Diploma Programme
Programme du diplôme
Programa del Diploma

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2021

English / Anglais / Inglés B

Standard level
Niveau moyen
Nivel Medio

Paper / Épreuve / Prueba 1

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Criterion A: Language

How successfully does the candidate command written language?
- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	**Command of the language is limited.** Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.
4–6	**Command of the language is partially effective.** Vocabulary is appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
7–9	**Command of the language is effective and mostly accurate.** Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.
10–12	**Command of the language is mostly accurate and very effective.** Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.

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

To what extent does the candidate fulfil the task?

- How relevant are the ideas to the task?
- To what extent are ideas developed?
- To what extent do the clarity and organization of ideas contribute to the successful delivery of the message?

The "descriptor unpacked" explain the assessment criteria in greater detail. Where a candidate's response does not correspond exactly to a single mark band, the statements in bold should be used as a guide for the 'best fit' approach.

Marks	Level descriptor	Descriptor unpacked
0	The work does not reach a standard described by the descriptors below.	
1–3	**The task is partially fulfilled.** Few ideas are relevant to the task. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.	**The link between the response and task tends to be unclear; the reader has difficulty understanding the message.** The response touches upon some aspects of the task but there is also much unrelated information. The response addresses the task in a simple manner, and supporting details and/or examples barely feature, if at all. The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.
4–6	**The task is generally fulfilled.** Some ideas are relevant to the task. Ideas are outlined, but are not fully developed. Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.	**The link between the response and the task is mostly detectable; the reader's general understanding of the message is not impeded, despite some ambiguity.** The response covers some aspects of the task, or touches upon all aspects but superficially. The response includes some supporting details and examples. The ideas are organized in a logical way; some cohesive devices are used appropriately to aid the delivery of the message, although there may be areas of confusion at times.
7–9	**The task is fulfilled.** Most ideas are relevant to the task. Ideas are developed well, with some detail and examples. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.	**The link between the response and the task is clear; the reader has a good understanding of the message conveyed.** The response covers all aspects of the task, despite losing focus at times. The response uses supporting details and examples to clarify the message. The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with little or no ambiguity.
10–12	**The task is fulfilled effectively.** Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples.	**The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.** The response covers all aspects of the task fully, and maintains focus throughout.

| | Ideas are clearly presented and the response is structured in a logical and **coherent** manner that supports the delivery of the message. | The response uses well-chosen supporting details and examples to illustrate and explain ideas persuasively. |
| | | The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with clarity and ease. |

Note: When marking candidate responses, keep in mind that neither the **factual accuracy** of the information presented, nor the **validity** of the candidates' personal opinions, are being assessed. Therefore, scripts that are factually inaccurate should not be marked down, provided the ideas presented have coherence and are sufficiently developed.

Criterion C: Conceptual understanding

To what extent does the candidate demonstrate conceptual understanding?

- To what extent is the choice of text type appropriate to the task?
- To what extent are register and tone appropriate to the context, purpose and audience of the task?
- To what extent does the response incorporate the conventions of the chosen text type?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	**Conceptual understanding is limited.** The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.
3–4	**Conceptual understanding is mostly demonstrated.** The choice of text type is generally appropriate to the context, purpose and audience. The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response. The response incorporates some conventions of the chosen text type.
5–6	**Conceptual understanding is fully demonstrated.** The choice of text type is appropriate to the context, purpose and audience. The register and tone are appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.

Note: Examiners must balance all three elements in criterion C (choice of text type, appropriateness of tone and register, and use of text type conventions) to arrive at the final mark.

Question specific guidance (Criterion B and C)

Task 1

You have come up with an idea for a game that introduces players to the culture or landmarks of a country or region. You want to convince a big company to develop it. Write a text in which you describe the game and explain why you think it will be a success.

| Brochure | Official report | Proposal |

Criterion B:

- The focus of the question is on the game itself and how it will help players know the culture or landmarks of a country/region. It is expected, though, to have some scripts catering for a detailed description of a landmark and how it reflects the culture of the region/country intended **OR** including cost, people involved, advertising the game, etc. to convince the company. This is permissible as long as the two aspects of the question "describe" and "explain" are fully developed and linked to the cultural aspect.

- "How it will be a success" is expected to be principally linked to introducing players to the culture or landmarks. Some scripts, though, might link this aspect to how enjoyable or accessible (thus successful) the game is to players. This is permissible as long as the cultural aspect is not ignored or minimally introduced.

- The two aspects of the question: "describe" and "explain" may be presented in an overlapping manner. Thus, it may not be expected to have scripts addressing each aspect separately as long as the script clearly addresses both and supports ideas effectively.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Proposal	The text type is suitable for making a proposal, to be read by a specific person or entity, such as 'a company'.
Generally appropriate	Brochure	The text type is suitable for providing information in a persuasive way but it is typically produced for general mass audience. The choice may be considered "appropriate" if the response makes clear that the target audience is a company.
Generally inappropriate	Official report	The text type is typically used to report on a topic in an objective way, and upon request. It is not usually written proactively to persuade an individual or entity.

