



# **MARKSCHEME BARÈME DE NOTATION ESQUEMA DE CALIFICACIÓN**

**May / mai / mayo 2010**

**ENGLISH / ANGLAIS / INGLÉS B**

**Higher Level  
Niveau Supérieur  
Nivel Superior**

**Paper / Épreuve / Prueba 1**

*The answers given in this markscheme contain the essential information that candidates are expected to provide in order to gain full marks for each question.*

*Where appropriate, the information may be expressed in phrases other than those indicated, but full marks may only be awarded if all the necessary information is given.*

*Incomplete answers should be marked as directed.*

*Do not use half marks.*

*Unless otherwise indicated no marks are to be awarded or deducted for use of language: linguistic errors should only be taken into account if communication is severely impaired and the answer is incomprehensible to a normal speaker of the language.*

***Assistant Examiners are requested to wait until they are contacted by their team leader before beginning the marking (see the examiners instructions for further details).***

*Les réponses données dans ce barème de notation contiennent l'essentiel de ce qu'on demande aux candidats pour qu'ils puissent obtenir la note maximum pour chaque question.*

*Les réponses peuvent être formulées différemment mais la note maximum ne sera attribuée que si le contenu de la réponse est exact.*

*Les réponses incomplètes seront notées selon les indications données.*

*En aucun cas, des demi-points ou des fractions ne doivent être attribués.*

*À moins d'une indication spécifique, aucun point ne sera ni ajouté ni ôté pour l'utilisation de la langue : les erreurs linguistiques ne seront prises en considération que si elles nuisent sérieusement à la communication et rendent ainsi la réponse incompréhensible.*

***Les examinateurs assistants sont priés d'attendre d'être contactés par leur chef d'équipe avant de commencer leurs corrections (voir les instructions aux examinateurs pour de plus amples détails).***

*Las siguientes respuestas contienen la información esencial que los alumnos han de proporcionar para conseguir la máxima puntuación en cada pregunta.*

*En ocasiones, esta información puede expresarse de manera distinta a la indicada, pero para conseguir la máxima puntuación se han de mencionar todos los detalles requeridos.*

*Las respuestas incompletas deberán corregirse de la manera indicada en las instrucciones.*

*No utilice fracciones de puntos.*

*A menos que se indique lo contrario, no se deben añadir ni restar puntos por la calidad en el uso de la lengua: los errores lingüísticos sólo se tomarán en cuenta si la comunicación queda seriamente perjudicada o si la respuesta resulta incomprensible.*

***Se pide a los examinadores asistentes que esperen a ser contactados por su examinador líder de equipo antes de iniciar la corrección (para más información, refiéransen a las instrucciones para los examinadores).***

- *One mark is allocated per question unless otherwise indicated.*
- *Sauf indication contraire, chaque question vaut un point.*
- *Cada pregunta vale un punto, a menos que se indique algo distinto.*

## SECTION A

### TEXT A — ANTARCTICA: THE ULTIMATE JOURNEY

1. C, D, G, J, L *[5 marks]*  
(Accept these in any order)
2. temperatures ranging from  $-5^{\circ}\text{C}$  up to  $+5^{\circ}\text{C}$  / daylight (at this time of year) lasts as long as 20 hours per day  
*Do not accept “ice” (which is not experienced) or “sensational lights” (which are not climatic).*
3. (give) lectures / (accompany you on your) landings ashore / (accompany you on) small boat excursions / tell you tales of explorers
4. ice / weather conditions
5. *Voyage to Antarctica* (cruise) / from Lisbon across the Atlantic Ocean to Buenos Aires / Cape to Cape (cruise) / goes from Cape Horn to South Africa across the South Atlantic
6. C
7. H
8. B
9. J

**TEXT A: [13 marks]**

**TEXT B — THE WORLD AT HIS FEET**

10. B  
 11. F  
 12. K  
 13. H  
 14. C

*NOTE: For the justification in questions 15 to 20, allow only the quotation as given, possibly with a few additional words, provided that they do not materially alter the meaning (close paraphrases may be accepted). Both True/False and quotation response must be correct for the mark.*

15. False – (on Christmas Island) he has an audience of crabs / (on Madagascar) he performs for lemurs
16. True – didn't want to spend two years writing a game about killing everyone  
*Do not accept "he resigned from his job".*
17. False – originally from the USA
18. True – (he created it) so his friends and family could keep updated with where he was
19. True – (on his next trip) he invited all the people (who had written to him) to come out and dance  
*Do not accept "all trying to copy his flailing dance step" as this is the first video, or "Happy People Dancing on Planet Earth".*
20. False – Harding's YouTube channel is ranked No. 80 on the "Most Subscribed of All Time" list / it's the online version of a platinum hit / his now famous website / subsequent videos made him more famous / getting 20000 or more hits a day
21. video (of four minutes, called "Dancing")
22. Matt/Matt Harding/Mr Harding
23. (his now famous) website/[www.wherethehellismatt.com](http://www.wherethehellismatt.com)
24. Stride (Chewing Gum company)/Chewing Gum Company

