

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2019

English / Anglais / Inglés ab initio

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 2

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Section A

Criterion A: Language

- Does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use spelling, calligraphy (see “Glossary of terms”), vocabulary and grammatical structures correctly and accurately?

Marks	Level descriptor
0	Language inaccuracies completely obscure communication.
1	Language inaccuracies often obscure communication.
2	Language is generally accurate and does not obscure communication.
3	Language is mostly accurate and communication is clear.

Clarification

Word count

At ab initio level, students are required to write a minimum of 50 words in section A (with equivalents in non-Roman script languages). There is **no penalty** for not writing the minimal word target in section A.

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

- Is all the relevant information conveyed?

Marks	Level descriptor
0	No relevant information has been conveyed.
1	Some relevant information has been conveyed.
2	More than half (at least three pieces of information) has been conveyed.
3	All relevant information has been conveyed effectively.

Criterion C: Format

- Does the format correspond to the task?

Marks	Level descriptor
0	The format is not appropriate.
1	The format is appropriate.

Question 1:

You are on vacation in a very beautiful area. Write a **postcard** to your best friend to talk about the place. In the postcard, you explain:

- where you are on vacation
- how long you are there for
- what the weather is like
- what the scenery is like
- an activity that you have taken part in.

Criterion B: Message**Information to be given:**

- where: name of country or town or region; geographical reference (near the coast)...
- how long: 4 days; a week; until the 10th July; this weekend; will be back this Saturday...
- what the weather is like
- what the scenery is like
“Scenery” may refer to a city. Accept buildings, museums *etc.*
- one activity: all types of holiday are acceptable (cooking; folk dancing...)
Accept an activity in the future (eg I am going surfing this afternoon). Assess the use of the tense under Criterion A, Language.

Criterion C: Format – Post card

The format is not appropriate	Neither greeting nor signature	0
The format is appropriate	One of the following: Greeting Signature	1

Question 2:

You went to an English language school during your summer holiday. You would like to encourage other students to take this course. You post a **message** on the school website telling students about your experience. Explain:

- how many days you attended the course
- how much the course cost
- why the teacher was good
- two activities that helped you to learn English.

Criterion B: Message**Information to be given:**

- how many days: only accept a number of days or a week / a month - **not** the names of the days (Monday, Tuesday)
- how much it cost: any currency
- why the teacher was good: either the personality and knowledge of the teacher (patient, clear...) or the method used by the teacher (oral work; films...)
- **two** activities: activities which can help improve English language skills - subtitled films; speaking English in and out of class; interesting discussion topics; excursions; presentations by English speakers; role play; group work...

Criterion C: Format – Message

The format is not appropriate	None of the following: Title Web-posting format (email address or web-site address) Date Greeting Username	0
The format is appropriate	One of the following: Title Web-posting format (email address or web-site address) Date Greeting (to all students / to the class...) Username	1

Section B

Criterion A: Language

- To what extent does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use a range of vocabulary and grammatical structures?
- Does the student show an awareness of the appropriate register for the task?

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–2	The response and communication are of limited effectiveness. The range of vocabulary used is limited. Some basic grammatical structures are used accurately. These are isolated and limited in range. Register is inappropriate.
3–4	The response and communication are partially effective. The range of vocabulary used is sometimes varied. Most basic grammatical structures are used accurately. Register is partially appropriate.
5–6	The response is generally accurate and communication is generally effective. The range of vocabulary used is varied. Basic grammatical structures and a limited range of more complex grammatical structures are used accurately. Register is generally appropriate.
7–8	The response is accurate and communication is effective. The range of vocabulary used is varied and effective. Basic and some more complex grammatical structures are used accurately. Register is appropriate.

Clarification

Word count

At ab initio level, students are required to write a minimum of 100 words in section B (with equivalents in non-Roman script languages). There is **no penalty** for not writing the minimal word target in section B.

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.

COMPLEX GRAMMAR STRUCTURES – these include modals, conditionals, perfect tenses, passives...

Criterion B: Message

- To what extent does the student fulfil the task?
- Are the ideas well-developed?
- Is there evidence of a logical structure (paragraphing and sequencing)?
- Are cohesive devices used effectively?

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–2	The task has been partially fulfilled. One or more ideas have been identified and have been partially developed. There is limited evidence of a logical structure. There is a partially successful use of a limited range of simple cohesive devices.
3–4	The task has been generally fulfilled. One or more ideas have been identified and have been developed. There is evidence of a logical structure. There is a generally successful use of a range of simple cohesive devices.
5–6	The task has been fulfilled. All ideas have been identified and some have been developed well. There is a logical structure. There is successful use of a range of simple cohesive devices.
7–8	The task has been fulfilled effectively. All ideas have been developed well. There is an effective, logical structure. There is successful use of a range of simple and some complex cohesive devices.

