

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo 2017

English / Anglais / Inglés ab initio

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 2

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The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut
	Caret – indicates omission	Alt+1
	Incorrect point	Alt+2
	Ellipse that can be expanded	Alt+3
	Horizontal wavy line that can be expanded	Alt+4
	Highlight tool that can be expanded	Alt+5
	On page comment – justifies application of assessment criteria	Alt+6
	Unclear content or language	Alt+7
	SEEN - every scanned page must be annotated or marked as SEEN	Alt+8
	Good Response/Good Point	Alt+9
	Vertical wavy line that can be expanded	Alt+0

You **must** make sure you have looked at all pages. Please put the **SEEN** annotation on any blank page, to indicate that you have seen it.

When using the *On Page Comments* annotation, please keep the following in mind:

- Avoid covering the candidate’s own writing. This can be done by writing your comments in the margins then running the arrow attached to the ‘on-page comment’ annotation to the appropriate place.
- Provide all comments in the target language.
- You may provide summative comments at the end of the script, but please do NOT record numerical marks on the scripts.

Section A

Answer **one** of the following questions. Write **at least** 50 words.

<p>1. Your school is planning to celebrate the end of term with an International Food Fair. You and your friends have decided to prepare American food. Write a poster to explain:</p> <ul style="list-style-type: none"><input type="checkbox"/> where the event will take place<input type="checkbox"/> who is invited to the International Food Fair<input type="checkbox"/> who is preparing the American food<input type="checkbox"/> a typical American dish people can taste on the day<input type="checkbox"/> why the International Food Fair will be enjoyable.
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Criterion A : language – 3 marks

Do not penalise if there are fewer than 50 words.

		Marks
Language inaccuracies completely obscure the message	Incomprehensible/illegible	0
Language inaccuracies often obscure the message. (Even on rereading the examiner does not understand the message.)	There are errors in the majority of sentences.	1
Language is generally accurate and does not obscure the message. (The examiner generally understands the message).	More than half the text is correct.	2
Language is mostly accurate. The message is clear.	Language is mainly correct.	3

Criterion B: message – 3 marks

In order to receive a mark for a piece of information, the information must be clear to an English speaker (who is not a teacher!).

Information to be given:

- where the event will take place
- who is invited to the International Food Fair
- who is preparing the American food
- a typical American dish people can taste on the day
- why the International Food Fair will be enjoyable.

Notes on message:	
<ul style="list-style-type: none"> • Where: accept any reference to a place – school, gymnasium, hall, home of student, park.... • Who is invited: accept any reference to a group of people - students, friends, parents, teachers, school friends; family, “anyone”, “everybody”, “if you like food” ... • Who is preparing the food: accept any plausible reference – “ourselves”, (American) students, parents, cooks, the IB class... • A typical dish: accept any reference to food including: a dish; a specific food, a food group. Do not accept the name of a dish or food not in English. • Why the event will be enjoyable: accept any plausible reason: meet friends; eat good food; learn about American food; have fun.... 	

		Marks
NO relevant information	0 information	0
Some relevant information	1 / 2 pieces of information	1
More than half the information	3 / 4 pieces of information	2
All relevant information	5 pieces of information	3

Criterion C : format – 1 mark - poster

		Marks
Format not appropriate	no title	0
Format appropriate	<p>A relevant title which is visually clear:</p> <ul style="list-style-type: none"> • written on a separate line OR • written in capital letters OR • has an exclamation mark OR • has a space between the title and text <p>The title can be specific to the event or general (Friends!) but must be appropriate to the context to be awarded a mark.</p>	1

2. One of your school friends is moving to another town. You have organized a special class event to say goodbye to him/her. Write an **invitation** to your friend and classmates. In the invitation you explain:

- the activity that is planned
- the time of the event
- where it will take place
- what to wear and what to bring.

Criterion A : language – 3 marks

Do not penalize if there are fewer than 50 words.

		Marks
Language inaccuracies completely obscure the message	Incomprehensible/illegible	0
Language inaccuracies often obscure the message. (Even on rereading the examiner does not understand the message.)	There are errors in the majority of sentences.	1
Language is generally accurate and does not obscure the message. (The examiner generally understands the message).	More than half the text is correct.	2
Language is mostly accurate. The message is clear.	Language is mainly correct.	3

Criterion B: message – 3 marks

In order to receive a mark for a piece of information, the information must be clear to an English speaker (who is not a teacher!).

Information to be given:

- the activity that is planned
- the time of the event
- where it will take place
- what to wear
- what to bring.

