

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

You recently interviewed your parents to find out more about your family history and the experience was very positive. You would like to tell other young people about this. Write a text in which you describe the most interesting parts of the interview and explain how you feel about what you learned.

Article

Review

Social media posting

Criterion B:

- The two required aspects of the task are (i) to describe the most interesting parts of the interview, and (ii) to explain how they feel about what they learned.
- 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 “most interesting parts” should be clearly identifiable. A retelling of the entire interview without clarification is not sufficient.
- A broad range of content for the interview should be allowed, including anecdotes, quotations from a speaker, retelling of events, etc.
- A range of ideas for “how you feel about what you learned” may be offered but it should communicate that the overall experience was “positive”, even if elements of it led to negative reactions, e.g. ‘sad’, ‘confused’, ‘disappointed’ etc.
- All ideas need to be related to ‘family history’. A range of ideas for ‘family history’ may be offered including but not limited to family roots, school experiences, food, culture, jobs etc as long as it is related to the family’s past.

Criterion C

Choice of text type:

	Text type	Rationale
Appropriate	Social media posting	This text type is appropriate for sharing personal anecdotes with an unspecified audience with whom the writer is likely to have something in common (e.g. ‘other young people’)
Generally appropriate	Article	This text type may be used to cover a range of topics but it usually has a wider readership. The choice may be considered “appropriate” if the response makes clear that the article is targeted at young people (youth magazine, school newspaper etc.)
Generally inappropriate	Review	This text type is typically used to report an observation and evaluation of a cultural artefact (film, book, performance, events, attractions etc.), not a personal experience.

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
- Enthusiastic, entertaining and informative tone.

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

Task 2

You have noticed that your neighbourhood shop does not offer eco-friendly products. You want to change this. Write a text for the manager of the shop explaining why it is important to offer these products and how it would benefit the shop.

Blog

Letter

Proposal

Criterion B:

- The two required aspects of the task are (i) to explain why it is important to offer eco-friendly products, and (ii) to explain how it would benefit the shop.
- 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.
- Any explanation of “why it is important” should be accepted, including broad environmental or ethical arguments (e.g. it’s important to protect the planet), social arguments (e.g. social responsibility of retailers, changing tastes and expectations of people) and more localized arguments (e.g. people in the neighbourhood need more choice)
- Ideas for “how it would benefit the shop” may also include a range of elements, including financial, reputational, moral etc.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Letter	This text type is suitable for communicating targeted information to a small, specified audience (the neighbourhood shop manager).
Generally appropriate	Proposal	This text type is suitable for presenting ideas to an individual with decision-making authority but is more formal than a letter and usually produced on request. The choice may be considered “appropriate” if the response makes the context and purpose of the text clear + explicitly address the shop manager.
Generally inappropriate	Blog	This text type is a mass media text and it is not typically used to communicate with a single individual.

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
- Polite, informative and persuasive tone.

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

Task 3

You are concerned that not many students join the after-school activities offered by your school. As a member of the student council, you want to address this problem. Write a text for your fellow students in which you highlight the wide range of activities on offer and explain the benefits of participating in them.

Article

Review

Speech

Criterion B:

- The two required aspects of the task are (i) to highlight the wide range of activities on offer, and (ii) to explain the benefits of participating in them.
- 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.
- “Highlight the wide range of activities on offer” should involve introducing at least two different activities; better responses will focus on the wideness of this range (i.e. activities that will appeal to people with different interests and skills). Listing activities is not enough- there should be some elaboration on ideas/activities.
- Accept a wide range of responses for “explain the benefits”, including physical, emotional, and social benefits.
- The two aspects may be addressed concurrently rather than sequentially, e.g. introduce one activity and explain its benefits, followed by another activity and its benefits etc.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Speech	This text type is suitable for addressing a specific audience (‘fellow students’) about a shared problem or issue in a school context. It is well suited to persuading listeners to taking action on an issue.
Generally appropriate	Article	This text type is suitable for conveying information, but it is usually read by an unspecified mass audience. The choice may be considered “appropriate” if the response makes clear that it is for fellow students (e.g. school newspaper or magazine).
Generally inappropriate	Review	This text type is typically used to report observation and evaluate cultural artefacts (film, book, performance, events, attractions etc.). It is not usually used to address a single issue.

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 with possibly some flashes of informality
- Encouraging, informative and 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.

Letter

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

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

Review

- title intended to attract and interest the reader
- name of the reviewer
- style to engage the reader

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.
-