

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

**May / Mai / Mayo de 2019**

**English / Anglais / Inglés B**

**Higher level**  
**Niveau supérieur**  
**Nivel superior**

**Paper / Épreuve / Prueba 2**

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## 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	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	<b>Command of the language is generally adequate, despite many inaccuracies.</b> A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	<b>Command of the language is effective, despite some inaccuracies.</b> A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	<b>Command of the language is good and effective.</b> A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	<b>Command of the language is very effective.</b> 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?

<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>The message has not been communicated.</b> The ideas are irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
<b>3–4</b>	<b>The message has been partially communicated.</b> The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
<b>5–6</b>	<b>The message has been communicated fairly well.</b> The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
<b>7–8</b>	<b>The message has been communicated well.</b> The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.
<b>9–10</b>	<b>The message has been communicated very well.</b> The ideas are relevant and effective. The development of ideas is coherent and thorough; supporting details are highly appropriate.

**Question 1: Cultural diversity**

A recent newspaper article claimed that governments do not do enough to help immigrants integrate into society. You feel strongly about this issue. Write a letter to the editor of the newspaper in which you express your opinion on the issue and give reasons for it.

<b>3–4</b>	<ul style="list-style-type: none"> <li>• focuses poorly, or confusedly on the topic of whether governments do enough to help immigrants integrate into society</li> <li>• expresses little or no opinion about the topic</li> <li>• gives few, or unclear, reasons for the writer’s opinion</li> <li>• uses very few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<b>5–6</b>	<ul style="list-style-type: none"> <li>• focuses loosely, or inconsistently on the topic of whether governments do enough to help immigrants integrate into society</li> <li>• expresses a limited opinion about the topic</li> <li>• gives a few vague reasons for the writer’s opinion</li> <li>• uses a few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<b>7–8</b>	<ul style="list-style-type: none"> <li>• focuses quite clearly on the topic of whether governments do enough to help immigrants integrate into society</li> <li>• expresses a basic opinion about the topic</li> <li>• gives reasonably clear reasons for the writer’s opinion</li> <li>• uses paragraphs and cohesive devices to structure the development of ideas reasonably coherently.</li> </ul>
<b>9–10</b>	<ul style="list-style-type: none"> <li>• focuses clearly, and principally, on the topic of whether governments do enough to help immigrants integrate into society</li> <li>• expresses a clear opinion about the topic</li> <li>• gives clear and detailed reasons for the writer’s opinion</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>

**Question 2: Customs and traditions**

On a holiday to an English-speaking country, you attended a traditional ceremony that has been modernized to suit the 21st century, and you found the modernized version fascinating. Write an email to a friend, describing the ceremony and how it was modernized, and explaining what you liked about the modernized version.

<b>3–4</b>	<ul style="list-style-type: none"> <li>• focuses poorly on the ceremony: there is much irrelevant email chat</li> <li>• provides little or no background context: e.g. country, type of ceremony, original purpose, etc</li> <li>• describes poorly or confusingly the ceremony, and how it was modernized</li> <li>• explains little about what the writer liked about the modern version</li> <li>• uses very few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<b>5–6</b>	<ul style="list-style-type: none"> <li>• focuses to some extent on the ceremony: there is some irrelevant email chat</li> <li>• provides limited background context: e.g. country, type of ceremony, original purpose, etc</li> <li>• describes vaguely the ceremony, and how it was modernized</li> <li>• explains superficially what the writer liked about the modern version</li> <li>• uses a few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<b>7–8</b>	<ul style="list-style-type: none"> <li>• focuses quite clearly on the ceremony: there is not much irrelevant email chat</li> <li>• provides basic background context: e.g. country, type of ceremony, original purpose, etc</li> <li>• describes adequately the ceremony, and how it was modernized</li> <li>• explains in general terms what the writer liked about the modern version</li> <li>• uses paragraphs and cohesive devices to structure the development of ideas reasonably coherently.</li> </ul>
<b>9–10</b>	<ul style="list-style-type: none"> <li>• focuses consistently and effectively on the ceremony: there is very little irrelevant email chat</li> <li>• provides thorough background context: e.g. country, type of ceremony, original purpose, etc</li> <li>• describes clearly the ceremony, and how it was modernized</li> <li>• explains in detail what the writer liked about the modern version</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>

**Question 3: Health**

Many students at your school are exercising too much because they think it is the only way to remain healthy. As the captain of the athletics club, you would like to raise awareness about this problem. Write a pamphlet to be distributed to your schoolmates, defining what too much exercise is, outlining its dangers and suggesting alternative ways in which they can improve their health.

