Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo 2017

English / Anglais / Inglés B

Higher level
Niveau supérieur
Nivel superior

Paper / Épreuve / Prueba 2

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

Word count
At HL, students are required to write a minimum of 250 words in section A and 150 words in section B. Failure to write the minimum number of words will result in a **[1 mark]** penalty under criterion A. There is no penalty for exceeding 400 words in section A or 250 words in section B: the whole text should be taken into consideration in the award of marks.

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.

A good answer will have very few language gaps, if any, and slips or flaws very rarely affect meaning.

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.

Question 1: Cultural diversity
As part of your school activities, you designed a summer programme for your peers that aims to create better understanding of the different cultures in your community. Write a brochure in which you promote the programme and describe the different activities in which students will be participating.

3–4	• focuses poorly on a summer programme aimed to create better understanding of the different cultures in the community • promotes the programme ineffectively, with no evident purpose • refers to an activity / activities, but unclearly; or refers to no activity at all • creates no useful links between promoting the programme and describing the activities • uses little or no paragraphing and/or cohesive devices to structure the development of ideas.
5–6	• focuses vaguely on a summer programme aimed to create better understanding of the different cultures in the community • promotes the programme to a limited extent to the writer's peers, whether to raise awareness of its aims or to encourage participation • describes only one activity; or refers to more than one, but superficially • creates few links between promoting the programme and describing the activities • uses some paragraphing and a few cohesive devices to structure the development of ideas.
7–8	• focuses generally on a summer programme aimed to create better understanding of the different cultures in the community • promotes the programme competently to the writer's peers, whether to raise awareness of its aims or to encourage participation • describes more than one activity, but without much detail • creates some links between promoting the programme and describing the activities • uses paragraphing and cohesive devices to structure the development of ideas competently.
9–10	• focuses clearly and consistently on a summer programme aimed to create better understanding of the different cultures in the community • promotes the programme effectively to the writer's peers, whether to raise awareness of its aims or to encourage participation • describes more than one activity in detail • creates efficient links between promoting the programme and describing the activities • uses paragraphing and cohesive devices to structure the development of ideas effectively.

Question 2: Customs and traditions
Your teacher has set this as the topic of your next English B class debate: "Works of art represent their creators, not the culture in which they were created". Write your opening speech **either** agreeing **or** disagreeing with the statement.

3–4	• does not make the speaker's stance clear: **either** that works of art represent their creators, **or** that they represent the culture in which they were created • focuses poorly on how artistic pieces 'represent' (*ie* are principally inspired by), and tell us about, either the creator or the culture; digresses regularly into irrelevant areas • presents incoherent arguments, with little or no use of examples • has little overall structure; progression of ideas is often not clear • uses little or no paragraphing and/or cohesive devices to structure the development of ideas.
5–6	• makes the speaker's stance only vaguely clear: **either** that works of art represent their creators, **or** that they represent the culture in which they were created • focuses to a limited extent on how artistic pieces 'represent' (*ie* are principally inspired by), and tell us about, either the creator or the culture; but digresses substantially into general discussion of *eg* the enjoyment of art • presents sometimes disorganised arguments, poorly supported with examples • has an unclear overall structure; progression of ideas may be confused at times • uses some paragraphing and a few cohesive devices to structure the development of ideas.
7–8	• makes the speaker's stance clear in general terms: **either** that works of art represent their creators, **or** that they represent the culture in which they were created • focuses quite clearly on showing that artistic pieces 'represent' (*ie* are principally inspired by), and tell us about, either the creator or the culture; but digresses to some extent into general discussion of *eg* the enjoyment of art • presents competent arguments, supported to some extent with examples • has an overall structure, demonstrating some progression of ideas • uses paragraphing and cohesive devices to structure the development of ideas competently • may refer occasionally to opposing arguments for rebuttal purposes.
9-10	• makes the speaker's stance clear: **either** that works of art represent their creators, **or** that they represent the culture in which they were created • focuses principally and clearly on showing that artistic pieces 'represent' (*ie* are principally inspired by), and tell us about *either* the creator *or* the culture; does not digress into general discussion of *eg* the enjoyment of art • presents coherent arguments, adequately supported with examples • has a clear overall structure, demonstrating a progression of ideas • uses paragraphing and cohesive devices to structure the development of ideas effectively • may also effectively use opposing arguments for rebuttal purposes.

Question 3: Health
You recently volunteered at a local hospital where you tended to children recovering from long-term illnesses. Write a blog entry describing the experience and explaining the factors other than medicine and medical treatment that, in your opinion, helped those children recover.