Notes on the message:
<ul style="list-style-type: none"> • The activity: accept any plausible activity - picnic; hike; party; cinema... • Time: accept words or numerals. Do not accept a day or a date in the place of a reference to time. • Where: accept any reference to a place. • What to wear: accept any reference to an item of clothing – coat, sweater, boots OR <i>casual, formal, informal...</i> • What to bring: accept any reference to an object or food other than clothes: umbrella; food; money...Accept: <i>Do not bring anything, Bring something of your own choice, Bring nothing.</i> <p>If the context is not that of an event to say goodbye to a classmate, a maximum of 2 marks may be awarded for message.</p>

		Marks
NO relevant information	0 information	0
Some relevant information	1 / 2 details	1
More than half the information	3 / 4 details	2
All relevant information	5 details	3

Criterion C – Format 1 mark – invitation

format not appropriate	no greeting, no signature	0
format appropriate	Invitation identified by: <ul style="list-style-type: none">• Greeting to friend and/ or to class <i>Dear all, Dear classmates...</i>or• Relevant title (You are invited to a party!) or• Signature / name	1

SECTION B

1. A developed/ well developed/ very well developed answer is one which adds supporting detail(s) to the description.
2. Assess the task based on content (relevance, details and clarity). Then use logical structure and cohesive devices to attribute a mark within the mark band.
3. Do not penalize if there are fewer than 100 words.
4. Clarity: the message is clear when understood by an English speaker. The message must be clear to be awarded a mark.

Question 3.

You have watched an interesting movie recently. Write a **review** of the movie that will be published in your school magazine. In your review, you introduce the film and you explain where and when the events in the film take place. You also explain why you enjoyed or did not enjoy the film.

Criterion A: Language

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.

	<p>The range of vocabulary used is varied and effective. Basic and some more complex grammatical structures are used accurately. Register is appropriate.</p>
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Message B (question 3)

Notes on the message

Assess the task based on content (relevance, details and clarity). Then use logical structure and cohesive devices to attribute a mark WITHIN the mark band.

<p>Description / presentation / introduction to the film:</p>	<p>accept any relevant details: type of film, the actors, the date of production; where or when you can see the film; the plot....</p> <p>Accept personal or general reactions to the film (example: <i>Many around me were in tears</i>).</p>	<p>One mark for each detail or</p> <p>1 mark for a detail + 1 mark for its development.</p> <p>Total 3 marks</p>
<p>Where and when the events in the film take place:</p>	<ul style="list-style-type: none"> • no development of the answer is expected. • The information must refer to events in the film. The release date, for example, is not relevant. • The information may be precise (a date, a place) or general (<i>5 years ago, during the war...</i>) 	<p>Total 2 marks</p>
<p>Reasons why you liked / disliked the film.</p>	<p>Accept one reason for and one reason against.</p> <p>Candidates do not have to say “I enjoyed the film because..” but can explain why they enjoyed the movie with positive statements about the film. <i>“This movie made me</i></p>	<p>1 mark for each reason OR</p> <p>1 mark for a reason +1 mark for its development (reason + explanation).</p> <p>Total 2 marks</p>

	<i>cry</i> ; “the actors were amazing”	
	CONTENT	Marks
The task has not been fulfilled	No relevant detail	0
The task has been partially fulfilled. One or more ideas have been identified. There is limited evidence of a logical structure. There is a partially successful use of a limited range of simple cohesive devices.	<ul style="list-style-type: none"> • Little comprehensible information • Little relevant information there are fewer than 2 pieces of information (in any order)	1 - 2
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.	Some information has been provided: 3 or 4 pieces of information are given (in any order)	3 - 4
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.	Most information has been provided: 5 or 6 pieces of information are given (in any order)	5 - 6
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.	All information has been provided and some is developed: 7 pieces of information	7 - 8

Criterion C: Format: film review

The format is not appropriate	No characteristics of a film review	0
The format is partially appropriate	One of the following characteristics <input type="checkbox"/> title of review (not necessarily the title of the film) <input type="checkbox"/> date <input type="checkbox"/> name of reviewer <input type="checkbox"/> rating	1
The format is appropriate	Two of the following characteristics <input type="checkbox"/> title of review (not necessarily the title of the film) <input type="checkbox"/> date <input type="checkbox"/> name of reviewer <input type="checkbox"/> rating	2

Question 4:

As part of the CAS programme, you work with disabled children. You want more students to know about this experience. Write a **blog** for your school to explain what the aims of the service are, give practical information (when, where, how often you visit them) and describe what kind of activities you do while you are there.

Criterion A: Language

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.

Criterion B: message (question 4)

Notes on message

If the context is not that of a service to help disabled children, the 5-6 markband is the highest that may be achieved.

