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Question 4: 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"
- will maintain a clear sense of address to a specific person
- will have an appropriate opening salutation
- will have an appropriate closing salutation.

N.B. Some limited use of textese (eg 4 for four/for and u for you) and/or emoticons is permissible.

Question 5: Speech

- will adopt a semi-formal register
- will adopt an appropriately serious tone
- will address the audience and keep contact with them throughout, eg 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
- will include elements of speech rhetoric eg rhetorical questions, repetition etc.

English B – Standard level – Paper 1
Anglais B – Niveau moyen – Épreuve 1
Inglés B – Nivel medio – Prueba 1

Thursday 2 November 2017 (afternoon)
Jeudi 2 novembre 2017 (après-midi)
Jueves 2 de noviembre de 2017 (tarde)

Candidate session number
Numéro de session du candidat
Número de convocatoria del alumno

1 h 30 m

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Question and answer booklet – Instructions to candidates

- Write your session number in the boxes above.
- Do not open this booklet until instructed to do so.
- This booklet contains all the paper 1 questions.
- Refer to the text booklet which accompanies this booklet.
- Answer all questions. Each question is allocated **[1 mark]** unless otherwise stated.
- Answers must be written within the answer boxes provided.
- The maximum mark for this examination paper is **[45 marks]**.

Livret de questions et réponses – Instructions destinées aux candidats

- Écrivez votre numéro de session dans les cases ci-dessus.
- N'ouvrez pas ce livret avant d'y être autorisé(e).
- Ce livret contient toutes les questions de l'épreuve 1.
- Référez-vous au livret de textes qui accompagne ce livret.
- Répondez à toutes les questions. Sauf indication contraire, chaque question vaut **[1 point]**.
- Rédigez vos réponses dans les cases prévues à cet effet.
- Le nombre maximum de points pour cette épreuve d'examen est de **[45 points]**.

Cuaderno de preguntas y respuestas – Instrucciones para los alumnos

- Escriba su número de convocatoria en las casillas de arriba.
- No abra este cuaderno hasta que se lo autoricen.
- Este cuaderno contiene todas las preguntas de la prueba 1.
- Consulte el cuaderno de textos que acompaña a este cuaderno.
- Conteste todas las preguntas. Cada pregunta vale **[1 punto]** salvo que se indique lo contrario.
- Escriba sus respuestas en las casillas provistas a tal efecto.
- La puntuación máxima para esta prueba de examen es **[45 puntos]**.

10 pages/páginas

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12EP01

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Text A — IT'S THE OFFICE DOGSBODY

1. From statements A to H, select the **three** that are true according to Text A. Write the appropriate letters in the boxes provided. [3 marks]

Example: **A**

- A. Dogs in the workplace can be a benefit to everyone.**
- B.** When arguments in the boardroom occur, senior members of staff behave like animals.
- C.** Amit and Hirschel have researched the advantages of having dogs in the office.
- D.** The charity featured in the text finds new homes for dogs.
- E.** The "Bring Your Dog To Work Day" event was first held a year ago.
- F.** Twitter and Instagram want to support *All Dogs Matter*.
- G.** Research suggests people's enthusiasm for work is lower without dogs in the office.
- H.** Founders of the event "Bring Your Dog To Work Day" did not expect it to be so popular.

Answer the following questions.

2. What phrase between **lines 1 and 7** means "meeting the required standards"?

.....

3. Where was the 2012 research on the presence of animals in the workplace carried out?

.....

4. What does the company *HOWND* sell?

.....

5. Which word between **lines 25 and 30** means "reinforces"?

.....

6. Give **two** words or phrases between **lines 15 and 30** that the author uses which mean "dog" or "dogs". [2 marks]

(a)

(b)

Choose the correct answer from A, B, C, or D. Write the letter in the box provided.

7. The main purpose of the text is to...

- A.** report on the recent "Bring Your Dog To Work Day" event.
- B.** encourage more people to take their dogs to work.
- C.** promote the work of the charity *All Dogs Matter*.
- D.** inform people about "Bring Your Dog To Work Day".



12EP02



12EP03

Text B — 5 jobs you can pursue if you don't want to join college so soon

Choose the correct phrases from the text to complete the following sentences. Base your answers on the information as it appears in lines 1 to 20.

Example: After graduation, there are opportunities waiting to greet you ...

.....with open arms.....

8. Later, you can join an exercise course so that you can make your living...

.....

9. Enrolling in a DJ course helps your future because you...

.....

10. Mumbai is a lively city and is on the go 24 hours a day, as it is...

.....

11. In Mumbai, dog-walking could be a worthwhile job as the city has...

.....

Find the word in the right-hand column that could meaningfully replace one of the words on the left.