<b>3–4</b>	<ul style="list-style-type: none"> <li>• gives no real explanation of what constitutes too much exercise</li> <li>• outlines little or not at all the dangers associated with too much exercise,</li> <li>• explains unclearly or not at all one alternative way in which schoolmates can improve their health</li> <li>• uses very few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<b>5–6</b>	<ul style="list-style-type: none"> <li>• gives a vague explanation of what constitutes too much exercise</li> <li>• outlines superficially the dangers associated with too much exercise,</li> <li>• explains imprecisely one alternative way in which schoolmates can improve their health</li> <li>• uses a few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<b>7–8</b>	<ul style="list-style-type: none"> <li>• gives a basic explanation of what constitutes too much exercise</li> <li>• outlines a few dangers associated with too much exercise</li> <li>• explains in general terms more than one alternative way in which schoolmates can improve their health</li> <li>• uses paragraphs and cohesive devices to structure the development of ideas reasonably coherently.</li> </ul>
<b>9–10</b>	<ul style="list-style-type: none"> <li>• gives a lucid explanation, with examples, of what constitutes too much exercise</li> <li>• outlines the dangers associated with too much exercise with supporting details</li> <li>• explains clearly more than one alternative way in which schoolmates can improve their health</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>

**Question 4: Leisure**

You went on holiday to a country you've always wanted to visit. Nothing went as you planned, and you came back home feeling disappointed and frustrated. Write a blog entry describing what you had initially planned, explaining how it went wrong, and reflecting on what you have learned from the experience.

<b>3–4</b>	<ul style="list-style-type: none"> <li>• expresses poorly or not at all irritation, disappointment or anger</li> <li>• describes the initial plan unclearly or not at all</li> <li>• explains confusingly or not at all how the plan went wrong</li> <li>• develops little or not at all the lessons learned from the experience</li> <li>• uses very few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<b>5–6</b>	<ul style="list-style-type: none"> <li>• expresses vaguely irritation, disappointment or anger</li> <li>• describes the initial plan in a rudimentary way</li> <li>• explains vaguely how the plan went wrong</li> <li>• develops superficially the lessons learned from the experience</li> <li>• uses a few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<b>7–8</b>	<ul style="list-style-type: none"> <li>• expresses to some extent irritation, disappointment or anger</li> <li>• describes the initial plan reasonably clearly</li> <li>• explains quite competently how the plan went wrong</li> <li>• develops in general terms the lessons learned from the experience</li> <li>• uses paragraphs and cohesive devices to structure the development of ideas reasonably coherently.</li> </ul>
<b>9–10</b>	<ul style="list-style-type: none"> <li>• expresses effectively irritation, disappointment or anger</li> <li>• describes the initial plan clearly</li> <li>• explains how the plan went wrong, and gives details</li> <li>• develops in some detail the lessons learned from the experience</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>



**Question 5: Science and technology**

You interviewed an innovator who developed an application (or “app”) that can help teenagers make better use of their time. Write an article based on this interview to be published in your school magazine, describing the application and explaining how it will be of benefit to teenagers. Do not simply write the exact words (or transcript) of the interview.

<b>3–4</b>	<ul style="list-style-type: none"> <li>• focuses poorly on the application the innovator developed</li> <li>• describes unclearly how the application works</li> <li>• explains confusingly or ineffectively how it helps teenagers improve their time-management skills</li> <li>• uses the innovator’s responses little or not at all to support description and explanation</li> <li>• uses very few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<b>5–6</b>	<ul style="list-style-type: none"> <li>• focuses only loosely or partially on the application the innovator developed</li> <li>• describes in vague general terms how the application works</li> <li>• explains, but rather unclearly, how it helps teenagers improve their time-management skills</li> <li>• uses the innovator’s responses in limited ways to support description and explanation</li> <li>• uses a few paragraphs and cohesive devices to structure the development of ideas.</li> </ul>
<b>7–8</b>	<ul style="list-style-type: none"> <li>• focuses quite consistently on the application the innovator developed</li> <li>• describes reasonably clearly how the application works</li> <li>• explains to some extent methodically how it helps teenagers improve their time-management skills</li> <li>• uses the innovator’s responses competently to support description and explanation</li> <li>• uses paragraphs and cohesive devices to structure the development of ideas reasonably coherently.</li> </ul>
<b>9–10</b>	<ul style="list-style-type: none"> <li>• focuses consistently and effectively on the application the innovator developed</li> <li>• describes clearly how the application works</li> <li>• explains methodically how it helps teenagers improve their time-management skills</li> <li>• uses the innovator’s responses skilfully to support description and explanation</li> <li>• uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>

**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	<b>The text type is not recognizable.</b> Conventions appropriate to the text type are not used.
2	<b>The text type is hardly recognizable or is not appropriate.</b> Conventions appropriate to the text type are very limited.
3	<b>The text type is sometimes recognizable and appropriate.</b> Conventions appropriate to the text type are limited.
4	<b>The text type is generally recognizable and appropriate.</b> Conventions appropriate to the text type are evident.
5	<b>The text type is clearly recognizable and appropriate.</b> 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.

**Note:** Examiners are reminded that Criterion C bullet points are marking notes, not mark schemes. Therefore, where one or more bullet points are only partially fulfilled (eg appropriate register generally used but not consistently, there is an opening salutation but no closing salutation *etc*), some credit/recognition may still be given. In such cases, examiners should consider the work holistically and use their professional judgements, with reference to the criteria, to arrive at the final marks.

