

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

**November / Novembre / Noviembre 2015**

**English / Anglais / Inglés B**

**Standard level**  
**Niveau moyen**  
**Nivel medio**

**Paper / Épreuve / Prueba 2**

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These marking notes give additional information for marking paper 2. When marking the paper, 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 SL, students are required to write a minimum of 250 words. 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: 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.

## 1. Cultural diversity

Your teacher has set the following topic for your next essay: “When it comes to understanding other people’s behaviour, children whose parents come from different cultural backgrounds are more open-minded than those whose parents share the same cultural background.” Write an essay expressing your opinion on this topic.

A good answer:

### **Criterion B – Message**

- will focus on discussing how culture(s) affects children’s understanding of different behaviours
- will provide examples, possibly drawn from personal experience
- will use paragraphing and cohesive devices which structure the development of ideas effectively
- may include opposing viewpoints for rebuttal purposes.

### **Criterion C – Format**

- will have a distinct introduction, development and conclusion
- will use stylistic devices to enable the reader to follow the arguments easily
- will have a title
- will adopt a semi-formal to formal register
- may use the first person, provided that the focus is on the substantive issue.

## 2. Customs and traditions

The inappropriate behaviour of young people at a formal event you recently attended led you to comment on it in your personal blog. Write your blog entry and include a set of guidelines to describe how young people should behave during formal functions (such as weddings or conferences).

A good answer:

### **Criterion B – Message**

- will introduce the topic
- will give practical and clear advice to young people on how to behave during formal events
- will give examples of specific events and functions
- will use paragraphing and cohesive devices which structure the development of ideas effectively
- will give examples drawn from the attended event.

### **Criterion C – Format**

- will adopt an informal to semi-formal register
- will set out the guidelines clearly, for example, bullets, sub-headings, numbering, *etc*
- will help the reader by anticipating difficulties
- will be in the framework of a blog entry
- may incorporate flashes of humour.

### 3. Health

Recently you interviewed a healthcare specialist and asked about the relationship between maintaining a healthy lifestyle and teenagers' self-esteem. Write an article based on the interview to be published in your school magazine. Do not simply write the exact words (transcript) of the interview.

A good answer:

#### **Criterion B – Message**

- will focus on the topic of maintaining a healthy lifestyle in relation to self-esteem; if the script fails to focus on the relationship between self-esteem and a healthy lifestyle, it may achieve the 7–8 band if the ideas developed are reasonably “coherent” with supporting details that are “mostly appropriate”
- will make clear the point of the interview
- will give relevant examples
- will use paragraphing and cohesive devices which structure the development of ideas effectively
- may make effective use of personal experience, be it that of the interviewer or the interviewee.

#### **Criterion C – Format**

- will adopt a semi-formal register
- will have a headline / title
- will refer to the interview but not be a verbatim transcript; a verbatim transcript would result in a maximum **[2]** for criterion C
- will have a clear overall structure, demonstrating a progression of ideas
- may incorporate direct quotations
- may have a by-line (author's name, date and possibly location)
- may have flashes of humour.

#### 4. Leisure

Your school recently played a friendly game with a famous sports team. Write a news report to be published in your school's newspaper, describing the game, the atmosphere during the game and how fans cheered on their teams.

A good answer:

##### **Criterion B – Message**

- will describe the game, covering who, when, where, what and how
- will include all three aspects: the game, the atmosphere and the fans; if the script fails to cover one of the requirements, it may achieve the 7–8 band if the ideas developed are reasonably “coherent” with supporting details that are “mostly appropriate”. If the script fails to cover two of the requirements, it may achieve the 5–6 band if the ideas developed are reasonably “coherent” with supporting details that are “mostly appropriate”
- will use paragraphing and cohesive devices which structure the development of ideas effectively.

##### **Criterion C – Format**

- will have an appropriate title
- will adopt a semi-formal to informal register
- will adopt an engaging style
- will use features such as sub-headings, and short, clear paragraphs.

## 5. Science and technology

Many students at your school are addicted to playing video games. Your principal has asked you to give a talk to younger students at your school describing the dangers of this addiction and how it can be avoided.

A good answer:

### Criterion B – Message

- will include the two aspects, the dangers and how to avoid addiction; if the script fails to cover one of the requirements, it may achieve the 5–6 band if the ideas developed are reasonably “coherent” with supporting details that are “mostly appropriate”
- will provide examples
- will use paragraphing and cohesive devices which structure the development of ideas effectively
- may devote some space to other viewpoints for rebuttal purposes
- may make effective use of personal experience.

### Criterion C – Format

- will adopt a semi-formal register
  - will use a serious tone
  - will include speech rhetoric eg rhetorical questions, repetition, flashes of humour
  - will address the audience and keep contact with them throughout (use of “we” and “you” etc)
  - will set out to catch the audience’s attention at the beginning, and leave a clear impression at the end.
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