Example: bug (line 22)

A

A. obsession

12. consider (line 22)

B. concept

13. slant (line 23)

C. judge

14. tickle (line 24)

D. excite

15. strength (line 30)

E. direction

F. talent

G. recommendation

H. try

I. challenge

J. perspective

Answer the following questions.

16. What should be done before opening an e-commerce site?

.....

17. Other than becoming an online business person, give **two** other careers that the writer suggests can give you a good income. [2 marks]

(a)

(b)

Choose the correct answer from A, B, C, or D. Write the letter in the box provided.

18. These guidelines were written to...

- A. encourage readers not to go to college.
- B. offer readers possible ways of starting careers.
- C. encourage readers to choose life-long careers.
- D. offer readers various educational options.



12EP04



12EP05

Text C — Environmental Effects of Factory Farming

Match the headings with the paragraphs in the text. Write the appropriate letter in the boxes provided.

Example: [- X -]

 C

- A. Traditional farms of the future
- B. Factory farming is unsustainable
- C. **Clean Green New Zealand – or not?**
- D. Protecting our international “brand”
- E. Factory farming and pollution
- F. Waterways threaten farming
- G. Factory farming waste comparison: human vs animal
- H. Factory farming causes deforestation

19. [- 19 -]

20. [- 20 -]

21. [- 21 -]

The sentences below are either true or false. Tick [✓] the correct response then justify it with a relevant brief quotation from the text. Both a tick [✓] and a quotation are required for one mark.

Example: **Factory farms exhaust the environment.**

True False

Justification: **factory farms overwhelm local ecosystems**

22. The areas around factory farms are contaminated.

Justification:

23. All farms with animals produce similar amounts of waste.

Justification:

24. Structures such as pools solve the problem of retaining water.

Justification:

True False

25. Health issues arise when waste enters the water.

Justification:

Which words go in the gaps in paragraph 4? Choose the words from the list below and write them in the boxes provided.

- | | | | |
|---------------|------------|----------------|-------------|
| COARSELY | ENDLESSLY | GROSSLY | LARGELY |
| COMPARATIVELY | FREQUENTLY | HUGELY | PREDICTABLY |

Example: [- X -] **grossly**

26. [- 26 -]

27. [- 27 -]

28. [- 28 -]



12EP06



12EP07

Choose the correct answer from A, B, C, or D. Write the letter in the box provided.

29. Which of the following statements is true based on **paragraph ①**?

- A. Traditional farming is good for the environment.
- B. New Zealand developed the use of factory farming.
- C. Some environmental damage is caused by traditional farming.
- D. Factory farming damages the reputation of New Zealand waterways.

30. According to **paragraph ②**, the writer believes that the future of New Zealand's agriculture requires...

- A. a more sustainable approach.
- B. more animals for food factories.
- C. a more traditional image.
- D. a better image for factory farming.

31. When writing about factory farming, the writer is...

- A. supportive.
- B. critical.
- C. admiring.
- D. aggressive.

Text D — Teen science duo finds that some people work better when they have digital “distractions”

Match the summaries with the paragraphs in the text. Write the appropriate letter in the boxes provided.

Example: Lines 6–14 **B**

32. Lines 15–17

33. Lines 18–24

34. Lines 25–27

- A. It took a long time before being invited to the conference.
- B. **Things are not always what they appear to be.**
- C. Schoolwork leads to a great opportunity.
- D. Teens and young adults wasting time.
- E. The details of Caulfield and Ulmer's research.
- F. The aim of Caulfield and Ulmer's research.
- G. The development of adolescent brains.
- H. How the research was set up.

Complete the following table by indicating to whom or to what the word/s underlined refer/s.

In the phrase...	the word/s...	refer/s to...
Example: In <u>their</u> study, ... (line 18)	“their” Caulfield and Ulmer
35. The <u>first</u> was... (line 19)	“first”
36. <u>They</u> were also told... (line 20)	“they”
37. ... and quickly answer <u>it</u> . (line 21)	“it”
38. ... did better when <u>they</u> ... (line 24)	“they”

Choose the correct answer from A, B, C, or D. Write the letter in the box provided.

39. The phrase “dawdling in disguise” in **line 12** means people...

- A. appear to be day-dreaming and not working.
- B. appear to be wasting time, but are in fact busy.
- C. appear to be working slowly and not efficiently.
- D. appear to be busy but are, in fact, wasting time.



12EP08



12EP09

40. The 400 adolescents studied were...

- A. able to work better with distractions.
- B. mostly unable to work better with distractions.
- C. unable to work better with distractions.
- D. mostly able to work better with distractions.