Assess the task based on content (relevance, details and clarity). Then use logical structure and cohesive devices to attribute a mark within the mark band.

Practical information: when, where, how often	No development expected.	1 mark for each detail. Total 3 marks.
The aims of the service:	2 aims: for example, to help: to make the children smile...	1 mark for each aim or for 1 aim which is developed. Total 2 marks
What kind of activities:	Accept all types of activities	1 mark for each activity Or 2 marks for activity and development. Total 2 marks

	CONTENT	0
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.	<ul style="list-style-type: none"> • Little comprehensible information • Little relevant information there are fewer than 2 pieces of information (in any order)	1 - 2
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.	Some information has been provided: 3-4 pieces of information	3 - 4
The task has been fulfilled. All ideas have been identified and some have been developed well. There is a logical structure.	Most of the information has been provided: 5-6 pieces of information	5 - 6

There is successful use of a range of simple cohesive devices.		
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.	All the information has been provided: 7 pieces of information	7 - 8

Criterion C: Format - Blog

The format is not appropriate	No characteristic of a blog	0
The format is partially appropriate	One of the following characteristics <input type="checkbox"/> time <input type="checkbox"/> date <input type="checkbox"/> user name <input type="checkbox"/> title <input type="checkbox"/> reference to audience (at the beginning of the blog or in the course of the message.)	1
The format is appropriate	Two of the following characteristics <input type="checkbox"/> time <input type="checkbox"/> date <input type="checkbox"/> user name <input type="checkbox"/> title <input type="checkbox"/> reference to audience: (at the beginning of the blog or in the course of the message.)	2

Question 5:

A new shopping centre has opened in your town. You want to recommend it to your friend. You write an **email** to him/her in which you give some practical information (the opening hours, how to get there, type of shops). You describe what you just bought there and give reasons for recommending it.

Criterion A: Language

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.

Criterion B message (question 5)

Notes for message

Assess the task based on content (relevance, details and clarity). Then use logical structure and cohesive devices (column on left) to attribute a mark within the mark band.

<p>Practical information:</p> <ul style="list-style-type: none"> • how to get there • type of shops • opening hours 	<p>No development expected</p> <p>How to get there: this could be a means of transport or a direction or an explanation: “opposite the bank”; 2 blocks from your house”. Accept an address.</p> <p>Opening hours”: accept the time the shopping centre opens or the time it opens and closes.</p>	<p>one mark for each correct piece of information.</p> <p>Total 3 marks</p>
<p>Description: what you bought</p>	<p>Example: I bought shoes = 1 mark I bought red shoes = 2 marks I bought shoes because I am going to a wedding next week = 2 marks</p>	<p>One mark is awarded for a reference to a purchase. 2 marks are awarded if the response <u>describes</u> the purchase by an adjective (color, number, etc...) or an additional detail is added.</p> <p>Total 2 marks</p>
<p>Reasons for recommending “it”</p>	<p>NOTE: <i>recommending “it”.</i> “It” could refer to the shopping mall or to what you have just bought (if a single item).</p> <p>Accept both interpretations of this question.</p>	<p>2 reasons or one reason and a development of that reason.</p> <p>Total 2 marks</p>

<p>For the top mark in the band</p>	<p>CONTENT</p>	<p>0</p>
<p>The task has been partially fulfilled.</p>	<ul style="list-style-type: none"> • Little comprehensible information 	<p>1 - 2</p>

<ul style="list-style-type: none"> • There is some evidence of a logical structure. • There is a partially successful use of a limited range of simple cohesive devices. 	<ul style="list-style-type: none"> • Little relevant information <p>there are fewer than 2 pieces of information (in any order)</p>	
<p>The task has been generally fulfilled.</p> <ul style="list-style-type: none"> • 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. 	<p>Some information is provided:</p> <p>3-4 pieces of information</p>	<p>3 - 4</p>
<p>The task has been fulfilled.</p> <ul style="list-style-type: none"> • 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 	<p>Most information is provided:</p> <p>5-6 pieces of information</p>	<p>5 - 6</p>
<p>The task has been fulfilled effectively.</p> <ul style="list-style-type: none"> • 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. 	<p>All the information is provided:</p> <p>7 pieces of information</p>	<p>7 - 8</p>

Criterion C: Format - email

The format is not appropriate	No characteristic of an email	0
The format is partially appropriate	One of the following characteristics <input type="checkbox"/> form of address (dear, to...) <input type="checkbox"/> addressee (name) <input type="checkbox"/> ending (formula)	1
The format is appropriate	Two of the following characteristics <input type="checkbox"/> form of address (dear, to...) <input type="checkbox"/> addressee (name) <input type="checkbox"/> ending (formula)	2
