

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo 2016

English / Anglais / Inglés B

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 2

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Assistant Examiners (AEs) will be contacted by their team leader (TL) through RM™ Assessor, by email or telephone – if through RM™ Assessor or by email, please reply to confirm that you have downloaded the marking notes from IBIS. The purpose of this initial contact is to allow AEs to raise any queries they have regarding the marking notes and their interpretation. AEs should contact their team leader through RM™ Assessor or by email at any time if they have any problems/queries regarding marking. For any queries regarding the use of RM™ Assessor, please contact emarking@ibo.org.

Instructions générales pour la notation

Les chefs d'équipe se mettront en rapport avec les examinateurs assistants de leur équipe par l'intermédiaire de RM™ Assessor, par courriel ou par téléphone. S'ils s'adressent à vous par RM™ Assessor ou par courriel, veuillez répondre et confirmer que vous avez téléchargé les remarques pour la notation à partir d'IBIS. L'objectif de cette première prise de contact est de permettre aux examinateurs assistants de soulever toutes les questions qu'ils ont concernant les remarques pour la notation et leur interprétation. Les examinateurs assistants doivent contacter leur chef d'équipe par l'intermédiaire de RM™ Assessor ou par courriel à tout moment s'ils éprouvent des difficultés ou s'ils ont des questions concernant la notation. Pour toute question concernant l'utilisation de RM™ Assessor, veuillez envoyer un courriel à emarking@ibo.org.

Instrucciones generales para la corrección

El jefe de equipo se pondrá en contacto con los examinadores asistentes mediante RM™ Assessor, correo electrónico o por teléfono. Si se pone en contacto mediante RM™ Assessor o correo electrónico, conteste para confirmar que ha descargado las notas para la corrección de IBIS. El propósito de este primer contacto es permitir al examinador asistente plantear todas las consultas que tenga respecto a las notas para la corrección y su interpretación. El examinador asistente deberá ponerse en contacto con el jefe de equipo mediante RM™ Assessor o correo electrónico si tiene problemas o consultas sobre la corrección. Si tiene alguna consulta respecto al uso de RM™ Assessor, envíe un correo electrónico a emarking@ibo.org.

Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Command of the language is generally inadequate. A very limited range of vocabulary is used, with many basic errors. Simple sentence structures are rarely clear.
3–4	Command of the language is limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
5–6	Command of the language is generally adequate, despite many inaccuracies. A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
7–8	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
9–10	Command of the language is good and effective. 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?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The message has not been communicated. The ideas are irrelevant and/or repetitive. The development of ideas is unclear; supporting details are very limited and/or not appropriate.
3–4	The message has barely been communicated. The ideas are sometimes irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
5–6	The message has been partially communicated. The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
7–8	The message has been communicated fairly well. The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
9–10	The message has been communicated well. The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.

Question 1: Cultural diversity

Your school is attended by students from many different cultures and you are very proud of this fact. As the president of the Student Council, you have decided to write an article for your school magazine in which you explain the benefits of attending a multicultural school.

<p>3-4</p>	<ul style="list-style-type: none"> • addresses the benefits of attending a multicultural school in a confusing way; might digress into other topics • mentions the benefits of attending a multicultural school in a confused and unorganized manner with probably no supporting details provided OR with irrelevant details provided • only one benefit is covered OR two benefits are covered in a confused manner (N.B. “cover” means “in more than two sentences”) • makes very little or no use of paragraphs and cohesive devices.
<p>5-6</p>	<ul style="list-style-type: none"> • covers the benefits of attending a multicultural school in a vague manner with more noticeable digression into cultural diversity in general (N.B. “cover” means “in more than two sentences”) • explains the benefits of attending a multicultural school with some explanations and little support for each • only one benefit is developed with some detail OR two benefits are covered superficially (N.B. “cover” means “in more than two sentences”) • uses few paragraphs and cohesive devices to structure the development of ideas.
<p>7-8</p>	<ul style="list-style-type: none"> • focuses on the benefits of attending a multicultural school with little digression into cultural diversity in general • explains the benefits of attending a multicultural school with some explanations and supporting details for each • at least two benefits are developed with some detail • uses paragraphing and cohesive devices which structure the development of ideas coherently • may also use personal experience to reinforce the point of view.
<p>9-10</p>	<ul style="list-style-type: none"> • focuses principally and clearly on the benefits of attending a multicultural school, not on cultural diversity in general • explains the benefits of attending a multicultural school with detailed explanations and supporting details provided for each • at least two benefits are developed lucidly and coherently • uses paragraphing and cohesive devices which structure the development of ideas effectively • may also use personal experience to reinforce the point of view.

Question 2: Customs and traditions

You took part in an exchange programme to an English-speaking country and participated in a typical outdoor or sport activity. Write a report for the head of your school describing the activity you took part in and explaining how this could benefit the outdoor or sport activity programme at your school.

