

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre 2017

English / Anglais / Inglés ab initio

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 2

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Section A

Criterion A: Language

- Does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use spelling, calligraphy (see “Glossary of terms”), vocabulary and grammatical structures correctly and accurately?

Marks	Level descriptor
0	Language inaccuracies completely obscure communication.
1	Language inaccuracies often obscure communication.
2	Language is generally accurate and does not obscure communication.
3	Language is mostly accurate and communication is clear.

Clarification

Word count

At ab initio level, students are required to write a minimum of 50 words in section A (with equivalents in non-Roman script languages). There is **no penalty** for not writing the minimal word target in section A.

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

- Is all the relevant information conveyed?

Marks	Level descriptor
0	No relevant information has been conveyed.
1	Some relevant information has been conveyed.
2	More than half (at least three pieces of information) has been conveyed.
3	All relevant information has been conveyed effectively.

Question 1:

There have been changes in the school restaurant. As class representative you have been asked to post a **message** on the school web site telling students about these changes. In the message you give the following information:

- the time school lunch is served
- the type of food served
- the cost of school lunch
- two reasons why students should have lunch at school.

Question 1: Criterion B: Message – 3 marks

Is the information understandable to an English speaker?

For 3 marks the message must be clear.

Information to be given:

- the time lunch at school is served
- the type of food served
- the cost of school lunch
- two reasons why students should have lunch at school.

Notes on the message:

The time lunch at school is served:

- accept words or numerals
- accept the 12 hour or 24 hour clock.
- accept: lunch is served after the second period; lunch is served before break...
- Accept the time for lunch: 11:00 to 15:00 pm.

The type of food served:

- Accept categories or specific examples (fast food, healthy food, local products, fish and chips, vegan...)

The cost of school lunch:

- Accept any currency; accept words or numerals
- Accept cheap, expensive...

Two reasons why students should have lunch at school:

- Do not accept the same words as those in the answer to the type of food served or the cost: i.e. the words healthy food or cheap, for example, are not accepted twice but if replaced with nutritious or inexpensive, this is acceptable.
- Accept all plausible answers: good diet, nutrition, socialising, doing homework, time saving, safety...

Question 2:

Next week there is going to be a swimming competition for all the schools in your region. You are the captain of your school swimming team. Send the members of the team an **e-mail** explaining how the day is going to be organized. Remind the team members about:

- the date of the competition
- where they must meet to leave for the competition
- how they are going to travel to the competition
- what they should bring to wear and to eat.

Question 2: Criterion B: Message – 3 marks

Is the information understandable to an English speaker?

For 3 marks the message must be clear.

Information to be given:

- the date of the competition
- where they must meet to leave for the competition
- how they are going to travel to the competition
- what they should bring to wear and to eat.

Notes on the message:

The date of the competition:

- Accept - day OR day and date OR day, date and month. For example: Next Tuesday; Tuesday 9th; Tuesday 9th May; on Tuesday

What they should bring to wear and to eat.

- Do not accept: “bring something to eat”. To receive a mark, candidates must elaborate: “bring something light to eat” or 'bring something to eat for after the competition' or 'bring some sandwiches'...

Criterion C: Format

- Does the format correspond to the task?

Marks	Level descriptor
0	The format is not appropriate.
1	The format is appropriate.

Section B

Criterion A: Language

- To what extent does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use a range of vocabulary and grammatical structures?
- Does the student show an awareness of the appropriate register for the task?

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–2	The response and communication are of limited effectiveness. The range of vocabulary used is limited. Some basic grammatical structures are used accurately. These are isolated and limited in range. Register is inappropriate.
3–4	The response and communication are partially effective. The range of vocabulary used is sometimes varied. Most basic grammatical structures are used accurately. Register is partially appropriate.
5–6	The response is generally accurate and communication is generally effective. The range of vocabulary used is varied. Basic grammatical structures and a limited range of more complex grammatical structures are used accurately. Register is generally appropriate.
7–8	The response is accurate and communication is effective. The range of vocabulary used is varied and effective. Basic and some more complex grammatical structures are used accurately. Register is appropriate.

Clarification

Word count

At ab initio level, students are required to write a minimum of 100 words in section B (with equivalents in non-Roman script languages). There is **no penalty** for not writing the minimal word target in section B.