3–4	• focuses poorly on children recuperating from long-term illnesses (*eg* not the elderly or other "vulnerable" people) • describes unclearly or not at all the author's experience while helping children recovering from long-term illnesses: *eg* reading to them, helping them draw, engaging with them in various activities, *etc* • explains little or nothing about the reasons that helped those children recover, *eg* parents' attention, good services at the hospital, "relaxing" atmosphere *etc* • uses little or no paragraphing and/or cohesive devices to structure the development of ideas.
5–6	• focuses vaguely on children recuperating from long-term illnesses (*eg* not the elderly or other "vulnerable" people) • describes to a limited extent the author's experience while helping children recovering from long-term illnesses: *eg* reading to them, helping them draw, engaging with them in various activities, *etc* • explains superficially the reasons that helped those children recover, *eg* parents' attention, good services at the hospital, "relaxing" atmosphere *etc* • uses some paragraphing and a few cohesive devices to structure the development of ideas.
7–8	• focuses quite clearly on children recuperating from long-term illnesses (*eg* not the elderly or other "vulnerable" people) • describes in general terms the author's experience while helping children recovering from long-term illnesses: *eg* reading to them, helping them draw, engaging with them in various activities, *etc* • explains to some extent the reasons that helped those children recover, *eg* parents' attention, good services at the hospital, "relaxing" atmosphere *etc* • uses paragraphing and cohesive devices to structure the development of ideas competently.
9–10	• focuses principally and clearly on children recuperating from long-term illnesses (*eg* not the elderly or other "vulnerable" people) • describes in some detail the author's experience while helping children recovering from long-term illnesses: *eg* reading to them, helping them draw, engaging with them in various activities, *etc* • explains the reasons that helped those children recover, *eg* parents' attention, good services at the hospital, "relaxing" atmosphere *etc* • uses paragraphing and cohesive devices which structure the development of ideas effectively.

Question 4: Leisure
You recently watched a documentary that you thought was both entertaining and informative.
As a junior reporter for your local newspaper, write a review of this documentary describing it
and explaining how it was both entertaining and informative.

3–4	• describes the documentary by providing very limited fundamental information, perhaps the title and/or the general subject • explains unclearly, (or not at all) how the documentary was entertaining; with little or no support • explains unclearly (or not at all) how the documentary was informative; with little or no support • does not explain how the two aspects were connected: how it was both entertaining and informative • uses little or no paragraphing and/or cohesive devices to structure the development of ideas.
5–6	• describes the documentary by providing limited fundamental information, such as the title and a vague summary • explains to some extent how the documentary was entertaining, with perhaps one or two supporting details • explains to some extent how the documentary was informative, with perhaps one or two supporting details • does not explain clearly how the two aspects were connected: how it was both entertaining and informative • uses some paragraphing and a few cohesive devices to structure the development of ideas.
7–8	• describes the documentary by providing some fundamental information, such as the title and details about content • explains in general terms how the documentary was entertaining, with supporting details • explains in general terms how the documentary was informative, with supporting details • explains to some extent how the two aspects were connected: how it was both entertaining and informative • uses paragraphing and cohesive devices which structure the development of ideas competently.
9–10	• describes the documentary by providing helpful fundamental information: the title, and details about content, focus and significance • explains in detail how the documentary was entertaining, with illuminating supporting details • explains in detail how the documentary was informative, with illuminating supporting details • explains lucidly how the two aspects were connected: how it was both entertaining and informative. • uses paragraphing and cohesive devices which structure the development of ideas effectively.

Question 5: Science and technology
To protect students from cyberbullying, your school introduced a surveillance system that allows it to monitor everything students do online during school hours. As the President of the Student Council, write an email to your school principal explaining why senior students at your school oppose the use of this surveillance system, and suggesting alternative ways in which the school can protect students from cyberbullying.

