

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

**May / Mai / Mayo de 2022**

**Korean / Coréen / Coreano B**

**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?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-3	<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. Errors interfere with communication.
4-6	<b>Command of the language is partially effective.</b> 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	<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. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.
10-12	<b>Command of the language is mostly accurate and very effective.</b> 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.

**언어**

모든 오류의 중요도가 같지 않으며 평가자들은 이 점을 기억하여야 합니다. 뜻을 전달하는데 있어서 중대한 영향을 미치는 오류가 있고, 그렇지 않은 오류도 있습니다. 또한, 어떤 오류는 순간 착각을 하여 한 실수일 수도 있지만 어떤 오류는 그 언어 사용에 대한 기본적인 이해가 되어 있지 않아서 저지르는 오류입니다.

**실수 (Slips)** – 모든 난이도에서 일어날 수 있는 실수이지만 가끔, 그리고 일정치 않게 일어나야 합니다. – 예를 들어, 학생이 보통은 과거 시제를 잘 사용하였지만 가끔 실수를 하는 경우입니다.

**결점 (Flaws)** – 보다 규칙적으로, 특히 특정 문법 구조에 일어나는 오류입니다. – 예를 들어, 과거 시제를 바르게 쓰는 경우가 많이 있어도 정확도가 안정적이지 못 하여 학생이 기본적으로 다른 시제와 혼동 하고 있는 경우입니다.

**결함 (Gaps)** – 어떤 언어 구조가 올바르게 사용되는 경우가 거의 없거나 아예 없는 경우입니다. – 예를 들어, 과거 시제가 필요한 경우에도 과거 시제를 사용하지 못 하는 경우입니다.

**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	<p><b>The task is partially fulfilled.</b></p> <p>Few ideas are relevant to the task.</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 tends to be unclear; the reader has difficulty understanding the message.</b></p> <p>The response touches upon some aspects of the task but there is also much unrelated information.</p> <p>The response addresses the task in a simple manner, and 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>
4–6	<p><b>The task is generally fulfilled.</b></p> <p>Some ideas are relevant to the task.</p> <p>Ideas are outlined, but are not fully developed.</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 detectable; the reader’s general understanding of the message is not impeded, despite some ambiguity.</b></p> <p>The response covers some aspects of the task, or touches upon all aspects but superficially.</p> <p>The response includes some supporting details and examples.</p> <p>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.</p>
7–9	<p><b>The task is fulfilled.</b></p> <p>Most ideas are relevant to the task.</p> <p>Ideas are developed well, with some detail and 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 aspects of the task, despite losing focus at times.</p> <p>The response uses supporting details and examples to clarify the message.</p> <p>The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with little or no ambiguity.</p>
10–12	<p><b>The task is fulfilled effectively.</b></p> <p>Ideas are relevant to the task.</p> <p>Ideas are fully developed, providing details and relevant examples.</p>	<p><b>The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.</b></p> <p>The response covers all aspects of the task fully, and maintains focus throughout.</p>

	<p>Ideas are clearly presented and the response is structured in a logical and <b>coherent</b> manner that supports the delivery of the message.</p>	<p>The response uses well-chosen supporting details and examples to illustrate and explain ideas persuasively.</p> <p>The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with clarity and ease.</p>
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**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	<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>
3–4	<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>
5–6	<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.

**Question specific guidance (Criterion B and C)**

**Task 1**

여러분은 최근 유기견 보호소 봉사활동에 다녀왔습니다. 이 곳에서 처음 경험하는 일들도 많고, 도움이 필요한 일도 보였습니다. 그래서 다음 번 봉사활동 때는 더 많은 젊은 사람들이 이 유기견 보호소에 와서 일을 할 수 있도록 권장하고 싶었습니다. 유기견 봉사활동에 가면 어떤 일을 해야 하고, 왜 더 많은 사람의 도움이 필요한 지에 대한 글을 쓰세요.