Expected conventions of the text type are as follows:

**Question 1: Letter to the editor**

- will adopt a semi-formal to formal register
- will adopt an appropriately serious tone
- will give opinions in an interesting and engaging style
- will include a greeting and a closing salutation
- will refer to the original article/issue raised.

**Question 2: Informal email**

- will adopt a consistently informal register
- will adopt a lively, engaging style, perhaps with some “youth-speak” eg “I’m good”, “Can’t wait” *etc*
- will maintain clear sense of address to a specific person
- will have opening salutations
- will have closing salutations.

**Question 3: Pamphlet**

- will adopt a semi-formal to informal register
- 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 aspects of the text type, *eg* “contact us”, or a phone number and/or an email address.

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

**Question 4: Blog entry**

- will adopt a semi-formal to informal register
- will have an engaging title for the entry (i.e. not the title of the blog in general)
- will include first person statement and/or narration
- will show awareness of the reader, *eg* through direct address, a lively and interesting style *etc*
- will have a closing statement, *eg* invitation to comment, a conclusion drawn *etc*.

**Question 5: Article based on an interview**

- will adopt a semi-formal register
- will have a relevant headline/title
- will have an introduction and a conclusion
- will use a style aimed at involving and interesting the reader
- will refer to the interview (e.g. including direct quotations); it will not be a verbatim transcript.

## Section B

### 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	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	<b>Command of the language is generally adequate, despite many inaccuracies.</b> A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	<b>Command of the language is effective, despite some inaccuracies.</b> A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	<b>Command of the language is good and effective.</b> A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	<b>Command of the language is very effective.</b> 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: 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?

<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>The development of ideas is very poor, and the argument is unclear and unconvincing.</b> The structure of the argument is vague and confusing. The ideas are irrelevant.
<b>3–4</b>	<b>The development of ideas is poor, and the argument is rarely clear and convincing.</b> The structure of the argument is sometimes apparent. The ideas are sometimes relevant.
<b>5–6</b>	<b>The development of ideas is sometimes good, and the argument has some clarity and is sometimes convincing.</b> The structure of the argument is evident. The ideas are generally relevant.
<b>7–8</b>	<b>The development of ideas is good and methodical; the argument is clear and fairly convincing.</b> The structure of the argument is coherent and organized. The ideas are well expressed and relevant.
<b>9–10</b>	<b>The development of ideas is very good and methodical; the argument is convincing.</b> The structure of the argument is consistently coherent and organized. The ideas are very well expressed, relevant and engaging.

**Question 6:** Imagine how boring life would be if everybody were perfect and the same.

3–4	<ul style="list-style-type: none"> <li>• addresses poorly or not at all the central issue of sameness and perfection in relation to boredom</li> <li>• provides little or no explanation of what “perfect” and “the same” are taken to mean</li> <li>• presents an unclear or incoherent view of the statement: whether agreeing or disagreeing, or considering pros and cons of both sides (which may include discussing how lively it might be when people are different and imperfect)</li> <li>• provides few, or unclear, reasons for the viewpoint</li> <li>• links arguments very poorly or not at all.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• addresses vaguely or inconsistently the central issue of sameness and perfection in relation to boredom</li> <li>• provides fairly limited explanation of what “perfect” and “the same” are taken to mean</li> <li>• presents a rather unclear view of the statement: whether agreeing or disagreeing, or considering pros and cons of both sides (which may include discussing how lively it might be when people are different and imperfect)</li> <li>• provides reasons for the viewpoint that are not very clearly explained</li> <li>• links arguments unclearly and ineffectively at times.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• addresses to some extent the central issue of sameness and perfection in relation to boredom</li> <li>• provides some explanation of what “perfect” and “the same” are taken to mean</li> <li>• presents a reasonably clear view of the statement: whether agreeing or disagreeing, or considering pros and cons of both sides (which may include discussing how lively it might be when people are different and imperfect)</li> <li>• provides reasons for the viewpoint that are competently explained</li> <li>• links arguments reasonably clearly and effectively.</li> </ul>
9–10	<ul style="list-style-type: none"> <li>• addresses directly the central issue of sameness and perfection in relation to boredom</li> <li>• provides a coherent explanation of what “perfect” and “the same” are taken to mean</li> <li>• presents a clear and coherent view of the statement: whether agreeing or disagreeing, or considering pros and cons of both sides (which may include discussing how lively it might be when people are different and imperfect)</li> <li>• provides reasons for the viewpoint that are clearly explained and well-supported</li> <li>• links arguments clearly and effectively.</li> </ul>

**Note:** Some candidates may choose to “imagine” and describe a world of perfection. While such an approach would not be the usual ‘argued opinion’, it should be accepted, and marked according to the extent to which the description is “coherent”, “clearly explained and well-supported”.

The marking instructions on IBIS allow for “unexpected or unconventional approaches (e.g. argument presented within an invented or fictional context) provided that there is a clear link to the key idea(s) in the stimulus”.