<p>3–4</p>	<ul style="list-style-type: none"> • states the aim of the report in a confusing and unclear manner • mentions one outdoor/sport activity in which the writer is involved in a confusing manner (N.B. <i>more than one activity may be addressed but this will not necessarily result in higher marks</i>) • mentions why this activity could be useful for the outdoor/sport activity programme in a confusing manner and with perhaps no supporting details given or with irrelevant details provided • covers only one part of the question (describe or explain) OR both parts (describe and explain) in a confusing manner (N.B. <i>“cover” means “in more than two sentences”</i>) • makes very little or no use of paragraphs and cohesive devices.
<p>5–6</p>	<ul style="list-style-type: none"> • states the aim of the report in a superficial way • describes one outdoor/sport activity in which the writer is involved with little support (N.B. <i>more than one activity may be addressed but this will not necessarily result in higher marks</i>) • explains with little support or basic details why this activity could be useful for the outdoor/sport activity programme • describes only one part of the question (describe or explain) with some detail OR both parts (describe and explain) in a superficial basic manner • uses few paragraphs and cohesive devices to structure the development of ideas.
<p>7–8</p>	<ul style="list-style-type: none"> • states the aim of the report in a generally clear manner • describes with some detail one outdoor/sport activity in which the writer is involved (N.B. <i>more than one activity may be addressed but this will not necessarily result in higher marks</i>) • explains with some detail why this activity could be useful for the outdoor/sport activity programme • addresses both parts of the question (describe and explain) competently and with some details • uses paragraphing and cohesive devices which structure the development of ideas coherently.
<p>9–10</p>	<ul style="list-style-type: none"> • states the aim of the report in a clear and concise way • describes fully and clearly one outdoor/sport activity in which the writer is involved (N.B. <i>more than one activity may be addressed but this will not necessarily result in higher marks</i>) • explains fully and clearly why this activity could be useful for the outdoor/sport activity programme • addresses both parts of the question (describe and explain) effectively • uses paragraphing and cohesive devices which structure the development of ideas effectively.

Question 3: Health

A local fast food restaurant has started making special offers for students at your school. You are worried about the negative effects this may have on their health. As a member of the Student Council, write a brochure to be distributed at your school, giving advice on how to enjoy fast food responsibly and warning them against the negative effects of this kind of food.

<p>3–4</p>	<ul style="list-style-type: none"> addresses fast food in an unclear way OR focuses on food in general with little reference to fast food states the aim of the brochure in a confusing and unclear manner provides advice or guidance on how to enjoy fast food responsibly but in a confusing and unorganized manner and with probably no supporting details given OR with irrelevant details provided covers the negative consequences of fast food on health in a confusing manner (N.B. “cover” means “in more than two sentences”) uses very weak or confusing examples and explanations to support the arguments provided makes very little or no use of paragraphs and cohesive devices.
<p>5–6</p>	<ul style="list-style-type: none"> addresses fast food vaguely with more noticeable digression into food in general or other topics states the aim of the brochure in a superficial manner provides advice or guidance on how to enjoy fast food responsibly but with only few details mentions with little support the negative consequences of fast food on health supports the arguments provided using few explanations and examples. Examples may be based on personal experience(s) uses few paragraphs and cohesive devices to structure the development of ideas.
<p>7–8</p>	<ul style="list-style-type: none"> focuses on fast food with little digression into food in general or other topics states the aim of the brochure in a generally clear manner provides clear advice or guidance on how to enjoy fast food responsibly with some explanations given explains the negative consequences of fast food on health with some explanations and supporting details for each supports the arguments provided using some explanations and relevant examples. Examples may be based on personal experience(s) uses paragraphing and cohesive devices which structure the development of ideas coherently.
<p>9–10</p>	<ul style="list-style-type: none"> focuses clearly on fast food not on food in general states the aim of the brochure in a clear and concise way provides clear and detailed advice or guidance on how to enjoy fast food responsibly explains clearly and fully the negative consequences of fast food on health supports the arguments provided effectively using detailed explanations and relevant examples. Examples may be based on personal experience(s) uses paragraphing and cohesive devices which structure the development of ideas effectively.

Question 4: Leisure

You entered a photography contest run by a national magazine hoping to win the top prize of a trip to your favourite city. Unfortunately, you did not win and now your dream of visiting that city is shattered. Write a blog entry to share your feelings with your online followers.