3–4	• focuses unreliably and/or unclearly on the use of a surveillance system at the school to monitor students' online activities • explains poorly, or not at all, why the senior students oppose the use of the surveillance system • suggests only one poorly developed alternative way to protect students from cyberbullying; or mentions two unclearly; or presents no alternative at all • uses little or no paragraphing and/or cohesive devices to structure the development of ideas.
5–6	• focuses loosely on the use of a surveillance system at the school to monitor students' online activities • explains vaguely why the senior students oppose the use of the surveillance system • suggests only one alternative way to protect students from cyberbullying; or mentions two superficially • uses some paragraphing and a few cohesive devices to structure the development of ideas.
7–8	• focuses quite effectively on the use of a surveillance system at the school to monitor students' online activities • explains quite clearly why the senior students oppose the use of the surveillance system • suggests two alternative ways to protect students from cyberbullying • uses paragraphing and cohesive devices which structure the development of ideas competently.
9–10	• focuses principally and clearly on the use of a surveillance system at the school to monitor students' online activities • makes clear why the senior students oppose the use of the surveillance system • gives at least two clear and detailed alternative ways to protect students from cyberbullying • uses paragraphing and cohesive devices which structure the development of ideas effectively.

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.

To gain maximum marks **[5]**, all of the bulleted conventions must be applied.
To gain **[3]**, more than half of the conventions must be applied.

Expected conventions of the text type are as follows:

Question 1: Brochure
- will adopt a semi-formal register possibly with informal touches
- will have an engaging title
- will have a short introduction and a conclusion
- will identify ideas with format features, *eg* sub-headings, bullet points, numbering *etc*
- will include practical elements of a brochure, *eg* "contact us" or a phone number and/or email addresses.

N.B.: Graphic design as such is not marked

Question 2: Speech
- will adopt a semi-formal register perhaps with flashes of informality
- will adopt an appropriately serious tone
- will address the audience and keep contact with them throughout, *eg* use of "we" and "you" *etc*
- will set out to catch the audience's attention at the beginning, and leave a clear impression at the end
- will include speech rhetoric *eg* rhetorical questions, repetition *etc.*

Question 3: Blog entry
- will adopt a semi-formal to informal register
- will have an engaging title for the entry
- will use first person statement and/or narration
- will show awareness of the reader, *eg* through direct address, a lively and interesting style *etc*
- will include standard blog techniques, *eg* references/links to other entries, invitation to comment *etc.*

Question 4: Review
- will adopt a semi-formal to formal register
- will use a tone and style that engage the reader
- will have a title intended to attract and interest the reader
- will have an introduction and a clear conclusion
- will include the name of the reviewer.

Question 5: Email
- will adopt a basically formal register
- will adopt an assertive but respectful style
- will maintain clear sense of address to a specific person
- will have appropriate opening salutations
- will have appropriate closing salutations.

Section B

Criterion A: Language

- How effectively and accurately does the student use language?

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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.

6. The more we connect through social media, the more we disconnect from each other.

3–4	- addresses little or not at all the central issue of how social media affects our communication with each other - provides little or no explanation of what "communication" (*ie* 'connecting / disconnecting') is taken to mean. Related ideas, such as sharing news, going out together, enjoying other people's company and the like, are not clearly connected to the main idea of 'connecting / disconnecting' through social media - presents an incoherent view of the statement: whether agreeing or disagreeing, or considering pros and cons of both sides - provides reasons for the viewpoint that are not explained or supported - links arguments poorly or not at all.
5–6	- addresses vaguely the central issue of how social media affects our communication with each other - provides a limited or unclear explanation of what "communication" (*ie* 'connecting / disconnecting') is taken to mean. Related ideas, such as sharing news, going out together, enjoying other people's company and the like, are not always connected to the main idea of 'connecting / disconnecting' through social media - presents a somewhat confused view of the statement: whether agreeing or disagreeing, or considering pros and cons of both sides - provides reasons for the viewpoint that are not very well explained or supported - links arguments at times, but not always clearly.
7–8	- addresses to some extent the central issue of how social media affects our communication with each other - provides a fairly coherent explanation of what "communication" (*ie* 'connecting / disconnecting') is taken to mean. Related ideas, such as sharing news, going out together, enjoying other people's company and the like, are connected loosely to the main idea of 'connecting / disconnecting' through social media - presents a fairly clear view of the statement: whether agreeing or disagreeing, or considering pros and cons of both sides - provides reasons for the viewpoint that are explained and supported to some extent - links arguments quite clearly.
9–10	- addresses directly the central issue of how social media affects our communication with each other - provides a coherent explanation of what "communication" (*ie* 'connecting / disconnecting') is taken to mean. Related ideas, such as sharing news, going out together, enjoying other people's company and the like, are explicitly connected to the main idea of 'connecting / disconnecting' through social media - presents a clear and coherent view of the statement: whether agreeing or disagreeing, or considering pros and cons of both sides - provides reasons for the viewpoint that are clearly explained and well-supported - links arguments clearly and effectively.