

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2022

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	<p>Command of the language is limited.</p> <p>Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.</p>
4–6	<p>Command of the language is partially effective.</p> <p>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.</p>
7–9	<p>Command of the language is effective and mostly accurate.</p> <p>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.</p>
10–12	<p>Command of the language is mostly accurate and very effective.</p> <p>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.</p>

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” explain 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	<p>The task is fulfilled effectively.</p> <p>Ideas are relevant to the task.</p> <p>Ideas are fully developed, providing details and relevant examples.</p>	<p>The link between the response and the task is precise and consistently evident; the reader 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>Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.</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 have used a new language-learning app and you want to introduce it to all students at your school. Write a text in which you describe the way you used the app and comment on how useful or not the functions were.

Blog

Email

Review

Criterion B:

- The two required aspects of the task are [i] “describe the way you used the app” and [ii] “comment on how useful or not the functions are”.
- 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.
- "New" can be interpreted as new to the writer, or a newly released app.
- Any app, real or fictional, that supports language learning should be accepted.
- While the response will likely include *some* description of the app and its function, it should focus on **the way the writer uses the app and its function**, not just a plain description of the app itself.
- The response should include **the writer's evaluation of the usefulness of the functions (and/or the app)**. Usefulness, functions and the way the writer uses the app must all be focused on “language learning” per se.
- The response can discuss what is useful and what is not at the same time, that is, the pros and cons of the app. It could also focus on only one part (i.e. pros or cons) depending on the writer’s experience.
- It is not expected to have “usefulness” separately/individually discussed; it can be embedded into “the way app is used” and/or “functions”.
- Whether or not the writer recommends the app is not necessary; the (non-)inclusion of it should *not* be marked down.
- The focus should remain on how well-developed ideas are. Ideally, there should be 2 or more distinguishable functions explained. If there is really only one function, and this is very general and superficial, the script will be marked down. Still, it is also expected to have one function only that is effectively developed and well-supported- this also should be accepted.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Review	The text type is used specifically for the purpose of evaluating something by providing reasons and evidence, drawing on the writer’s personal experiences. It is suitable for a large audience (all students). It must be clearly addressed to “all students at your school”.
Generally appropriate	Blog	The text type is suitable for expressing personal opinions and recounting events, read by unspecified readers. The choice may be considered “appropriate” if there is a clear indication that the audience is all school students (introduced to the app probably through a school blog).

Generally inappropriate	Email	The text type is typically used to communicate with chosen individuals or small groups, for specific reasons, e.g., to address an issue or query. Much contextualization is needed to explain to recipients why they receive a review on an app.
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Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the task, the “generally appropriate” text type may be considered “appropriate”, or the “generally inappropriate” text type considered “generally appropriate”.

Register and tone:

- Semi-formal with some touches of informality.
- Engaging and serious

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

Task 3

You have noticed that more and more young people take notes in class with a computer instead of a pen. You have tried both methods and want to exchange opinions with your friends. Write a text in which you discuss, in your opinion, the advantages and disadvantages of either method.

Blog

Email

Review

Criterion B:

- A broad interpretation of the term “computer” should be accepted; it can be interpreted as any electronic device such as a tablet, or even a phone.
- Taking notes with a computer does not necessarily have to be viewed as typing only; discussion about other relevant technology or tools such as speech-to-text apps or audio recordings should be accepted.
- Both “advantages and disadvantages” must be discussed effectively. There does not need to be equal space devoted to both, but neither should be left minimal (in a single sentence) or completely ignored; otherwise, no more than the 4-6 band should be awarded since the task has only been “generally fulfilled” at best.
- Some scripts might compare the two methods, while others would focus on only one. Any approach adopted (one-sided, balanced, analytic, etc.) is permissible as long as the focus remains on advantages and disadvantages. However, it is **not** necessary to come up with a conclusion regarding which method is better.
- Focus should remain on how well-developed ideas are. Ideally, there should be 2 or more distinguishable ideas for each. But if only one advantage and one disadvantage are presented in a developed way, this should be permissible. If there is really one or more of each, and this is very general and superficial, the script will be marked down.

Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Email	The text type is suitable for addressing smaller groups of specified audience (e.g. ‘friends’), and typically expects a response as implied by the task (‘want to exchange opinion’). It must be clearly addressed to friends not just students or all students.
Generally appropriate	Blog	The text type is suitable for sharing the writer’s thoughts and opinions on a particular topic, but it is usually used for addressing a larger group of unspecified audience – not necessarily just ‘friends’. A response from the audience is usually encouraged but not expected. The choice may be considered “appropriate” if it clearly addresses friends in a personal blog.
Generally inappropriate	Review	The text type is primarily for evaluating a particular subject. It is usually not a text that is written for ‘friends’.

Note: If a response makes the context, audience and purpose of the writing clear, and these conform to the task, the “generally appropriate” text type may be considered “appropriate”, or the “generally inappropriate” text type considered “generally appropriate”.

Register and tone:

- Semi-formal, with possible touches of informality.
- Friendly, engaging, and personal 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 entry

- 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.

Diary

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

Email

- clear sense of address to a specific person
- statement of Subject in the heading
- appropriate opening and closing salutations

Review

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