

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre de 2019

English / Anglais / Inglés B

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 2

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Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Command of the language is generally inadequate. A very limited range of vocabulary is used, with many basic errors. Simple sentence structures are rarely clear.
3–4	Command of the language is limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
5–6	Command of the language is generally adequate, despite many inaccuracies. A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
7–8	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
9–10	Command of the language is good and effective. A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.

Clarification

Word count

At SL, students are required to write a minimum of 250 words. Failure to write the minimum number of words will result in a **[1 mark]** penalty under criterion A. The whole text should be taken into consideration in the award of marks.

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.

A good answer will have few language gaps, and slips or flaws rarely affect meaning.

Criterion B: Message

- How clearly can the student develop and organize relevant ideas?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The message has not been communicated. The ideas are irrelevant and/or repetitive. The development of ideas is unclear; supporting details are very limited and/or not appropriate.
3–4	The message has barely been communicated. The ideas are sometimes irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
5–6	The message has been partially communicated. The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
7–8	The message has been communicated fairly well. The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
9–10	The message has been communicated well. The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.

NOTE:

1. When marking candidate responses, keep in mind that neither the **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 they meet the requirements of the task, and the ideas are sufficiently developed.
2. The term "**cover**" in the following notes (in "covers only one part...", "covers both parts..." etc.) should be interpreted as "in more than two sentences".

Question 1: Cultural diversity

You have been learning sign language for a year and find that this activity is both enjoyable and important. You wish that all your fellow students could learn sign language too. Write the text of a presentation you will give to the school management asking for sign language to be included in the school curriculum and explaining the benefits this could bring.

<p>3-4</p>	<ul style="list-style-type: none"> • addresses the issue of introducing sign language to the school curriculum in a confusing way; might digress into other irrelevant topics • mentions in a confusing manner OR with irrelevant details one or two benefits of introducing sign language to the school curriculum • uses very weak or confusing explanations and examples to support the ideas provided • covers only one part of the question (request <u>or</u> explain) OR both parts of the question (request <u>and</u> explain) in a confusing manner • makes very little or no use of paragraphing and cohesive devices.
<p>5-6</p>	<ul style="list-style-type: none"> • makes an unclear request for sign language to be included in the school curriculum. Reference to how important and enjoyable it is comes with superficial details and few digressions into other topics • mentions with little support or in a superficial manner one or two benefits of introducing sign language to the school curriculum • supports the ideas provided, using few explanations and examples • addresses only one part of the question (request <u>or</u> explain) with some detail OR both parts of the question (request <u>and</u> explain) in a superficial basic manner • uses few paragraphs and cohesive devices which structure the development of ideas.
<p>7-8</p>	<ul style="list-style-type: none"> • makes a clear request for sign language to be included in the school curriculum. Reference to how important and enjoyable it is comes with some supporting details • provides at least two benefits of introducing sign language to the school curriculum, using some explanations and supporting details for each • supports the ideas provided, using some explanations and relevant examples • addresses both parts of the question (request <u>and</u> explain) competently and with some detail • uses paragraphing and cohesive devices which structure the development of ideas coherently.
<p>9-10</p>	<ul style="list-style-type: none"> • makes a clear request for sign language to be included in the school curriculum. A clear reference to how important and enjoyable it is should be made • provides at least two detailed benefits of introducing sign language to the school curriculum • supports the arguments provided using detailed explanations and effective examples • addresses both parts of the question (request <u>and</u> explain) effectively • uses paragraphing and cohesive devices which structure the development of ideas effectively.

Question 2: Customs and traditions

Many of your fellow students use their cell phones in public places, such as shops, buses and cafés, without thinking about the people around them. Write a leaflet to be distributed in your school, describing the issue and suggesting how cell phones can be used in public without disturbing or offending others.

Note: Examples may be based on personal experience(s)

