

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

**November / Novembre / Noviembre de  
2024**

**English / Anglais / Inglés ab initio**

**Standard level**  
**Niveau moyen**  
**Nivel Medio**

**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?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1-2</b>	<b>Command of the language is limited</b> Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Abundant repetition and inaccuracies interfere with meaning.
<b>3-4</b>	<b>Command of the language is generally effective.</b> Vocabulary is generally appropriate to the task, and varied. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is generally accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
<b>5-6</b>	<b>Command of the language is effective and mostly accurate.</b> Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Occasional errors do not interfere with communication.

**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>1–2</b>	<p><b>The task is partially fulfilled.</b></p> <p>Some ideas are relevant.</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 is unclear at times; the reader has difficulty in understanding the message.</b></p> <p>The response covers only some points in the task, and not all the points expressed are relevant.</p> <p>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>3–4</b>	<p><b>The task is generally fulfilled.</b></p> <p>Most ideas are relevant to the task.</p> <p>Some ideas are developed with some detail and examples.</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 clear; the reader’s overall understanding is not impeded, despite some ambiguity.</b></p> <p>The response covers most of the points in the task, and most of the points expressed are relevant.</p> <p>The response includes some supporting details and examples.</p> <p>The ideas are organized in a logical way; basic cohesive devices are used correctly to aid the delivery of the message, although they may be areas of slight confusion at times.</p>
<b>5–6</b>	<p><b>The task is fulfilled effectively.</b></p> <p>Ideas are relevant to the task.</p> <p>Ideas are developed well, providing details and relevant 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 the points in the task, and the points expressed are relevant.</p> <p>The response uses supporting details and examples to clarify the message.</p> <p>The ideas are organized well; a range of basic cohesive devices are used correctly to deliver the message with little or no ambiguity.</p>

**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?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1</b>	<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>
<b>2</b>	<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>
<b>3</b>	<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.

**Question specific guidance (Criterion B and C)**

**Section A**

**Task 1**

A family member will be getting married soon. You want your friend to go to the wedding with you. Write a text to your friend to give details about the wedding, to say why you want her/him to come and why he/she would enjoy it.

Blog	Email	Note
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**Criterion B:**

Points to be covered:

- Details about the wedding: e.g. who, where, when.
- Why the friend should come: e.g. relationship with the person getting married, experience of a wedding in this culture, desire to visit the place.
- Why the friend would enjoy it: e.g. the food, dress, place.

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Email	Addressed to specific person; offers an easy opportunity to reply.
Generally appropriate	Note	Also may be addressed to a specific person; but it is less easy to reply to.
Generally inappropriate	Blog	Not typically addressed to a specific person.

**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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- informal register
- friendly, celebratory tone

Please refer to the appendix for a list of text type conventions.

## Task 2

You recently tried a new sport for the first time. You want to record your thoughts about it. Write a text to describe the sport, to say why you decided to try it, and what you thought about the experience.

Blog

Diary

Letter

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### Criterion B:

Points to be covered:

- Describe the sport: state what it is and how it is played, e.g. by teams, on a pitch, court, table.
- Why you decided to try it: e.g. recommended by someone, read about it, saw it, wanted a challenge.
- What you thought about the experience: e.g. positive or negative and why, any surprises, whether they will do it again. This may also include references to the experience of preparing for the new sport, e.g. obtaining equipment

### Criterion C:

Choice of text type:

	Text type	Rationale
Appropriate	Diary	Suitable for first person narration and this kind of reflection, which is likely to be personal and private.
Generally appropriate	Blog	Also suitable for first person narration, but content must be written with others in mind.
Generally inappropriate	Letter	Letter is typically written for a specific audience and likely to be more formal.

**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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- informal register
- reflective/self-curious tone

Please refer to the appendix for a list of text type conventions.

**Task 3**

You recently went to a presentation at a science event about a new invention. You want to tell your classmates about it. Write a text to describe the event, to explain what is special about the invention and how it could help the world.

Blog

Note

Social media posting

**Criterion B:**

Points to be covered:

- Describe the event: e.g. name of the event, location, duration etc.
- What is special about the invention: e.g. what is new, different, exciting about it etc.
- How it could help the world: e.g. resolve an environmental issue, contribute to people’s health, create opportunities for people.

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Social media posting	Suitable for first person narration for an audience who are known to the writer ('classmates').
Generally appropriate	Blog	Also suitable for first person narration but the audience is likely to include a wider audience than just 'classmates', hence "generally appropriate".
Generally inappropriate	Note	The intended audience of this text type is usually one person.

