

**Markscheme
Barème de notation
Esquema de calificación**

May / Mai / Mayo 2016

English / Anglais / Inglés B

**Standard level
Niveau moyen
Nivel medio**

Paper / Épreuve / Prueba 1

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General marking instructions

Assistant Examiners (AEs) will be contacted by their team leader (TL) through RM™ Assessor, by email or telephone – if through RM™ Assessor or by email, please reply to confirm that you have downloaded the markscheme from IBIS. The purpose of this initial contact is to allow AEs to raise any queries they have regarding the markscheme and its interpretation. AEs should contact their team leader through RM™ Assessor or by email at any time if they have any problems/queries regarding marking. For any queries regarding the use of RM™ Assessor, please contact emarking@ibo.org.

Instructions générales pour la notation

Les chefs d'équipe se mettront en rapport avec les examinateurs assistants de leur équipe par l'intermédiaire de RM™ Assessor, par courriel ou par téléphone. S'ils s'adressent à vous par RM™ Assessor ou par courriel, veuillez répondre et confirmer que vous avez téléchargé le barème de notation à partir d'IBIS. L'objectif de cette première prise de contact est de permettre aux examinateurs assistants de soulever toutes les questions qu'ils ont concernant le barème de notation et son interprétation. Les examinateurs assistants doivent contacter leur chef d'équipe par l'intermédiaire de RM™ Assessor ou par courriel à tout moment s'ils éprouvent des difficultés ou s'ils ont des questions concernant la notation. Pour toute question concernant l'utilisation de RM™ Assessor, veuillez envoyer un courriel à emarking@ibo.org.

Instrucciones generales para la corrección

El jefe de equipo se pondrá en contacto con los examinadores asistentes mediante RM™ Assessor, correo electrónico o por teléfono. Si se pone en contacto mediante RM™ Assessor o correo electrónico, conteste para confirmar que ha descargado el esquema de calificación de IBIS. El propósito de este primer contacto es permitir al examinador asistente plantear todas las consultas que tenga respecto al esquema de calificación y su interpretación. El examinador asistente deberá ponerse en contacto con el jefe de equipo mediante RM™ Assessor o correo electrónico si tiene problemas o consultas sobre la corrección. Si tiene alguna consulta respecto al uso de RM™ Assessor, envíe un correo electrónico a emarking@ibo.org.

1. For questions where short answers are required, the answer must be clear. Do not award the mark if the answer does not make sense or if the additional information makes the answer ambiguous, incorrect or incomprehensible.
2. Allow spelling mistakes so long as they do not hinder comprehension or do not change the sense of the phrase.
3. For true or false questions, candidates may use a tick or a cross to indicate their intended response but usage must be consistent. If a candidate writes two ticks or two crosses for the same answer award **[0]**. If a candidate answers with a cross and a tick for the same answer, mark the tick and ignore the cross.
4. For questions where the candidate has to write a letter in a box (for example, multiple choice questions), if a candidate has written two answers – one in the box and one outside – only mark the answer inside the box.
5. The total number of marks for the question paper is **[45]**.

1. En ce qui concerne les questions pour lesquelles des réponses brèves sont attendues, la réponse donnée doit être claire. N'attribuez pas de points si la réponse n'a aucun sens ou si les informations supplémentaires qu'elle contient la rendent ambiguë, incorrecte ou incompréhensible.
2. Vous pouvez autoriser les fautes d'orthographe tant qu'elles ne nuisent pas à la compréhension ou qu'elles ne changent pas le sens de la phrase.
3. En ce qui concerne les questions de type vrai ou faux, les candidats peuvent cocher ou marquer d'une croix la réponse de leur choix, mais ils doivent rester cohérents. Si un candidat a utilisé deux coches ou deux croix pour la même réponse, attribuez **[0]**. Si un candidat a répondu par une croix et une coche à la même question, prenez en compte la coche et ignorez la croix.
4. En ce qui concerne les questions pour lesquelles le candidat doit écrire une lettre dans une case (par exemple, dans le cas de questions à choix multiple), s'il a donné deux réponses différentes, l'une à l'intérieur de la case et l'autre en-dehors, ne prenez en compte que la réponse qui se situe dans la case.
5. Le nombre total de points pour l'épreuve d'examen est de **[45]**.

1. Las preguntas que requieran una respuesta corta deben responderse con claridad. No otorgue la puntuación si la respuesta no tiene sentido o si la información adicional hace que la respuesta sea ambigua, incorrecta o incomprensible.
2. Permita errores de ortografía siempre y cuando no dificulten la comprensión ni cambien el sentido de la oración.
3. En las preguntas de verdadero o falso, los alumnos podrán indicar la respuesta elegida con un tic o una cruz, pero el uso de los signos debe ser coherente. Si el alumno marca dos tics o dos cruces en la misma respuesta, otorgue la puntuación **[0]**. Si el alumno responde marcando una cruz y un tic en la misma respuesta, puntúe el tic e ignore la cruz.
4. En las preguntas que requieran escribir una letra en una casilla (por ejemplo, en las preguntas de opción múltiple), si el alumno ha escrito dos respuestas (una dentro de la casilla y la otra fuera), puntúe únicamente la respuesta marcada dentro de la casilla.
5. El número total de puntos asignados al cuestionario de examen es **[45]**.

