

Markscheme

May 2022












Language acquisition – Emergent level English

On-screen examination

This markscheme is **confidential** and for the exclusive use of examiners in this examination session.

It is the property of the International Baccalaureate and must not be reproduced or distributed to any other person without the authorization of the IB Global Centre, Cardiff.

The following are the annotations available to use when marking responses.

Annotation	Explanation	Shortcut	Annotation	Explanation	Shortcut
	Omission			Highlight – Highlight tool	
	Incorrect Point			L – Language	
DET	DET – Relevant detail			On Page Comment – On page comment tool	Alt + 0
DEV	DEV – Development	Alt + 1		QuestionMark – Unclear	
	Ellipse – Ellipse tool			SEEN_Small – Seen	
EXC	Excellent Point – Excellent Point			Tick Colourable	
GA	GA – Good Analysis			V Wavy – Vertical wavy line	
GEXA	GEXA – Good Example				
GEXP	GEXP – Good Explanation				
GM	GM – Grammar				
	H Wavy – Wavy underline too				

Marking guidelines

- Recommendations for question word counts and timings are advisory only. Candidates should not be penalized if they exceed or fall short of advisory word counts, unless the quality of the response is affected, *eg*, by a lack of development of ideas / analysis etc.
- Where there are examples of answers in the scoring scheme, this is indicative content representing what is required to reach the maximum for that level.
- Use of a '/' indicates alternative acceptable points and not a list of expected responses. This is not a list of expected answers.
- Use of brackets indicates additional detail that is not required for the mark.
- Please note that spelling errors should not impact the marks awarded in any part of the examination.

Task 1 – Questions 1 – 3

Task	Question	Target answer	Accept	Do not accept	Marks
1	1a	What climate change is, the causes of climate change what can we do to take better care of our planet. Possible examples include but are not limited to: <ul style="list-style-type: none"> • The biggest cause of climate change is humans. • When we use fuel, like oil and gasoline, or remove forests to make room for cities or farms, we release greenhouse gases into our atmosphere. • These greenhouse gases cause our climate to get warmer as greenhouse gases act like a big blanket, holding some of the heat in. 	[1] for correct answer [1] for example Accept similar answer.		2
	1b	i. False ii. False iii. True iv. True	[1] for correct answer		4
	1c	i. rapid ii. harsh iii. excessive iv. strong	[1] for correct answer		4
	1d	i. C ii. A	[1] for correct answer		2
				Total	12

Task	Question	Target answer	Accept	Do not accept	Marks
1	2a	D <i>Justification:</i> <ul style="list-style-type: none"> because it focuses on a specific topic factual details on climate change provides provides information on climate change shows impact of climate change shows real environment issues explains what climate change is relates to real facts 	[1] for correct answer [1] for justification with an example from the text Accept similar answer		2
	2b	B D	[1] for correct answer		2
	2c	Audience: Young students/ teenagers/ children <i>Justification:</i> <ul style="list-style-type: none"> using simple vocabulary animation/ illustration has been used the voice of the young speaker the graphics/ images are simple to learn what climate change is to better understand what the causes of climate change are to know what one can do to fight climate change 	[1] for correct answer [1] for justification with an example from the text		2
	2d	Examples: <ul style="list-style-type: none"> to show emotions through facial expressions to understand how the sun heat is trapped to explain how ice and snow is melting to visualize extreme weather conditions/ types of weather to show how greenhouse gases can not escape to visualize the benefit of using bike instead of car or bus to explain climate change/ global warming 	[1] for each example Accept similar examples		2
	2e	C <i>Justification:</i> <ul style="list-style-type: none"> the topic climate change is important and urgent speaker expresses her feelings towards the causes of climate change speaker shows her attitude towards the topic climate change to convince the audience about the importance to fight climate change 	[1] for correct answer [1] for justification with an example from the text Accept similar answer		2

		<ul style="list-style-type: none">• gaps between words/• intonation/ voice changes with sad visuals• to persuade to fight climate change• speaker wants to share her knowledge about climate change• speaker expresses the importance of protecting the planet• speaker explains the urgency to fight climate change			
				Total	10

