

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre 2017

English / Anglais / Inglés B

Higher level
Niveau supérieur
Nivel superior

Paper / Épreuve / Prueba 2

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Section A

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 limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	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.
5–6	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	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.
9–10	Command of the language is very effective. A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

Clarification

Word count

At HL, students are required to write a minimum of 250 words in section A and 150 words in section B. Failure to write the minimum number of words will result in a **[1 mark]** penalty under criterion A. There is no penalty for exceeding 400 words in section A or 250 words in section B: 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 very few language gaps, if any, and slips or flaws very 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 confusing; supporting details are limited and/or not appropriate.
3–4	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.
5–6	The message has been communicated fairly well. The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
7–8	The message has been communicated well. The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.
9–10	The message has been communicated very well. The ideas are relevant and effective. The development of ideas is coherent and thorough; supporting details are highly appropriate.

Question 1: Cultural diversity

You are currently on holiday in an English-speaking country, and you are impressed by the ways in which this country enables people with disabilities to participate fully in society. Write an email to an English-speaking friend explaining what you have observed and why you are so impressed.

<p>3–4</p>	<ul style="list-style-type: none"> • presents an unclear or confused reaction to the subject • describes unclearly examples of what was observed; or describes poorly only one example • provides weak or undeveloped reasons why the examples were impressive • focuses poorly on the task: there is much irrelevant ‘e-mail chat’ • uses few paragraphs or cohesive devices to structure the development of ideas.
<p>5–6</p>	<ul style="list-style-type: none"> • presents a vaguely relevant reaction to the subject • describes superficially examples of what was observed; or describes only one example • provides poorly developed reasons why the examples were impressive • focuses adequately on the task, despite quite a lot of irrelevant ‘e-mail chat’ • uses some paragraphs and cohesive devices to structure the development of ideas to some extent.
<p>7–8</p>	<ul style="list-style-type: none"> • presents a reasonably clear reaction to the subject • describes in general terms at least two examples of what was observed • provides fairly clear reasons why the examples were impressive • focuses quite well on the task: there is not much irrelevant ‘e-mail chat’ • uses paragraphs and cohesive devices to structure the development of ideas fairly effectively.
<p>9–10</p>	<ul style="list-style-type: none"> • presents a clear and precise reaction to the subject • describes in detail at least two examples of what was observed • provides clear and developed reasons why the examples were impressive • focuses well on the task: there is little irrelevant ‘e-mail chat’ • uses paragraphs and cohesive devices to structure the development of ideas effectively.

Question 2: Customs and traditions

While on a school exchange in an English-speaking country, you attended a conference on the difficulties faced by communities trying to maintain customs and traditions in a rapidly changing world. Write a diary entry in which you record and reflect on the ideas presented at the event.

<p>3–4</p>	<ul style="list-style-type: none"> • provides no detail of the conference, eg location, topic, speakers, atmosphere • mentions little or not at all the difficulties faced by communities • describes unclearly the ideas presented at the event • presents confused or undeveloped reflections on the subject • uses few paragraphs or cohesive devices to structure the development of ideas.
<p>5–6</p>	<ul style="list-style-type: none"> • provides little detail of the conference, eg location, topic, speakers, atmosphere • mentions vaguely at least two examples of the difficulties faced by communities • describes superficially the ideas presented at the event • presents vague or under-developed reflections on the subject • uses some paragraphs and cohesive devices to structure the development of ideas to some extent.
<p>7–8</p>	<ul style="list-style-type: none"> • provides some simple detail of the conference, eg location, topic, speakers, atmosphere • mentions in passing at least two examples of the difficulties faced by communities • describes in general terms the ideas presented at the event • presents reasonably well-developed reflections on the subject • uses paragraphs and cohesive devices to structure the development of ideas fairly effectively.
<p>9–10</p>	<ul style="list-style-type: none"> • provides some detail of the conference, eg location, topic, speakers, atmosphere • refers concisely yet clearly to at least two examples of the difficulties faced by communities • describes clearly and in some detail the ideas presented at the event • presents coherent and well-developed reflections on the subject • uses paragraphs and cohesive devices to structure the development of ideas effectively.

Question 3: Health

Lack of physical exercise is becoming an increasing problem among students at your school. Therefore, the principal of your school has decided to run a campaign to tackle this issue. Write a proposal to your principal outlining your ideas for the campaign and explain why they would be effective in promoting students to take more exercise.