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the task, the "generally appropriate" text type may be considered "appropriate", or the "generally inappropriate" text type considered "generally appropriate".

Register and tone:
- Formal register
- Serious and persuasive tone – probably excited as well

Please refer to the appendix for a list of text type conventions.

Task 2

Online learning is becoming popular these days and seems to help students to succeed in school. However, you feel that the local government is not doing enough to give all students access to it and you want to voice your opinions. Write a text in which you explain your views and suggest what the local government should do.

Brochure	Letter to the editor	Proposal

Criterion B:

- The opinions voiced in the letter need to be clearly focused on "the government not doing enough to give all students access to online learning", not whether online learning has been handled successfully by the government or not **OR** other aspects of online learning irrelevant to "access". It is expected that some scripts refer to the positive side of the experience, which is permissible provided the aspects of the question are fully developed without any loss of focus.

- Two elements are required in the question: "explain the views" and "suggest what the local government should do". There does not need to be equal space devoted to each of the two, but none of them should be left minimal (in a single sentence) or completely ignored.

- It is expected to have more than one suggestion offered. However, should the script introduce one single suggestion only, this should be fully developed and well-supported with examples and details.

- "Access to online learning" could include devices, equipment, Internet cost, Wifi availability, budget, resources, etc. "Explain your views" could include benefits, steps to follow, what the government did/hasn't done, what the source of the problem is, research findings, etc. All ideas need to be clearly linked to the idea of "access" to the Internet.

- The response could be written from a student's, teacher's, parent's etc., perspective.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Letter to the editor	The text type is suitable for the purposes of voicing personal opinion to a mass audience in order to provoke thought and action.
Generally appropriate	Proposal	The text type is suitable for provoking action, but it is typically written for a specific person or entity. The choice may be considered "appropriate" if the response makes clear that the text is to be read by the local government.
Generally inappropriate	Brochure	The text type is typically used to provide information about something. It is not usually used to voice opinions.

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the task, the "generally appropriate" text type may be considered "appropriate", or the "generally inappropriate" text type considered "generally appropriate".

Register and tone:
- Formal to semi-formal register.
- Serious, friendly and persuasive tone

Please refer to the appendix for a list of text type conventions.

Task 3

You went to the opening of a museum last weekend. The museum is the first of its kind in your city and you want to inform students about it. Write a text in which you explain what the museum is about and highlight its most special features.

Article	Brochure	Official report

Criterion B:

- It is not necessary that the writer refers to an actual museum. What is expected is reference to any name (real or made up) and a brief mention of why it is the first of its kind in the city.

- It is expected that the "specific features" be plural i.e. there should be 2 or more distinguishable features. If there is really only one feature, and this is very general and superficial, script will be marked down.

- It is expected to have "why it is one of its kind" as one feature. This is permissible as long as it is well-developed. Other aspects that might be explored under "features" are: special location, fees, decoration, etc.

- Two elements are required in the question: "explanation of what the museum is about" and "highlighting its most specific features". There does not need to be an equal space devoted to each of the two, but none of them should be left minimal (barely mentioned in a single sentence) or completely ignored.

- The two aspects of the question: "what the museum is about" and "features" may be presented in an overlapping manner. Thus, it may not be expected to have scripts addressing each aspect separately as long as the script clearly addresses both and supports ideas effectively.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Article	The text type is suitable for informing a large, specified audience ('students') about a topic that should be of interest to them.
Generally appropriate	Brochure	The text type is suitable for providing information, but it is typically produced for general mass audience. The choice may be considered "appropriate" if the response makes clear that the target audience is other students.
Generally inappropriate	Official report	The text type is typically used to report on a topic in an objective way, for an individual or a small group. It is not typically used to inform a large audience.

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the task, the "generally appropriate" text type may be considered "appropriate", or the "generally inappropriate" text type considered "generally appropriate".

Register and tone:
- Semi formal register – but flashes/touches of informality should be accepted
- Enthusiastic and serious tone

Please refer to the appendix for a list of text type conventions.

Appendix: Text type conventions (Criterion C)

The most common and recognisable conventions of the text types are given below:

Brochure
- engaging title
- ideas identified by format features, e.g. sub-headings, bullet points, numbering etc
- practical information, e.g. "contact us", or a phone number and/or an email address

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

Official report
- relevant title
- neutral/objective style, e.g. presents ideas and facts without embellishment
- clearly set-out format, e.g. sub-headings, short numbered paragraphs/sections, etc.

Proposal
- title summarising the overall subject
- clearly set-out format, e.g. headings, short clear paragraphs, bullets, numbering, insetting etc.
- style aimed to persuade a specified audience

Letter to the editor
- appropriate opening and closing salutations
- reference to the original article/issue raised
- interesting and engaging style

Article
- relevant headline/title
- introduction intended to catch the readers' attention.
- techniques that engage and interest readers, e.g. direct address