<p>3–4</p>	<ul style="list-style-type: none"> • covers the context of the entry made to the competition in a confusing manner • covers either the name of the city or why the place has significance (N.B. “cover” means “in more than two sentences”) • describes feelings in a confusing manner without focusing on the expectations being shattered or with little/no reference to the contest • digresses into photography with little or no reference to the contest/winning • makes very little or no use of paragraphs and cohesive devices.
<p>5–6</p>	<ul style="list-style-type: none"> • addresses the context of the entry made to the competition in a superficial manner • states the name of the city and may mention with some explanations why the place has significance • addresses the expectations of winning being shattered with little support or basic details and describes general feelings about that • uses few paragraphs and cohesive devices to structure the development of ideas • may also describe the photograph entered into the competition.
<p>7–8</p>	<ul style="list-style-type: none"> • explains with some detail the context of the entry made to the competition • states the name of the city and may briefly mention why the place has significance • focuses mostly on describing the expectations of winning being shattered and the feelings about that (N.B. feelings could be about preparations, the shooting, waiting for results, disappointment and/or reflections afterwards) • supports ideas with some explanations and details • uses paragraphing and cohesive devices which structure the development of ideas coherently • may also describe the photograph entered into the competition.
<p>9–10</p>	<ul style="list-style-type: none"> • explains clearly and effectively the context of the entry made to the competition • states the name of the city and may explain the significance of the place fully • focuses principally on describing the expectations of winning being shattered and the feelings about that (N.B. feelings could be about preparations, the shooting, waiting for results, disappointment and/or reflections afterwards) • supports ideas with lucid and effective explanations and details • uses paragraphing and cohesive devices which structure the development of ideas effectively • may also describe the photograph entered into the competition.

Question 5: Science and technology

You regularly read both electronic and hard-copy books. Your friend has never read books electronically. He/she has contacted you by email asking what the differences and similarities are of reading electronically and on paper, and which type of reading you would recommend. Write the email response to your friend.

<p>3–4</p>	<ul style="list-style-type: none"> covers only one part of the question (similarities or differences) OR both parts (similarities or differences) in a confusing manner (N.B. “cover” means “in more than two sentences”) makes a vague recommendation of reading either electronically or on paper that comes with no support or with irrelevant details provided. The recommendations may be polemical or balanced (eg recommend electronic books for certain activities and hard copy books for others) makes very little or no use of paragraphs and cohesive devices.
<p>5–6</p>	<ul style="list-style-type: none"> addresses only one part of the question (similarities or differences) with few details OR both parts (similarities and differences) in a superficial basic manner makes a recommendation of reading either electronically or on paper that comes with little support. The recommendations may be polemical or balanced (eg recommend electronic books for certain activities and hard copy books for others) uses few paragraphs and cohesive devices to structure the development of ideas.
<p>7–8</p>	<ul style="list-style-type: none"> describes with some explanations both the differences and similarities between electronic and hard-copy books, although equal treatment is not expected makes a recommendation of reading either electronically or on paper that is supported by some explanations. The recommendations may be polemical or balanced (eg recommend electronic books for certain activities and hard copy books for others) uses paragraphing and cohesive devices which structure the development of ideas coherently.
<p>9–10</p>	<ul style="list-style-type: none"> acknowledges the original email sent by the friend describes fully and effectively both the differences and similarities between electronic and hard-copy books, although equal treatment is not expected makes a clear recommendation of reading either electronically or on paper that is well-supported by coherent and lucid explanations. The recommendations may be polemical or balanced (eg recommend electronic books for certain activities and hard copy books for others) uses paragraphing and cohesive devices which structure the development of ideas effectively.

Criterion C: Format

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The text type is not recognizable. Conventions appropriate to the text type are not used.
2	The text type is hardly recognizable or is not appropriate. Conventions appropriate to the text type are very limited.
3	The text type is sometimes recognizable and appropriate. Conventions appropriate to the text type are limited.
4	The text type is generally recognizable and appropriate. Conventions appropriate to the text type are evident.
5	The text type is clearly recognizable and appropriate. 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.

Expected conventions of the text type are as follows:

Question 1: Article

- will adopt a semi-formal to formal register
- will have a suitably serious tone
- will adopt a style that engages and interests readers
- will have a relevant headline/title
- will have an engaging introduction, development and a conclusion.

Question 2: Report

- will adopt a semi-formal to formal register
- will have a title
- will use a neutral/objective style (eg presents ideas and facts without embellishment)
- will have a clearly structured layout (eg a clear introduction, sub-headings, short brief paragraphs/sections, etc)
- will have a conclusion or recommendation.

Question 3: Brochure

- will adopt a semi-formal register with flashes of informality
- will adopt a cautionary, serious tone
- will have an engaging title
- will present ideas methodically identified by eg sub-headings, bullet points, numbering etc
- will include a short introduction and conclusion.

N.B.: *Graphic design as such is not marked*

Question 4: Blog

- will adopt a semi-formal to informal register
- will have an engaging title for the entry
- will use first person narration
- will show awareness of the readers, eg through direct address, a lively and interesting style, an invitation for comments *etc*
- will have a closing statement to round off the entry, eg “that’s my take on it!”

N.B.: *Do not penalise responses which include multiple entries*

Question 5: Email

- will adopt a consistently informal register
- will adopt a lively, engaging style, perhaps with some “youth-speak” eg “I’m good”, “Can’t wait” *etc*
- will maintain clear sense of address to a specific person
- will have opening salutations
- will have closing salutations.

N.B.: *Some limited use of textese (eg “4” for “four/for” and “u” for “you”) and/or emoticons is permissible*
