

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo 2018

Italian / Italien / Italiano B

Higher level
Niveau supérieur
Nivel superior

Paper / Épreuve / Prueba 2

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

Annotation	Explanation
	Caret – indicates omission
	Incorrect point
	Ellipse that can be expanded
	Horizontal wavy line that can be expanded
	Highlight tool that can be expanded
	On page comment – justifies application of assessment criteria
	Unclear content or language
	SEEN - every scanned page must be annotated or marked as SEEN
	Good Response/Good Point
	Vertical wavy line that can be expanded

You **must** make sure you have looked at all pages. Please put the **SEEN** annotation on any blank page, to indicate that you have seen it.

When using the *On Page Comments* annotation, please keep the following in mind:

- Avoid covering the candidate’s own writing. This can be done by writing your comments in the margins then running the arrow attached to the ‘on-page comment’ annotation to the appropriate place.
- Provide all comments in the target language.
- You may provide summative comments at the end of the script, but please do NOT record numerical marks on the scripts.

General marking instructions

These notes to examiners are intended as guidelines to assist marking. However, they are not offered as a fixed set of responses or approaches to which all answers must rigidly adhere. Good ideas or angles not offered in the notes, but which are still relevant to the task as worded, should be acknowledged and rewarded as appropriate.

Assistant Examiners 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

Ces notes sont destinés à aider les examinateurs lors de la notation. Elles ne peuvent en aucun cas être considérées ni comme un ensemble de réponses fixe et exhaustif, ni comme des approches de notations auxquelles les réponses doivent strictement correspondre. Les idées ou angles valables qui n'ont pas été proposés ici, mais qui sont toujours pertinents pour la tâche, doivent être reconnus et récompensés de manière appropriée.

Les examinateurs assistants doivent contacter leur chef d'équipe par l'intermédiaire de RMTM 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 RMTM Assessor, veuillez envoyer un courriel à emarking@ibo.org

Instrucciones generales para la corrección

Estas notas para los examinadores están diseñadas como guías para ayudar a corregir. Sin embargo, no son una lista de respuestas fijas o enfoques a los que todas las respuestas deben ajustarse rígidamente. Habrá buenas ideas o perspectivas que no se aparezcan en las notas, pero que serán pertinentes a la tarea tal como están redactadas y deben ser reconocidas y recompensadas según corresponda.

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

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.

Compito 1: “Se stai vivendo in una nazione straniera, devi dimenticare la tua cultura e devi adattarti alle regole e abitudini del Paese che ti ospita”. Questo è il soggetto del tuo prossimo dibattito nella tua classe. Scrivi il tuo discorso introduttivo, presentando la tua opinione riguardo questa affermazione.

Il compito prevede che il candidato:

- esprima la sua opinione, a favore o contraria, riguardo l'idea che una persona debba dimenticare la propria cultura per adattarsi al paese dove vive.
- tratti il soggetto dettagliatamente, presentando una serie di diverse argomentazioni, o analizzandone una in profondità
- supporti le argomentazioni con esempi appropriati, spiegazioni e/o giustificazioni
- dia struttura allo sviluppo e progressione delle idee, per esempio attraverso l'uso di paragrafi, strutture connettive, ecc.

Compito 2: Il tuo dipartimento di italiano ha recentemente organizzato un evento in cui gli studenti hanno cucinato e presentato esempi di cibo tipico italiano. Hai trovato straordinaria la varietà dei cibi e molto interessanti le informazioni su questi. Considerando entrambi questi aspetti, scrivi una recensione dell'evento da pubblicare sul tuo giornale scolastico.

Il compito prevede che il candidato:

- produca una recensione che introduca e contestualizzi quest'evento
- descriva i cibi presenti, concentrandosi dettagliatamente sulle informazioni che erano fornite su questi

- spieghi le ragioni per cui un evento simile, organizzato dagli studenti per promuovere la cultura italiana, possa essere considerato positivo e utile
 - dia struttura allo sviluppo e progressione delle idee, per esempio attraverso l'uso di paragrafi, o strutture connettive, ecc.
-

Compito 3: Per promuovere uno stile di vita sano, vuoi creare un club di giardinaggio con lo scopo di produrre frutta e verdure genuine in spazi inutilizzati del tuo quartiere. Scrivi un opuscolo per la comunità locale dando informazioni sul club e sui benefici che potrebbe offrire alla comunità.

