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 ab initio

Standard level
Niveau moyen
Nivel Medio

Paper / Épreuve / Prueba 1

International Baccalaureate®
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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.
1-2	**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	**The task is partially fulfilled.** Some ideas are relevant. 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 is unclear at times; the reader has difficulty in understanding the message.** The response covers only some points in the task, and not all the points expressed are relevant. 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.
3–4	**The task is generally fulfilled.** Most ideas are relevant to the task. Some ideas are developed with some detail and examples. 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 clear; the reader's overall understanding is not impeded, despite some ambiguity.** The response covers most of the points in the task, and most of the points expressed are relevant. The response includes some supporting details and examples. 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.
5–6	**The task is fulfilled effectively.** Ideas are relevant to the task. Ideas are developed well, providing details and relevant 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 the points in the task, and the points expressed are relevant. The response uses supporting details and examples to clarify the message. The ideas are organized well; a range of basic cohesive devices are used correctly to deliver the message with little or no ambiguity.

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

Your cousin lives in another country. He or she would like to come and study in your school next year. Write a text for your cousin to describe a typical school day and explain why you like or don't like your school.

Email	Letter	Speech

Criterion B:

Points to be covered:
- Describe a typical school day, for example:
    - Timing of beginning/end, breaks/meals etc.
    - Length and number of classes; subjects taught etc.
- Explain why you do or don't like your school, for example:
    - Feelings about classmates/teachers
    - How the school timetable fits with the writer's life
    - Any other information pertaining to school life

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Email	An email is "appropriate" because it is generally intended for one recipient and the message may be sent and received immediately, even by those living in another country. It is also suitable for conveying the writer's feelings about the subject matter.
Generally appropriate	Letter	A letter is "generally appropriate" as it is generally intended for one recipient, but it lacks the same level of immediacy. A letter is also typically used in more formal contexts. The choice may be considered "appropriate" if it is written to the cousin living abroad and is suitably informal in register.
Generally inappropriate	Speech	A speech would be "generally inappropriate" because it is usually used to address a larger audience than one cousin. It also implies a level of planning that is unnecessary for the context, purpose and audience.

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 considered "generally appropriate".

Register and tone:
- Informal
- Informative, possibly excited tone

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

Task 2

People are eating more and more sugar these days, often without knowing it. You want to let your school friends know about this problem. Write a text to describe the dangers of eating too much sugar and how they can avoid eating too much sugar.

Email	Note	Social media posting

Criterion B:

Points to be covered:
- Describe the dangers of eating too much sugar, for example:
    - Potential health problems
    - Potential ups and downs in concentration at school
- Describe how to avoid eating too much sugar, for example:
    - Read food labels
    - Avoid known sugary substances, e.g. soft drinks
    - Eat fresh foods instead

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Social media posting	A social media posting is "appropriate" because it is a way of reaching a number of people interested in the topic but need not necessarily be addressed to specific individuals ('school friends' in general).
Generally appropriate	Email	An email is "generally appropriate" for similar reasons to social media except that it is usually sent to named individuals which makes it less likely in this instance. The choice may be considered "appropriate" if it addresses more than one school friend.
Generally inappropriate	Note	A note is considered "generally inappropriate" because it is typically used to communicate information to just one individual, or to remind oneself of something.

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 considered "generally appropriate".

Register and tone:
- Semi-formal
- Serious, possibly scientific tone

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

Task 3

You recently took part in a cultural festival from an English-speaking country. It was very interesting and you want to tell your English ab initio classmates about it. Write a text to describe what happened at the festival and why you thought it was interesting.

Blog	Diary	Speech

Criterion B:

Points to be covered:
- Describe what happened at the festival, for example:
    - The type of festival
    - Specific events at the festival
- Describe why you thought it was interesting, for example:
    - Whether the writer has (not) been to a similar festival before
    - Whether the festival aligned with the writer's interests

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Blog	A blog is "appropriate" because it can reach a large audience with a shared interest. It often includes information as well as the writer's opinion, which is suitable for the context and purpose stated.
Generally appropriate	Speech	A speech is "generally appropriate" as it can be used to convey information to a group, but it is less suited for communicating with classmates (friends from school). The choice may be considered "appropriate" if the speech is given in the context of an English ab initio class at school, with semi-formal to formal tone.
Generally inappropriate	Diary	A diary is "generally inappropriate" because it is for the writer's reflections, and it is not usually used to share information and opinions with others (e.g. classmates).

