

Marking notes Remarques pour la notation Notas para la corrección

May / Mai / Mayo de 2023

English / Anglais / Inglés ab initio

**Standard level
Niveau moyen
Nivel Medio**

Paper / Épreuve / Prueba 1

© International Baccalaureate Organization 2023

All rights reserved. No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without the prior written permission from the IB. Additionally, the license tied with this product prohibits use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, whether fee-covered or not, is prohibited and is a criminal offense.

More information on how to request written permission in the form of a license can be obtained from <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organisation du Baccalauréat International 2023

Tous droits réservés. Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite préalable de l'IB. De plus, la licence associée à ce produit interdit toute utilisation de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, moyennant paiement ou non, est interdite et constitue une infraction pénale.

Pour plus d'informations sur la procédure à suivre pour obtenir une autorisation écrite sous la forme d'une licence, rendez-vous à l'adresse <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organización del Bachillerato Internacional, 2023

Todos los derechos reservados. No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin la previa autorización por escrito del IB. Además, la licencia vinculada a este producto prohíbe el uso de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales—, ya sea incluido en tasas o no, está prohibido y constituye un delito.

En este enlace encontrará más información sobre cómo solicitar una autorización por escrito en forma de licencia: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

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.
1-2	Command of the language is limited Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Abundant repetition and inaccuracies interfere with meaning.
3-4	Command of the language is generally effective. Vocabulary is generally appropriate to the task, and varied. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is generally accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
5-6	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 effectively. Language is mostly accurate. Occasional errors 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.	
1–2	<p>The task is partially fulfilled.</p> <p>Some ideas are relevant.</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 is unclear at times; the reader has difficulty in understanding the message.</p> <p>The response covers only some points in the task, and not all the points expressed are relevant.</p> <p>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>
3–4	<p>The task is generally fulfilled.</p> <p>Most ideas are relevant to the task.</p> <p>Some ideas are developed with some detail and examples.</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 clear; the reader’s overall understanding is not impeded, despite some ambiguity.</p> <p>The response covers most of the points in the task, and most of the points expressed are relevant.</p> <p>The response includes some supporting details and examples.</p> <p>The ideas are organized in a logical way; basic cohesive devices are used correctly to aid the delivery of the message, although they may be areas of slight confusion at times.</p>
5–6	<p>The task is fulfilled effectively.</p> <p>Ideas are relevant to the task.</p> <p>Ideas are developed well, providing details and relevant 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 the points in the task, and the points expressed are relevant.</p> <p>The response uses supporting details and examples to clarify the message.</p> <p>The ideas are organized well; a range of basic cohesive devices are used correctly to deliver the message with little or no ambiguity.</p>

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	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.
2	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.
3	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.

If candidates indicate their choice of text type but they produce another, examiners must mark the response based on what they have produced.

Question specific guidance (Criterion B and C)

Section A

Task 1

Today, your teacher returned your English homework. Your mark is not as good as you had hoped. Write a text to reflect on why this happened, how you feel about it, and what you can do to improve your mark in the future.

Blog

Diary

Speech

Criterion B:

Points to be covered:

- At least one reason to explain why the mark was not as good as expected (e.g. did not do homework, missed class, did not like the course / the teacher...)
- How the student feels about the situation (e.g. disappointed, surprised, angry...)
- What they can do to improve the mark. This should include at least one idea not already mentioned, i.e. it should not only repeat the reason for the disappointing mark.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Diary	This text type is “appropriate” because the diary is primarily a private text that is used for reflection (why the mark was disappointing). It is intended to be read only by the writer.
Generally appropriate	Blog	This text type is “generally appropriate” because the blog may be used for personal reflections to be shared with an audience that has the same interests as the writer i.e. with friends or possibly with the English class.
Generally inappropriate	Speech	This text type is “generally inappropriate” because it does not correspond to the context. The topic and audience of the task are personal and private, whereas the message of a speech is delivered to a group of people in a specific place.

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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- Informal register
- The tone might express annoyance, determination, optimism etc.

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

Task 2

You received an invitation from your friend to go to a show. You really want to go, but you cannot. Write a text to your friend to explain the situation: say why you wanted to see this show and why you cannot go. Suggest what you think your friend should do.

Blog

Email

Message

Criterion B:

Points to be covered:

- Give a reason why they wanted to go to the show: e.g. favourite singer, enjoy being with his/her friend, relaxation. A “show” may be interpreted broadly: pop/rock/classical concert, play, film, recording of a TV programme...
- Explain to their friend why they cannot go: e.g. unwell, previous arrangement, in class test the next day...
- Suggest what their friend might do instead: e.g. exchange the tickets for another date, invite someone else, cancel the tickets...

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Email	This text type is “appropriate” because an email is typically used to send a personal message to an individual or a small group.
Generally appropriate	Message	This choice of text type is “generally appropriate” because it is a means of communicating a personal message with someone one shares the same space with or has close contact with.
Generally inappropriate	Blog	This choice of text type is “generally inappropriate” because a blog is primarily a mass media text and is not used to communicate a message to a specific person.

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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- Informal to semi-formal register
- The tone is one of disappointment.

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

Task 3

For the next three months, the school cafeteria will serve only vegetarian food. You think this is a good idea and you want all your friends at school to also support it. Write a text to present an example of a vegetarian meal and give at least **two** reasons why you should all support this change.

