

**Marking notes**  
**Remarques pour la notation**  
**Notas para la corrección**

**November / Novembre / Noviembre de  
2024**

**English / Anglais / Inglés B**

**Higher level**  
**Niveau supérieur**  
**Nivel Superior**

**TZ1**

**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><b>Command of the language is limited.</b></p> <p>Vocabulary is sometimes appropriate to the task.</p> <p>Some basic grammatical structures are used, with some attempts to use more complex structures.</p> <p>Language contains errors in both basic and more complex structures. Errors interfere with communication.</p>
4–6	<p><b>Command of the language is partially effective.</b></p> <p>Vocabulary is generally appropriate to the task and varied.</p> <p>A variety of basic and some more complex grammatical structures is used.</p> <p>Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.</p>
7–9	<p><b>Command of the language is effective and mostly accurate.</b></p> <p>Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p>
10–12	<p><b>Command of the language is mostly accurate and very effective.</b></p> <p>Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used selectively in order to enhance communication.</p> <p>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.

<b>Marks</b>	<b>Level descriptor</b>	<b>Descriptor unpacked</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.	
<b>1–3</b>	<p><b>The task is partially fulfilled.</b></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><b>The link between the response and task tends to be unclear; the reader has difficulty understanding the message.</b></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>
<b>4–6</b>	<p><b>The task is generally fulfilled.</b></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><b>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.</b></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>
<b>7–9</b>	<p><b>The task is fulfilled.</b></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><b>The link between the response and the task is clear; the reader has a good understanding of the message conveyed.</b></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>
<b>10–12</b>	<p><b>The task is fulfilled effectively.</b></p> <p>Ideas are relevant to the task.</p> <p>Ideas are fully developed, providing details and relevant examples.</p>	<p><b>The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.</b></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 <b>coherent</b> 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><b>Conceptual understanding is limited.</b></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><b>Conceptual understanding is mostly demonstrated.</b></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><b>Conceptual understanding is fully demonstrated.</b></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.





### Task 3

Six months ago, your school introduced an initiative to reduce food waste in the school cafeteria. As the student representative, you have been asked by the school administration to review the success of this project. Write a text in which you describe the original problem, explain what new measures were introduced, and evaluate their impact on food waste at your school.

Report	Social media posting	Speech
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#### Criterion B:

- The three aspects of the task are: [i] “describe the original problem”, [ii] “explain what new measures were introduced”, [iii] “evaluate their impact on food waste at your school”.
- Equal weight does not need to be given to all three elements, but all should be given some developed attention. If one is ignored, dismissed in one sentence or not approached as detailed below, no more than the 4-6 band should be awarded, since the task has been ‘generally fulfilled’.
- The “original problem” should be described in sufficient detail so that it provides a reason (explicitly or implicitly) for the need for the initiative to have been introduced.
- The term “initiative” can be interpreted as any organized effort taken to reduce food waste in the school cafeteria (e.g. not prepacked rations, weekly food questionnaire).
- The evaluation of the impact may be positive, neutral or inconclusive. However, the evaluation should be supported, e.g. by evidence, information, data, feedback.

#### Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Report	The text type is appropriate as it is suitable for officially reporting back to a specific recipient, sharing feedback on a project of a particular time period.
Generally appropriate	Speech	The text type may be used for a range of communication, but it is usually delivered in front of an audience at a specific meeting event. If the response makes the context for the speech clear, and the audience is the school administration, then the choice may be considered appropriate.
Generally inappropriate	Social media posting	The text type is generally inappropriate as it is typically an informal text type, intended to be shared online with the writer’s social circle.

**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:

- Formal register
- Impersonal, factual, informative, analytical 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:

### *Blog*

- 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

### *Report (official)*

- relevant title
- neutral/objective style, e.g. presents ideas and facts without embellishment
- clearly set-out format, e.g. sub-headings, short numbered paragraphs/sections, etc.

### *Social media posting*

- first person narration/statement
- seek to engage the reader, e.g. direct address, lively and interesting style
- may include typical online communication techniques, e.g. references to other postings, members and forums, hashtags, @references, and ‘likes’ etc.

### *Speech*

- catch the audience’s attention at the beginning, and leave a clear impression at the end
  - address the audience and keep contact with them throughout, e.g. use of “we” and “you” etc.
  - elements of speech rhetoric e.g. rhetorical questions, repetition etc.
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