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 considered "generally appropriate".

Register and tone:
- Informal or formal, but it should be consistent.
- Friendly or enthusiastic tone

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

Section B

Task 4

You went to a restaurant near your home yesterday, but you had a bad experience. You want to let the restaurant manager know. Write a text to explain what happened, how this affected your experience, and what you would like the manager to do about it.

Blog	Email	Social media posting

Criterion B:

Points to be covered:
- Explain what happened, for example:
    - Something wrong with the food
    - Something wrong with the service
- Explain how this affected your experience, for example:
    - You felt ill afterwards
    - You were unable to enjoy the occasion
- Explain what you would like the manager to do about it, for example:
    - Improve the venue
    - Train staff more effectively

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Email	An email is "appropriate" because it is sent directly to the manager so they can do something about it. It is also discreet.
Generally appropriate	Social media posting	A social media posting is "generally appropriate for similar reasons above, except that this text type is more public. The choice may be considered "appropriate" if the post is clearly for the attention of the restaurant manager.
Generally inappropriate	Blog	A blog is "generally inappropriate" because it lacks an audience focus.

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 considered "generally appropriate".

Register and tone:
- Formal
- Assertive and/or diplomatic tone

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

Task 5

Your city has improved its public transport and you enjoy your journeys more. You want to recommend this way of travelling to members of the public. Write a text to explain what public transport you use, what the improvements are, and why people should use it.

Article	Pamphlet	Set of instructions

Criterion B:

Points to be covered:
- Explain what public transport they use, for example:
    - Type of transport, e.g. bus, train, tram, underground etc.
- Explain what the improvements are, for example:
    - Redesigned, more modern
    - More frequent cleaning, better facilities
- Explain why people should use it, for example:
    - Enjoyable experience
    - Reduces city traffic, good for the environment
    - More affordable

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Article	An article is "appropriate" because it has a relatively large and targeted audience (members of the public living in the city), and it is suited to communicating information that is in the public's interest. An article may include the writer's informed opinion.
Generally appropriate	Pamphlet	A pamphlet is "generally appropriate" because it could be given out to members of the public or sent to their homes, although it does not typically include the writer's personal opinion. The choice may be considered "appropriate" if the information is more depersonalized.
Generally inappropriate	Set of instructions	A set of instructions is "generally inappropriate" because the purpose of the task and the expected content is not about how to use a public transport system.

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 considered "generally appropriate".

Register and tone:
- Formal to semi-formal
- Positive, encouraging tone

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

Task 6

River pollution in your area is getting worse each year. You are very worried, and you want the local government to do something about it. Write a text to describe the problem, explain what the local government can do to help, and why it is important to do something now.

Blog	Letter	Review

Criterion B:

Points to be covered:
- Describe the problem, for example:
    - Type of pollution, e.g. agricultural, chemical
- Explain what the local government can do to help, for example:
    - More policing/regulation
    - Community action, e.g. public clean up
- Explain why it is important to do something now, for example:
    - Prevent recurrence/it will get worse
    - Set a good example for environmental issues

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Letter	A letter is "appropriate" because it can be addressed to the specific individual(s) responsible in local government. It also provides a record of the issue having been raised.
Generally appropriate	Blog	A blog is "generally appropriate" because it is a way of raising an issue publicly, but it is not addressing a specific individual(s) with the power to act. The choice may be considered "appropriate" if the blog encourages readers to also seek action from the local government.
Generally inappropriate	Review	A review is "generally inappropriate" because it is typically used to evaluate an event or an attraction, rather than to call upon authorities to take action.

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 considered "generally appropriate".

Register and tone:
- Formal
- Worried tone expecting action

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

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

Note
- Identify the recipient (unless the audience is the self)
- Opening or closing comment
- Writer's name

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

Review
- Title for the review
- Date
- Name of reviewer
- Rating or concluding statement

Social media posting
- General greeting / opening salutation
- First person narration/statement
- Closing comment

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

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

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