41. What were the findings of the study carried out by Caulfield and Ulmer?

- A. We have gained insight into brain development.
- B. Adolescents' brains are shaping the modern world.
- C. We still have much to learn about the human brain.
- D. Today's youth are shaping the digital world.

Please **do not** write on this page.

Answers written on this page
will not be marked.

Veillez ne **pas** écrire sur cette page.

Les réponses rédigées sur cette page
ne seront pas corrigées.

No escriba en esta página.

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12EP10



12EP11



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12EP12

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1712/ABENG/SP1/ENG/TZ0/XX/M

Markscheme Barème de notation Esquema de calificación

November / Novembre / Noviembre 2017

English / Anglais / Inglés B

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 1

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1. For questions where short answers are required, the answer must be clear. Do not award the mark if the answer does not make sense or if the additional information makes the answer ambiguous, incorrect or incomprehensible.

2. Allow spelling mistakes so long as they do not hinder comprehension or do not change the sense of the phrase.

3. For true or false questions, candidates may use a tick or a cross to indicate their intended response but usage must be consistent. If a candidate writes two ticks or two crosses for the same answer award [0]. If a candidate answers with a cross and a tick for the same answer, mark the tick and ignore the cross.

4. For questions where the candidate has to write a letter in a box (for example, multiple choice questions), if a candidate has written two answers – one in the box and one outside – only mark the answer inside the box.

5. The total number of marks for the question paper is [45].

1. En ce qui concerne les questions pour lesquelles des réponses brèves sont attendues, la réponse donnée doit être claire. N'attribuez pas de points si la réponse n'a aucun sens ou si les informations supplémentaires qu'elle contient la rendent ambiguë, incorrecte ou incompréhensible.

2. Vous pouvez autoriser les fautes d'orthographe tant qu'elles ne nuisent pas à la compréhension ou qu'elles ne changent pas le sens de la phrase.

3. En ce qui concerne les questions de type vrai ou faux, les candidats peuvent cocher ou marquer d'une croix la réponse de leur choix, mais ils doivent rester cohérents. Si un candidat a utilisé deux coches ou deux croix pour la même réponse, attribuez [0]. Si un candidat a répondu par une croix et une coche à la même question, prenez en compte la coche et ignorez la croix.

4. En ce qui concerne les questions pour lesquelles le candidat doit écrire une lettre dans une case (par exemple, dans le cas de questions à choix multiple), s'il a donné deux réponses différentes, l'une à l'intérieur de la case et l'autre en-dehors, ne prenez en compte que la réponse qui se situe dans la case.

5. Le nombre total de points pour l'épreuve d'examen est de [45].

1. Las preguntas que requieran una respuesta corta deben responderse con claridad. No otorgue la puntuación si la respuesta no tiene sentido o si la información adicional hace que la respuesta sea ambigua, incorrecta o incomprensible.

2. Permita errores de ortografía siempre y cuando no dificulten la comprensión ni cambien el sentido de la oración.

3. En las preguntas de verdadero o falso, los alumnos podrán indicar la respuesta elegida con un tic o una cruz, pero el uso de los signos debe ser coherente. Si el alumno marca dos tics o dos cruces en la misma respuesta, otorgue la puntuación [0]. Si el alumno responde marcando una cruz y un tic en la misma respuesta, puntúe el tic e ignore la cruz.

4. En las preguntas que requieran escribir una letra en una casilla (por ejemplo, en las preguntas de opción múltiple), si el alumno ha escrito dos respuestas (una dentro de la casilla y la otra fuera), puntúe únicamente la respuesta marcada dentro de la casilla.

5. El número total de puntos asignados al cuestionario de examen es [45].

Text A — IT'S THE OFFICE DOGSBODY

Question	Target answer	Accept	Do not accept	Marks
1.	D, G, H	In any order, award [1] for each correct answer.		3
2.	up to scratch	be up to scratch		1
3.	(at a business in) North Carolina	Other wording with same meaning. <ul style="list-style-type: none"> (in North Carolina,) US Virginia Commonwealth University North Carolina at/in Virginia Commonwealth University 	(a business in) North Carolina by Virginia Commonwealth University	1
4.	pet-grooming products	Other wording with same meaning.	<ul style="list-style-type: none"> a company whose pet-grooming products are sold widely pet-grooming products are sold widely 	1
5.	cements			1
6.	(a) / (b) (their) four-legged friends / pooches / mutts	Any two from target answer. In any order, award [1] for each correct answer. Also accept: four-legged friend / pooch / mutt	<ul style="list-style-type: none"> pet-friendly (policy) pet 'four-legged' on its own 'friends' on its own 	2
7.	D			1
Total				10

