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 2019

Danish / Danois/ Danés B

Higher level
Niveau supérieur
Nivel superior

Paper / Épreuve / Prueba 2

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Section A

Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	**Command of the language is limited and generally ineffective.** A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	**Command of the language is generally adequate, despite many inaccuracies.** A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	**Command of the language is effective, despite some inaccuracies.** A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	**Command of the language is good and effective.** A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	**Command of the language is very effective.** A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

Clarification

Ordoptælling
På HL skal eleverne skrive minimum 250 ord i sektion A og 150 ord i sektion B. Hvis disse krav ikke efterleves, resulterer det i, at der fratrækkes **[1 point]** fra kriterie A. Der er ingen straf for at skrive mere end de 400 ord i sektion A eller de 250 ord i sektion B: Hele teksten skal tages i betragtning, når der gives point.

Sprog
Ikke alle fejl er lige vigtige, og eksaminatorer bør holde sig dette for øje. Nogle fejl har stor indflydelse på den måde, indholdet er kommunikeret på, men dette gælder ikke for alle fejl. Derudover indikerer nogle fejl en grundlæggende mangelfuld beherskelse af sproget, mens andre måske bare indikerer et øjebliks forglemmelse.

Smuttere – fejl på alle niveauer/sværhedsgrader, men kun usystematisk og ikke særlig hyppigt - fx danner kandidaten normalt datid korrekt, men glemmer en gang imellem at tilføje ”-ede/-te”.

Fejl – fejl forekommer mere regelmæssigt især i visse strukturer - fx dannes datid relativt ofte korrekt, men man kan ikke regne med det, ligesom der måske forekommer basale forvekslinger (fx mellem datid og førnutid).

Huller – nogle strukturer er sjældent korrekte eller forekommer slet ikke - fx hvor datid er nødvendigt, men ikke forekommer.

En god besvarelse udviser kun få eller ingen sproglige mangler, og smuttere og fejl påvirker kun meget sjældent betydningen.

Criterion B: Message

- How clearly can the student develop and organize relevant ideas?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	**The message has not been communicated.** The ideas are irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
3–4	**The message has been partially communicated.** The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
5–6	**The message has been communicated fairly well.** The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
7–8	**The message has been communicated well.** The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.
9–10	**The message has been communicated very well.** The ideas are relevant and effective. The development of ideas is coherent and thorough; supporting details are highly appropriate.

Clarification

For the **7-8 mark** band, all aspects listed for each task are expected to be present. Scripts should be marked proportionately lower to the degree to which they fail to meet these requirements. Please refer to the assessment criteria.

For the **9-10 mark** band, the response should also be EFFECTIVE and THOROUGH, with HIGHLY APPROPRIATE supporting details. The 9-10 mark band is often distinguished from the 7-8 band by its depth of discussion, insightful exploration of the topic and natural and convincing structure.

NOTE: When marking candidate responses, keep in mind that neither the **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 they meet the requirements of the task, and the ideas are sufficiently developed.

Spørgsmål 1: Today, you attended a cultural diversity seminar entitled "Different but united". Write a diary entry in which you record your observations of the seminar and reflecting on the ideas presented there.

The task expects that candidates will:
• produce a response relevant to the context stated in the task: today, they attended a cultural diversity seminar
• focus on the topic of "Different but united"
• cover both aspects of the task: recording their observations of the seminar AND reflecting on the ideas presented there
• support ideas with appropriate examples, explanations and/or justifications
• give structure to the development and progression of ideas, e.g. through paragraphing or use of cohesive devices, etc.

Spørgsmål 2: As part of a school project, your class spent a week without using any smileys, symbols or special characters* in your electronic communications. Write a report in which you describe your observations and conclusions about how communication was affected.

The task expects that candidates will:
• produce a response relevant to the stated context: as part of a school project, their class spent a week without using any smileys, symbols or special characters* in electronic communications
• focus on how communication was affected
• cover both aspects of the task: describing their observations AND conclusions
• support ideas with appropriate examples, explanations and/or justifications
• give structure to the development and progression of ideas, e.g. through paragraphing or use of cohesive devices, etc.