**Criterion B:**

- 유기견에 대한 설명은 괜찮지만, 글의 내용은 유기견 보호소 봉사활동에서 이루어지는 일들을 중점적으로 제시해야 함 (예를 들어 설명하는 것이 바람직함)
- 어떤 것들이 사람들의 도움이 필요하고, 왜 필요한지 이유 제시

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	블로그	젊은 사람들에게 소식을 전하는 가장 좋은 방법
Generally appropriate	신문 기사	다양한 사람들에게 전달하기 좋음
Generally inappropriate	토론문	많은 사람들의 참여를 원하는 글이기 때문에 토론하는 것은 맞지 않음

**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:

- 비슷한 연령의 독자들에게 쓰는 친근한 말투, 표현 사용
- 제시/제안하는 톤

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

**Task 2**

정부는 금연 운동의 한 일환으로 내년부터 백화점과 학교 주변 등 여러 곳에 금연 구역을 확충하자는 제안이 나오고 있습니다. 비흡연자들은 이 제안을 기뻐하지만, 흡연자들은 이 소식이 반갑지 않습니다. 지역 사회의 인식을 높이기 위해 금연 구역 확충의 장점과 단점에 대한 글을 쓰세요.

**Criterion B:**

- 금연 운동에 대한 설명 가능하지만 전체적인 내용은 지역 사회의 인식을 높이기 위한 금연 구역 확충의 설명이여함
- 금연 구역 확충의 장점과 단점이 모두 들어가야함

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	토론문	장단점을 비교하는 것이기에 토론이 제일 적합함
Generally appropriate	신문기사	장단점 소식을 많은 사람들에게 전달하기에 좋음
Generally inappropriate	이메일	공적인 문제를 공론화하는 것이기 때문에 사적인 전달 방식인 이메일은 부적합함

**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:

- 격식있는 표현 사용
- 친구들에게 사용하는 정다운 표현은 부적합

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

**Task 3**

여러분은 지난 여름 방학 동안 섬머 (summer) 프로그램을 이용해서 한국에 있는 사람과 언어 및 문화 교류를 시작했습니다. 막상 하고 보니, 생각보다 더 유익하고 재미있는 시간이었습니다. 그래서 학교 친구들에게 이 프로그램을 소개하고 싶었습니다. 프로그램이 어떤 점에서 기대했던 것 보다 더 좋았고, 어떻게 지원할 수 있는지에 대한 글을 쓰세요.

**Criterion B:**

- 전반적인 섬머 프로그램에 대해 이야기 할 수 있으나, 언어 및 문화 교류에 대한 소개 필요
- 프로그램에서 좋았던 점 제시
- 지원 방법 구체적으로 제시

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	이메일	학교 친구들에게 사적으로 알려주기 적합
Generally appropriate	블로그	또래 독자들에게 정보를 전달하기 좋음
Generally inappropriate	보고서	개인 경험을 공유하는 것임으로 격식있는 보고서는 부적합함

**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:

- 친구들에게 쓰는 친근한 표현 사용
- 설득하는 어투

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:

### 토론문

- 발표문 서두에 적절한 인사 표현이 있음
- 발표의 주제에 대해 간단히 소개
- 적절한 결론 및 마무리 인사

### 이메일

- 제목 기재
- 서두에 받는이 이름과 적절한 인사 표현
- 이메일의 목적 간단히 소개
- 마지막에 보내는이 이름 적절한 인사말 기재
- 수신자 정보 기재

### 블로그

- 제목 제시
- 독자들에게 대한 직접적이고 적절한 호칭, 지칭 사용
- 날짜와 이름 기재

### 신문 기사

- 제목/헤드라인 제시
- 독자층에 대한 이해를 바탕으로 한 내용 기술
- 적절한 서론, 본론, 결론 전개

### 감상문

- 제목 제시
  - 이름 기재
  - 간단한 서론 및 명료한 결론
-