Il compito prevede che il candidato:

- produca un opuscolo presentando e promuovendo questo progetto.
 - dia i dettagli riguardanti l'organizzazione di questo club
 - elenchi e spieghi i benefici che questo progetto potrebbe portare alla comunità
 - supporti l'argomentazione con esempi appropriati
 - dia struttura allo sviluppo e progressione delle idee, per esempio con l'uso di paragrafi, strutture connettive, ecc.
-

Compito 4: Molti dei tuoi amici scaricano musica illegalmente da Internet. Scrivi un articolo sul giornale della scuola in cui denunci la situazione, spiegando le conseguenze negative di questa attività e proponendo modi alternativi per ascoltare musica online.

Il compito prevede che il candidato:

- produca un articolo che introduca la situazione ai suoi compagni di scuola
 - descriva le conseguenze dello scaricare la musica illegalmente
 - supporti l'argomentazione con esempi appropriati
 - proponga soluzioni alternative
 - dia struttura allo sviluppo e progressione delle idee, per esempio con l'uso di paragrafi, strutture connettive, ecc
-

Compito 5: Recentemente hai letto un articolo in cui l'autore sostiene l'idea che le scienze naturali (come chimica, biologia e fisica) non sono così utili quanto le scienze sociali (come economia o storia) nel ventunesimo secolo. Scrivi un blog in cui discuti questa idea e argomenti la tua opinione.

Il compito prevede che il candidato:

- produca un blog in cui viene spiegata questa affermazione
 - esprima la sua opinione a favore o contraria all'affermazione data
 - giustifichi la sua opinione approfonditamente
 - supporti le sue idee con esempi, spiegazioni e /o giustificazioni
 - dia struttura e progressione alle idee, per esempio con l'uso di paragrafi, strutture connettive, ecc.
-

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.

Per ottenere il massimo dei voti **[5]**, tutte le convenzioni nella lista devono essere applicate.

Per ottenere **[3]**, più della metà delle convenzioni deve essere applicata,

Nota: Si ricorda agli esaminatori che la lista del Criterio C è un'insieme di note, non uno schema rigido. Perciò, nel caso in cui uno o più punti della lista siano solo parzialmente rispettati (per esempio registro appropriato ma usato in modo inconsistente, saluti iniziali ma non finali ecc), alcuni crediti/riconoscimenti possono essere comunque dati. In questi casi, gli esaminatori dovrebbero considerare il lavoro olisticamente e usare il loro giudizio professionale, riferendosi ai criteri, per arrivare al voto finale.

Le convenzioni previste per i vari tipi di testo sono le seguenti:

Compito 1: Discorso

- Saluti iniziali al pubblico
- Presentazione di se stesso
- Artifici retorici quali ripetizioni o domande retoriche
- conclusione chiara (che potrà contenere dei ringraziamenti al pubblico)
- saluti conclusivi
- Il registro sarà semi-formale
- Si userà la forma di cortesia con il "Voi" se si parla all'insieme delle persone o con il "Lei" se ci si rivolge a una sola persona adulta o a un professore cui si dà del "Lei", con il "Tu" se ci si rivolge a un compagno.
- Il tono sarà persuasivo e coinvolgente

Compito 2: Recensione

- Titolo del giornale
- Titolo della recensione
- Una formula introduttiva
- Una formula conclusiva
- Saluti iniziali
- Saluti finali

- La firma
- Il registro sarà semi-formale

Compito 3: Opuscolo

- Registro semi-formale/informale
- Titolo e sottotitoli
- Suddivisione in parti relative alle diverse funzioni comunicative (informativa programma, persuasiva, esemplificativa degli obiettivi, ecc)
- Tono informativo e persuasivo

Compito 4: Articolo

- Titolo del Giornale della scuola
- registro semi-formale
- tono persuasivo e diretto
- titolo e sottotitolo
- introduzione distinta, sviluppo e conclusione

Compito 5: Blog

- Titolo del blog e sottotitolo
- Data
- Registro informale
- Tono persuasivo
- Saluti introduttivi e conclusivi

Section B

Criterion A: Language

- How effectively and accurately does the student use language?

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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.
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GAPS – some structures are rarely correct, or simply don’t appear – eg the past tenses are needed, but do not appear.

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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.