Blog

Diary

Speech

Criterion B:

Points to be covered:

- Give an example of a vegetarian meal: this could be a single dish described with several details or a meal consisting of more than one course.
- Give **two** reasons why they support this change: it is good for health, good for the planet, supports local farmers...
- There should be some mention of the context: the school's plan to serve only vegetarian food for a period of time.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Blog	This choice of text type is “appropriate” because a blog is primarily a mass-media text used to communicate with a large audience who has a common interest (school community). It is also suitable for covering content such as an example of a meal, which might be best presented in a visual/written format.
Generally appropriate	Speech	This choice of text type is “generally appropriate” because it is suited to delivering a message to a group of people gathered in a specific place. A speech is not, however, usually addressed only to one's friends.
Generally inappropriate	Diary	This choice of text type is “generally inappropriate” because a diary is a private text intended to be read by the writer only. It is not used to persuade others to take a specific course of action.

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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- Semi-formal register
- The tone is persuasive

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

Section B

Task 4

An Olympic medal winner gave a talk at your school about his/her achievements. The school director has asked you, as student representative, to thank the winner for the talk. In your text, express your thanks, and tell him/her what you enjoyed the most about the talk and why.

Letter

Report

Speech

Criterion B:

Points to be covered:

- Express thanks to the speaker.
- Tell the speaker what the most enjoyable part of the talk was: e.g. description of sporting achievements, description of training programme, reasons for choosing to be an athlete etc.
- Explain why this topic or this part of the talk was the most enjoyable: e.g. content related to personal experience, to future career plans, inspirational etc.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Letter	This text type is “appropriate” because it is suited to conveying a formal message to someone one does not necessarily know.
Generally appropriate	Speech	This choice of text type is “generally appropriate” because it is suited to the content, but it is usually used to deliver a message to a group of people rather than a specific person. It may be considered “appropriate” if the thank you speech is given at the conclusion of the medal winner’s speech.
Generally inappropriate	Report	This choice of text type is “generally inappropriate” because it is used primarily for describing and providing an evaluation of something that has taken place. It is not used primarily to express thanks.

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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- Semi-formal to formal register
- The tone is polite and enthusiastic

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

Task 5

You are a member of a local environmental association. The association has organized a clean-up day at the local beach. You want to encourage everyone in your local area to take part. Write a text to inform them about when the clean-up day will take place, what will happen on the day, and why this beach clean-up is important.

Article

Leaflet

Report

Criterion B:

Points to be covered:

- When the clean-up day will take place: at least 2 pieces of information (date, day, time).
- What will happen on that day: e.g. activities, schedule, general arrangements for transport, lunch etc. (at least 2 pieces of information).
- Why this beach clean-up is important: e.g. to protect the environment, reduce pollution, make the beach safer for all...

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Leaflet	This text type is “appropriate” because the purpose of this text type is informative. The leaflet provides factual information intended for a large audience not known to the writer (e.g. everyone in the local area).
Generally appropriate	Article	This text type is “generally appropriate” because it is suited to a large audience, but it is not necessarily used to communicate practical information. If there is a reference to the target audience (people in the local area), the choice may be considered appropriate.
Generally inappropriate	Report	This text type is “generally inappropriate” because a report is used for providing an evaluation of something that has already taken place and not for describing an event yet to take place.

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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- Semi-formal to formal register
- The tone is objective / informative and persuasive

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

Task 6

You went on a school trip to an English-speaking country. It was a great experience. Write a text for the trip organizer to explain where you went, what you did, and how the trip helped you to improve your English.

Leaflet

Report

Speech

Criterion B:

Points to be covered:

- Explain where the school trip went: the response should refer to a specific English-speaking country or make clear that the location they visited was English-speaking.
- Explain what you did when you were there: e.g. lived with a host family, visited local tourist attractions, attended school...
- Give at least one example of how the trip helped you to improve your English: e.g. you communicated with the host family, the trip gave you confidence to speak English, you made friends ...

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Report	This text type is “appropriate” because it is a text type used for providing an evaluation of something that has taken place (the school trip) for a specific person (the trip organizer).
Generally appropriate	Speech	This text type is “generally appropriate” because it is suitable for providing feedback, but it is usually used to communicate with a group of people. If the response makes clear that the speech is given to the organizer as verbal feedback, it may be considered appropriate.
Generally inappropriate	Leaflet	This text type is “generally inappropriate” because its purpose is descriptive/informative not evaluative. The intended audience is usually not known to the writer of a leaflet.

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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- Semi-formal to formal register
- The tone is objective and evaluative.

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

- Headline
- Writer's name
- Date of publication
- Brief introduction and conclusion

Blog

- Title
- Time / Date
- Writer's name / username
- Reference to audience (directly, or through use of “we” and “you” etc)

Diary

- Date
- First person narration
- Opening and closing statement

Email

- Form of address (“Dear...”, “To...”)
- Opening and closing greeting
- Sender's name

Leaflet

- Title
- Other format features, e.g. subtitles / bullet points / numbering
- Practical elements, e.g. name of distributor / contact info / links / diagrams

Letter

- Date
- Opening salutations / greeting
- Closing salutations
- Name of the sender

Message

- Identify the recipient (unless the audience is the self)
- Opening comment / title / salutations
- Closing comment / salutations
- Time / date / place / writer's name

N.B. Accept messages delivered electronically (eg text/SMS messages).

It is acceptable for electronic messages to be presented as a conversation/dialogue, provided the person replying is the target audience.

Report

- Date
- Title / reference
- Author of report
- Brief introduction and conclusion

Speech

- Opening address / greeting / statement
 - Reference to audience (directly or through use of “we” and “you” etc)
 - Concluding remarks / closing statement
-