<p>3-4</p>	<ul style="list-style-type: none"> • covers the issue of using cell phones in public places in an appropriate and considerate way in a confusing manner; might digress into other irrelevant topics • covers in a confusing manner OR with irrelevant details provided the issue surrounding inappropriate / inconsiderate use of cell phones in public places • mentions in a confusing manner OR with irrelevant details provided one or two suggestions of how cell phones can be used in public without disturbing or offending others • uses very weak or confusing examples and explanations to support the ideas • covers only one part of the question (describe <u>or</u> suggest) OR both parts of the question (describe <u>and</u> suggest) in a confusing manner • makes very little or no use of paragraphing and cohesive devices.
<p>5-6</p>	<ul style="list-style-type: none"> • addresses the issue of using cell phones in public places in an appropriate and considerate way in a vague manner and with more noticeable digression into other topics • describes with little support or in a superficial manner the issue surrounding inappropriate/ inconsiderate use of cell phones in public places • mentions with little support or in a superficial manner one or two suggestions of how cell phones can be used in public without disturbing or offending others • supports the ideas provided, using few explanations and examples • addresses only one part of the question (describe <u>or</u> suggest) with some detail OR both parts of the question (describe <u>and</u> suggest) in a superficial basic manner • uses few paragraphs and cohesive devices which structure the development of ideas.
<p>7-8</p>	<ul style="list-style-type: none"> • focuses on the issue of using cell phones in public places in an appropriate and considerate way but with little digression into customs and traditions or technology at large • describes the issue surrounding inappropriate/ inconsiderate use of cell phones in public places, using some explanations and supporting details for each • provides at least two suggestions of how cell phones can be used in public without disturbing or offending others, using some explanations and supporting details for each • supports the arguments provided, using some explanations and relevant examples • addresses both parts of the question (describe <u>and</u> suggest) competently and with some detail • uses paragraphing and cohesive devices which structure the development of ideas coherently.
<p>9-10</p>	<ul style="list-style-type: none"> • focuses principally and clearly on the issue of using cell phones in public places in an appropriate and considerate way • describes clearly and effectively the issue surrounding inappropriate/ inconsiderate use of cell phones in public places • provides at least two lucid and effective suggestions of how cell phones can be used in public without disturbing or offending others • supports the arguments provided effectively using detailed explanations and effective examples • address both parts of the question (describe <u>and</u> suggest) effectively • uses paragraphing and cohesive devices which structure the development of ideas effectively.

Question 3: Health

Your friend is worried about receiving low grades at school so spends all his/her spare time studying. You are concerned that the worry and stress of studying is making your friend ill. Write an e-mail to your friend explaining why you are concerned and suggesting other ways he/she could act in this situation.

<p>3-4</p>	<ul style="list-style-type: none"> • covers the context of the email (spending too much spare time studying might result in making the friend ill) in a confusing way; may digress into other irrelevant topics • makes unclear or confusing reasons for being concerned about the friend • mentions in a confusing manner OR with irrelevant details one or two suggestions of other ways the friend could act • covers only one part of the question (explain <u>or</u> suggest) OR both parts of the question (explain <u>and</u> suggest) in a confusing manner • makes very little or no use of paragraphing and cohesive devices.
<p>5-6</p>	<ul style="list-style-type: none"> • addresses the context of the email (spending too much spare time studying might result in making the friend ill) in a superficial manner • mentions superficial reasons for being concerned about the friend • mentions with little support or in a superficial manner one or two suggestions of other ways the friend could act • addresses only one part of the question (explain <u>or</u> suggest) with some detail OR both parts of the question (explain <u>and</u> suggest) in a superficial basic manner • uses few paragraphs and cohesive devices which structure the development of ideas.
<p>7-8</p>	<ul style="list-style-type: none"> • explains with some detail the context of the email (spending too much spare time studying might result in making the friend ill) • explains the reason for being concerned about the friend in a generally clear manner • provides at least two suggestions of other ways the friend could act, using some explanations and supporting details for each • addresses both parts of the question (explain <u>and</u> suggest) competently and with some detail • uses paragraphing and cohesive devices which structure the development of ideas coherently.
<p>9-10</p>	<ul style="list-style-type: none"> • explains clearly and effectively the context of the email (spending too much spare time studying might result in making the friend ill) • explains fully and clearly the reason for being concerned about the friend • provides at least two clear and detailed suggestions of other ways the friend could act • addresses both parts of the question (explain <u>and</u> suggest) effectively • uses paragraphing and cohesive devices which structure the development of ideas effectively.

Question 4: Leisure

A travel agency where you work part-time has asked you to stay in a new “eco-friendly” hotel in your town and to report on your experience. Write a report for the agency describing the hotel and their services, and whether you would recommend the hotel as an “eco-friendly” hotel.

<p>3–4</p>	<ul style="list-style-type: none"> • states the aim of the report in a confusing and unclear manner • describes the “eco-friendly” hotel and their services in a confusing manner OR with irrelevant details provided • makes a confusing or unclear recommendation for or against the hotel being “eco-friendly” • uses very weak or confusing examples and explanations to support the ideas presented • covers only one part of the question (describe or recommend) OR both parts of the question (describe and recommend) in a confusing manner • makes very little or no use of cohesive devices.
<p>5–6</p>	<ul style="list-style-type: none"> • states the aim of the report in a superficial manner • describes the “eco-friendly” hotel and their services with little support provided OR in a superficial basic manner • makes a superficial recommendation for or against the hotel being “eco-friendly” • supports the ideas presented using few explanations and examples • addresses only one part of the question (describe or recommend) with some detail OR both parts of the question (describe and recommend) in a superficial basic manner • uses few cohesive devices to structure the development of ideas.
<p>7–8</p>	<ul style="list-style-type: none"> • states the aim of the report in a generally clear manner • describes the “eco-friendly” hotel and their services, using some explanations and details • makes a generally clear recommendation for or against the hotel being “eco-friendly” • supports the ideas provided using some explanations and relevant examples • addresses both parts of the question (describe and recommend) competently and with some detail • uses cohesive devices which structure the development of ideas coherently.
<p>9–10</p>	<ul style="list-style-type: none"> • states the aim of the report in a clear and effective manner • describes fully and clearly the “eco-friendly” hotel and their services • makes a clear and effective recommendation for or against the hotel being “eco-friendly” • supports ideas provided using detailed explanations and effective examples • addresses both parts of the question (describe and recommend) effectively • uses cohesive devices which structure the development of ideas effectively.

