

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2024

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	<p>Command of the language is limited.</p> <p>Vocabulary is sometimes appropriate to the task.</p> <p>Some basic grammatical structures are used, with some attempts to use more complex structures.</p> <p>Language contains errors in both basic and more complex structures. Errors interfere with communication.</p>
4–6	<p>Command of the language is partially effective.</p> <p>Vocabulary is generally appropriate to the task and varied.</p> <p>A variety of basic and some more complex grammatical structures is used.</p> <p>Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.</p>
7–9	<p>Command of the language is effective and mostly accurate.</p> <p>Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p>
10–12	<p>Command of the language is mostly accurate and very effective.</p> <p>Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used selectively in order to enhance communication.</p> <p>Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.</p>

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 – e.g. the candidate normally forms past tenses well, but occasionally forgets “-ed”.

FLAWS – errors occur more regularly, particularly in certain structures – e.g. past tenses are formed correctly quite often, but are not really reliable, and there may be basic confusions (e.g. past simple versus present perfect).

GAPS – some structures are rarely correct, or simply don’t appear – e.g. 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” explains 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>Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.</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> <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.

Task 2

You recently completed work experience that focused on community needs, which convinced you that you would like to pursue a career in this area. Now, you have been invited to share your experience with other students at your school. Write a text in which you explain why you chose this work experience, reflect on how you came to this important decision about your future career, and encourage other students to also consider community needs when choosing a career.

Article

Review

Speech

Criterion B:

- The three required elements of the task are: (i) to explain why they chose the work experience, (ii) to reflect on how they came to this important decision about their future career, and (iii) to encourage other students to also consider community needs when choosing a career.
- 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.
- Any example of work experience that involves the community should be accepted.
- The explanation of “why you chose this work experience” does not necessarily need to include a reference to serving the community. For example, the writer may have selected their work experience for other reasons, but then they may have come to realize the importance of serving community during their work experience.
- The focus should remain on considering community needs when choosing a career, but it should not be on either ‘community needs’ per se or on ‘choosing a career’ in general terms.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Speech	This text type is suitable for sharing information relating to personal experience with a specified audience (‘the students in your school’) in real-time (‘recently completed’) within a school context.
Generally appropriate	Article	This text type suitable for suitable for communicating a range of messages, but it typically has a more general audience. The choice may be considered “appropriate” if the response makes clear that the audience is “other students at the school” (e.g. school newspaper or magazine).
Generally inappropriate	Review	This text type is typically used to evaluate items and events. It is not usually used to address an audience about a single issue. The choice may be considered ‘generally appropriate’ if the response makes clear that what is being evaluated is the work experience as a whole and that the audience is school peers.

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.
- Informative, enthusiastic, and persuasive tone.

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

Task 3

Your class would like to offer a free workshop called “Social Media Safety for Teens” for local teenagers and their parents. You have been asked to promote this event in the local community. Write a text in which you explain why understanding the risks of using social media is important, describe what will happen during the workshop, and emphasize the benefits of parents attending with their children.

Blog

Leaflet

Review

Criterion B:

- The three required elements of the task are (i) to explain why understanding the risks of using social media is important, (ii) to describe what will happen during the workshop, and (iii) emphasize the benefits of parents attending with their children.
- 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 “explain why...” may cover dangers of social media use, but it should focus primarily on the reasons why understanding these risks is important (e.g. it is a major issue in today’s society, social media use is so prevalent, many teenagers are unaware of the dangers etc.)
- The description of what will happen in the workshop could be presented in the form of a schedule for the evening or an explanation of the topics to be discussed. Any relevant, developed or supported variation should be accepted.
- The final aspect is intended to focus on why parental involvement is important. At least one benefit must be noted, with appropriate expansion/development.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Leaflet	This text type is suitable for advertising an event to people in a relatively small geographic area (‘local teenagers and their parents’). No individual contact with prospective attendees is needed.
Generally appropriate	Blog	This text type is suitable for discussing topical issues but it will usually be read by a wider audience than just people in the local area. The choice may be considered “appropriate” if the response makes clear that the text is targeted at, or includes, local teenagers and parents.
Generally inappropriate	Review	This text type is typically used to evaluate events that have taken place or are currently taking place. It is not usually used to discuss issues or to advertise future events. The choice may be considered ‘generally appropriate’ if the response makes clear that the review is embedded within a school blog meant to be read by local teenagers and their parents.

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 or formal register.
- Informative, persuasive 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

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.

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

Letter to the editor

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

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.
-