Text A — The Three Rs

Question	Target answer	Accept	Do not accept	Marks
1.	reduce our negative impact on nature / reduce our impact on the planet / (help) save resources / to produce new products	broken down parts from used products can be used to produce new products/ones. Any other wording with the same meaning.	<ul style="list-style-type: none"> • recycled products can be used to produce new products. • a plastic drink container turned into the stuffing for pillows and duvets. 	1
2.	don't buy it	if you don't need it, don't buy it Any other wording with the same meaning.		1
3.	it's on special offer / a new, improved model (has come on the market)	<ul style="list-style-type: none"> • a new model on its own • an improved model on its own Any other wording with the same meaning.	<ul style="list-style-type: none"> • new product • they always want something new • because it's new/improved without model 	1
4.	J			1
5.	F			1
6.	A			1
7.	C			1
8.	E			1
9.	B, D, F, I	in any order, award [1] for each correct answer.		4
Total				12

Text B — The art of deceptive advertising

Question	Target answer	Accept	Do not accept	Marks
10.	hairspray / (brown) shoe polish	from brown shoe polish on burgers to hairspray for brighter ingredients	<ul style="list-style-type: none"> • motor oil for honey or syrup • hamburger 	1
11.	mashed potato	<ul style="list-style-type: none"> • mashed potato for a more solid appearance • from replacing actual ice cream with mashed potato for a solid appearance • smashed potato • mashed potatoes 	a potato	1
12.	offenders		repeat offenders	1
13.	caption		<ul style="list-style-type: none"> • tiny caption • disclaimer • serving suggestion 	1
14.	depicted			1
15.	limited			1
16.	deceptive		deception	1
17.	C			1
18.	C			1
19.	A			1
Total				10

Text C — How Men and Women Communicate Differently

Question	Target answer	Accept	Do not accept	Marks
20.	C			1
21.	A			1
	NOTE: For the justification in questions 22 to 24, allow only the quotation as given, possibly with a few additional words, provided that they do not materially alter the meaning. Both true/false and quotation response must be correct for the mark.			
22.	True women who quickly tire of discourse	<ul style="list-style-type: none"> • and women who quickly tire of discourse • there are women who quickly tire of discourse. 	<ul style="list-style-type: none"> • there are certainly men who want to chat about their feelings, and women who quickly tire of discourse • Addition of “certainly” to Target/Accept answers 	1
23.	False non-verbal communication involves varying levels of body expression	<ul style="list-style-type: none"> • involves varying levels of body of body expression • non-verbal communication involves varying levels 	<ul style="list-style-type: none"> • varying levels of body expression on its own • Addition of “between men and women” to Target/Accept answers 	1
24.	True (for) men, it primarily centres on the task		<ul style="list-style-type: none"> • it primarily centres on the task without (for) men • Addition of “whereas” to Target answer 	1
25.	unreserved	Exact wording only		1
26.	Mary		the woman, Mary	1
27.	John and Mary	Mary and John	Man and woman, John and Mary	1
28.	making connections	make connections	<ul style="list-style-type: none"> • girls’ friendships • make connection 	1
29.	women	women’s	woman	1
Total				10

Text D — An Irishwoman’s Diary on Camping under the Stars in Australia

Question	Target answer	Accept	Do not accept	Marks
30.	(my idle comment that) I was envious of his espresso pot	<ul style="list-style-type: none"> • (the reference to a cup of coffee) stemmed from my idle comment that I was envious of his espresso pot. • the author/she was envious of his espresso pot <p>Any other wording with the same meaning.</p>	from her idle comment about his espresso pot without the idea of “envious”	1
31.	(my/writer’s) fellow camper	<ul style="list-style-type: none"> • the fellow camper • her fellow camper • Irish woman’s fellow camper 	<ul style="list-style-type: none"> • a person who had an espresso pot. • a male traveller on a motorbike • camper on its own 	1
32.	(a) novice camper	<ul style="list-style-type: none"> • as a novice camper • as being a novice camper 	<ul style="list-style-type: none"> • (a) novice/camper • a novice camper dipping into a continental tradition • I quickly realised I was a novice camper 	1
33.	careful planning		<ul style="list-style-type: none"> • to be carefully planned • a lot of planning 	1
34.	(many) older people to abandon their homes (and travel around Australia)		<ul style="list-style-type: none"> • many older people leave their homes • many older people on its own • to abandon their homes and travel without older people • Addition of “that led” to Target answer 	1
35.	strict routines		<ul style="list-style-type: none"> • a strict routine • the strict routines 	1
36.	travelling at dusk		travel at dusk	1
37.	tend to			1
38.	involved	involve		1