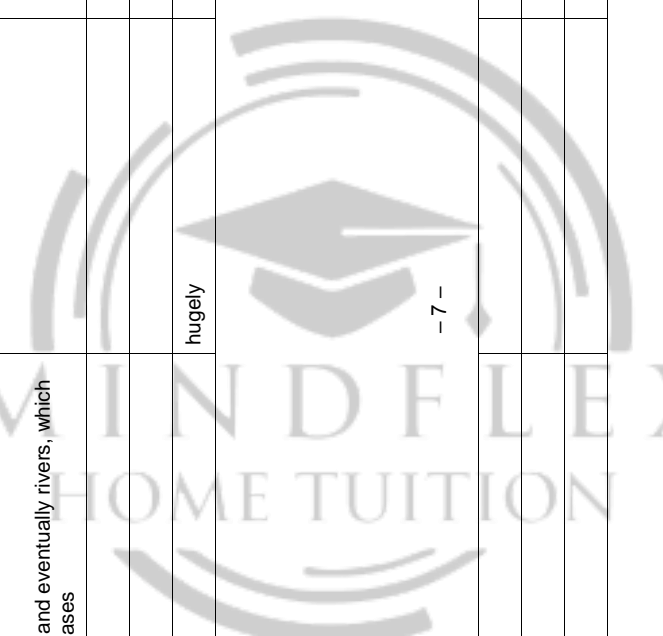
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Text B — 5 jobs you can pursue if you don't want to join college so soon

Question	Target answer	Accept	Do not accept	Marks
8.	in this or a similar field	as a fitness instructor (and consider a career in this or a similar field)	<ul style="list-style-type: none"> The addition of "career" to the target answer to train as a fitness instructor 	1
9.	learn the tricks of the trade	can make ends meet (in a city that never sleeps)	The addition of "can" to the target answer.	1
10.	a city that never sleeps	Exact wording only		1
11.	its fair share of dog-lovers	Exact wording only		1
12.	H			1
13.	J			1
14.	D			1
15.	F			1
16.	(do some) research / groundwork	Other wording with same meaning. <ul style="list-style-type: none"> do some research on what genre you wish to dabble in doing research 	Verbatim copying of "once you've done your groundwork, invest a tiny sum and see how things go"	1
17.	(become a) dog-walker (become a) blogger	In any order, award [1] for each correct answer. <ul style="list-style-type: none"> becoming a dog-walker becoming a blogger 	selling ornaments	2
18.	B			1
Total				12

Text C — Environmental Effects of Factory Farming

Question	Target answer	Accept	Do not accept	Marks
19.	B			1
20.	E			1
21.	D			1
NOTE: For the justification in questions 23 to 25, allow only the quotation as given, possibly with a few additional words, provided that they do not materially alter the meaning. Both true/false and quotation response must be correct for the mark.				
22.	true (the) pollution of water, soil and air in the vicinity (by agrochemicals and manure waste)		The addition of “is already a huge concern” to the target answer.	1
23.	false (all farmed animals produce waste, but in) overcrowded factory farms the problem is multiplied		The addition of “of course” to the target answer.	1
24.	false (large ponds or lagoons to hold waste, which can) overflow into waterways		The addition of “some farmers use” to the target answer.	1
25.	true (this seeps into ground water and eventually rivers, which could) cause waterborne diseases if it is consumed			1
26.	true (this seeps into ground water and eventually rivers, which could) cause waterborne diseases			1
27.	comparatively			1
28.	hugely			1
29.	endlessly	hugely		1
				
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30.	C			1
31.	A			1
31.	B			1
Total				13

Text D — Teen science duo finds that some people work better when they have digital “distractions”

Question	Target answer	Accept	Do not accept	Marks
32.	C			1
33.	E			1
34.	F			1
35.	one of two rooms / (the) room		<ul style="list-style-type: none"> a room rooms the first room the test a group of students that were placed in one of the rooms the first set of participants 	1
36.	(the) second set of participants		<ul style="list-style-type: none"> adolescents adolescents who were placed with free of distractions set of participants '(the) participants' on its own 	1
37.	(the/an) e-mail		<ul style="list-style-type: none"> (basic) tests their e-mail 	1
38.	about 15 % of those tested	those who classified themselves as frequently multitasking	<ul style="list-style-type: none"> adolescents (multitasking) participants those who multitask Any answers including '15%' without 'about' 	1
39.	D			1
40.	B			1
41.	C			1
			Total	10

English B – Standard level – Paper 1
Anglais B – Niveau moyen – Épreuve 1
Inglés B – Nivel medio – Prueba 1

 Thursday 2 November 2017 (afternoon)
 Jeudi 2 novembre 2017 (après-midi)
 Jueves 2 de noviembre de 2017 (tarde)

1 h 30 m

Text booklet – Instructions to candidates

- Do not open this booklet until instructed to do so.
- This booklet contains all of the texts required for paper 1.
- Answer the questions in the question and answer booklet provided.

