Diploma Programme
Programme du diplôme
Programa del Diploma

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre de 2018

English / Anglais / Inglés ab initio

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 2

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Section A

Criterion A: Language

- Does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use spelling, calligraphy (see "Glossary of terms"), vocabulary and grammatical structures correctly and accurately?

Marks	Level descriptor
0	Language inaccuracies completely obscure communication.
1	Language inaccuracies often obscure communication.
2	Language is generally accurate and does not obscure communication.
3	Language is mostly accurate and communication is clear.

Clarification

Word count

At ab initio level, students are required to write a minimum of 50 words in section A (with equivalents in non-Roman script languages). There is **no penalty** for not writing the minimal word target in section A.

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.

Criterion B: Message

- Is all the relevant information conveyed?

Marks	Level descriptor
0	No relevant information has been conveyed.
1	Some relevant information has been conveyed.
2	More than half (at least three pieces of information) has been conveyed.
3	All relevant information has been conveyed effectively.

Criterion C: Format

- Does the format correspond to the task?

Marks	Level descriptor
0	The format is not appropriate.
1	The format is appropriate.

Question 1:

Your school is collecting money to help the victims of a natural disaster. Write a **poster** to encourage all students to participate. You explain:

- the type of natural disaster
- where the natural disaster happened
- what the victims urgently need
- two activities that students can do to collect money to help the victims.

Criterion B: Message

Information to be given:

- type of disaster: storm; wind; tsunami; flood… Do not accept non-natural disasters such as train accidents; war…
- where: name of country or town or region; geographical reference (near the coast) …
- what the victims need: (any **one** necessity) food; water; blankets…
- 2 activities: make / sell (X) in school; charity activity to raise money (a run; a show …); awareness campaign…

Criterion C: Format – Poster		
The format is not appropriate	No title	0
The format is appropriate	A relevant title	1

Question 2:

You have just found out that you have passed your International Baccalaureate English ab initio final examination. You are very happy with the result. Post a **message** on your Facebook page. Explain:

- what part of the exam was easy for you
- what part of the exam was difficult for you
- the reason for this difficulty
- why you are pleased with the result
- how you will celebrate.

Criterion B: Message

Information to be given:

- what is easy: speaking; writing; vocabulary…
- what is difficult: speaking; writing; homework…
- the reason it is difficult: complicated grammar; large range of vocabulary to learn; did not study; no confidence; little practice; challenging course…
- why you are pleased: passed exam; can go to university; better result that you thought…
- celebration: party; evening with friends; restaurant… Accept this information even if the celebration is described in the past tense.

Criterion C: Format – Message on face book		
The format is not appropriate	No title or greeting or introduction	0
The format is appropriate	• a direct comment (title), *eg* "Hi, I just got my results"; "Time to chill out!"; "University here I come!"; "Nailed it! 7/7!! Cheers!" • a greeting or introduction	1

Section B

Criterion A: Language

- To what extent does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use a range of vocabulary and grammatical structures?
- Does the student show an awareness of the appropriate register for the task?

Marks	Level descriptor
0	**The response does not reach a standard described by the descriptors below.**
1–2	**The response and communication are of limited effectiveness.** The range of vocabulary used is limited. Some basic grammatical structures are used accurately. These are isolated and limited in range. Register is inappropriate.
3–4	**The response and communication are partially effective.** The range of vocabulary used is sometimes varied. Most basic grammatical structures are used accurately. Register is partially appropriate.
5–6	**The response is generally accurate and communication is generally effective.** The range of vocabulary used is varied. Basic grammatical structures and a limited range of more complex grammatical structures are used accurately. Register is generally appropriate.
7–8	**The response is accurate and communication is effective.** The range of vocabulary used is varied and effective. Basic and some more complex grammatical structures are used accurately. Register is appropriate.

Clarification

Word count
At ab initio level, students are required to write a minimum of 100 words in section B (with equivalents in non-Roman script languages). There is **no penalty** for not writing the minimal word target in section B.

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.

COMPLEX GRAMMAR STRUCTURES – these include modals, conditionals, perfect tenses, passives…

Criterion B: Message

- To what extent does the student fulfil the task?
- Are the ideas well-developed?
- Is there evidence of a logical structure (paragraphing and sequencing)?
- Are cohesive devices used effectively?