Spørgsmål 3: Many students at your school are fixated on physical appearance. Write an article to be published in your school magazine in which you explain the issue and describe how young people can avoid the negative consequences connected with such obsession.

The task expects that candidates will:
• produce a response which links the content/information presented with the target audience (students at their school)
• focus on the issue of many young people being fixated on physical appearance
• cover both aspects of the task: explaining the issue AND describing how young people can avoid the negative consequences connected with such obsession
• support ideas with appropriate examples, explanations and/or justifications
• give structure to the development and progression of ideas, e.g. through paragraphing or use of cohesive devices, etc.

Spørgsmål 4: You recently went on a holiday that advertised itself as 'eco-friendly'. Write a blog entry explaining why it was labelled as such, and to what extent you agreed or disagreed that it was 'eco-friendly'.

The task expects that candidates will:
• produce a response which is relevant to the context stated in the task: they recently went on a holiday that advertised itself as 'eco-friendly'
• focus on the topic of an 'eco-friendly' holiday
• cover both aspects of the task: why it was labelled as such AND to what extent they agreed or disagreed that it was 'eco-friendly'
• support ideas with appropriate examples, explanations and/or justifications
• give structure to the development and progression of ideas, e.g. through paragraphing or use of cohesive devices, etc.

Spørgsmål 5: You recently read an article which claimed that the spread of technology in education is weakening the younger generation's academic skills. Write a letter to the editor in which you discuss to what extent you agree or disagree with this claim, giving reasons for your opinion.

The task expects that candidates will:
• produce a response which makes reference to the original article (or to specific ideas within it)
• focus on to what extent they agree or disagree that the spread of technology in education is weaning the younger generation's academic skills
• cover the topic in some detail: whether presenting a range of different arguments, or exploring one overarching argument in depth
• support ideas with appropriate examples, explanations and/or justifications
• give structure to the development and progression of ideas, e.g. through paragraphing or use of cohesive devices, etc.

Criterion C: Format

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	**The text type is not recognizable.** Conventions appropriate to the text type are not used.
2	**The text type is hardly recognizable or is not appropriate.** Conventions appropriate to the text type are very limited.
3	**The text type is sometimes recognizable and appropriate.** Conventions appropriate to the text type are limited.
4	**The text type is generally recognizable and appropriate.** Conventions appropriate to the text type are evident.
5	**The text type is clearly recognizable and appropriate.** Conventions appropriate to the text type are effective and evident.

For maksimal pointafgivelse **[5]** må alle angivne konventioner være opfyldt.
For at opnå **[3]** må mere end halvdelen af konventionerne være opfyldt.

Kriterium C. Bemærk: Vi minder bedømmere om, at punkterne i Kriterium C er rettenoter, ikke retteskemaer. Også besvarelser, hvor ét eller flere punkter kun er delvis opfyldt (fx: passende sprogligt register er anvendt generelt, men ikke konsekvent; der er en indledende hilsen, men ikke en afsluttende; etc.), kan man derfor bedømme med en vis rummelighed. I sådanne tilfælde må bedømmere se på opgaven som en helhed og bruge deres professionelle dømmekraft til at nå et slutresultat, selvsagt under hensyntagen til bedømmelseskriterierne.

De forventede konventioner for hver teksttype er som følger:

Spørgsmål 1: Diary

- *Will adopt a consistently informal or semi-formal register*
- Will have a date
- Will use first person narration
- Will have a closing statement to round off the entry, e.g. "that's it for today"
- Will not display instances of over-explaining such as 'Morten, my best friend, hasn't called me today'

N.B.: The diary may begin "Dear Diary", but this is not expected.