How to award marks for criterion B, Message

<p>1. FIRST assess the task based on the number of relevant details given for each of the 3 parts.</p> <ul style="list-style-type: none"> • Each question is composed of 3 parts. • Each part is worth 2 marks. • Total marks for information = 6
<p>2. THEN assess the structure and use of cohesive devices.</p> <ul style="list-style-type: none"> • 1 mark for a logical structure (paragraphing) • 1 mark for the successful / appropriate use of cohesive devices. Candidates must use a minimum of three to be awarded one mark. Cohesive devices include: <i>first, second; then, next, because, also, but, if, or, however; and, for example, furthermore, likewise, besides, nevertheless, in addition, for instance, consequently, despite, in spite of, in conclusion, to sum up...</i> • Total marks for structure and cohesive devices = 2
<p>3. THEN add the mark for the message and the mark for logical structure and use of cohesive devices.</p> <ul style="list-style-type: none"> • Total marks: 6 + 2 = 8

Example, question 3:

3 parts: describe the house (1), local area (2) and family (3).

The house is very large It has a huge kitchen which is the centre of the house. (2 details about the house = 2 marks). There are a few shops, a grocer and newspaper shop, 5 minutes away and there is also a beautiful park next to the primary school. (2 + details about the local area = 2 marks). The grandmother lives here too. (1 detail about the family = 1 mark)

Example: Total 5/6 marks for message. Then...

Add marks for structure and linking terms. (max. 2 marks)

Note:

- It is possible to have 2 marks for logical structure and use of cohesive devices even if the message is only partially fulfilled.
- Do not penalize if there are fewer than 100 words.
- The message must be clear to be awarded a mark. The message is clear when understood by an English speaker.

Criterion C: Format

- To what extent does the student succeed in using the correct text type?
- Does the student use the appropriate format?

Marks	Level descriptor
0	The format is not appropriate.
1	The format is partially appropriate.
2	The format is appropriate.

Question 3:

You stayed at an English-speaking family's house for two weeks. You experienced various things at the house for the first time. What was good for you about the experience? Write **an entry on a social network site** in which you describe the house, local area and family.

Criterion B: Message

- A description of the house: (2 marks for 2 pieces of information)
 - A description of the local area: (2 marks for 2 pieces of information)
Accept: we visited the museum; the neighbours are friendly ...
 - A description of the family: (2 marks for 2 pieces of information)
Accept: The family has 2 children; The family is kind; The family taught me English *etc*
- If the town / city / country is not English speaking and there is no reference to English in the text (learning English with the family, speaking in English...), the maximum mark for message is 4.
- (Total 6 marks)**
- Add 1 mark for logical structure and 1 mark for use of 3 + cohesive devices.
(Total 2 marks)

Criterion C: Format – an entry on a social network site

The format is not appropriate	No characteristic of an entry on a social network site	0
The format is partially appropriate	One of the following characteristics: <ul style="list-style-type: none"> • Title • Time / Date • User name • Salutation 	1
The format is appropriate	Two of the following characteristics: <ul style="list-style-type: none"> • Title • Time / Date • User name • Salutation 	2

Question 4:

You write a regular blog for your classmates on a subject that interests them. The exam is getting close, so this week you decide to write about how to prepare for the English ab initio exam.

You give at least three pieces of advice and reasons for each. Write your **blog**.

Criterion B: Message

- One piece of advice and one reason: (2 marks for the 2 pieces of information)
Do not accept advice or reasons during the exam (reread your work; answer slowly...).
The advice must be about **preparing** for the exam.
 - One piece of advice and one reason: (2 marks for the 2 pieces of information)
 - One piece of advice and one reason: (2 marks for the 2 pieces of information)
- (Total 6 marks)**
- Add 1 mark for logical structure and 1 mark for the use of 3 + cohesive devices.
- (Total 2 marks)**

Criterion C: Format – Blog

The format is not appropriate	No characteristic of a blog	0
The format is partially appropriate	One of the following characteristics: <ul style="list-style-type: none"> • Title • Time / Date • User name • Reference to audience 	1
The format is appropriate	Two of the following characteristics: <ul style="list-style-type: none"> • Title • Time / Date • User name • Reference to audience 	2

Question 5:

At the weekend, you volunteer for an organization called “Good Neighbours”, which offers help to people of all ages who may need it. The organization needs more volunteers and asks you to write a **brochure** that will be delivered to houses in your local area. In the brochure, you describe the organization and give information about one of the services it offers. You also explain why more volunteers are needed for this service. Write your brochure.

Criterion B: Message

- A description of the organization: purpose, opening hours, activities, participants etc. (2 marks for 2 pieces of information)
Do not accept information copied directly from the stimulus. i.e. “offers help to people of all ages who may need it.” If the answer is paraphrased a mark can be awarded i.e. “helps children and elderly people.”
 - A description of one of the services: who, what, when, where (2 marks for 2 pieces of information)
 - Why more volunteers are needed. (2 marks for 2 pieces of information)
- (Total 6 marks)**
- Add 1 mark for logical structure and 1 mark for the use of 3 + cohesive devices.
(Total 2 marks)

Criterion C: Format – Brochure

The format is not appropriate	No characteristic of a brochure	0
The format is partially appropriate	One of the following characteristics: <ul style="list-style-type: none"> • Title • Subtitles/bullet points 	1
The format is appropriate	Two of the following characteristics: <ul style="list-style-type: none"> • Title • Subtitles • Bullet points 	2