Livret de textes – Instructions destinées aux candidats

- N'ouvrez pas ce livret avant d'y être autorisé(e).
- Ce livret contient tous les textes nécessaires à l'épreuve 1.
- Répondez à toutes les questions dans le livret de questions et réponses fourni.

Cuaderno de textos – Instrucciones para los alumnos

- No abra este cuaderno hasta que se lo autoricen.
- Este cuaderno contiene todos los textos para la prueba 1.
- Conteste todas las preguntas en el cuaderno de preguntas y respuestas.

5 pages/páginas

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Text A

Text B

Removed for copyright reasons

Removed for copyright reasons



Text C

Environmental Effects of Factory Farming

1 [- X -]

We New Zealanders are proud of our clean, green image. But our waterways, land and reputation are under threat from factory farming. Any kind of farming can cause environmental damage, but factory farming especially has a negative impact on the natural environment.



2 [- 19 -]

Overcrowded factory farms overwhelm local ecosystems, leading to the decrease of natural resources. The need to grow large amounts of high-energy feed leads to increasing deforestation and soil erosion; and the pollution of water, soil and air in the vicinity by agrochemicals and manure is already a huge concern.

3 [- 20 -]

Animal waste can be a big problem – just one individual cow produces 15 times more than a human! Of course all farmed animals produce waste, but in overcrowded factory farms the problem is multiplied. The daily pile-up of excrement can lead to major environmental problems. Some farmers use large ponds or lagoons to hold waste, which can overflow into waterways. This seeps into ground water and eventually rivers, which could cause waterborne diseases if it is consumed.

4 **Factory farming is counterproductive.**

Raising animals for food is already [- X -] inefficient, because while animals eat large quantities of grain, soybeans, oats and corn, they produce [- 26 -] small amounts of meat, dairy products, or eggs in return. For example, it takes 10kg of grain to produce 1kg of meat. In a factory farming system this effect is intensified. The modern meat industry also wastes a [- 27 -] unsustainable quantity of water. Furthermore, the worst offenders are the indoor meat production factory farms which [- 28 -] consume water supplies.

5 [- 21 -]

The more traditional farms in New Zealand are turned into animal food factories, the weaker our "clean, green, 100% pure" image will become. To maintain and develop our image we need to become world leaders, not further expand factory farming. There is a more sustainable future for New Zealand, which will give us a competitive edge with increasingly receptive international consumers.

Text D

Teen science duo finds that some people work better when they have digital “distractions”

5

Not everyone is actually distracted by electronics and social media. In fact, some individuals may get more done when their work atmosphere is full of beeps and buzzes.

10

Headphones in, Twitter open, cell phones at the ready — that’s how many people, especially teens and young adults, get their work done these days. But while this so-called multitasking may strike many as dawdling in disguise, research by a pair of high school seniors in Oregon says that’s not always the case.



15

The research of Sarayu Caulfield and Alexandra Ulmer, which they’ve worked on as part of their school curriculum for the past four years, got them invited to speak at the annual conference of the American Academy of Pediatrics this past weekend.

20

In their study, 400 adolescents were placed in one of two rooms and were tasked with completing basic tests. The first was free of distractions, but the second set of participants were required to listen to music. They were also told they could do anything they wanted on their phones and computers, and that they should expect an e-mail and quickly answer it. Unsurprisingly, most people did better in the room where they were allowed to focus on just the testing. But about 15% of those tested — those who classified themselves as frequently multitasking — actually did better when they had e-mail and music to focus on as well.

25

Caulfield and Ulmer wanted to understand why some people seem adapted to this high-frequency attention switching. They believed that some adolescent brains may be developing differently to cope with all the new stimuli of the digital world.

Their findings can’t actually tell us anything about brain development yet, but they highlight just how little we know about the human brain — and how our modern experiences are shaping it.

Text: Adapted from Rachel Feltman, www.washingtonpost.com (2014)
Image: https://commons.wikimedia.org/wiki/File:Young_people_texting_on_smartphones_using_thumbs.JPG, by Tomwsulcer

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English B – Standard level – Paper 2
Anglais B – Niveau moyen – Épreuve 2
Inglés B – Nivel medio – Prueba 2

Friday 3 November 2017 (morning)
 Vendredi 3 novembre 2017 (matin)
 Viernes 3 de noviembre de 2017 (mañana)

1 h 30 m

Instructions to candidates

- Do not turn over this examination paper until instructed to do so.
- Choose one task. Each task is worth **[25 marks]**.
- The maximum mark for this examination paper is **[25 marks]**.