Task	Question	Target answer	Accept	Do not accept	Marks
1	3a	<p>Explanation of what student has learned from the spoken multimodal text. <i>Possible examples from the text include but are not limited to:</i></p> <ul style="list-style-type: none"> • I learned that climate change makes life harder for our plants, animals, and for people around the world. • I learned the biggest cause of climate change, is humans. • I learned that greenhouse gases act like a big blanket, holding heat. • I received solutions to fight climate change like buying local food. • I have learned the actions we can do to reduce pollution by taking the bus 	<p>[1] for explanation [1] for an example from the text</p>		2
	3b	<p>Explanation of how student feels about climate change after viewing the spoken multimodal text. Reference to the text. <i>Possible responses:</i></p> <ul style="list-style-type: none"> • I feel overwhelmed about climate change which cause all sorts of problems for our planet; and the plants, animals and people who live here. • I am scared that our weather is becoming more extreme, with more heat waves, heavy rainfalls, and powerful hurricanes. • I feel concerned about climate change as it is caused by humans • I feel sad that the life becomes harder for our plants, animals and for people • I am worried about our future because the greenhouse effect will increase the earth's temperature further. • I feel guilty about the climate change because I am wasting electricity. 	<p>[1] for emotion/ feeling about climate change [1] for an example from the text</p> <p>Accepts similar examples from the text</p>		2
	3c	<p>Agree or disagree with explanation and reference to the text. <i>Possible explanations:</i> Agree</p> <ul style="list-style-type: none"> • I strongly believe that we can make a difference. • I agree as everyone can make small actions to fight climate change <p>Disagree</p> <ul style="list-style-type: none"> • It is not possible to stop climate change and to make any difference. <p><i>Possible examples include but are not limited to:</i></p> <ul style="list-style-type: none"> • “Like reusing things, instead of throwing them out.” • “Instead of driving, ride your bike or take the bus.” • “Use less electricity.” • “Eat food grown closer to home.” 	<p>[1] explanation [1] for an example from the text</p> <p>Accepts similar examples from the text</p>		2

		<ul style="list-style-type: none"> • “Our weather is becoming more extreme; with more heat waves, heavy rainfalls and powerful hurricanes.” • “These greenhouse gasses cause our climate to get warmer.” 			
	3d	<p>One example from the text and explanation of why student think it would be important to include. I will include (example from the text) and I think it is important because (explanation)</p> <p><i>Possible examples include but are not limited to:</i></p> <ul style="list-style-type: none"> • I would include the part about solutions because we need to start to make small steps to protect our environment. • I want to include the importance of using public transports because it is one good solution to reduce the emission of carbon dioxide. • For my video I plan to include the explanation of greenhouse effect because it is important to know the cause of climate change 	<p>[1] example from text [1] explanation</p> <p>Accept similar examples</p>		2
				Total	8

Task 2 – Questions 4 – 6

Task	Question	Target answer	Accept	Do not accept	Marks
2	4a	<p><i>The main idea is...</i></p> <ul style="list-style-type: none"> • climate change • about the causes of climate change • how climate change affects the environment • the impact of climate change <p><i>Possible quotes include but are not limited to:</i></p> <ul style="list-style-type: none"> • “That’s why many scientists agree that the Earth is now warming because of human activity.” • “Climate change affects more than temperature. Warmer water changes the patterns of ocean currents, affecting global weather patterns.” • “Our earth is surrounded by an atmosphere made up of gases which traps some of the sun’s heat.” 	<p>[1] for correct answer</p> <p>[1] for quote that supports the main idea</p> <p>Accept similar answers</p>		2
	4b	Climate is the pattern of the weather conditions over a long period of time for a large area.	Accept similar answers		1
	4c	One of the following energy sources: oil, gas or coal.	[1] for one energy source		1
	4d	Climate scientists conclude that the Earth is now warming because of human activity.			1
	4e	Flooding results from increases in rainfall. Very little rainfall leads to drought. People may be forced to leave their houses if the level of the ocean rises .	[1] for each correct answer		3
	4f	i. FALSE ii. TRUE iii. TRUE iv. FALSE	[1] for each correct answer		4
Total					12

Task	Question	Target answer	Accept	Do not accept	Marks
2	5a	C <i>Justification:</i> <ul style="list-style-type: none"> because it is informative language is formal images with captions format of article writing: heading/title, body-main part of the article (introductory and descriptive paragraph), conclusion (ending paragraph with conclusion and/or opinion) 	[1] for correct answer [1] for justification Accept similar justification.		2
	5b	B <i>Justification:</i> Text informs about the causes of climate change and the impact climate change	[1] for correct answer [1] for justification with an example from the text Accept similar justification.		2
	5c	<i>Audience:</i> Students/ teenagers/ People interested in climate change/ Science/ People who are not aware of this issue <i>Justification:</i> <ul style="list-style-type: none"> basic/ simple language short article with images to learn what climate change is to better understand what the causes of climate change are 	[1] for correct answer [1] for justification with an example from the text Accept similar answer.		2
	5d	C <i>Justification:</i> <ul style="list-style-type: none"> formal tone with details/ information about climate change climate change is important and urgent writer provides details about the causes of climate change writer concludes about the effects of climate change to the environment 	[1] for correct answer [1] for justification with an example from the text Accept similar answer.		2
	5e	<i>Image 1</i> Illustrates the earth's atmosphere as "our earth is surrounded by an atmosphere made up of gases." <i>Image 2</i> Illustrates the factories and the release of carbon dioxide into the atmosphere.	[1] for each image analysed with an example from the text Accept similar answer.		2
				Total	10

