio**

**Paper / Épreuve / Prueba 2**

No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without written permission from the IB.

Additionally, the license tied with this product prohibits commercial use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, is not permitted and is subject to the IB's prior written consent via a license. More information on how to request a license can be obtained from <http://www.ibo.org/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite de l'IB.

De plus, la licence associée à ce produit interdit toute utilisation commerciale de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, n'est pas autorisée et est soumise au consentement écrit préalable de l'IB par l'intermédiaire d'une licence. Pour plus d'informations sur la procédure à suivre pour demander une licence, rendez-vous à l'adresse <http://www.ibo.org/fr/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin que medie la autorización escrita del IB.

Además, la licencia vinculada a este producto prohíbe el uso con fines comerciales de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales— no está permitido y estará sujeto al otorgamiento previo de una licencia escrita por parte del IB. En este enlace encontrará más información sobre cómo solicitar una licencia: <http://www.ibo.org/es/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

**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.

**NOTE:**

1. When marking candidate responses, keep in mind that neither the **accuracy** of the information presented, nor the **validity** of the candidates' personal opinions, are being assessed. Therefore, scripts that are factually inaccurate should not be marked down, provided they meet the requirements of the task, and the ideas are sufficiently developed.
2. The term "**cover**" in the following notes (in "covers only one part...", "covers both parts..." etc.) should be interpreted as "in more than two sentences".

**Question 1: Cultural diversity**

Your teacher has set the following topic for your next English B essay: “What is considered beautiful is different across cultures”. Write your essay.

- Note:** (1) Examples may be based on personal experience(s)  
 (2) The candidate may write a balanced argument, defend one point of view, use an analytic approach, *etc.*  
 (3) The candidate may approach beauty from a physical, personal, geographical or cultural point of view (etc). Any should be accepted as long as it is well supported.

<b>3–4</b>	<ul style="list-style-type: none"> <li>• covers the concept of beauty across different cultures in a confusing way; might digress into other irrelevant topics</li> <li>• expresses irrelevant 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> </ul>
<b>5–6</b>	<ul style="list-style-type: none"> <li>• addresses the concept of beauty across different cultures in a vague manner and with more noticeable digression into cultural diversity in general</li> <li>• expresses unclear viewpoints about the topic</li> <li>• supports the arguments provided, using few explanations and examples</li> <li>• uses few paragraphs and cohesive devices which structure the development of ideas</li> <li>• may explain what beauty is/what constitutes beauty.</li> </ul>
<b>7–8</b>	<ul style="list-style-type: none"> <li>• focuses on the concept of beauty across different cultures with little digression into cultural diversity in general</li> <li>• expresses generally clear viewpoints about the topic</li> <li>• supports the arguments provided, using some explanations and relevant examples</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas coherently</li> <li>• may provide a personal definition of what beauty is/what constitutes beauty.</li> </ul>
<b>9–10</b>	<ul style="list-style-type: none"> <li>• focuses principally and clearly on the concept of beauty across different cultures</li> <li>• expresses clear and lucid viewpoints about the topic</li> <li>• supports the arguments provided effectively, using detailed explanations and effective examples</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas effectively</li> <li>• may provide a personal definition of what beauty is/what constitutes beauty.</li> </ul>

**Question 2: Customs and traditions**

A national celebration that you feel is important will take place next month. However, some students at your school feel this celebration is a waste of time. Write an article for your school magazine in which you describe the celebration, highlight its importance and state how enjoyable it can be.

- Note:** (1) Examples may be based on personal experience(s)  
 (2) “How enjoyable it can be” may be embedded into description or importance

