Diploma Programme
Programme du diplôme
Programa del Diploma

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre de 2023

English / Anglais / Inglés B

Higher level
Niveau supérieur
Nivel Superior

Paper / Épreuve / Prueba 1

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

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. Some basic grammatical structures are used, with some attempts to use more complex structures. Language contains errors in both basic and more complex structures. Errors interfere with communication.
4–6	**Command of the language is partially effective.** Vocabulary is generally appropriate to the task and varied. A variety of basic and some more complex grammatical structures is used. 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, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. 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 nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions. A variety of basic and more complex grammatical structures is used selectively in order to enhance communication. 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 t ask 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

A politician has suggested that high school graduates could contribute more to their country by going straight into work, rather than going to university. You want to express your own views about this suggestion to your peers. Write a text in which you summarize the politician's ideas, explain how the suggestion would affect you personally, and consider its potential effects on your generation.

Blog	Letter to the editor	Review

Criterion B:

- The three required elements of the task are (i) summarize the politician's ideas, (ii) explain how the suggestion would affect you personally, and (iii) consider its potential effects on your generation.
- Equal weight does not have to be given to all three elements, but all should be given some developed attention. If one is ignored, dismissed in one sentence or not approached as detailed below, no more than the 4-6 band should be awarded, since the task has only been 'generally fulfilled' at best.
- An effective summary for (i) should include why the politician believes that high school graduates can contribute more by entering the workforce rather than continuing with education. The politician does not need to be identified, nor does it need to make clear where/when the suggestion was made.
- Discussion of (ii) may be approached in terms of how going straight into work rather than going to university would affect the student personally, or whether the student personally would contribute more to their country by going to university rather than going straight into work.
- It is expected that the discussion of (iii) will focus on the impact of the politician's suggestion on the student's generation. However, impact on society as a whole should also be accepted.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Blog	The text type is suitable for expressing one's own views with an audience who share a common interest (peers).
Generally appropriate	Letter to the editor	The text type is suitable for expressing one's own views on a topical issue, but it typically has a more general readership. The choice may be considered "appropriate" if the response makes clear the text is to be read by the younger generation.
Generally inappropriate	Review	The text type is typically used for a critical appraisal of a product or event. It is not usually used to respond to a person's ideas or opinions. The choice may be considered "generally appropriate" if the response makes clear that this is the review of a text the student read, viewed or heard, e.g. video, radio broadcast, etc and that the review will be read by the younger generation.

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the stated 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 tone with some informality
- Engaging, discursive, impassioned tone

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

Task 2

Your local tourism association is looking to hire a young person with new ideas for tourism in your area. You would like to be considered for this job. Write a text for the association explaining why you want to join them, what new ideas you have for promoting an important tourist attraction in the area, and what personal qualities you have that make you an ideal person for the job.

Blog	Personal statement	Speech

Criterion B:

- The three required elements of the task are (i) explain why you want to join them, (ii) what new ideas you have for promoting an important tourist attraction in the area (place, event, etc), and (iii) what personal qualities you have that make you an ideal person for the job.
- Equal weight does not have to be given to all three elements, but all should be given some developed attention. If one is ignored, dismissed in one sentence or not approached as detailed below, no more than the 4-6 band should be awarded, since the task has only been 'generally fulfilled' at best.
- An effective discussion of (i) will include reasons why the student wants to join the local tourism association, as opposed to focusing purely on why they are applying for this particular job.
- It is important that the 'ideas' in (ii) be plural i.e. (ii) there should be at least 2 ideas discussed for promoting an important tourist attraction in the area. However, if there is only one idea effectively developed and supported, this should be accepted.
- Discussion of (iii) should link personal qualities they possess with what is likely to be required in the job.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Personal Statement	The text type is suited to allowing the writer to express an interest in a vacancy, and to describe their personal qualities.
Generally appropriate	Speech	The text type is suited for communicating information about oneself, but it is not necessarily used to apply for a job. The choice may be considered "appropriate" if the response makes clear that the audience is the tourism association, and the context is a professional one (e.g. a verbal expression of interest in the job, or a speech given in an interview etc.)
Generally inappropriate	Blog	The text type is typically used by the writer to share information and ideas that may be of interest to an unspecified audience. It is not usually used to persuade a potential employer to offer someone a job. The choice may be considered "generally appropriate" if the response makes clear that the private blog entry is reached thorough the credentials given to the association to read that entry only.

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the stated task, the "generally appropriate" text type can be considered "appropriate", and the "generally inappropriate" text type can be considered "generally appropriate".

Register and tone:
- Formal register
- Serious and persuasive tone

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

Task 3

Starting next month, your local council will introduce a law banning the use of all disposable plastic in your city. You want to help other students at your school prepare for this change. Write a text in which you explain why the law is being introduced, how the law will affect young people's day to day experience, and what you can all do to prepare for this change.

Guidelines	Review	Speech

Criterion B:

- The three required elements of the task are (i) explain why the law is being introduced, (ii) how the law will affect young people's day to day experience, and (iii) what you can all do to prepare for this change.
- Equal weight does not have to be given to all three elements, but all should be given some developed attention. If one is ignored, dismissed in one sentence or not approached as detailed below, no more than the 4-6 band should be awarded, since the task has only been 'generally fulfilled' at best.
- Discussion of (i) should provide details or reasons for the local council banning the use of all disposable plastic in the city.
- In (ii), "day to day experience" may be interpreted as experience within a school context or outside of school (or both). However, impact that would affect young people exclusively is not essential.
- Discussion of (iii) should involve providing practical steps that students can take to prepare for the change.

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Speech	The text type is suited for providing important information to a large, specified audience within a school context.
Generally appropriate	Guidelines	The text type is suited for providing practical information to a large audience, but it is less immediate or targeted than the speech. The choice may be considered "appropriate" if the response makes clear the guidelines are produced for other students at the school.
Generally inappropriate	Review	The text type is typically used for a critical appraisal of a product or event. It is not usually used to provide practical information or guidance. The choice may be considered "generally appropriate" if the response makes clear that this is the review of a text the student read, viewed or heard, e.g. video, radio broadcast, etc and that the review will be published in the school magazine.

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the stated task, the "generally appropriate" text type can be considered "appropriate", and the "generally inappropriate" text type can be considered "generally appropriate".

Register and tone:
- Formal to semi-formal register.
- Clear and direct but encouraging 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:

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.

Guidelines
- clear and focused heading/title
- clearly set-out format e.g. bullets, sub-headings, numbering, etc.
- short introduction and conclusion.

Letter to the editor
- appropriate opening and closing salutations
- reference to the original article/issue raised
- interesting and engaging style

Personal statement
- relevant title/heading
- distinct introduction and conclusion
- style that is lucid and easy to follow

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

Speech
- catch the audience's attention at the beginning, and leave a clear impression at the end
- address the audience and keep contact with them throughout, e.g. use of "we" and "you" etc.
- elements of speech rhetoric e.g. rhetorical questions, repetition etc.