Marks	Level descriptor
0	**The response does not reach a standard described by the descriptors below.**
1–2	**The task has been partially fulfilled.** One or more ideas have been identified and have been partially developed. There is limited evidence of a logical structure. There is a partially successful use of a limited range of simple cohesive devices.
3–4	**The task has been generally fulfilled.** One or more ideas have been identified and have been developed. There is evidence of a logical structure. There is a generally successful use of a range of simple cohesive devices.
5–6	**The task has been fulfilled.** All ideas have been identified and some have been developed well. There is a logical structure. There is successful use of a range of simple cohesive devices.
7–8	**The task has been fulfilled effectively.** All ideas have been developed well. There is an effective, logical structure. There is successful use of a range of simple and some complex cohesive devices.

General information

- Each question is composed of 3 parts.

- Each part is worth 2 marks. (1 detail / example / information = 1 mark).

1. **FIRST** assess the task based on the message and the number of relevant details.
   (Total marks: 6 [3X2]).

2. **THEN** assess the structure and use of cohesive devices.
   - 1 mark for a logical structure
   - 1 mark for the successful use of cohesive devices: *first, second; then, next, because, also, but, if, or, however; and, for example, furthermore, likewise, besides, nevertheless, in addition, for instance, consequently, despite, in spite of, in conclusion, to sum up…*
   (Total marks: 2)

3. **THEN** add together the mark for the message and the marks for logical structure and use of cohesive devices.
   (Total marks: 6 + 2 = 8)

Note:
- It is possible to have 2 marks for logical structure and use of cohesive devices even if the message is only partially fulfilled.
- Do not penalize if there are fewer than 100 words.
- The message must be clear to be awarded a mark. The message is clear when understood by an English speaker.

Criterion C: Format

- To what extent does the student succeed in using the correct text type?
- Does the student use the appropriate format?

Marks	Level descriptor
0	The format is not appropriate.
1	The format is partially appropriate.
2	The format is appropriate.

Question 3:
A politician recently visited your school and you interviewed him/her for the school magazine. You asked him/her to give three examples of actions that young people can take in the school or in the community to protect the environment. Write the **interview**.

Criterion B: Message

- Three actions to protect the environment: recycling; re-using; choice of transport; use of water / electricity, launching an awareness campaign…

- Two pieces of information about each of three actions
  (Total 6 marks)

- Add 1 mark for logical structure and 1 mark for use of cohesive devices.
  (Total 2 marks)

Criterion C: Format – Interview		
The format is not appropriate	No characteristic of an interview	0
The format is partially appropriate	The following characteristic: • question and answer format or reported speech	1
The format is appropriate	Two of the following characteristics: • question and answer format or reported speech • title • introductory **and** concluding remarks (These may be quite detailed or limited to: Good morning… Thank you for the interview)	2

Question 4:
You have been asked to make a **speech** to a group of students visiting from another country to welcome them to your school. In the speech, you give information about the school day, the uniform and the school facilities. Write the text of your speech.

Criterion B: Message

- the school day: length of day, of classes, lunch time…

- the uniform: Accept the answer if the candidate says there is no uniform but students generally wear …

- the school facilities: School facilities refer to areas or types of rooms within and around the school; classrooms, playgrounds… or tangible aspects like technology, furniture… Activities and sports are not facilities. "There are sports" does not refer to a facility." We have a sports hall" is a school facility.

- Two pieces of information about each of the three topics.
  (Total 6 marks)

- Add 1 mark for logical structure and 1 mark for the use of cohesive devices.
  (Total 2 marks)

Criterion C: Format – Speech

The format is not appropriate	No characteristic of a speech	0
The format is partially appropriate	The following characteristic: • opening address • reference to audience in the speech • concluding remarks to audience	1
The format is appropriate	Two of the following characteristics: • opening address • reference to audience in the speech • concluding remarks to audience	2

Question 5:
Your English teacher has asked your class to work in small groups to prepare a **brochure** on an English-speaking country. You are responsible for writing the part about taking a holiday in that country. You write about leisure activities, popular tourist destinations and typical food. Write this part of the brochure.

Criterion B: Message

- If the information is not about an English-speaking country, the maximum mark for Message is 4.

- Information about: leisure activities, popular destinations, typical food.

  Examples of typical food must be given in English.

  It is possible that the candidates link the topics of activities and destinations (If you go to Miami you can go to the beach and surf). This is acceptable.

- Two pieces of information about each of three topics.
  (Total 6 marks)

- Add 1 mark for logical structure and 1 mark for the use of cohesive devices.
  (Total 2 marks)

Criterion C: Format – Brochure

The format is not appropriate	No characteristic of a brochure	0
The format is partially appropriate	The following characteristic: • title • sub-titles • lists or columns	1
The format is appropriate	Two of the following characteristics: • title • sub-titles • lists or columns	2