Diploma Programme
Programme du diplôme
Programa del Diploma

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2024

English / Anglais / Inglés ab initio

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.
1-2	**Command of the language is limited** Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Abundant repetition and inaccuracies interfere with meaning.
3-4	**Command of the language is generally effective.** Vocabulary is generally appropriate to the task, and varied. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is generally accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
5-6	**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 effectively. Language is mostly accurate. Occasional errors 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.	
1–2	**The task is partially fulfilled.** Some ideas are relevant. 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 is unclear at times; the reader has difficulty in understanding the message.** The response covers only some points in the task, and not all the points expressed are relevant. 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.
3–4	**The task is generally fulfilled.** Most ideas are relevant to the task. Some ideas are developed with some detail and examples. 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 clear; the reader's overall understanding is not impeded, despite some ambiguity.** The response covers most of the points in the task, and most of the points expressed are relevant. The response includes some supporting details and examples. The ideas are organized in a logical way; basic cohesive devices are used correctly to aid the delivery of the message, although they may be areas of slight confusion at times.
5–6	**The task is fulfilled effectively.** Ideas are relevant to the task. Ideas are developed well, providing details and relevant 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 the points in the task, and the points expressed are relevant. The response uses supporting details and examples to clarify the message. The ideas are organized well; a range of basic cohesive devices are used correctly to deliver the message with little or no ambiguity.

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	**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.
2	**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.
3	**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)

Section A

Task 1

An exhibition called "Technology of the future" has opened in your city. You want to visit it with your friend. Write a text to tell your friend about the exhibition, suggest how you will travel there, and why it would be an enjoyable activity for you both.

Email	Note	Speech

Criterion B:

Points to be covered:

*   Describe the exhibition:
    *   e.g. where it is, what it is about etc.
*   Suggest how to travel there:
    *   e.g. mode of transport, time
*   Say why it would be enjoyable:
    *   e.g. relates to studies, to their interests etc.

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Email	An email is appropriate because it is addressed to a specific individual, provides the opportunity to insert links – to the exhibition, relevant transport etc. – and can be sufficiently personal/informal for a friend.
Generally appropriate	Note	A note is generally appropriate because it is usually addressed to a specific individual and can be sufficiently personal/informal for a friend. It is less likely than an email because the situation is likely to generate an exchange of messages, and a note would need to be passed physically to the recipient.
Generally inappropriate	Speech	A speech is generally inappropriate because it is addressed to more than one person and is usually formal in nature.

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:
*   informal register
*   enthusiastic tone

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

Task 2

Your school has introduced a new rule. You think it is a good rule, but some of your classmates dislike it. You want to change their minds. Write a text to explain the new rule, why you think it is good, and why you want everyone in your class to support it.

Diary	Email	Speech

Criterion B:

Points to be covered:

- Explain the new rule:
    - State what the new rule is, perhaps describing any sanctions attached to it
- Explain why you think it is good:
    - Describe positive aspects of the new rule, e.g. everybody treated the same way, encourages certain behaviours
- Say why you want everyone in your class to support it:
    - e.g. Describe a problem the new rule would solve

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Speech	A speech is appropriate because it is suitable for communicating with a group of people (classmates) in a school context. It is also appropriate because it offers an opportunity to persuade those who disagree.
Generally appropriate	Email	An email is generally appropriate because it could be used to address classmates, though it is more common for this to be used for a specific person. It also does not offer opportunity to respond to critical views in real time.
Generally inappropriate	Diary	A diary is inappropriate because it is generally inwardly-focused, exclusively on the writer.

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:
- semi-formal register
- persuasive tone

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

Task 3

You have just discovered something interesting about your family history. You want to tell your friends. Write a text to explain what you found out, how you discovered this information, and why this is interesting to you.

Blog	Postcard	Social media posting

Criterion B:

Points to be covered:

- Explain what you found out:
    - e.g. a notable ancestor, or more generally about family background
- How you discovered this information:
    - e.g. online, when looking through old papers in the attic, from grandparents etc.
- Why this is interesting to you:
    - e.g. better understanding of oneself, or influence their choices in the future (career, place for university etc.)

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Social media posting	Social media posting is appropriate because it is often addressed to a known audience of more than one person about personal matters. It also invites comments from others for what may be a conversation piece.
Generally appropriate	Blog	A blog is generally appropriate, as it is likely to have an audience wider than just 'friends'. It also requires more planning.
Generally inappropriate	Postcard	A postcard is generally inappropriate in that it is usually addressed to one person and is not used to communicate information about personal discovery.

