

# **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	<b>Command of the language is limited.</b> 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	<b>Command of the language is partially effective.</b> 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	<b>Command of the language is effective and mostly accurate.</b> 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	<b>Command of the language is mostly accurate and very effective.</b> 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 – *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
<b>0</b>	The work does not reach a standard described by the descriptors below.	
<b>1–3</b>	<p><b>The task is partially fulfilled.</b></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><b>The link between the response and task tends to be unclear; the reader has difficulty understanding the message.</b></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>
<b>4–6</b>	<p><b>The task is generally fulfilled.</b></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><b>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.</b></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>
<b>7–9</b>	<p><b>The task is fulfilled.</b></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><b>The link between the response and the task is clear; the reader has a good understanding of the message conveyed.</b></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><b>The task is fulfilled effectively.</b></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 <b>coherent</b> manner that supports the delivery of the message.</p>	<p><b>The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.</b></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><b>Conceptual understanding is limited.</b></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><b>Conceptual understanding is mostly demonstrated.</b></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><b>Conceptual understanding is fully demonstrated.</b></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 have seen that some friendships among young people can be harmed because they pressure each other to do things without considering each other's feelings. You find this frustrating and want to share your thoughts with other young people. Write a text in which you examine the effect of peer-pressure on young people, consider the ways they can be positive influences in their social groups, and suggest how they can respond if they are feeling pressured.

Article

Blog

Letter

### Criterion B:

- The three required elements of the task are: (i) to examine the effect of peer pressure on young people; (ii) to consider how they can be positive influences in their social groups, and (iii) to suggest how they can respond if they are feeling pressured.
- 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.
- A broad interpretation of the term "peer-pressure" should be accepted. It could include behavioural elements, emotional or psychological stressors, etc. It should be linked to the topic of how friendships may be harmed.
- Accept a wide range of ideas offered as "positive influences". The influence may be on one person within a social group, or on the social group.
- For "suggest how...", the response may present a single overarching idea developed in depth or cover a range of ideas (breadth).

### Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Blog	This text type is suitable for sharing personal opinions and suggestions for others, with a large group of unspecified audience who share a connection or common interest with the writer ('other young people').
Generally appropriate	Article	This text type is suitable for covering a range of topics, but it usually has a broader readership. The choice may be considered "appropriate" if the response makes clear that the target audience is 'other young people' (e.g. published in a youth magazine, directly addresses young people etc.)
Generally inappropriate	Letter	This text type is typically used to share information with specified individuals or small groups. It is not usually used to communicate with a mass audience. The choice may be considered "generally appropriate" if the response makes clear that the target audience is 'other young people' (a letter to the editor of a youth magazine).

**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 to semi-formal register.
- Reflective, thoughtful, supportive (of others) tone.

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

## Task 2

You have just completed a long flight, during which you had a negative experience. The situation was made worse because the flight attendants were unhelpful in resolving the issue. You are very upset and would like to share your experience with the airline company. Write a text in which you describe what happened, explain why you are unhappy, and detail what you would like the airline company to do.

Article

Letter

Social media posting

### Criterion B:

- The three required elements of the task are: (i) to describe what happened; (ii) to explain why they are unhappy, and (iii) to detail what they would like the airline company to do.
- 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.
- The description of “what happened” does not need to be realistic or authentic, but it should be coherent. The description may make reference to the unhelpfulness of the flight attendants in resolving the situation, but this is not essential.
- The explanation of “why you are unhappy” should include some reference to the physical or mental inconvenience which was experienced as a result of the above.
- “What you would like the airline company to do” does not need to be realistic or authentic, provided it is coherent to the problem described and/or the reason you are unhappy.

### Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Letter	This text type is suitable for writing to a specified individual or an entity such as an airline company regarding an issue of personal concern.
Generally appropriate	Social media posting	This text type is suitable for communicating various messages, but it usually has a larger unspecified audience. The choice may be considered “appropriate” if the response makes clear the message is targeted directly or indirectly at the airline company (e.g. airing the issue publicly for swifter response).
Generally inappropriate	Article	This text type is typically used for conveying information to a mass audience. It is not usually used to communicate with a specific person or entity. The choice may be considered ‘generally appropriate’ if the response makes clear that the message was targeted, in the first place, to the airline company (e.g. airing the issue to in-flight magazine readers for a swifter response).

**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.
- Frustrated and firm, or constructive and persuasive, tone.

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

### Task 3

For the last year, everyone in your class has volunteered in a local charity. You all agree that you have learned a lot. As the class president, you would like to share your class’s experience with your school community. Write a text in which you explain why the class committed to volunteering with this charity, describe the impact the class made, and reflect on how the experience contributed to everybody’s personal development.

Guidelines

Report

Speech

#### Criterion B:

- The three required elements of the task are: (i) to explain why the class committed to volunteering with this charity, (ii) to describe the impact the class made, and (iii) to reflect on how the experience contributed to everybody’s personal development.
- 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.
- The discussion of “why the class committed...” should focus on the reasons why they selected this particular charity, rather than on why they chose to volunteer.
- Any “impact” described should be accepted, however large or small. This may be on the charity itself, or on the wider community (local or global). This may be the impact made by the class collectively, or different impacts made by different members of the class.
- The reflection should focus on “personal development”, rather than on the experience of volunteering itself.

#### Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Speech	This text type is suitable for sharing information with a specified audience (‘the school community’) in real-time (the project has just ended) within a school context.
Generally appropriate	Report	The text type is suitable for reporting on personal or collective experience, but it is usually produced on request from interested parties. The choice may be considered “appropriate” if the response makes clear that the text is targeted at the school community (other students, teachers, management).
Generally inappropriate	Guidelines	The text type is typically used to give practical advice in an objective way. It is not usually used to inform audiences of an experience. The choice may be considered ‘generally appropriate’ if the response

		makes clear that the text is targeted at the school community (other students, teachers, management), e.g. embedded within a report.
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**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, but it must be consistent.
- Informative, enthusiastic, reflective 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.

### **Letter**

- clear identification of recipient (by name, address or role/title etc.)
- date or sender's address
- opening and closing salutations.

### **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.

### **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.

### **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.
-