Diploma Programme
Programme du diplôme
Programa del Diploma

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre 2015

English / Anglais / Inglés B

Higher level
Niveau supérieur
Nivel superior

Paper / Épreuve / Prueba 2

9 pages/páginas

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These marking notes give additional information for marking paper 2. When marking both sections, keep in mind that neither subject specific knowledge nor candidates' personal opinions, as such, should be assessed, although Criterion B marks may be influenced by how successfully knowledge or opinions are handled in the message.

These notes are intended to define the **top** mark of the scale in this examination. The phrase, "a good answer", is intended to refer to scripts which are likely to be placed in the 9 to 10 band (5 for criterion C) of descriptors. Scripts should be marked proportionately lower to the degree to which they fail to meet these requirements.

In each case, good answers will meet **most**, though not necessarily **all**, of the following requirements.

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]** 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.

Criterion A – Language

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

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.

Section A

1. **Cultural diversity**

Some important archaeological remains have recently been discovered near your city. Write a proposal to the city council for the creation of a centre that could be used **either** by visitors to enjoy the site **or** by experts to study it.

A good answer:

Criterion B – Message
- will describe the archaeological remains but the focus should be on the creation of the centre not on the remains themselves
- will mention the benefits the centre would bring to the city
- will develop persuasive arguments for creating the centre
- will use paragraphing and cohesive devices that structure the development of ideas effectively
- may describe what the centre will look like and what it will provide
- may mention costs but, if so, also mentions economic benefits to the city
- may give a schedule with dates.

Criterion C – Format
- will adopt a formal register
- will use a clear style aimed to persuade readers
- will have a relevant title
- will use features such as headings, short clear paragraphs, sections identified by letters/numbers/bullets, insetting
- will have an introduction and conclusion
- may present the proposal in a formal letter.

2. Customs and traditions

Last year you were staying in an English-speaking country when Halloween was celebrated. Write a blog for readers in your country describing the custom of Halloween and saying what you and your friends did on that day.

A good answer:

Criterion B – Message
- will cover both aspects: the custom of Halloween and what the writer and friends actually did; if the script fails to cover (where "cover" means more than a couple of sentences) one of the requirements, it may achieve the 5–6 band if the ideas that **are** developed are reasonably "coherent" with supporting details that are "mostly appropriate"
- will use the given context *ie* the writer celebrated Halloween in an English-speaking country
- will show awareness of the interests of the readers
- will use paragraphing and cohesive devices which structure the development of ideas effectively.

Criterion C – Format
- will adopt a semi-formal to informal register
- will use a tone and style that engage the reader
- will use features that distinguish a blog *eg* direct address of the reader, reference to earlier posts, invitation for readers' comments
- may use touches of humour.

3.   Health

Last summer you worked for an organization that provides healthcare in developing countries. Write an article for your school magazine about what you did and why you feel the work of this organization is important.

A good answer:

Criterion B – Message
- will cover both aspects: what you did and the importance of the organization's work; if the script fails to cover (where "cover" means more than a couple of sentences) one of the requirements, it may achieve the 5–6 band if the ideas that **are** developed are reasonably "coherent" with supporting details that are "mostly appropriate"
- will give clear examples for the first aspect
- will present coherent arguments for the second aspect
- will use paragraphing and cohesive devices which structure the development of ideas effectively.

Criterion C – Format
- will adopt a semi-formal to formal register that may include less formal touches
- will engage the reader with a committed tone
- will use features of an article in a school magazine, *eg* a title, possibly a byline.

4.   Leisure

The capital of your country is actively marketing the city to English-speaking tourists and all local schools have been invited to take part in this important venture. Write a promotional pamphlet covering aspects from both the past and the present of the city.

A good answer:

Criterion B – Message
- will give information that is relevant, clear and specific
- will name the capital and the country
- will cover both aspects: the past and the present; if the script fails to cover (where "cover" means more than a couple of sentences) one of the requirements, it may achieve the 5–6 band if the ideas that **are** developed are reasonably "coherent" with supporting details that are "mostly appropriate".

Criterion C – Format
- will adopt a semi-formal register possibly with informal touches
- will adopt an enthusiastic tone
- will have a title
- will have a short introduction and conclusion
- will present the different sections in a logical order
- will incorporate most elements of a pamphlet: title, bullet points, numbering, short paragraphs
- will help the reader find specific information easily and quickly.

5.   Science and technology

You are taking part in a class debate on the motion: "Robots should not be used in factories because they take jobs from people." Write your speech **either** agreeing **or** disagreeing with this motion.

A good answer:

Criterion B – Message
- will be either for or against the use of robots in factories with a maximum of the 5–6 band if the position of the speaker is not clear
- will present coherent arguments with relevant examples
- will have a clear overall structure, demonstrating a progression of ideas
- will use paragraphing and cohesive devices which structure the development of ideas effectively
- may effectively use opposing arguments for rebuttal purposes.

Criterion C – Format
- will adopt a semi-formal register perhaps with flashes of informality
- will include speech rhetoric *eg* rhetorical questions, repetition
- will address the audience and keep contact with them throughout (*eg* use of "we" and "you")
- will set out to catch the audience's attention at the beginning, and leave a clear impression at the end
- may give an early preview and a final review of the arguments.

Section B

6. Today, limitless information on the internet moves around the world at the click of a mouse. This may seem to provide the answer to every problem but how much of this information is really useful?

A good answer:

Criterion B – Argument
- will address the central issue of the usefulness of the information available on the internet; scripts that do not address this issue should be marked down under "relevance"
- will, if supporting one of the two views in the stimulus, at least mention the other
- will make the candidate's viewpoint clear: the candidate may write a balanced argument, defend one point of view, use an analytic approach *etc*
- will provide clearly explained and supported reasons for the candidate's viewpoint/s
- may personalize the issue by providing relevant examples drawn from the candidate's own experience; this should be rewarded
- may adopt unexpected or unconventional approaches (*eg* argument presented within an invented or fictional context. In this case this may be a dialogue between two people who hold the two opposing views.) provided that there is a link to the key ideas in the stimulus.

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