Task	Question	Target answer	Accept	Do not accept	Marks
2	6a	<p>Student expresses how he/she feels about the text justified with reference to the written visual text.</p> <p><i>Possible responses:</i></p> <ul style="list-style-type: none"> • I feel surprised that hundreds of plant and animal species have already experienced changes because of climate change. • I am scared that climate change affects more than temperature. That warmer water changes the patterns of ocean currents, affecting global weather patterns. • The text makes me feel sad because the earth's warming is due to us 	<p>[1] for emotion/feeling about the text</p> <p>[1] for an example from the text</p>		2
	6b	<p>For opinion of statement, one example from the text and own experience.</p> <p>Examples from text include but are not limited to:</p> <ul style="list-style-type: none"> • “But during the past few hundred years, oil, gas, and coal have powered homes, cars, and factories.”. • “That increases Earth’s temperature, which contributes to the planet’s warming.” <p>Examples from my own experience include but are not limited to:</p> <ul style="list-style-type: none"> • It is warmer in summer. • People have several vehicles. • We fly more frequently. 	<p>[1] for opinion</p> <p>[1] example from the written multimodal text</p> <p>[1] example from own experience</p> <p>Accept similar examples</p>		3
	6c	<p>Explanation on what could be done to minimize the effect of climate change and what has been done with one example from the text.</p> <p>Examples for what could be done include but not limited to:</p> <ul style="list-style-type: none"> • “I want use more my cycle or walk.” • “I will prepare presentation about climate change for my school.” • “I could eat less meet.” • “I could buy locally grown food.” <p>Examples for what has been done include but are not limited to:</p> <ul style="list-style-type: none"> • “I save energy at home”. • “I eat more vegetables and fruits from local market”. 	<p>[1] suggestion of what could be done</p> <p>[1] for own experience</p> <p>[1] justification with an example from the text</p> <p>Accept similar examples</p>		3

		<p>Examples from text include but are not limited to:</p> <ul style="list-style-type: none"> • Use public transportation, walk, or ride your bike. • Reduce and reuse things as much as possible. • Electronics should be unplugged when not used. 			
				Total	8

Task	Question	Target answer	Accept	Do not accept	Marks
1&2	7a	The student chooses one text which explains “climate change” better and give one example from the text.	[1] for preference [1] for an example from one text		2
	7b	<p>The student needs to provide 1 similarity and 1 difference between the audio-visual and written-visual texts</p> <p><i>Similarity:</i></p> <ul style="list-style-type: none"> • both texts communicate what climate change is • the causes and effects of climate change • greenhouses in the atmosphere contribute to the planet’s warming • both texts speak about extreme weather condition (rainfall, storm, heat waves etc.) <p><i>Different:</i></p> <ul style="list-style-type: none"> • spoken multimodal text makes suggestion how to fight climate change • the spoken multimodal text is a documentary • the written multimodal text is an article • the spoken multimodal text is made for younger audience and written multimodal text for older readers. • the spoken multimodal text has short impactful sentences and uses graphics/ imagery 	<p>[1] for one similarity [1] for one difference</p> <p>Accept similar answers</p>		2
	Total				4

Task 3 – Question 8

Vocabulary

To what extent does the candidate use a wide range of vocabulary?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The candidate uses a limited range of vocabulary. Vocabulary is rarely appropriate for the task or is often repetitive or formulaic.
3–4	The candidate uses a basic range of vocabulary. Vocabulary is sometimes appropriate for the task.
5–6	The candidate uses a range of vocabulary. Vocabulary is appropriate for the task.
7–8	The candidate uses a wide range of vocabulary. Vocabulary is appropriate for the task, and effective.

Grammar

To what extent does the candidate use grammatical structures accurately?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The candidate uses a limited range of grammatical structures with many errors which often hinder communication.
3–4	The candidate uses a basic range of grammatical structures with some errors which often hinder communication.
5–6	The candidate uses a range of grammatical structures with a few errors which do not hinder communication.
7–8	The candidate uses a wide range of grammatical structures generally accurately.

Organization

To what extent does the candidate organize information effectively and coherently?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The candidate organizes some information in a recognizable format using some basic cohesive devices.
3–4	The candidate organizes information in a recognizable format using a range of basic cohesive devices.
5–6	The candidate organizes information in an appropriate format using simple and some complex cohesive devices.
7–8	The candidate organizes information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices.

Communication

To what extent does the candidate communicate information with a sense of audience and purpose?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The candidate communicates limited relevant information with little sense of audience and purpose to suit the context.
3–4	The candidate communicates some relevant information with some sense of audience and purpose to suit the context.
5–6	The candidate communicates most relevant information with a sense of audience and purpose to suit the context.
7–8	The candidate communicates almost all the required information with a clear sense of audience and purpose to suit the context.