**TEXT B: [15 marks]**

**TEXT C — THE VILLAGE BY THE SEA**

25. B

26. C

27. C

28. A

29. D

30. B

31. as a joke to tease him / because ox carts don't stick in the sand / because he got stuck

32. the driver was cursing (loudly) / the driver shouted at them (from the window)

33. come

34. to find

35. picked

36. spend

**TEXT C: [12 marks]**

**SECTION A: [40 marks]**

## SECTION B

### TEXT D — THE FACEBOOK REVOLUTION

**Communicative Purpose:**

Description/Factual – communicate to students through a set of guidelines.

**Cultural Interaction:**

The aim is to write a set of guidelines for the student body to educate them on the appropriate and responsible use of Facebook.

**Register and Style:**

The register should be in the range of semi-formal to informal.

Language accuracy is not formally assessed here and should be considered only where mistakes obscure meaning.

A brief introduction and conclusion should be included.

Bullet points are not mandatory but, if used, should be rewarded under Criterion A.

**Message:**

The guidelines should focus on the negative aspects of Facebook with an appropriate cautionary tone.

The descriptors regarding copying from the text should be strictly adhered to. Verbatim copying of details from the text is acceptable provided that the details are “used”, that is, sensibly incorporated into the response. Copying details without so using them constitutes “undue copying”.

Irrelevant details which are selected should be considered under Criterion B and penalized appropriately. Similarly, details not found in the text should **not** be included.

The candidate should include some of the following details from the text:

- A. Remember there is a downside to sharing too much information on Facebook. / Remember nothing posted on the Internet is private.
- B. Don't include any information that could lead to the punishment of you or other students.
- C. Don't include any information that employers might not approve of.
- D. Protect your privacy. / Change your privacy settings.
- E. Keep the private information you post to a minimum.
- F. Never post your address, birthday, telephone number, class schedule or anything else that you would not want a stranger to know. / Never include personal details you do not want a stranger to know.
- G. Don't post inappropriate pictures as they can be printed out and saved – for years even.
- H. Don't show off bad behaviour – especially illegal behaviour.

**CRITERION B:**

To achieve level 5 (adequate understanding), **at least four** details should be included.  
To achieve level 9 (very good understanding), **at least six** details should be included.

**SECTION B: [20 marks]**

**TOTAL: [60 marks]**

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# HL Paper 1, Section B: Written Response

## Criterion A: Cultural Interaction

*To what extent does the candidate select language appropriate to the audience and type of text?*

- *How appropriate and clear is the use of register and style to both the type of text required and the audience?*

*(Language accuracy is not formally assessed here and should be considered only where mistakes obscure meaning.)*

### Achievement Level

- 0**            **Level 1 is not achieved.**
- 1–2**          **The response is barely adequate.**
- The use of register and style is rarely appropriate to both the type of text required and the audience; language mistakes generally obscure meaning.
- 3–4**          **The response is generally adequate but not always convincing.**
- The use of register and style is sometimes appropriate to either the type of text required or the audience; language mistakes often obscure meaning.
- 5–6**          **The response is competent and mostly convincing.**
- The use of register and style is generally appropriate to both the type of text required and the audience; language mistakes obscure meaning at times.
- 7–8**          **The response is convincing.**
- The use of register and style is appropriate to both the type of text required and the audience; language mistakes rarely obscure meaning.
- 9–10**        **The response is convincing and shows some imagination.**
- The use of register and style is highly appropriate to both the type of text required and the audience; language mistakes do not obscure meaning.



## Criterion B: Message

*To what extent does the candidate include all necessary information from the source text in the message?*

- *Does the candidate seem to have understood the source text thoroughly and perceptively?*
- *Has the candidate provided all the details from the source text that are relevant to the task?*
- *How appropriately have the details from the source text been used in the written response, without undue copying of the source text?*

### Achievement Level

**0**            **Level 1 is not achieved.**

**1–2**           **The understanding of the source text seems fairly limited.**

- The details selected from the text are generally insufficient and/or irrelevant.
- Many parts of the source text have been copied because of limited understanding.

**3–4**           **The understanding of the source text seems adequate.**

- The details selected from the text may be partly insufficient and/or sometimes irrelevant.
- Some parts of the source text have been copied because of some difficulties with understanding.

**5–6**           **The understanding of the source text seems competent.**

- Sufficient relevant details have been selected from the text.
- The selected details are used appropriately to some extent, without undue copying of the source text.

**7–8**           **The understanding of the source text seems very good.**

- Many relevant details have been selected from the text.
- The selected details are mostly used appropriately without undue copying of the source text.

**9–10**          **The understanding of the source text seems thorough and perceptive.**

- Almost all relevant details have been selected from the text.
- The selected details are all used appropriately without undue copying of the source text.