

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre de 2020

English / Anglais / InglésB

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	<p>Command of the language is limited.</p> <p>Vocabulary is sometimes appropriate to the task.</p> <p>Basic grammatical structures are used.</p> <p>Language contains errors in basic structures. Errors interfere with communication.</p>
4–6	<p>Command of the language is partially effective.</p> <p>Vocabulary is appropriate to the task.</p> <p>Some basic grammatical structures are used, with some attempts to use more complex structures.</p> <p>Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.</p>
7–9	<p>Command of the language is effective and mostly accurate.</p> <p>Vocabulary is appropriate to the task, and varied.</p> <p>A variety of basic and more complex grammatical structures is used.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p>
10–12	<p>Command of the language is mostly accurate and very effective.</p> <p>Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.</p>

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	<p>The task is partially fulfilled.</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>The link between the response and task tends to be unclear; the reader has difficulty understanding the message.</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>The task is generally fulfilled.</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>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.</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>The task is fulfilled.</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>The link between the response and the task is clear; the reader has a good understanding of the message conveyed.</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>The task is fulfilled effectively.</p> <p>Ideas are relevant to the task.</p> <p>Ideas are fully developed, providing details and relevant examples.</p>	<p>The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.</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 coherent 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>Conceptual understanding is limited.</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>Conceptual understanding is mostly demonstrated.</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>Conceptual understanding is fully demonstrated.</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

You recently met a business owner who thinks that after-school activities are more useful than lessons. You found his/her ideas interesting and you want to share them with the other students at your school. Write a text describing and discussing the business owner’s ideas in more detail.

Interview

Online forum posting

Proposal

Criterion B:

- Focus should remain on ‘after-school activities’ in relation to lessons, rather than activities or leisure time at large.
- While the question clearly indicates that the business owner is in favour of “after school activities” which are more useful than lessons, it is expected that some scripts cater for the benefits of lessons as another part of the argument.
- While having detailed information about the business owner is not the focus of the question, it is expected to have a brief introduction about name, position, company, type of business, etc.
- ‘describe” and “discuss” may be presented in an overlapping manner. Thus, it may not be expected to have scripts addressing each aspect separately as long as the script presents the ideas clearly and evaluates them effectively.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Interview	The text type is suitable for sharing the ideas of another person first-hand with a large audience (i.e. the other students at the school).
Generally appropriate	Online forum posting	The text type is suitable for sharing the ideas of another person but it is typically used to communicate with an undefined group of people. The choice may be considered “appropriate” if the response makes clear the posting is on a school forum.
Generally inappropriate	Proposal	The text type is usually used to make a proposal, rather than to share ideas. It is usually read only by the person(s) that the text is sent to.

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, probably with flashes of informality.
- Excited, engaging and serious tone.

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

Task 2

You have written the words for a song but you do not play a musical instrument. Therefore, you want to find a musician with similar tastes who can set your words to music. Write a text to explain what your song lyrics are about and describe the type of musician you hope to work with.

Interview

Leaflet

Online forum posting

Criterion B:

- ‘The musician you hope to work with’ does not necessitate the writer mentions a specific name or a real music figure. What is expected is reference to the similar tastes and a clear explanation of the type of the musician to work with based on these interests.
- It is not expected to have the song lyrics produced in the script. ‘What your song lyrics are about’ entails an explanation of topic, theme, aspects, or embedded into the personal interests of the writer.
- Two elements are required in the question: ‘explanation of what the song lyrics are about ‘ + description of the type of musician’. There does not need to be equal space devoted to each of the two, but none of them should be left minimal (barely mentioned in a single sentence) or completely ignored.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Online forum posting	The text type is suitable for advertising something that you require, to as large a group of people as possible (for best possible chance of being successful in finding what you require).
Generally appropriate	Leaflet	The text type is suitable for advertising something that you require, but the range of people that it can reach is limited by geography. The choice may be considered “appropriate” if it is clear that the leaflet is addressing a mass audience.
Generally inappropriate	Interview	The text type is usually used to communicate the ideas of another person, rather than to advertise something that you require.

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 some flashes of formality.
- Serious and engaging.

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

Task 3

Your school, which is in an English-speaking country, is planning to offer beginners English classes to help new overseas students settle into school life. Your school principal has asked all English B students to recommend useful topics for these lessons. Write a text offering your ideas for such lessons and explaining why they would be helpful to the new students.

Leaflet

Letter

Proposal

Criterion B:

- The school’s plan to offer English classes need not be explained in great detail since it is assumed the audience of the communication know about it already. However, it is needed briefly to set the reason for writing the proposal.
- These lessons/ideas need to be focused on helping overseas students settle into school life. This could be through referring to activities, learning the language, participating in festivals, etc.
- It is expected that the ‘topics’ or ideas for such lessons’ should be plural i.e. that there should be 2 or more distinguishable topics/ideas. If there is really only one idea, and this is very general and superficial, script will be marked down.
- Two elements are required in the question: ‘offering ideas’ + ‘explaining why they would be helpful’. There does not need to be equal space devoted to each of the two, but none of them should be left minimal (barely mentioned in a single sentence) or completely ignored.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Proposal	The text type is suitable for making a proposal, to be read by the individual that it is submitted to.
Generally appropriate	Letter	The text type is suitable for communicating with an individual, but it is not necessarily used to make proposals. The choice may be considered “appropriate” if the response makes clear that the purpose of the writing is to propose.
Generally inappropriate	Leaflet	The text type is typically used to inform or raise awareness among a mass audience. It is not usually used to make a proposal to an individual.

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:

- Formal register
- Serious and convincing 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:

Interview

(Embedded)

- relevant headline/title
- style aimed at involving and interesting the reader
- references to the interview, including direct quotations and/or reported speech

(Transcribed)

- Relevant headline / title
- Clear introduction, to explain context
- Question and response structure, showing the speakers' alternating speeches

Online forum posting

- first person narration/statement
- seek to engage the reader, eg direct address, lively and interesting style
- may include typical online communication techniques, eg references to other postings, members and forums, hashtags, @references, and 'likes' etc.

Proposal

- title summarising the overall subject
- clearly set-out format, eg headings, short clear paragraphs, bullets, numbering, inseting etc
- style aimed to persuade a specified audience

Leaflet

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

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

Letter

- clear identification of recipient (by name, address or role/title etc)
- date (and sender's address)*
- opening and closing salutations.

* bracketed part required for formal letters
