

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

**May / Mai / Mayo de 2022**

**English / Anglais / Inglés ab initio**

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

**Paper / Épreuve / Prueba 1**

© International Baccalaureate Organization 2022

All rights reserved. No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without the prior written permission from the IB. Additionally, the license tied with this product prohibits use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, whether fee-covered or not, is prohibited and is a criminal offense.

More information on how to request written permission in the form of a license can be obtained from <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organisation du Baccalauréat International 2022

Tous droits réservés. Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite préalable de l'IB. De plus, la licence associée à ce produit interdit toute utilisation de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, moyennant paiement ou non, est interdite et constitue une infraction pénale.

Pour plus d'informations sur la procédure à suivre pour obtenir une autorisation écrite sous la forme d'une licence, rendez-vous à l'adresse <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organización del Bachillerato Internacional, 2022

Todos los derechos reservados. No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin la previa autorización por escrito del IB. Además, la licencia vinculada a este producto prohíbe el uso de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales—, ya sea incluido en tasas o no, está prohibido y constituye un delito.

En este enlace encontrará más información sobre cómo solicitar una autorización por escrito en forma de licencia: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

**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 2**

Your neighbours have phoned to ask you to look after their children because of a family emergency. Your parents are not at home. Write a text to inform your parents about the situation: where you are, what the emergency is and what you are doing to help the neighbours.

Blog

Email

Message

**Criterion B:**

Points to be covered:

- a reference to the context: the writer informs their parents about where they are (next door, at the neighbours’).
- an explanation of why they are at the neighbours’ house with a reference to a specific emergency (one of the neighbours’ children is in hospital; the parents had to work late unexpectedly...) “I am at the neighbours’ because of a family emergency”, without a reference to a specific event, is not sufficient.
- a description of what the writer is doing to help the neighbours with at least one specific activity (making dinner, helping with homework, babysitting...). “I am helping the neighbours”. without a precise example, is not sufficient.

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Message	This text type (which may be interpreted as a written note/message, WhatsApp message or other electronic message) is suited to communicating a simple message with people who share the same space, or are in close contact (a family or friend).
Generally appropriate	Email	The text type is suited to communicating with individuals or small groups known to the writer, but not necessarily with people the writer comes in regular contact with (parents). However, if the response makes clear that the target audience is ‘the parents’, it may be considered appropriate.
Generally inappropriate	Blog	The text type is primarily a mass media text and not usually used to communicate a message to a specific person(s).

**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:

- Register is semi-formal to informal
- Tone is informative and possibly anxious.

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



**Task 4**

In your town, people prefer to travel by car rather than by public transport. Write a text to explain the advantages of using public transport and to suggest two other ways to reduce the traffic in the centre of town.

Article

Debate

Report

**Criterion B:**

Points to be covered:

- a reference to the issue: people in the town prefer to travel by car than by public transport
- at least one advantage of using public transport (reduced cost, no difficulty parking, less pollution in the town centre...)
- **two** (or more) suggestions to reduce traffic in the centre of town (develop tram and bus services; provide free bicycles...)

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Article	The text type is a mass media text type and is suited to providing information to a large audience that the writer does not know (people in the town).
Generally appropriate	Report	The text type is suited to providing an evaluation of something that has taken place (the traffic situation), but it is usually intended to be read by a specific person not a large audience. If the response makes clear that the report has been published to be read by the people of the town, it may be considered “appropriate”.
Generally inappropriate	Debate	The text type is typically used to provide a reasoned argument for or against an idea; it is not usually a mass media text.

**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:

- Register is semi-formal
- Tone is informative and persuasive.

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

**Task 5**

As part of the work experience programme at your school, you had a summer job at the local library. This experience was generally interesting but sometimes difficult. Write a text for the supervisor of the programme to describe what you did, what you enjoyed and what you found difficult.

Email Interview Report

---

**Criterion B:**

Points to be covered:

- a reference to the context: a text addressed to the supervisor about work experience at the local library
- at least one example of the work done in the library (sorting the books, helping customers, answering questions...)
- at least one reference to an enjoyable aspect of the job (helping children, choosing books for display). NB. the example should not repeat information already given.
- at least one reference to an aspect which was not enjoyable (working on weekends, not listening to music or talking while in the library). NB. the example should not repeat information already given.

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Report	The text type is suited to providing an evaluation of something that has taken place (work experience), to be read by a specific person (the supervisor).
Generally appropriate	Email	The text type is suitable for communicating with a person or people known to the writer. However, it is less suitable as a formal and evaluative text. If the email contains a formal evaluation, such as a report, then the choice may be considered “appropriate”.
Generally inappropriate	Interview	The text type is primarily a mass media text type and not usually addressed to a specific person (the supervisor).

**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:

- Register is semi formal to formal
- Tone is informative and logical

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:

### *Article*

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

### *Blog*

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

### *Card*

- Name of the recipient and sender
- Opening salutations
- Closing salutations
- Date

### *Debate*

- The topic of the debate
- The opinion of the debater on the topic
- Arguments for or against the topic
- A concluding comment

### *Email*

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

### *Interview*

- Title
- Question and answer format or reported speech
- Short introduction
- Concluding remarks (These may be quite detailed or limited to, "Thank you")
- Name of interviewer

### *Message*

- Name of sender and recipient
- Opening comment / title/ salutations
- Closing comment or salutations
- time/date/place

***N.B.*** Accept messages delivered electronically (eg text/SMS messages). In such cases, the name of the sender is not essential.

*If the electronic message is presented as a conversation/dialogue, this is acceptable as long as the person replying is the target audience.*

*Report*

- Date
- Title
- Author of report
- Short introduction and conclusion

*Speech*

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