Instructions destinées aux candidats

- Ne retournez pas cette épreuve avant d'y être autorisé(e).
- Choisissez une tâche. Chaque tâche vaut **[25 points]**.
- Le nombre maximum de points pour cette épreuve d'examen est de **[25 points]**.

Instrucciones para los alumnos

- No dé la vuelta al examen hasta que se lo autoricen.
- Elija una tarea. Cada tarea vale **[25 puntos]**.
- La puntuación máxima para esta prueba de examen es **[25 puntos]**.

Complete **one** of the following tasks. Write 250 to 400 words.

1. Cultural diversity

Your English teacher has set the following question as your next essay assignment: "In our modern world, are national borders still relevant?" Write the essay.

2. Customs and traditions

You are currently living in an English-speaking country and your local newspaper has published an article in support of a custom or tradition of the country that you do not agree with. Write a letter to the editor, explaining why you do not agree, and what alternative custom or tradition could take its place.

3. Health

A local newspaper report alerted the people of your town that there has been an outbreak of an infectious disease. You are worried about this news. Write a leaflet for your fellow students drawing attention to the dangerous effects of this disease and suggesting how they can protect both themselves and others from it.

4. Leisure

You are very enthusiastic about your hobby and have been invited to give a talk about it to other students at your school. In your talk, describe how this hobby has contributed to your personal development and why you would encourage others to also take up this hobby. Write the text of your talk.

5. Science and technology

Your science teacher has challenged your class to live without watching television or using mobile devices and computers for a week. Now that the week is completed, write a report for your teacher, describing the ways in which this challenge affected your daily life, and what you have learned from this experience.

Marking notes Remarques pour la notation Notas para la corrección

November / Novembre / Noviembre 2017

English / Anglais / Inglés B

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 2

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

Clarification

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 mark] penalty under criterion A. 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 few language gaps, and slips or flaws rarely affect meaning.

Criterion B: Message

- How clearly can the student develop and organize relevant ideas?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The message has not been communicated. The ideas are irrelevant and/or repetitive. The development of ideas is unclear; supporting details are very limited and/or not appropriate.
3–4	The message has barely been communicated. The ideas are sometimes irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
5–6	The message has been partially communicated. The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
7–8	The message has been communicated fairly well. The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
9–10	The message has been communicated well. The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.

Question 1: Cultural diversity

Your English teacher has set the following question as your next essay assignment: "In our modern world, are national borders still relevant?" Write the essay.

3-4	<ul style="list-style-type: none"> addresses whether national borders are still relevant in our modern world in a confusing way; may digress into other topics expresses unclear or confusing viewpoints about the topic uses very weak or confusing explanations and examples to support the arguments provided makes very little or no use of paragraphing and cohesive devices may consider the present day and contrasts with past times but in a confusing manner.
5-6	<ul style="list-style-type: none"> covers whether national borders are still relevant in our modern world in a vague manner and with more noticeable digression into cultural diversity in general. (N.B. "cover" means "in more than two sentences") expresses unclear viewpoints about the topic supports the arguments provided, using few explanations and examples. Examples may be based on personal experience uses few paragraphs and cohesive devices which structure the development of ideas.
7-8	<ul style="list-style-type: none"> focuses on whether national borders are still relevant in our modern world with little digression into cultural diversity in general expresses generally clear viewpoints; the candidate may write a balanced argument, defend one point of view, use an analytic approach, etc. supports the arguments provided, using some explanations and relevant examples. Examples may be based on personal experience uses paragraphing and cohesive devices which structure the development of ideas coherently may consider the present day and contrasts with past times.
9-10	<ul style="list-style-type: none"> focuses principally and clearly on whether national borders are still relevant in our modern world not on cultural diversity in general expresses clear and lucid viewpoints; the candidate may write a balanced argument, defend one point of view, use an analytic approach, etc. supports the arguments provided effectively, using detailed explanations and effective examples. Examples may be based on personal experience uses paragraphing and cohesive devices which structure the development of ideas effectively may consider the present day and contrasts with past times.

Question 2: Customs and traditions

You are currently living in an English-speaking country and your local newspaper has published an article in support of a custom or tradition of the country that you do not agree with. Write a letter to the editor, explaining why you do not agree, and what alternative custom or tradition could take its place.