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 student fulfil the task?
- Are the ideas well-developed?
- Is there evidence of a logical structure (paragraphing and sequencing)?
- Are cohesive devices used effectively?

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–2	The task has been partially fulfilled. One or more ideas have been identified and have been partially developed. There is limited evidence of a logical structure. There is a partially successful use of a limited range of simple cohesive devices.
3–4	The task has been generally fulfilled. One or more ideas have been identified and have been developed. There is evidence of a logical structure. There is a generally successful use of a range of simple cohesive devices.
5–6	The task has been fulfilled. All ideas have been identified and some have been developed well. There is a logical structure. There is successful use of a range of simple cohesive devices.
7–8	The task has been fulfilled effectively. All ideas have been developed well. There is an effective, logical structure. There is successful use of a range of simple and some complex cohesive devices.

Criterion B: message –general notes, all 3 tasks

- To what extent does the student fulfil the task?
- Are the ideas well-developed?
- Is there evidence of a logical structure (paragraphing and sequencing)?
- Are cohesive devices used effectively?

a) A relevant answer shows that the candidate has understood the information to be given.

b) A developed answer is one where the candidate adds **one supporting detail** / an additional detail, development or example to the relevant answer.

c) A well-developed answer is one where the candidate has given a relevant statement and at least **2 supporting / additional pieces of information** (example, development of first idea etc.)

1. Assessment

First, identify the appropriate mark-band by assessing the task based on content of message (relevance, details and clarity). **Then** use logical structure and cohesive devices to attribute a mark within the mark band.

2. Simple Cohesive devices: these include: *and, but, also...* **More complex cohesive devices** include: *however, afterwards, first, secondly, on the other hand...*

3. Clarity: the message is clear when understood by an English speaker (not only a teacher of English!)

Question 3:

Last weekend you had a reunion with your primary-school friends. You were very happy because there were many friends whom you had not seen for a long time. In your **diary** you describe the reunion, the topics you spoke about with your friends and what your friends are doing now.

Message: Information to be given:

- description of the reunion
- topic(s) of conversation
- what your friends are doing now.

Notes on the message:

Description of the reunion
 Accept all details: time, place, activities, food, who was there, physical description of people, Accept feelings: *“It was great, amazing...”* but do not accept *“I was happy”* (quote from the question itself)

Topic(s) of conversation
Accept: *we talked about what we are doing now*

Criterion B: Message

(First,) Message	(Then) Structure and cohesive devices	
The response does not reach a standard described by the descriptors below.		0
<p>The task has been partially fulfilled.</p> <ul style="list-style-type: none"> • One detail is given and may be developed 	<ul style="list-style-type: none"> • limited evidence of a logical structure. • a partially successful use of a limited range of simple cohesive devices. 	1 - 2
<p>The task has been generally fulfilled: 2 details are given and 1 of these details is developed or well-developed</p> <p>OR 3 details are given and not developed</p>	<ul style="list-style-type: none"> • evidence of a logical structure. • a generally successful use of a range of simple cohesive devices 	3 - 4

<p>The task has been fulfilled:</p> <p>3 details are given and 1 or 2 of the 3 details is/ are well developed OR 2 of the 3 details are given and both are well developed</p>	<ul style="list-style-type: none">• a logical structure.• successful use of a range of simple cohesive devices.	<p>5 - 6</p>
<p>The task has been fulfilled effectively.</p> <p>All 3 details are well developed</p>	<ul style="list-style-type: none">• an effective, logical structure.• successful use of a range of simple and some complex cohesive devices.	<p>7 - 8</p>

Question 4:

A famous author is coming to your school. For your school magazine, you interview the author about the subjects and the characters of his/her books. You also ask the author about his/her most recent work. Write the text of the **interview**.

Message: Information to be given:

- the subjects of the books
- the characters of the books
- the latest book

Notes on the message:

Accept **rephrased interview questions** which refer to the same topics as those in the question. Example: Instead of “*Tell me about the characters of the book*”, the candidate writes “*Which of the characters would you like as your best friend?*”

Subject: if the candidate misunderstands the question and writes about the subjects and the characters of the latest book only, mark the script as normal (awarding marks for these 3 details), but the highest mark possible is in the 5-6 band for message.

