2224 – 2415M

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Programme du diplôme
Programa del Diploma

Marking notes
Remarques pour la notation
Notas para la corrección

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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.

언어

모든 오류의 중요도가 같지 않으며 평가자들은 이 점을 기억하여야 합니다. 뜻을 전달하는데 있어서 중대한 영향을 미치는 오류가 있고, 그렇지 않은 오류도 있습니다. 또한, 어떤 오류는 순간 착각을 하여 한 실수일 수도 있지만 어떤 오류는 그 언어 사용에 대한 기본적인 이해가 되어 있지 않아서 저지르는 오류입니다.

실수 (Slips) – 모든 난이도에서 일어날 수 있는 실수이지만 가끔, 그리고 일정치 않게 일어나야 합니다. – 예를 들어, 학생이 보통은 과거 시제를 잘 사용하였지만 가끔 실수를 하는 경우입니다.

결점 (Flaws) – 보다 규칙적으로, 특히 특정 문법 구조에 일어나는 오류입니다. – 예를 들어, 과거 시제를 바르게 쓰는 경우가 많이 있어도 정확도가 안정적이지 못 하여 학생이 기본적으로 다른 시제와 혼동 하고 있는 경우입니다.

결함 (Gaps) – 어떤 언어 구조가 올바로 사용되는 경우가 거의 없거나 아예 없는 경우입니다. – 예를 들어, 과거 시제가 필요한 경우에도 과거 시제를 사용하지 못 하는 경우입니다.

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 task 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

여러분의 도시에는 소외 계층 학생들을 위한 대학 장학금 프로그램이 있지만 이 정보는 널리 알려져 있지 않습니다. 이 장학금에 대한 정보와 신청 방법을 지역에 살고 있는 학생들에게 알리는 글을 쓰세요. 또한 앞으로의 직업을 위한 대학 교육의 중요성을 설명하세요.

블로그 연설문 이메일

Criterion B:

- 장학금에 대한 정보와 신청방법을 자세하게 소개
- 대학 교육의 중요성을 구체적인 예시를 들어 설명

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	블로그	장학금의 내용과 자기의 생각을 지역의 학생들에게 알리는 데 적절함
Generally appropriate	이메일	지역 학생 이메일 리스트를 통해 장학금 정보를 전달하기에 적절함
Generally inappropriate	연설문	발표할 장소나 상황이 분명하지 않은 상황에서 연설문은 부적절함

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:

- 비슷한 또래의 독자 또는 친구들에게 쓰는 친근한 표현, 말투 사용

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

Task 2

지난 여름 여러분은 언어 능력을 향상시키기 위해 한국어를 사용하는 가족과 2 주 동안 머물렀고 학교에서 이런 기회를 제공하기를 원합니다. 여러분의 경험을 공유하고, 이 프로그램의 장점에 대해 이야기하고, 이 아이디어를 채택하도록 학교 관계자를 설득하는 글을 쓰세요.

이메일	제안서	편지

Criterion B:

- 자기가 경험한 프로그램에 대한 구체적인 설명
- 학교에서 왜 이 프로그램을 지원하고 채택해야 하는지 구체적인 이유 제시

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	이메일	학교 관계자에게 건의를 하는 상황이므로 관계자에게 직접 전달할 수 있는 이메일이 적절함
Generally appropriate	제안서	학교 관계자에게 구체적인 프로그램에 대한 건의를 하는 내용이므로 제안서도 적절함
Generally inappropriate	편지	아이디어를 채택하도록 학교 관계자를 설득하는 내용이므로 감성적인 내용이나 감사인사를 전하는 편지는 적절하지 않음

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the task, the “generally appropriate” text type may be considered “appropriate”, or the “generally inappropriate” text type considered “generally appropriate”.

Register and tone:

- 공식적인 이메일이나 제안서에 맞는 맞는 격식있는 말투
- 또래에게 쓰는 비격식 말투는 부적절함

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

Task 3

채팅이 가능한 인공지능이 개발되고 많이 사용되고 있습니다. 어떤 사람들은 인공지능이 교육에 효과적으로 사용될 수 있다고 하지만 어떤 사람들은 우려를 표합니다. 학교 토론을 준비하기 위해 채팅 인공지능 사용의 단점과 이것이 교육에 어떻게 사용되어야 하는지 여러분의 생각을 글로 쓰세요. 그리고 여러분의 생각을 설득하는 내용을 쓰세요.

저널 블로그 연설문

Criterion B:

- 인공지능의 장단점에 대해 구체적으로 설명
- 인공지능이 특히 교육에 어떻게 사용되어야 하는지 실제적인 예시 제시

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	연설문	인공지능에 대한 토론을 위한 글이므로 연설문이 적절함
Generally appropriate	저널	토론을 준비하는 글이므로 비공식적으로 자기의 생각을 정리하는 저널도 적절함
Generally inappropriate	블로그	블로그는 불특정 다수에게 정보를 전달하는 수단으로 많이 쓰이므로 토론을 위한 자기의 생각을 정리하는 글로는 적절하지 않음

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the task, the “generally appropriate” text type may be considered “appropriate”, or the “generally inappropriate” text type considered “generally appropriate”.

Register and tone:

- 발표문에 맞는 격식있는 말투
- 또래에게 쓰는 비격식 말투는 부적절함

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:

블로그

- 제목 제시
- 독자들에 대한 직접적이고 적절한 호칭, 지칭 사용
- 날짜와 이름 기재

이메일 / 편지

- 제목 기재
- 서두에 받는이 이름과 적절한 인사 표현
- 이메일의 목적 간단히 소개
- 마지막에 보내는이 이름 적절한 인사말 기재
- 수신자 정보 기재

제안서

- 적절한 제목 제시
- 제안서의 목적 기재
- 적절한 서론과 결론

연설문 / 발표문 / 토론문

- 발표문 서두에 적절한 인사 표현이 있음
- 발표의 주제에 대해 간단히 소개
- 적절한 결론 및 마무리 인사

일기/저널

- 날짜 기재
- 본인이 알고 있는 사실 기재하지 않음
- 적절한 마무리