3-4	<ul style="list-style-type: none"> addresses a custom or tradition of the country that they disagree with (whether national or local) in a confusing way; may digress into other irrelevant topics makes a confusing reference to the undesirable custom or tradition mentions in a confusing manner OR with irrelevant details one or two reasons why they disagree with the continuation of the custom or tradition suggests in a confusing manner or with irrelevant details an alternative custom or tradition covers only one part of the question (explain or suggest) OR both parts of the question (explain and suggest) in a confusing manner. (N.B. "cover" means "in more than two sentences") makes very little or no use of paragraphing and cohesive devices.
5-6	<ul style="list-style-type: none"> addresses a custom or tradition of the country that they disagree with (whether national or local) in a vague manner and with more noticeable digression into other customs/traditions makes an unclear reference to the undesirable custom or tradition mentions with little support or in a superficial manner one or two reasons why they disagree with the continuation of the custom or tradition suggests with little support and few explanations an alternative custom or tradition addresses only one part of the question (explain or suggest) with some detail OR both parts of the question (explain and suggest) in a superficial basic manner uses few paragraphs and cohesive devices which structure the development of ideas.
7-8	<ul style="list-style-type: none"> focuses on a custom or tradition of the country that they disagree with (whether national or local) but makes little digression into customs and traditions in general makes a generally clear reference to the undesirable custom or tradition provides at least two reasons why they disagree with the continuation of the custom or tradition, using some explanations and supporting details for each suggests with some explanations an alternative custom or tradition addresses both parts of the question (explain and suggest) competently and with some detail uses paragraphing and cohesive devices which structure the development of ideas coherently.
9-10	<ul style="list-style-type: none"> focuses clearly and principally on a custom or tradition of the country that they disagree with (whether national or local) makes a clear reference to the undesirable custom or tradition explains clearly and effectively at least two reasons why they disagree with the continuation of the custom or tradition suggests with lucid and effective explanations an alternative custom or tradition addresses both parts of the question (explain and suggest) effectively uses paragraphing and cohesive devices which structure the development of ideas effectively.

Question 3: Health

A local newspaper report alerted the people of your town that there has been an outbreak of an infectious disease. You are worried about this news. Write a leaflet for your fellow students drawing attention to the dangerous effects of this disease and suggesting how they can protect both themselves and others from it.

3-4	<ul style="list-style-type: none"> introduces the infectious disease in a confusing way mentions in a confusing manner and with perhaps irrelevant details provided one or two dangerous effects of the disease mentions in a confusing manner OR with irrelevant details how students can protect themselves and others from the disease uses very weak or confusing explanations and examples to support the ideas presented covers only one part of the question (effects or protect themselves and others) OR both parts of the question (effects and protect themselves and others) in a confusing manner OR with irrelevant details (N.B. "cover" means "in more than two sentences") makes very little or no use of paragraphing and cohesive devices.
5-6	<ul style="list-style-type: none"> introduces the infectious disease in a vague manner. This may include listing symptoms mentions with little support or basic detail one or two dangerous effects of the disease mentions with little support provided how students can protect themselves and others from the disease supports the ideas presented using few explanations and examples addresses only one part of the question (effects or protect themselves and others) with some detail OR both parts of the question (effects and protect themselves and others) in a superficial basic manner uses few paragraphs and cohesive devices which structure the development of ideas.
7-8	<ul style="list-style-type: none"> introduces the infectious disease generally clearly. This may include listing symptoms explains at least two dangerous effects of the disease with some detail describes with some explanations how students can protect themselves and others from the disease supports the ideas presented using some explanations and relevant examples addresses both parts of the question (effects and protect themselves and others) competently and with some detail uses paragraphing and cohesive devices which structure the development of ideas coherently.
9-10	<ul style="list-style-type: none"> introduces the infectious disease clearly. This may include listing symptoms explains clearly and effectively at least two dangerous effects of the disease describes effectively how students can protect themselves and others from the disease supports the ideas presented using detailed explanations and effective examples addresses both parts of the question (effects and protect themselves and others) effectively uses paragraphing and cohesive devices which structure the development of ideas effectively.

Question 4: Leisure

You are very enthusiastic about your hobby and have been invited to give a talk about it to other students at your school. In your talk, describe how this hobby has contributed to your personal development and why you would encourage others to also take up this hobby. Write the text of your talk.