**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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- semi-formal register
- interested, enthusiastic tone

Please refer to the appendix for a list of text type conventions.



## Section B

### Task 4

You recently met a person who works to improve the environment. You want the members of the school environment club to know about this meeting. Write a text to say how you met the person, to describe her/his achievements, and to say what he/she is going to do in the future.

Blog

Interview

Report

### Criterion B:

Points to be covered:

- How you met the person: e.g. by chance in the street, at an environmental conference, through a family friend.
- Describe achievements: e.g. reduce waste, contribute to saving an animal species, contribute to cleaner oceans/ivers.
- What s/he is going to do in the future: e.g. extend the achievement, move onto a different environmental issue, something completely different.

### Criterion C:

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Interview	The text type offers the opportunity to explore the interaction and the person in detail, to be read by a wide audience.
Generally appropriate	Blog	The text type may be used for a variety of topics, but “it offers less explicit opportunity to quote the person.
Generally inappropriate	Report	The text type is typically written on request for specific purpose; it offers less opportunity for enthusiasm and comment.

**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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- semi-formal register
- enthusiastic tone

Please refer to the appendix for a list of text type conventions.

**Task 5**

Your youth club collects useful items to give to people in need. You want to encourage more local people to give items to the youth club. Write a text to explain what items you collect, how the items help people in need, and how the local people can give items to the youth club.

Blog

Email

Leaflet

**Criterion B:**

Points to be covered:

- What items you collect: e.g. clothing, furniture, toys, electronics, food etc.
- How the items help people: this will link to the items chosen, e.g. people will need to spend less, help people settle into a new life/create a new home, connect with family etc.
- How to give items: e.g. how, when, where items are collected.

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Leaflet	The text type is suitable for conveying practical information, and could be put through people’s letterboxes.
Generally appropriate	Blog	Although the text type can also specify the same details, it may not be accessed by local people, unless they are aware of the blog’s existence.
Generally inappropriate	Email	The text type is usually sent to a specific individual. In this case, it is unlikely the youth club will have the email addresses of all local people.

**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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- semi-formal to formal register
- friendly tone

Please refer to the appendix for a list of text type conventions.

**Task 6**

You recently watched a new video about the life of a famous teenager. You want to tell members of the school community about the video. Write a text to describe the teenager’s life, to explain how it is different from yours, and why you recommend the video to others.

Leaflet

Review

Speech

**Criterion B:**

Points to be covered:

- Describe the teenager’s life: e.g. where s/he lives, her/his family, typical day.
- How different it is from the student’s life: e.g. in comparison with the description above.
- Why you recommend the video: e.g. broaden understanding, enjoyment/entertainment, use it as a model.

**Criterion C:**

Choice of text type:

	<b>Text type</b>	<b>Rationale</b>
Appropriate	Review	The text type is it is used for the specific purpose of providing information and comment on a cultural artefact, such as a video.
Generally appropriate	Speech	Similar points could be made in the form of a speech, but this is less likely as a genre for the task.
Generally inappropriate	Leaflet	A leaflet is likely to be more neutral in tone and the format – it is not usually used to provide personal comment on a cultural artefact.

**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 can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- semi-formal register
- persuasive/maybe enthusiastic tone

Please refer to the appendix for a list of text type conventions.

## **Appendix: Text type conventions (Criterion C)**

### *Blog*

- Title
- Time / Date
- Writer's name / username
- Reference to audience (directly, or through use of "we" and "you" etc)

### *Diary*

- Date
- First person narration
- Opening and closing statement

### *Email*

- Form of address ("Dear...", "To...")
- Opening and closing greeting
- Sender's name

### *Interview*

- Title
- Question and answer format or reported speech
- Brief introduction
- Concluding remarks (These may be quite detailed or limited to, "Thank you")
- Name of interviewer

### *Leaflet*

- Title
- Other format features, e.g. subtitles / bullet points / numbering
- Practical elements, e.g. name of distributor / contact info / links / diagrams

### *Letter*

- Date
  - Opening salutations / greeting
  - Closing salutations
- Name of the sender

### *Note*

- Identify the recipient (unless the audience is the self)
- Opening comment / title / salutations
- Closing comment / salutations
- Time / date / place / writer's name

### *Report*

- Date
- Title / reference
- Author of report
- Brief introduction and conclusion

### *Review*

- Title for the review
- Date
- Name of reviewer
- Rating or concluding statement

*Social media posting*

- General greeting / opening salutation
- First person narration/statement
- Closing comment

*Speech*

- Opening address / greeting / statement
  - Reference to audience (directly, or through use of “we” and “you” etc)
  - Concluding remarks / closing statement
-