<p>3–4</p>	<ul style="list-style-type: none"> <li>• mentions in a confusing manner <b>one or more</b> national celebrations; reference to it being a waste of time may be made</li> <li>• covers in a confusing manner <b>OR</b> with irrelevant details provided the importance of this national celebration</li> <li>• states in a confusing manner how this celebration can be enjoyable</li> <li>• uses very weak or confusing examples and explanations to support the arguments provided</li> <li>• covers <b>one or two</b> parts of the question (describe, highlight, state) <b>OR all</b> parts of the question (describe, highlight <b>and</b> state) in a confusing and unclear manner</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>• describes with little support <b>one or more</b> national celebrations with a vague reference to it being viewed as a waste of time</li> <li>• mentions with little support provided the importance of this national celebration</li> <li>• states superficially how this celebration can be enjoyable</li> <li>• supports the arguments provided using few explanations and examples</li> <li>• addresses <b>any two</b> parts of the question (describe, highlight, state) with some detail <b>OR all</b> parts of the question (describe, highlight <b>and</b> state) in a superficial basic manner</li> <li>• uses few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<p>7–8</p>	<ul style="list-style-type: none"> <li>• describes with some explanations provided <b>one</b> national celebration; a generally clear reference to it being viewed as a waste of time is made</li> <li>• explains the importance of this national celebration in a generally clear manner</li> <li>• states in a generally clear manner how this celebration can be enjoyable</li> <li>• supports the arguments provided using some explanations and relevant examples</li> <li>• addresses <b>all</b> parts of the question (describe, highlight <b>and</b> state) 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>• describes clearly and effectively <b>one</b> national celebration with a clear reference to it being viewed as a waste of time</li> <li>• explains clearly and effectively the importance of this national celebration</li> <li>• states clearly how this celebration can be enjoyable</li> <li>• supports the arguments provided effectively using detailed explanations and effective examples</li> <li>• addresses <b>all</b> parts of the question (describe, highlight <b>and</b> state) effectively</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>

**Question 3: Health**

Your local town is planning to build bike lanes to encourage local residents to keep fit by cycling around. You believe this is a good idea. Write a blog entry in which you describe the initiative and explain the benefits that it would bring.

**Note:** Benefits should focus on keeping fit

<p><b>3–4</b></p>	<ul style="list-style-type: none"> <li>• addresses the local town’s initiative of building bike lanes in a confusing way; may digress into other irrelevant topics</li> <li>• mentions in a confusing manner <b>OR</b> with irrelevant details <b>one or two</b> benefits of this initiative</li> <li>• uses very weak or confusing explanations and examples to support the ideas provided</li> <li>• covers <b>only one</b> part of the question (describe <b>or</b> explain) <b>OR both</b> parts of the question (describe <b>and</b> explain) in a confusing manner</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>• addresses the local town’s initiative of building bike lanes in a superficial manner and with noticeable digression into other topics</li> <li>• mentions with little support or in a superficial manner <b>one or two</b> benefits of this initiative.</li> <li>• supports the ideas provided, using few explanations and examples.</li> <li>• addresses <b>only one</b> part of the question (describe <b>or</b> explain) with some detail <b>OR both</b> parts of the question (describe <b>and</b> explain) 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>• describes in a generally clear manner the local town’s initiative of building bike lanes</li> <li>• explains <b>at least two</b> benefits of this initiative, using some explanations and supporting details for each</li> <li>• supports the ideas provided, using some explanations and relevant examples</li> <li>• addresses <b>both</b> parts of the question (describe <b>and</b> explain) 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>• describes clearly and effectively the local town’s initiative of building bike lanes</li> <li>• explains effectively <b>at least two</b> detailed benefits of this initiative</li> <li>• supports the arguments provided using detailed explanations and effective examples</li> <li>• addresses <b>both</b> parts of the question (describe <b>and</b> explain) effectively</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>

**Question 4: Leisure**

A gamers’ website has asked readers to send reviews of new video games. Write a review of a video game that you have recently played giving your views about it and stating who might find it most appealing and why.

- Note:** (1) Examples may be based on personal experience(s)  
 (2) Candidate may present viewpoints using a balanced, one-sided or an analytic approach