3-4	<ul style="list-style-type: none"> makes a confusing or no reference to the hobby mentions in a confusing manner OR with irrelevant details how the hobby has contributed to the student's personal development mentions in a confusing manner OR with irrelevant details why others are encouraged to take up the hobby uses very weak or confusing explanations and examples to support the ideas presented. Examples may be based on personal experience covers only one part of the question (describe or encourage) OR both parts of the question (describe and encourage) in a confusing manner (N.B. "cover" means "in more than two sentences") makes very little or no use of paragraphing and cohesive devices.
5-6	<ul style="list-style-type: none"> introduces the hobby in a basic manner (mentions only name) describes with little support provided how the hobby has contributed to the student's personal development mentions with little support or superficial details why others are encouraged to take up the hobby supports the ideas presented using few explanations and examples. Examples may be based on personal experience addresses only one part of the question (describe or encourage) with some detail OR both parts of the question (describe and encourage) in a superficial basic manner uses few paragraphs and cohesive devices which structure the development of ideas.
7-8	<ul style="list-style-type: none"> introduces the hobby in a clear manner (name + few details) describes with some detail how the hobby has contributed to the student's personal development explains with some detail why others are encouraged to take up the hobby supports the ideas presented using some explanations and relevant examples. Examples may be based on personal experience addresses both parts of the question (describe and encourage) competently and with some detail uses paragraphing and cohesive devices which structure the development of ideas coherently.
9-10	<ul style="list-style-type: none"> introduces the hobby in a clear and effective manner (name of hobby + lucid explanations) describes fully and clearly how the hobby has contributed to the student's personal development explains clearly and effectively why others are encouraged to take up the hobby supports the ideas presented using detailed explanations and effective examples. Examples may be based on personal experience addresses both parts of the question (describe and encourage) effectively uses paragraphing and cohesive devices which structure the development of ideas effectively.

Question 5: Science and technology

Your science teacher has challenged your class to live without watching television or using mobile devices and computers for a week. Now that the week is completed, write a report for your teacher, describing the ways in which this challenge affected your daily life, and what you have learned from this experience.

3-4	<ul style="list-style-type: none"> states the aim of the report in a confusing and unclear manner mentions in a confusing manner OR with irrelevant details one or two ways in which living without electronic devices has affected their daily routine and life covers in a confusing manner OR with irrelevant details what they have learned from the experience (N.B. "cover" means "in more than two sentences") uses very weak or confusing explanations and examples to support the ideas presented Examples may be based on personal experience covers only one part of the question (describe or what you have learned) OR both parts of the question (describe and what you have learned) in a confusing manner (N.B. "cover" means "in more than two sentences") makes very little or no use of paragraphing and cohesive devices.
5-6	<ul style="list-style-type: none"> states the aim of the report in a superficial manner mentions at least two ways in which living without electronic devices has affected their daily routine and life, using little support or basic detail mentions with little support or basic detail what they have learned from the experience supports the ideas presented using few explanations and examples. Examples may be based on personal experience addresses only one part of the question (describe or what you have learned) with some detail OR both parts of the question (describe and what you have learned) in a superficial basic manner uses few paragraphs and cohesive devices which structure the development of ideas.
7-8	<ul style="list-style-type: none"> states the aim of the report in a generally clear manner describes at least two ways in which living without electronic devices has affected their daily routine and life, using some explanations for each explains with some detail what they have learned from the experience supports the ideas presented using some explanations and relevant examples. Examples may be based on personal experience addresses both parts of the question (describe and what you have learned) competently and with some detail uses paragraphing and cohesive devices which structure the development of ideas coherently.
9-10	<ul style="list-style-type: none"> states the aim of the report in a clear and effective manner describes fully and clearly at least two ways in which living without electronic devices has affected their daily routine and life explains clearly and lucidly what they have learned from the experience supports the ideas presented using detailed explanations and effective examples. Examples may be based on personal experience addresses both parts of the question (describe and what you have learned) effectively uses paragraphing and cohesive devices which structure the development of ideas effectively.

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	The text type is not recognizable. Conventions appropriate to the text type are not used.
2	The text type is hardly recognizable or is not appropriate. Conventions appropriate to the text type are very limited.
3	The text type is sometimes recognizable and appropriate. Conventions appropriate to the text type are limited.
4	The text type is generally recognizable and appropriate. Conventions appropriate to the text type are evident.
5	The text type is clearly recognizable and appropriate. 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: Essay

- will adopt a semi-formal to formal register
- will adopt a suitably serious tone
- will use techniques that enable the reader to follow the arguments easily, *eg* methodical approach
- will have a relevant title
- will have a distinct introduction and conclusion.

Question 2: 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 3: Leaflet

- will adopt a semi-formal register, with perhaps some flashes of informality
- 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 like "contact us", or a phone number and/or an e-mail address.

Question 4: Talk

- will adopt a semi-formal register with perhaps some flashes of informality
- will adopt an appropriately enthusiastic tone
- will address the audience and keep contact with them throughout *eg* 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
- will include elements of speech rhetoric *eg* rhetorical questions, repetition *etc*.

Question 5: Report

- will adopt a semi-formal to formal register
- will have a title
- will use a neutral/objective style, *eg* presents ideas with a personal opinion of the writer
- will have a clearly structured layout, *eg* a clear introduction, sub-headings, short brief paragraphs/sections, *etc*
- will have a conclusion or recommendation.

