

**Marking notes**  
**Remarques pour la notation**  
**Notas para la corrección**

**May / Mai / Mayo de 2021**

**English / Anglais / Inglés ab initio**

**Standard level**  
**Niveau moyen**  
**Nivel Medio**

**Paper / Épreuve / Prueba 1**

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**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?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1-2</b>	<b>Command of the language is limited</b> Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Abundant repetition and inaccuracies interfere with meaning.
<b>3-4</b>	<b>Command of the language is generally effective.</b> Vocabulary is generally appropriate to the task, and varied. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is generally accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
<b>5-6</b>	<b>Command of the language is effective and mostly accurate.</b> Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Occasional errors 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.

<b>Marks</b>	<b>Level descriptor</b>	<b>Descriptor unpacked</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.	
<b>1–2</b>	<p><b>The task is partially fulfilled.</b></p> <p>Some ideas are relevant.</p> <p>Ideas are stated, but with no development.</p> <p>Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.</p>	<p><b>The link between the response and task is unclear at times; the reader has difficulty in understanding the message.</b></p> <p>The response covers only some points in the task, and not all the points expressed are relevant.</p> <p>Supporting details and/or examples barely feature, if at all.</p> <p>The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.</p>
<b>3–4</b>	<p><b>The task is generally fulfilled.</b></p> <p>Most ideas are relevant to the task.</p> <p>Some ideas are developed with some detail and examples.</p> <p>Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.</p>	<p><b>The link between the response and the task is mostly clear; the reader’s overall understanding is not impeded, despite some ambiguity.</b></p> <p>The response covers most of the points in the task, and most of the points expressed are relevant.</p> <p>The response includes some supporting details and examples.</p> <p>The ideas are organized in a logical way; basic cohesive devices are used correctly to aid the delivery of the message, although they may be areas of slight confusion at times.</p>
<b>5–6</b>	<p><b>The task is fulfilled effectively.</b></p> <p>Ideas are relevant to the task.</p> <p>Ideas are developed well, providing details and relevant examples.</p> <p>Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.</p>	<p><b>The link between the response and the task is clear; the reader has a good understanding of the message conveyed.</b></p> <p>The response covers all the points in the task, and the points expressed are relevant.</p> <p>The response uses supporting details and examples to clarify the message.</p> <p>The ideas are organized well; a range of basic cohesive devices are used correctly to deliver the message with little or no ambiguity.</p>

**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?

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

**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.







**Task 4**

You would like to become the student representative for your class. Write a text to tell students about the improvements you will make to the school if they vote for you. Explain the changes you propose for homework, the daily schedule and school lunch.

Article	Guidelines	Speech
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**Criterion B:**

Points to be covered:

- Information relevant to the context, e.g. that you want to be the student representative for your class and you will make improvements to the school...
- Explain the changes you suggest in homework, e.g. not at the weekends, not more than one hour per day... (at least one example)
- Explain the changes you suggest in the daily schedule, e.g. start later in the day, have a longer lunch... (at least one example)
- Explain the suggested changes for school lunch, e.g. vegetarian, more fruit (at least one example)

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Speech	The text type is suitable for communicating with a group of people on a specific topic. It is suitable for the purpose of informing and persuading.
Generally appropriate	Article	The text type is suitable for communicating a wide range of messages. The choice may be considered “appropriate” if the response makes the context clear: persuasive text to school peers.
Generally inappropriate	Guidelines	The text type is used to communicate with a general or specific audience. It is suitable for the purpose of giving practical advice in an objective way. It is not usually used to persuade or suggest.

**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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- Semi-formal register
- Enthusiastic 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:

### Invitation

- Relevant title / heading / greeting
- Name of the recipient(s)
- Name of sender
- Request for a response (if appropriate)

**NOTE:** The invitation may be presented within the framework of an email, provided the main features of the invitation are also present.

### Message

- Identify the recipient (unless the audience is the self)
- Opening or closing comment
- Writer's name

### Social media posting

- General greeting / opening salutation
- First person narration/statement
- Closing comment

### Email

- Form of address ("Dear...", "To...")
- Opening and closing greeting
- Sender's name

### Blog

- Title
- Date (and time)
- Writer's name / username
- Reference to audience (directly, or through use of "we" and "you" etc)

### Article

- Headline
- Writer's name
- Date of publication
- Brief introduction and conclusion

### Guidelines

- Title
- Brief introduction
- Other format features, e.g. subtitles / bullet points / numbering
- Practical elements, e.g. name of distributor / contact info / links

Speech

- Opening address / greeting / statement
- Reference to audience (directly, or through use of “we” and “you” etc)
- Concluding remarks / closing statement

Report

- Date
  - Title / reference
  - Author of report
  - Brief introduction and conclusion
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