<p>3–4</p>	<ul style="list-style-type: none"> • refers unclearly or not at all to the context of the campaign • describes the ideas for the campaign unclearly, with no real detail • explains poorly or unconvincingly why the ideas would be effective for the campaign • provides little support for any argument • uses few paragraphs or cohesive devices to structure the development of ideas.
<p>5–6</p>	<ul style="list-style-type: none"> • refers in passing to the context of the campaign • describes the ideas for the campaign thinly, with little detail • explains superficially why the ideas would be effective for the campaign • provides some support for some arguments • uses some paragraphs and cohesive devices to structure the development of ideas to some extent.
<p>7–8</p>	<ul style="list-style-type: none"> • refers quite clearly to the context of the campaign • describes the ideas for the campaign quite efficiently, in outline • explains quite clearly why the ideas would be effective for the campaign • provides some relevant support for each argument • uses paragraphs and cohesive devices to structure the development of ideas fairly effectively.
<p>9–10</p>	<ul style="list-style-type: none"> • refers clearly and concisely to the context of the campaign • describes the ideas for the campaign efficiently and in some detail • explains clearly and methodically why the ideas would be effective for the campaign • provides relevant and effective support for each argument • uses paragraphs and cohesive devices to structure the development of ideas effectively.

Question 4: Leisure

A famous English-speaking author recently visited your town. The author’s books are very popular with young people. As a junior reporter for the local newspaper, you interviewed the author about what motivates them to write and why their work appeals to a teenage audience. Write an article for the local newspaper based on this interview. Do not simply write the text (transcript) of the interview.

<p>3–4</p>	<ul style="list-style-type: none"> • provides little or no information about author and work • discusses unclearly or not at all the author’s motivation to write • presents no clear explanation of why the work appeals to a teenage audience • links quotations by the author poorly to the progression of ideas • uses few paragraphs or cohesive devices to structure the development of ideas.
<p>5–6</p>	<ul style="list-style-type: none"> • provides some simple information about author and work • discusses at a basic level the author’s motivation to write • presents superficial explanations of why the work appeals to a teenage audience • links quotations by the author vaguely to the progression of ideas • uses some paragraphs and cohesive devices to structure the development of ideas to some extent.
<p>7–8</p>	<ul style="list-style-type: none"> • provides some appropriate information about author and work • discusses to some extent the author’s motivation to write • presents some explanation of why the work appeals to a teenage audience • links quotations by the author competently to the progression of ideas • uses paragraphs and cohesive devices to structure the development of ideas fairly effectively.
<p>9–10</p>	<ul style="list-style-type: none"> • provides illuminating information about author and work • discusses in detail the author’s motivation to write • presents developed explanations of why the work appeals to a teenage audience • links quotations by the author skilfully to the progression of ideas • uses paragraphs and cohesive devices to structure the article effectively.

Question 5: Science and technology

Your English teacher has asked you to give a presentation on the topic: “Advances in science can both benefit and damage society”. Write the text of your presentation describing one such scientific advance, and explaining why you think it is a good example of this dilemma.

<p>3–4</p>	<ul style="list-style-type: none"> • focuses vaguely on scientific advance in general • explains poorly why scientific advance might benefit or damage society • provides little or no support for the argument • has a weak or confused structure of argument, demonstrating little linkage of ideas • uses few paragraphs or cohesive devices to structure the development of ideas.
<p>5–6</p>	<ul style="list-style-type: none"> • focuses more on an area of scientific advance, rather than one specific example • explains superficially why the example both benefits and damages society; OR fails to deal with either ‘benefits’ or ‘damages’ • provides a little support for the argument • has some detectable structure of argument, demonstrating linkage of ideas at times • uses some paragraphs and cohesive devices to structure the development of ideas to some extent.
<p>7–8</p>	<ul style="list-style-type: none"> • focuses quite effectively on one specific example of a scientific advance (other scientific advances may be mentioned, but only as supporting evidence) • explains fairly clearly why the area both benefits and damages society • provides some appropriate support for the argument • has a competent overall structure of argument, demonstrating some helpful linkage of ideas • uses paragraphs and cohesive devices to structure the development of ideas fairly effectively.
<p>9–10</p>	<ul style="list-style-type: none"> • focuses effectively on one specific example of a scientific advance (other scientific advances may be mentioned, but only as supporting evidence) • explains clearly why the example both benefits and damages society • provides relevant and effective support for the argument • has a clear overall structure of argument, demonstrating lucid linkage of ideas • uses paragraphs and cohesive devices to structure the development of ideas effectively.