Both **the question and answer** should be taken into account when deciding if a detail is mentioned, developed or well-developed.

Question 4:

A famous author is coming to your school. For your school magazine, you interview the author about the subjects and the characters of his/her books. You also ask the author about his/her most recent work. Write the text of the **interview**.

Information to be given :

- the subjects of the books
- the characters of the books
- the latest book

Notes on the message:

Accept **rephrased interview questions** which refer to the same topics as those in the question. Example: Instead of “*Tell me about the characters of the book*”, the candidate writes “*Which of the characters would you like as your best friend?*”

Subject: if the candidate misunderstands the question and writes about the subjects and the characters of the latest book only, mark the script as normal (awarding marks for these 3 details), but the highest mark possible is in the 5-6 band for message.

Both **the question and answer** should be taken into account when deciding if a detail is mentioned, developed or well-developed.

Criterion B: Message

(First) MESSAGE	(then) Structure and cohesive devices	
The response does not reach a standard described by the descriptors below.		0
<p>The task has been partially fulfilled.</p> <ul style="list-style-type: none"> • One detail is given and may be developed 	<ul style="list-style-type: none"> • limited evidence of a logical structure. • a partially successful use of a limited range of simple cohesive devices. 	1 - 2
<p>The task has been generally fulfilled.</p> <p>2 details are given & 1 of these details is developed or well-developed</p> <p>OR</p> <p>3 details are given and not developed</p>	<ul style="list-style-type: none"> • evidence of a logical structure. • a generally successful use of a range of simple cohesive devices. 	3 - 4
<p>The task has been fulfilled.</p> <p>3 details are given and 1 or 2 of the 3 details are well developed</p> <p>OR</p> <p>2 of the 3 details are given and both are well developed</p>	<ul style="list-style-type: none"> • a logical structure. • successful use of a range of simple cohesive devices. 	5 - 6
<p>The task has been fulfilled effectively.</p> <p>All 3 details are well-developed</p>	<ul style="list-style-type: none"> • an effective, logical structure. • successful use of a range of simple and some complex cohesive devices. 	7 - 8

Question 5:

You spent part of your summer holiday working in a natural reserve looking after animals and the environment. At the end of the project, you write a **report** for the project manager, explaining what you did to look after the animals and the environment and why this experience was important for you.

Information to be given :

- What you did to look after the animals
- What you did to look after the environment
- Why this experience was important for you

Notes on the message:
To reach the 7-8 band, there should be a clear reference to both **animals and the environment**. One of these aspects may, however, be more developed than the other.

Why this experience was important for you :
Accept personal reasons, the good of the planet...

Criterion B: Message

(First) Message	(Then) Structure and cohesive devices	0
<p>The task has been partially fulfilled.</p> <p>One detail is given and may be developed</p>	<ul style="list-style-type: none"> • some evidence of a logical structure. • a partially successful use of a limited range of simple cohesive devices. 	1 - 2
<p>The task has been generally fulfilled.</p> <p>2 details are given & 1 of these details is developed or well developed</p> <p>OR</p> <p>3 details are given and not developed</p>	<ul style="list-style-type: none"> • evidence of a logical structure. • a generally successful use of a range of simple cohesive devices. 	3 - 4
<p>The task has been fulfilled.</p> <p>3 details are given and 1 or 2 of the 3 details are well developed</p> <p>OR</p>	<ul style="list-style-type: none"> • a logical structure. • successful use of a range of simple cohesive devices 	5 - 6

2 of the 3 details are given and both are well developed.		
The task has been fulfilled effectively. All 3 details are well developed	<ul style="list-style-type: none">• effective, logical structure.• successful use of a range of simple and some complex cohesive devices.	7 - 8

Criterion C: Format

- To what extent does the student succeed in using the correct text type?
- Does the student use the appropriate format?

Marks	Level descriptor
0	The format is not appropriate.
1	The format is partially appropriate.
2	The format is appropriate.

To gain maximum marks **[2]** all of the bulleted conventions must be applied.

Expected conventions of the text type are as follows:

Question 3: Diary

- opening greeting
- date
- first person

Question 4: Interview

- title
- questions and answers

Question 5: report

- reference/title
 - brief introduction, conclusion
 - date
-