

**MARKSCHEME  
BARÈME DE NOTATION  
ESQUEMA DE CALIFICACIÓN**

**May / mai / mayo 2004**

**ENGLISH / ANGLAIS / INGLÉS B**

**Standard Level**

**Niveau Moyen**

**Nivel Medio**

**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.*

*Answers which are partially correct 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 completing the marking (see the examiner 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 terminer 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.*

*En preguntas de valor superior a un punto puede haber instrucciones específicas que le permitan otorgar parte de la puntuación si la respuesta es imperfecta o incompleta.*

*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 terminar la corrección (para más información, refiéranse 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 — MARLA RUNYAN, LEGALLY BLIND RUNNER**

1. B

2. E

3. H

4. J

5. D

6. F

7. H

8. I

} (in any order)

**TEXT A: [8 marks]**

**TEXT B — NETIQUETTE**

*Note: For the justification to questions 6–10 allow either the target quote, with one or two additional words **or** an equivalent rephrasing of the quote.*

9. False – “... The language you’re going to use depends on the situation (rather than those grammar and punctuation rules from English class).”
10. True – “Internet language ... is widely known among users under 20.”  
**or**  
“... The older people are, the less likely they are to know that A/S/L means you’re asking someone’s age, sex and location.”
11. False – “... only 27 % of users under 20 check messages for proper spelling.”
12. False – “Always identify yourself (especially if your e-mail address doesn’t include your name).”
13. True – “As a general rule, don’t write anything you wouldn’t say out loud.”
14. A
15. D
16. G

**TEXT B: [8 marks]**

**TEXT C — WE CAN EAT SMARTER**

17. 31 %
18. junk food / large portion sizes / less activity  
*Award [1 mark] each for any two of the above possible responses. [2 marks max]*
19. In 1957, the average fast-food burger weighed about one ounce. Today, the typical hamburger weighs six ounces.  
*Accept a similar explanation. A correct answer must include the comparison between the past and present.*
20. Some companies have shaped up their menus  
*Accept a similar explanation.*
21. (a) the USDA is changing its nutrition guidelines *[1 mark]*  
(b) the USDA bought more than 973 million pounds of fruit and vegetables for school meals / the USDA is expanding healthy choices *[1 mark]*  
*Accept a similar explanation.*
22. B
23. A
24. G
25. lifestyles
26. attitude
27. conform / adapt  
*Do not accept “change”*
28. treat

**TEXT C: [14 marks]**

**SECTION A TOTAL: [30 marks]**

## SECTION B

### TEXT D — KITE-SURFING ANYONE?

**1. Communicative purpose:**

Factual explanation

**Message:**

The answer should convey information by including at least some of the following key aspects of kite-surfing as mentioned in the text. (**Note:** the origins and background of the sport are not required but, if given, should not be penalized.)

- Stand on the board
- Wear harness connected to the kite
- No need to wait for the perfect wind
- A 6 mph wind is sufficient
- It can be dangerous
- Wind-surfers and beach-goers may be injured
- There are regulations to ensure safety
- There is no need for great strength
- Experts advise learning to control a stunt kite first

**Register and style:**

The aim of this task is to communicate with fellow-students. The writer’s seriousness should be evident. The register should be in the range semi-formal to informal. The use of the pronoun “you” should be rewarded but the more formal “the learner” or “the beginner” are acceptable. The guidelines should strive for impact; the use of bullet points or question and answer format, for example, should be rewarded. Language accuracy is **not** formally assessed here, and should be considered only where mistakes obscure meaning.

At least five of the above details should be included to achieve level 5.  
At least seven of the above details should be included to achieve level 9.  
(see Written Response, pages 54–55 of the Language B guide)

**2. Communicative purpose:**  
Factual/imaginative narration

**Message:**

The candidate should convey information by including at least some of the key aspects of kite-surfing as mentioned in the text. (**Note:** the origins and background of the sport are not required but, if given, should not be penalized.)

- A summer sport
- Popularity/thousands of people
- The wind
- Movement
- Feeling
- Problems, for example, out of control
- Dangers
- Strength
- Begin with a stunt kite and progress to the real thing
- Cost of equipment

**Register and style:**

The writer's aim is to communicate with himself/herself. The register should be informal and may be very informal. The diary entry can be either enthusiastic or miserable, or a mixture of both. It should not be completely personal or idiosyncratic but should display an inventive use of at least some of the details selected from the text. Language accuracy is **not** formally assessed here, and should be considered only where mistakes obscure meaning.

At least five of the above details should be included to achieve level 5.  
At least seven of the above details should be included to achieve level 9.  
(see Written Response, pages 54–55 of the Language B guide)

**TEXT D: [10 marks]**

**TOTAL: [40 marks]**

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