Spørgsmål 2: Rapport

- *Semi-formel/formel sprogbrug*
- Titel
- Redegør neutralt og entydigt for stoffet
- Velstruktureret opsætning (fx tydeligt afgrænset indledning, underoverskrifter, afsnitsinddeling o.l.)
- Afsluttes med en konklusion og/eller en anbefaling

Spørgsmål 3: Artikel

- *Semi-formel sprogbrug*
- *Seriøs og troværdig sprogtone*
- Passende overskrift, evt. manchet og underoverskrifter
- Udviser bevidsthed om sin målgruppe
- Engagerende indledning, udvikling og afslutning

Spørgsmål 4: Blogindlæg

- *Semi-formel/formel sprogbrug*
- Engagerende titel på indlægget
- 1. person-fortælling
- Udviser læserbevidsthed, fx i kraft af læserhenvendelser, en oplagt og interessant sprogtone, en invitation til at kommentere o.l.
- Passende afslutning, der runder indlægget af

Spørgsmål 5: Læserbrev

- *Semi-formel/formel sprogbrug*
- *Seriøs sprogtone*
- Interessante og engagerende meningstilkendegivelser
- Inkluderer karakteristika fra brevgenren (fx dato, indledende/afsluttende hilsen e.l.)
- Refererer til den artikel/det emne, der kommenteres

Section B

Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	**Command of the language is limited and generally ineffective.** A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	**Command of the language is generally adequate, despite many inaccuracies.** A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	**Command of the language is effective, despite some inaccuracies.** A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	**Command of the language is good and effective.** A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	**Command of the language is very effective.** A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

Clarification

Antal Ord
På HL skal eleverne skrive minimum 250 ord i sektion A og 150 ord i sektion B. Hvis disse krav ikke efterleves, resulterer det i, at der fratrækkes **[1 point]** fra kriterie A. Der er ingen straf for at skrive mere end de 400 ord i sektion A eller de 250 ord i sektion B: Hele teksten skal tages i betragtning, når der gives point.

Sprog
Ikke alle fejl er lige vigtige, og eksaminatorer bør holde sig dette for øje. Nogle fejl har stor indflydelse på den måde, indholdet er kommunikeret på, men dette gælder ikke for alle fejl. Derudover indikerer nogle fejl en grundlæggende mangelfuld beherskelse af sproget, mens andre måske bare indikerer et øjebliks forglemmelse.

Smuttere – fejl på alle niveauer/sværhedsgrader, men kun usystematisk og ikke særlig hyppigt - fx danner kandidaten normalt datid korrekt, men glemmer en gang imellem at tilføje "-ede/-te".

Fejl – fejl forekommer mere regelmæssigt især i visse strukturer - fx dannes datid relativt ofte korrekt, men man kan ikke regne med det, ligesom der måske forekommer basale forvekslinger (fx mellem datid og førnutid).

Huller – nogle strukturer er sjældent korrekte eller forekommer slet ikke - fx hvor datid er nødvendigt, men ikke forekommer.

En god besvarelse udviser kun få eller ingen sproglige mangler, og smuttere og fejl påvirker kun meget sjældent betydningen.

Criterion B: Argument

- How skillfully does the student develop ideas?
- How clear and convincing is the argument?
- To what extent does the student react to the stimulus?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	**The development of ideas is very poor, and the argument is unclear and unconvincing.** The structure of the argument is vague and confusing. The ideas are irrelevant.
3–4	**The development of ideas is poor, and the argument is rarely clear and convincing.** The structure of the argument is sometimes apparent. The ideas are sometimes relevant.
5–6	**The development of ideas is sometimes good, and the argument has some clarity and is sometimes convincing.** The structure of the argument is evident. The ideas are generally relevant.
7–8	**The development of ideas is good and methodical; the argument is clear and fairly convincing.** The structure of the argument is coherent and organized. The ideas are well expressed and relevant.
9–10	**The development of ideas is very good and methodical; the argument is convincing.** The structure of the argument is consistently coherent and organized. The ideas are very well expressed, relevant and engaging.