Question 5: Science and technology

Your local paper recently published an article arguing that, although social media is a useful tool for spreading information quickly, all news items should be banned because the information cannot be trusted. Write a letter to the editor of the paper, giving your opinion of this topic.

Note: (1) The candidate may write a balanced response, defend one point of view, use an analytic approach, etc.

(2) Examples may be based on personal experience(s)

<p>3–4</p>	<ul style="list-style-type: none"> • covers whether all news items should be banned from social media in a confusing manner and with digression into irrelevant topics • expresses irrelevant and confusing viewpoints • uses very weak or confusing reasons, explanations and examples to support the ideas provided • makes very little or no use of paragraphing and cohesive devices • may acknowledge the opposing view and offer a brief rebuttal.
<p>5–6</p>	<ul style="list-style-type: none"> • addresses the issue of whether all news items be banned from social media in a superficial manner and with more noticeable digression into other aspects • expresses superficial and unclear viewpoints • supports the ideas provided, using few reasons, explanations and examples • uses few paragraphs and cohesive devices which structure the development of ideas • may acknowledge the opposing view and offer a brief rebuttal.
<p>7–8</p>	<ul style="list-style-type: none"> • focuses on whether all news items should be banned from social media with little digression into other general aspects • expresses generally clear viewpoints • supports the ideas provided, using some reasons, explanations and relevant examples • uses paragraphing and cohesive devices which structure the development of ideas coherently • may acknowledge the opposing view and offer a brief rebuttal.
<p>9–10</p>	<ul style="list-style-type: none"> • focuses principally and clearly on whether all news items should be banned from social media • expresses clear and lucid viewpoints • supports ideas effectively, using detailed reasons, explanations and examples • uses paragraphing and cohesive devices which structure the development of ideas effectively • may acknowledge the opposing view and offer a brief rebuttal.

Criterion C: Format

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The text type is not recognizable. Conventions appropriate to the text type are not used.
2	The text type is hardly recognizable or is not appropriate. Conventions appropriate to the text type are very limited.
3	The text type is sometimes recognizable and appropriate. Conventions appropriate to the text type are limited.
4	The text type is generally recognizable and appropriate. Conventions appropriate to the text type are evident.
5	The text type is clearly recognizable and appropriate. Conventions appropriate to the text type are effective and evident.

To gain maximum marks **[5]**, all of the bulleted conventions must be applied.

To gain **[3]**, more than half of the conventions must be applied.

Note: Examiners are reminded that Criterion C bullet points are marking notes, not mark schemes. Therefore, where one or more bullet points are only partially fulfilled (*eg* appropriate register generally used but not consistently, there is an opening salutation but no closing salutation *etc*), some credit/recognition may still be given. In such cases, examiners should consider the work holistically and use their professional judgements, with reference to the criteria, to arrive at the final marks.

Expected conventions of the text type are as follows:

Question 1: Presentation

- will adopt formal register with perhaps some flashes of semi-formality
- will adopt an appropriately polite and enthusiastic tone
- will address the audience and keep contact with them throughout, *eg* use of “we” and “you” *etc*
- will set out to catch the audience’s attention at the beginning, and leave a clear impression at the end
- will include elements of speech rhetoric *eg* rhetorical questions, repetition *etc*.

Question 2: Leaflet

- will adopt a semi-formal register with perhaps some flashes of informality
- will have an engaging title
- will have a short introduction and a conclusion
- will identify ideas with format features, *eg* sub-headings, bullet points, numbering *etc*.
- will include practical aspects of the text type, *eg* “contact us”, or a phone number and/or an email address.

Question 3: E-mail

- will adopt an informal register
- will adopt a suitably sensitive and concerned tone, perhaps with moments of liveliness
- will maintain clear sense of address to a specific person
- will have an appropriate opening salutation
- will have an appropriate closing salutation.

***N.B.:** Some limited use of textese (eg “4” for “four/for” and “u” for “you”) and/or emoticons is permissible.*

Question 4: Report

- will adopt a formal register
- will have a relevant title
- will use a neutral/objective style, eg presents ideas and facts without embellishment
- will have a clearly-structured layout through sub-headings, short brief paragraphs/sections, etc.
- will have a conclusion or recommendation.

***N.B.:** It is acceptable for the report to be presented within the framework of a letter/email, provided the features above are present. The handling of such a “framework” should not affect the mark.*

Question 5: Letter to the editor

- will adopt a semi-formal to formal register
 - will adopt an appropriately assertive, convincing and appropriately respectful tone
 - will give opinions in an interesting and engaging style
 - will include a greeting and a closing salutation
 - will refer to the original article/issue raised.
-