Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre de 2021

English / Anglais / Inglés B

Standard level
Niveau moyen
Nivel Medio

Paper / Épreuve / Prueba 1

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	**Command of the language is limited.** Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.
4–6	**Command of the language is partially effective.** 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	**Command of the language is effective and mostly accurate.** 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	**Command of the language is mostly accurate and very effective.** 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.

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.

Marks	Level descriptor	Descriptor unpacked
0	The work does not reach a standard described by the descriptors below.	
1–3	**The task is partially fulfilled.** Few ideas are relevant to the task. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.	**The link between the response and task tends to be unclear; the reader has difficulty understanding the message.** The response touches upon some aspects of the task but there is also much unrelated information. The response addresses the task in a simple manner, and supporting details and/or examples barely feature, if at all. The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.
4–6	**The task is generally fulfilled.** Some ideas are relevant to the task. Ideas are outlined, but are not fully developed. Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.	**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.** The response covers some aspects of the task, or touches upon all aspects but superficially. The response includes some supporting details and examples. 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.
7–9	**The task is fulfilled.** Most ideas are relevant to the task. Ideas are developed well, with some detail and examples. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.	**The link between the response and the task is clear; the reader has a good understanding of the message conveyed.** The response covers all aspects of the task, despite losing focus at times. The response uses supporting details and examples to clarify the message. The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with little or no ambiguity.
10–12	**The task is fulfilled effectively.** Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples.	**The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.** The response covers all aspects of the task fully, and maintains focus throughout.

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

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	**Conceptual understanding is limited.** The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.
3–4	**Conceptual understanding is mostly demonstrated.** The choice of text type is generally appropriate to the context, purpose and audience. The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response. The response incorporates some conventions of the chosen text type.
5–6	**Conceptual understanding is fully demonstrated.** The choice of text type is appropriate to the context, purpose and audience. The register and tone are appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.

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

You have recently joined a fitness centre and are very satisfied with the facilities and the instruction. You want to recommend it to teenagers living in your city. Write a text in which you present the fitness centre and explain why you recommend it.

Article	Email	Review

Criterion B:

- The response should focus principally and clearly on one fitness center to be recommended for its satisfactory services.

- Two aspects are required in the question: "present the fitness center" and "explain why you recommend it". There does not need to be equal space devoted to each of the two, but neither should be left minimal (in a single sentence) or completely ignored; otherwise, no more than the 4-6 band should be awarded since the task has only been "generally fulfilled" at best.

- "Present the fitness centre" aspect may include: location, facilities available, cost, lessons/sessions offered, etc. "Why you recommend it" might include reference to friendliness of staff, professional instructors, general hygiene, frequent offers, *etc*.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Review	The text type is suitable for sharing personal reaction to/evaluation of a leisure facility, to a mass audience ('teenagers living in your city').
Generally appropriate	Article	The text type is suitable for sharing information with a mass audience, but it is not necessarily used to share personal reactions. The choice may be considered appropriate if it clearly addresses a teenage audience living in your city with a clear expression of personal reactions.
Generally inappropriate	Email	The text type is primarily used to communicate with an individual or a small group. It is not usually used to communicate with a mass audience.

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:
- Semi-formal register
- Persuasive tone.

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

Task 2

You have seen a video about a new robot dog that you think could improve some people's lives. You want to share your thoughts about this robot with others who share your interest in technology. Write a text in which you describe the robot dog and explain how it might be used to help people.

| Article | Blog | Flyer |

Criterion B:

- Clearly refers to the video seen to trigger the response if the blog is chosen.

- Two aspects are required in the question: "describe the robot dog" and "explain how it might be used to help people". There does not need to be equal space devoted to each of the two, but neither should be left minimal (in a single sentence) or completely ignored; otherwise, no more than the 4-6 band should be awarded, since the task has only been "generally fulfilled" at best.

- Some scripts might extensively explain the disadvantages of robot dogs. This should be marked down under 'relevance'.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Blog	The text type is suitable for sharing information and the writer's views with a mass audience who are connected to the writer ('others who share your interest in technology').
Generally appropriate	Article	The text type is suitable for sharing information, but it is not typically used to communicate a personal view. The choice may be considered "appropriate" if it approaches the topic in a less personalized way and clearly indicates the audience is "people interested in technology" or that the article is published in a technology/science magazine, etc.
Generally inappropriate	Flyer	The text type is primarily used to promote an issue or an item among a mass audience. It is not usually used to provide personal views to a targeted audience ('others who share your interests').

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:
- Semi-formal register (with probably few flashes of formality)
- Enthusiastic tone

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

Task 3

You believe that the increase in online shopping is threatening the existence of smaller shops and markets in your neighbourhood. You want to raise awareness of this issue amongst the local community. Write a text in which you outline why the closing of smaller shops and markets is a problem and offer some practical solutions to avoid this from happening.

Flyer   Blog   Review

Criterion B:

- The focus of the question is "the closing of smaller shops and markets" not "online shopping" per se. The latter, however, can and is expected to be used as a reason for the threat present but not the focal aspect of the question.

- Two aspects are required in the question: "outline why the closing of smaller shops and markets is a problem" and "offer some practical solutions to avoid this from happening". There does not need to be equal space devoted to each of the two, but neither should be left minimal (in a single sentence) or completely ignored; otherwise, no more than the 4-6 band should be awarded, since the task has only been "generally fulfilled" at best.

- It is expected that the "practical solutions" be plural *ie* there should be 2 or more distinguishable solutions offered. If there is really only one solution, and this is very general and superficial, script will be marked down.

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Flyer	The text type is suitable for promoting awareness of an issue among the general public ('local community').
Generally appropriate	Blog	The text type is suitable for sharing information and the writer's views, but the text is usually read by those connected to the writer through acquaintance or interest. The choice may be considered "appropriate" if the response makes clear that the target audience is members of the local community.
Generally inappropriate	Review	The text type is primarily used to share personal evaluation or reaction. It is not usually used to raise awareness.

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:
- Semi-formal to formal register
- Serious and cautionary tone.

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
- relevant headline/title
- introduction intended to catch the readers' attention.
- techniques that engage and interest readers, e.g. direct address.

Email
- clear sense of address to a specific person
- statement of Subject in the heading
- appropriate opening and closing salutations.

Review
- title intended to attract and interest the reader
- name of the reviewer
- style to engage the reader.

Blog
- first person statement and/or narration
- awareness of the reader, e.g. direct address, a lively and interesting style etc.
- closing statement, e.g. invitation to comment, a conclusion drawn etc.

Flyer
- engaging title
- ideas identified by format features, e.g. sub-headings, bullet points, numbering etc
- practical information, e.g. "contact us", or a phone number and/or an email address.

   N.B.: *Graphic design as such is not marked.*