

Marking notes Remarques pour la notation Notas para la corrección

May / Mai / Mayo de 2024

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” 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	The task is fulfilled effectively.	The link between the response and the task is precise and consistently evident; the reader

	<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>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.

Question specific guidance (Criterion B and C)

Task 1

Your city is considering closing the local library because too few people use it. You do not want this to happen. Write a text for the city council in which you explain why you are concerned about this and suggest what they can do to attract more people to the library.

Leaflet

Letter

Presentation

Criterion B:

- The two required aspects of the task are (i) to explain why they are concerned about the potential closing of the library, and (ii) to suggest what the city council can do to attract more people to the library.
- 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 response should focus primarily on the reasons why the writer is concerned about the prospect of the library closing, as opposed to the fact that too few people use it.
- The suggestion(s) need not be realistic or practical, provided the response explains how the suggestion(s) will lead to more people using the library.
- The ‘concerns’ could be presented as part of the ‘benefits’ which will be lost should the library be closed. This is permissible as long as ideas are clear and well supported.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Letter	This text type is suitable for addressing a concern or issue (‘closing the local library’) to specified audience, including small groups (‘the city council’).
Generally appropriate	Presentation	This text type is suitable for addressing a specific audience (the city council) about a shared issue, but it usually requires an occasion in which the presentation is delivered. The choice may be considered “appropriate” if the response refers to such a context with audience addressed clearly and speaker’s capacity or authority made clear (e.g. head of neighbourhood committee, representative of local group, etc.)
Generally inappropriate	Leaflet	This text type is a mass media text, generally used to share information with unspecified audiences (e.g. the general public).

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
- Serious and persuasive

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

Task 2

You are organizing a clean-up day in a nearby national park to pick up items thrown away by visitors. You want to encourage other students from your school to help you. Write a text in which you explain why they should take part and what will happen during the day.

Blog

Presentation

Report

Criterion B:

- The two required aspects of the task are (i) to explain why students from your school should take part in the clean-up day, and (ii) to explain what will happen during the day.
- 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 ‘clean-up day should be briefly introduced/ mentioned (when, what, where). This could be part of the context, what will happen during the day or the conclusion.
- The term “national park” may be interpreted broadly to include any public space with nature or recreational equipment. Physical settings (mountains/steppes/rivers, etc.) should also be accepted.
- The explanation of “why they should take part” may be covered in terms of benefits to the national park, or to the participants or both. However, the explanation should be well developed.
- “What will happen during the day” may include the type of work, a schedule for the day, requests for students to bring supplies, etc. The details provided must be clearly related to the clean-up day.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Presentation	This text type is suitable for addressing a specific audience (students from your school) about a shared issue. It is suitable for persuading listeners to take a common course of action.
Generally appropriate	Blog	Although this text type may be used for teenagers to communicate with each other, it is generally suitable for sharing ideas and opinions with a larger, unspecified audience. The choice may be considered “appropriate” if the response clearly indicates the audience targeted is “other students in your school”
Generally inappropriate	Report	This is a formal text usually used to describe an event or process which have already occurred. The audience is frequently a superior or other person with authority.

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 with possible flashes of informality
- Informative and persuasive tone

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

Task 3

You have had a hobby for several years but you are feeling bored of it. Therefore, you are thinking about trying something different. Write a text in which you consider why you have become bored with your current hobby and explore other activities or hobbies you could do instead.

Blog

Journal

Personal Statement

Criterion B:

- The two required aspects of the task are (i) to consider why they are feeling bored of their hobby, and (ii) to explore other activities or hobbies they could do instead.
- 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 response should briefly describe or identify the current hobby. The term “hobby” should be interpreted broadly, referring to any activity that is done for enjoyment.
- “Explore other activities or hobbies you could do instead” should involve examination of at least two options, i.e. it should be an exploration, as opposed to a description of a single alternative activity or hobby.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Journal	This text type is suitable for reflecting on and exploring one’s own thoughts about a personal issue in order to reach a decision.
Generally appropriate	Blog	The text type is suitable for expressing personal opinion and reflection, but it is typically written for others to read. The text may be considered “appropriate” if the writer makes clear who the audience is and why the content is being shared.
Generally inappropriate	Personal Statement	This text type is a formal document typically used to present a personal summary or opinion to prospective employers. It is usually not used for 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 with possible flashes of semi-formality
- Reflective tone; logical when considering other options

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.

Journal

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

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

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

Personal statement

- relevant title/heading
- distinct introduction and conclusion
- style that is lucid and easy to follow

Presentation

- 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.

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.
-