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:
- informal to semi-formal register
- excited tone

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

Section B

Task 4

You would like to volunteer with a local organization during the summer holiday. Write a text for the manager of the organization to explain why you want to volunteer, and how your experience and skills will make you a good volunteer.

Blog	Letter	Speech

Criterion B:

Points to be covered:

- Explain why you want to do this:
  - e.g. it connects with your future studies/career, you believe in the cause the organization supports
- What experiences will make you a good volunteer:
  - e.g. description of previous work or volunteer experiences, or relevant experiences from school/home
- What skills will make you a good volunteer:
  - e.g. they can interact successfully with people, they are good with numbers, ICT etc. as relevant to the chosen organization.

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Letter	A letter is appropriate because it is a formal form of communication usually to one person and it provides the opportunity to set out reasons for wanting to volunteer.
Generally appropriate	Speech	A speech is generally appropriate as it creates an opportunity to set out reasons but is usually given to more than one person.
Generally inappropriate	Blog	A blog is generally inappropriate because it is not addressed to a specific 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 considered "generally appropriate".

Register and tone:
- formal register
- enthusiastic but respectful tone

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

Task 5

You think the streets in your town are dirty and you want to make them cleaner. Write a text for the local people to describe the problem, explain why you think this is a problem, and say what the local people can do about it.

Pamphlet	Review	Social media posting

Criterion B:

Points to be covered:
- Describe the problem:
  - e.g. litter, leaves, unemptied dustbins
- Explain why you think this is a problem:
  - e.g. looks untidy, is unhygienic, makes the town unattractive to tourists
- Say what the local people can do about it:
  - e.g. clean-up event, local council to spend more on cleaning services

Criterion C:

Choice of text type:

	Text type	**Rationale**
Appropriate	Pamphlet	A pamphlet is appropriate because it can set out the issues and a call to action in a succinct and persuasive way. It can also be handed out to the general public or delivered to all households in the area.
Generally appropriate	Social media posting	A social media posting is generally appropriate because it can be read by a large number of people, though not necessary by all/only local people.
Generally inappropriate	Review	A review is generally inappropriate because it is retrospective so does not lend itself to what is happening in the present/needs to happen in the future.

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:
- formal to semi-formal register
- persuasive and respectful tone

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

Task 6

Today's technology can be useful to students in their schoolwork. You want to share your thoughts about this with other young people. Write a text about one way technology can help students with their schoolwork, explain if you think this is a good thing or not, and give reasons why.

Article	Blog	Pamphlet

Criterion B:

Points to be covered:

- One way technology can help students with schoolwork:
    - e.g. tidying up writing style and structure, checking spelling and grammar
- Explain if you think this is a good thing:
    - they may agree, disagree, or take a balanced view
- Give reasons:
    - e.g. it saves time, enables students to focus on content, students fail to develop their own written style/ideas etc.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Blog	A blog is appropriate because it can address and reach other young people who share a similar interest. It also offers opportunity for comment.
Generally appropriate	Article	An article is generally appropriate in that it has the potential to reach the right audience. However, it is less likely to be found/read by the right people (other young people), and maybe read by many others.
Generally inappropriate	Pamphlet	A pamphlet is generally inappropriate because it is typically used to promote or persuade, rather than communicate personal views.

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:
- formal to semi-formal register
- persuasive or 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
- Headline
- Writer's name
- Date of publication
- Brief introduction and conclusion

Blog
- Title
- Time / Date
- Writer's name / username
- Reference to audience (directly, or through use of "we" and "you" etc)

Diary
- Date
- First person narration
- Opening and closing statement

Email
- Form of address ("Dear…", "To…")
- Opening and closing greeting
- Sender's name

Letter
- Date
- Opening salutations / greeting
- Closing salutations
- Name of the sender

Note
- Identify the recipient (unless the audience is the self)
- Opening or closing comment
- Writer's name

Pamphlet
- Title
- Other format features, e.g. subtitles / bullet points / numbering
- Practical elements, e.g. name of distributor / contact info / links / diagrams

Post card
- Name of the recipient and sender
- Opening salutations
- Closing salutations

Review
- Title for the review
- Date
- Name of reviewer
- Rating or concluding statement

Social media posting
- General greeting / opening salutation
- First person narration/statement
- Closing comment

Speech
- Opening address / greeting / statement
- Reference to audience (directly, or through use of "we" and "you" etc)
- Concluding remarks / closing statement