

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

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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	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	<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>

	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.
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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	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 recently returned from a cultural exchange programme, where you lived for a month with a host family in an English-speaking country. You wish to share your experiences with other students at your school. Write a text in which you explain the positive and negative aspects of the experience and offer advice to students who might wish to participate in the same programme.

Article

Diary

Social media posting

Criterion B:

- The three required elements of the task are (i) explain the positive aspects of the experience, (ii) explain the negative aspects of the experience, and (iii) offer advice to students who might wish to participate in the same programme.
- Equal weight does not have to be given to all three elements, but all should be given some developed attention. If one is ignored, or 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) and (ii) should include at least some reference to either the cultural exchange programme or to living with a host family (or to both); otherwise relevance and/or focus may be affected.
- Discussion of (iii) may take the form of “dos and/or don’ts” when students are on the same exchange programme, or information that will help them to decide whether to participate in the programme.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Article	The text type is suitable for the purpose of transmitting both factual information and personal opinions to a wide but targeted audience within the school community.
Generally appropriate	Social media posting	The text type is suitable for transmitting both factual information and personal opinion, but it may have a wider mass audience. The choice may be considered “appropriate” if the response makes clear the social media post is shared with students at the school, rather than the general public.
Generally inappropriate	Diary	This text type is typically used for personal reflection. It is not usually used to share information with other people. The choice can be considered “generally appropriate” if it is clear that the diary is kept as some form of private social media and that students at the school will be given access to this post 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:

- Informal or semi-formal, but it should be consistent.
- Knowledgeable but engaging / approachable, respectful tone, without being pushy.

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

Task 2

Your school film club wants to create a short video whose content would be particularly relevant to young adults. You have a good idea for the video that you want to share with the members of the club. Write a text in which you describe your idea for the video, explain its relevance to young adults and justify why the film club should make this their next project.

Article

Email

Proposal

Criterion B:

- The three required elements of the task are (i) describe your idea for the video, (ii) explain its relevance to young adults, and (iii) justify why the film club should make this their next project.
- Equal weight does not have to be given to all three elements, but all should be given some developed attention. If one is ignored, or 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.
- “Describe your idea” in (i) may be interpreted broadly, including aspects such as subject matter, theme(s), context, filmography/style etc.
- Discussion of (ii) should relate in some way to ideas offered in (i); i.e. why the ideas they described are relevant to young people.
- Justification in (iii) should go beyond the information discussed in (i) and (ii), e.g. the potential impact of the suggested video, its appropriateness compared to other potential suggestions etc.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Proposal	The text type is suitable for the purpose of persuading a specific audience (the film club) of the writer’s ideas in a more formal context (school project).
Generally appropriate	Email	The text type is suitable for a range of purposes, but it is not necessarily used to persuade the reader of the writer’s ideas. The choice may be considered “appropriate” if the email is used as a vehicle for sending a text that is persuading a specific audience, while there is enough evidence that the text is directly addressed to the film club.
Generally inappropriate	Article	The text type is typically used to transmit information to a mass audience. It is not usually used to persuade a specific audience of an idea. The choice can be considered “generally appropriate” if the article is somewhat persuasive and addressed to the club members

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 to formal register
- enthusiastic, convincing but respectful tone

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

Task 3

You have seen online that a group of students from your city held a protest about the deteriorating state of the local environment. You wish to express your thoughts about this protest. Write a text in which you summarise what you have witnessed online, describe your reactions to it, and evaluate the impact the protest might have.

Diary

Official Report

Social media posting

Criterion B:

- The three required elements of the task are (i) summarise what you have witnessed online, (ii) describe your reactions to it, and (iii) evaluate the impact the protests might have.
- Equal weight does not have to be given to all three elements, but all should be given some developed attention. If one is ignored, or 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 primarily focus on the factual details of the protest, e.g. where or when the protests took place, what they were protesting against and what form this took.
- It is expected that the “reactions” in (ii) be plural i.e. there should be at least 2 distinguishable reactions described. However, if there is only one general reaction (e.g. “impressed”, “eye-opening”, “disappointed” etc.) that is effectively developed and supported, this should be accepted. The reactions may be favourable, unfavourable or neutral.
- Any potential “impact” of the protests should be accepted in (iii), e.g. on the community, on the environment, on the authorities, on the young people. However, these impacts should be “evaluated”; i.e. to what extent the protests will have an impact.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Social media posting	The text type is suitable for the purpose of expressing thoughts and opinions about an online event with an undefined readership.
Generally appropriate	Diary	The text type is more suitable for reflecting or recording personal thoughts, rather than to express them, as the writer is likely the sole audience. The choice may be considered “appropriate” if the response reflects a personal significance / emotional or intellectual engagement.
Generally inappropriate	Official report	The text type is typically used to convey an objective set of facts to a specific professional audience. It is not usually used to express personal thoughts and opinions on an event to an unspecified audience. The text may be considered “generally appropriate” if the official report is oral and live, in which case there needs to be some hint that it is being recorded / broadcast / screencast.

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, to reflect the serious nature of the subject matter
- thoughtful, reflective, or impassioned 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

Diary

- first person narration
- closing statement to round off the entry
- no self-evident explanatory phrases (e.g. "I saw Alicia, my best friend")

Email

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

Official report

- relevant title
- neutral/objective style, e.g. presents ideas and facts without embellishment
- clearly set-out format, e.g. sub-headings, short numbered paragraphs/sections, etc.

Proposal

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

Social media posting

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