<b>3–4</b>	<ul style="list-style-type: none"> <li>• refers to the video game reviewed in a confusing manner or with irrelevant details provided</li> <li>• expresses unclear or confusing viewpoints about this video game</li> <li>• covers who might find it most appealing and why in a confusing manner</li> <li>• uses very weak or confusing examples and explanations to support the ideas presented</li> <li>• covers <b>one or two</b> parts of the question (views, who, why) <b>OR all</b> parts of the question (views, who <b>and</b> why) in a confusing and unclear manner</li> <li>• makes very little or no use of paragraphing and cohesive devices.</li> </ul>
<b>5–6</b>	<ul style="list-style-type: none"> <li>• makes a superficial reference to (OR description of) the video game reviewed</li> <li>• expresses viewpoints about this video game in a superficial and basic manner</li> <li>• mentions in a superficial manner who might find it most appealing and why. <b>(N.B. both who and why must be covered)</b></li> <li>• supports the arguments provided, using few explanations and examples</li> <li>• addresses <b>any two</b> parts of the question (views, who, why) with some detail <b>OR all</b> parts of the question (views, who <b>and</b> why) in a superficial basic manner</li> <li>• uses few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<b>7–8</b>	<ul style="list-style-type: none"> <li>• makes a generally clear reference to (OR brief description of) the video game reviewed</li> <li>• expresses generally clear viewpoints about this video game</li> <li>• states with some detail who might find it most appealing and why. <b>(N.B. both who and why must be covered)</b></li> <li>• supports the ideas provided using some explanations and relevant examples</li> <li>• addresses <b>all</b> parts of the question (views, who <b>and</b> why) competently and with some detail</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas coherently.</li> </ul>
<b>9–10</b>	<ul style="list-style-type: none"> <li>• makes a clear reference to (OR brief description of) the video game reviewed</li> <li>• expresses clear and lucid viewpoints about this video game</li> <li>• states clearly who might find it most appealing and why. <b>(N.B. both who and why must be covered)</b></li> <li>• supports the ideas provided effectively, using detailed explanations and relevant examples</li> <li>• addresses <b>all</b> parts of the question (views, who <b>and</b> why) effectively</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>



**Question 5: Science and technology**

You read an article in a technology magazine that a device which can read people’s minds could soon be available to buy. Write a letter to the editor in which you state whether you think this invention would have a positive or negative impact on society, giving reasons for your views.

**Note:** (1) Reasons may be embedded into viewpoints.  
 (2) The candidate may write a balanced response, defend one point of view, use an analytic approach, etc

<p><b>3–4</b></p>	<ul style="list-style-type: none"> <li>• refers to a device that reads people’s mind in a confusing manner or with irrelevant details provided</li> <li>• expresses irrelevant or confusing viewpoints about the negative <b>and/or</b> positive impact of this device on the community</li> <li>• uses very weak or confusing reasons, explanations and examples to support the ideas provided</li> <li>• covers <b>only one</b> part of the question (viewpoints <b>or</b> reasons) <b>OR both</b> parts of the question (viewpoints <b>and</b> reasons) in a confusing manner</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>• makes a superficial reference to the device that can read people’s minds and with more noticeable digression into technology in general or other topics</li> <li>• expresses superficial and unclear viewpoints about the negative <b>and/or</b> positive impact of this device on the community</li> <li>• supports the ideas provided, using few reasons, explanations and examples</li> <li>• addresses <b>only one</b> part of the question (viewpoints <b>or</b> reasons) with some detail <b>OR both</b> parts of the question (viewpoints <b>and</b> reasons) in a superficial or 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>• makes a generally clear reference to the device that can read people’s minds but with little digression into technology in general or more than one device</li> <li>• expresses generally clear viewpoints about the negative <b>and/or</b> positive impact of this device on the community</li> <li>• supports the ideas provided, using some reasons, explanations and relevant examples</li> <li>• addresses <b>both</b> parts of the question (viewpoints <b>and</b> reasons) 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>• makes a clear reference to the device that can read people’s minds</li> <li>• expresses clear and lucid viewpoints about the negative <b>and/or</b> positive impact of this device on the community</li> <li>• supports ideas effectively, using detailed and reasons, explanations and examples</li> <li>• addresses <b>both</b> parts of the question (viewpoints <b>and</b> reasons) 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: Article**

- will adopt a semi-formal register
- will have a suitable tone for a school magazine article
- will use techniques that engage and interest readers, *eg* direct address
- will have a relevant headline/title
- will have an introduction intended to catch the reader’s attention.

**Question 3: Blog entry**

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

**Question 4: Review**

- will adopt a semi-formal register
- will use a tone and style to engage the reader
- will have a title intended to attract and interest the reader
- will have an introduction and a clear conclusion
- will include the name of the reviewer.

**Question 5: 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.
-