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: Email

- will adopt a consistently informal or semi-formal register
- will adopt a lively, engaging style (perhaps with some “youth-speak” eg “I’m good”, “Can’t wait” etc)
- 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 2: Diary

- will adopt a consistent informal or semi-formal register
- will have a date and/or day
- will use first person narration
- will have a closing statement to round off the entry
- will not use self-evident explanatory phrases or sentences, eg will use “I saw Alicia”, not “I saw Alicia, my best friend”.

N.B.: The diary may begin “Dear Diary”, but this is not expected.

Question 3: Proposal

- will adopt a formal register
- will use a style aimed to persuade a specified audience
- will have a title summarizing the overall subject
- will set out the text clearly using features such as headings, short clear paragraphs, sections identified by letters/numbers/bullets, inseting *etc*
- will have an introduction and a conclusion.

N.B.: *It is acceptable for the proposal to be presented within the framework of a letter / email, provided the features above are present.*

Question 4: Interview

- will adopt a semi-formal to formal register
- will have a relevant headline/title
- will have an introduction and a conclusion
- will use a style aimed at involving and interesting the reader
- will refer to the interview, including direct quotations; it will not be a verbatim transcript.

N.B.: *If the text type is a transcript, consider it ‘sometimes recognizable and appropriate’ at best, ie award no more than 3 marks.*

Question 5: Presentation

- will adopt a semi-formal to informal register
- will adopt an appropriately serious 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*.

Section B

Criterion A: Language

- How effectively and accurately does the student use language?

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0	The work does not reach a standard described by the descriptors below.
1–2	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.
3–4	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.
5–6	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	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.
9–10	Command of the language is very effective. A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

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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”.

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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 very few language gaps, if any, and slips or flaws very rarely affect meaning.

Criterion B: Argument

- How skillfully does the student develop ideas?
- How clear and convincing is the argument?
- To what extent does the student react to the stimulus?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The development of ideas is very poor, and the argument is unclear and unconvincing. The structure of the argument is vague and confusing. The ideas are irrelevant.
3–4	The development of ideas is poor, and the argument is rarely clear and convincing. The structure of the argument is sometimes apparent. The ideas are sometimes relevant.
5–6	The development of ideas is sometimes good, and the argument has some clarity and is sometimes convincing. The structure of the argument is evident. The ideas are generally relevant.
7–8	The development of ideas is good and methodical; the argument is clear and fairly convincing. The structure of the argument is coherent and organized. The ideas are well expressed and relevant.
9–10	The development of ideas is very good and methodical; the argument is convincing. The structure of the argument is consistently coherent and organized. The ideas are very well expressed, relevant and engaging.

6. “Learning is not the product of teaching. Learning is the product of the activity of learners.”

<p>3–4</p>	<ul style="list-style-type: none"> • addresses poorly or not at all the central issue of to what extent learning is the product of teaching or the activity of learners • offers little or no clarification of what is meant by “learning” and/or “teaching” • takes an unclear or contradictory view of the statement – whether arguing that either “teaching” or “activity of learners” is more significant; or developing a balanced view of how the two factors interact • presents arguments that are not developed clearly.
<p>5–6</p>	<ul style="list-style-type: none"> • addresses in loose general terms the central issue of to what extent learning is the product of teaching or the activity of learners • offers a vague attempt at clarification of what is meant by “learning” and/or “teaching” • takes an imprecise or confused view of the statement – whether arguing that either “teaching” or “activity of learners” is more significant; or developing a balanced view of how the two factors interact • presents arguments that are only developed clearly in part or at times.
<p>7–8</p>	<ul style="list-style-type: none"> • addresses broadly the central issue of to what extent learning is the product of teaching or the activity of learners • offers some clarification of what is meant by “learning” and/or “teaching” • takes quite a clear view of the statement – whether arguing that either “teaching” or “activity of learners” is more significant; or developing a balanced view of how the two factors interact • presents arguments that are generally developed fairly clearly.
<p>9–10</p>	<ul style="list-style-type: none"> • addresses directly the central issue of to what extent learning is the product of teaching or the activity of learners • offers an effective clarification of what is meant by “learning” and/or “teaching” • takes a clear and coherent view of the statement – whether arguing that either “teaching” or “activity of learners” is more significant; or developing a balanced view of how the two factors interact • presents arguments that are developed clearly and methodically.
