

Marking notes Remarques pour la notation Notas para la corrección

**November / Novembre / Noviembre de
2023**

English / Anglais / Inglés B

**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	Command of the language is limited. Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.
4–6	Command of the language is partially effective. Vocabulary is appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. 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. A variety of basic and more complex grammatical structures is used. 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 varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. 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.	<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 just graduated from school. You and your friends marked this occasion with a special celebration that was very meaningful to you. You want to record your thoughts about it. Write a text in which you describe the celebration and consider why it meant so much to you.

Blog

Diary

Speech

Criterion B:

- The two required aspects of the task are (i) “describe the celebration” and (ii) “consider why it meant so much to you”.
- Equal weight does not have to be given to those two elements, but both should be given some developed attention. If any aspect is ignored or given only cursory attention (e.g. very brief and general or in a single sentence), no more than the 4-6 band should be awarded since the task has only been “generally fulfilled” at best.
- The celebration in (i) may take any form, provided it involves their friends. This may be a large group of friends, or just a few.
- Description of the celebration may include preparations, responsibilities, etc. This should be considered relevant if the focus remains on the ‘celebration’ itself rather than the graduation.
- Discussion of (ii) should focus principally on the significance of the celebration to the writer, rather than on the act of graduating.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Diary	The text type is appropriate for the purpose of expressing one’s thoughts about an event or experience that is personal to the writer.
Generally appropriate	Blog	The text type is suitable for the purpose of expressing one’s thoughts, but it has a wider audience than oneself. The choice may be considered “appropriate” if the text is reflective, but also written in a way that would be engaging for other readers.
Generally inappropriate	Speech	The text type is typically used to communicate with a large, specified audience, on a topic that would be of interest to them. It is not usually used for personal reflection.

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 register
- personal and reflective tone

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

Task 2

Your local government is planning to build a new road across a park close to your home. You strongly disagree with this plan. Write a text for the local government in which you explain why the park is important to your community and describe some of the negative effects the planned road might have.

Diary

Email

Proposal

Criterion B:

- The two required aspects of the task are (i) “explain why the park is so important to your community” and (ii) “describe some of the negative effects the planned road might have”.
- Equal weight does not have to be given to those two elements, but both should be given some developed attention. If any aspect is ignored or given only cursory attention (e.g. very brief and general or in a single sentence), no more than the 4-6 band should be awarded since the task has only been “generally fulfilled” at best.
- Discussion of (i) may include examples taken from the writer’s personal experience, but it should focus principally on the importance of the park to the community. “the community” may be interpreted as those living close to the park/the writer, or as people living in the town/city in general.
- Ideas could be about (1) the park being completely replaced with the road or (2) the road is constructed across the park. Both should be accepted.
- It is expected that the “effects” in (ii) be plural i.e. there should be 2 or more distinguishable effects. If, however, there is one effect only that is well developed, this is permissible. If there is really only one effect, and this is very general and superficial, the response should be marked down.
- For (ii) any negative effects should be accepted, e.g. effects on the people, on the environment, on the town’s reputation etc.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Email	The text type is appropriate for the purpose of conveying a point of view to a specified audience/entity (the local government).
Generally appropriate	Proposal	The text type is suitable for conveying a point of view to a decision maker, but it would usually include alternative suggestions. The choice may be considered “appropriate” if the proposal is for abandoning the plans, and it addresses the local government.
Generally inappropriate	Diary	The text type is primarily used for personal reflection. It is not usually used to communicate with an external 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 be considered “generally appropriate”.

Register and tone:

- formal register
- persuasive but respectful tone

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

Task 3

The local sports centre, where you volunteer, has started a new and fun fitness class. The manager of the sports centre has asked you to inform the public about it. Write a text to explain what is new and fun about this fitness class and what benefits people can expect.

Leaflet

Proposal

Speech

Criterion B:

- The two required aspects of the task are (i) “explain what is new and fun about this fitness class” and (ii) “(explain) what benefits people can expect”.
- Equal weight does not have to be given to those two elements, but both should be given some developed attention. If any aspect is ignored or given only cursory attention (e.g. very brief and general or in a single sentence), no more than the 4-6 band should be awarded since the task has only been “generally fulfilled” at best.
- Discussion of (i) may include practical information, such as activities, times and location, but it should focus principally on what makes the class new and fun. Any description justified as ‘new’ or ‘fun’ should be accepted; it is not necessary for this to be factually accurate.
- Any discussion of ‘benefits’ should be accepted in (ii), e.g. health, fitness, social, entertainment etc.
- It is expected that the “benefits” in (ii) be plural i.e. there should be 2 or more distinguishable benefits. If, however, there is one benefit only that is well developed, this is permissible. If there is really only one benefit, and this is very general and superficial, the response should be marked down.
- “the fitness class” in some responses could be referred to as “programme” or a number of classes. This is permissible.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Leaflet	The text type is suitable for promoting an event or a new service, and it may be distributed to members of the public.
Generally appropriate	Speech	While the text type is suitable for informing a large group of audience, the size of audience is likely to be more limiting than the flyer, and it is not typically used for promoting an event or new service. The choice may be considered “appropriate” if the response makes it clear (1) it is addressing members of the public and (2) shows clear understanding of the context (writer is a volunteer asked to inform the public, etc).
Generally inappropriate	Proposal	The text type is typically used to convince a specific person/entity of an idea. It is not usually used to promote something that has already been done.

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 register
- enthusiastic and 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.

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

Leaflet

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

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

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

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.
-