Diploma Programme
Programme du diplôme
Programa del Diploma

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre de 2019

English / Anglais / Inglés ab initio

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 2

10 pages/páginas

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:

You love playing computer games. Write a **post on your social network site** about your favourite game. You give the following information:

- the title of the game
- the aim of the game
- two details of the game
- the reason it is your favourite game.

Criterion B: Message

Information to be given:

- the title of the game: accept a title of one word or of several.

  If the title of the text and of the game is the same, award zero marks for the title under

  Format C and award one mark for the name of the game in criterion B, message.

- the aim: accept an aim specific to the game (the aim is to beat the aliens) or a general one (you must win the most points; the aim is to have fun …)

- two details: these can refer to any 2 aspects of the game - graphics; a game for adolescents; plot / storyline; gameplay (open-world or sandbox); genre (shooting, racing…)

  Do not give a mark for information already given.

- the reason it is your favourite game: accept any relevant reason.

  Do not give a mark for information already given.

Criterion C: Format – Post on your social network site		
The format is not appropriate	No characteristics of a social network site	0
The format is appropriate	Title or general greeting	1

Question 2:
You are absent from school because of an injury. Write an **email** to your friend. In the email you explain:
- what part of the body you injured
- how it happened
- how you feel now
- when you will come back to school
- what you look forward to doing in school on your return.

Criterion B: Message

Information to be given:

- what part of the body you injured: (I injured my arm…)

  Do **not** accept an illness which is not an injury: (I have a cold / flu, a cough…)

- how it happened: (I fell / (off my bike) …)

  One detail is sufficient for a mark.

- how you feel: (I feel tired / I feel better; my leg hurts…)

- when you will be back to school: (accept: next week/ tomorrow/ on the 3rd/on Tuesday, when I feel confident walking by myself…)

- what you look forward to: (seeing my friends; being in English class; participating in the school concert …) Accept any action in the future in school (do my homework; talk with teachers...)

  Do not accept an activity which cannot be done in a school context.

Criterion C: Format – email		
The format is not appropriate	No characteristics of an email	0
The format is appropriate	Greeting to a specific person or signature	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.

Criterion B 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…* There should be at least 3 cohesive devices for 1 mark.
     (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.

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:

For the school newspaper you interviewed a teacher in your school who won the best teacher of the year award in the region. You asked him/her why he/she became a teacher, what advice he/she would give to young people who want to become teachers and what his/her own hopes are for the future. Write the text of the **interview**.

Criterion B: Message

Three questions: each answer has two pieces of information. Award one mark for each piece of information. **(Total 6 marks)**

- Why he/she became a teacher: love of the subject; help young people…

- What advice he/she would give young people: study hard; volunteer in a school…

  Do not give a mark for information already given.

- What his/her hopes are for the future: travel; inspire young people…

Add 1 mark for logical structure and 1 mark for use of cohesive devices (*because, but, like*…) or for a text which flows naturally. **(Total 2 marks)**

Criterion C: Format – Interview		
The format is not appropriate	No characteristic of an interview	0
The format is partially appropriate	One 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)	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:

There is a competition on television for young people with musical talent. The first prize is a trip to New York to attend a series of concerts. You decide to enter. To support your entry, you write a letter in which you give details about yourself (for example, name, nationality, studies, hobbies…), you explain why you believe you have musical talent and why you want to take part in the competition. Write your supporting **letter**.

Criterion B: Message

Three topics to support the entry: each topic has two pieces of information. Award one mark for each piece of information. **(Total 6 marks)**

- Details about yourself: the details mentioned in the question are not exhaustive.

  At least 2 details are required for 2 marks.

- Why you believe you have musical talent: you have played a musical instrument for many years; you have won music competitions; people tell you that you are talented; you compose your own music…

- Why you want to take part: you have always wanted to visit New York / attending concerts in New York would be a dream; it is the first step on your career…

  Do not award a mark for repeated information.

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

Criterion C: Format – Letter		
The format is not appropriate	No characteristic of a letter	0
The format is partially appropriate	One of the following characteristics: • formal salutation Dear Sir/ Madame; Dear + name; Dear + position (ex. member of the jury); to whom it may concern… **Do not accept "HI'** • formal ending • date • signature	1
The format is appropriate	Two of the following characteristics: • formal salutation (Dear Sir/ Madame ; Dear + name; Dear + position / member of the jury; to whom it may concern…) **Do not accept "HI'** • formal ending • date • signature	2

Question 5:
You must give a presentation to your class on the topic: would you like to live in the city or in the country? In the presentation you say where you would prefer to live and describe in detail three advantages of living in the city or in the country. Write the text of your **presentation**.

Criterion B: Message
Two pieces of information about each of **three** advantages **of either living in the city or the country. (Total 6 marks)**
Note: if the candidate does not give a preference but gives advantages and disadvantages of living in the country and / or in the city, award one mark per detail to a maximum of 6 marks.
Add 1 mark for logical structure and 1 mark for the use of cohesive devices. **(Total 2 marks)**

Criterion C: Format – Presentation		
The format is not appropriate	No characteristic of a presentation	0
The format is partially appropriate	One of the following characteristics: • form of address to audience / opening greeting • reference to the topic of the presentation • concluding remarks	1
The format is appropriate	Two of the following characteristics: • form of address to audience / opening greeting • reference to the topic of the presentation • concluding remarks	2