

These notes are to give guidance with the application of the Assessment criteria. In each case, criteria are mentioned only if they are directly affected by the task.

1. **You and your family are on holiday abroad. You arrive in a new city and go to the Tourist Information Office to plan a day sightseeing and shopping in the city. Write the conversation that takes place between you and your family with the Tourist Information Officer. Think of the questions you would ask, and the advice and suggestions you might receive.**

Criterion A Task/message:

Essentially, Examiners should reward the quality of the dialogue in terms of the language presented. Stronger candidates will be able to move the action along through the dialogue itself, without recourse to paragraphs describing 'what happened next.'

Criterion B Presentation:

This dialogue could involve at least four characters (the candidate, his/her family, and the Tourist Information Officer): candidates could be expected to make it clear in the text who is speaking when. Readers can expect few 'stage directions', and should judge these for their relevance.

Criterion C Language

Candidates should accurately use a range of appropriate question forms, and functional exponents of asking for and giving advice, and giving suggestions. Appropriate idiom and colloquial expressions could also be expected.

2. **You are a journalist with a special interest in the developing world. A prestigious magazine sold all over the world has commissioned you to write an article entitled "Does aid matter?" presenting a balanced view of the subject of foreign aid for the developing countries.**

Criterion A Task/message:

Writers could be expected to offer factual evidence and to generalise from this. Examiners should not expect detailed depth of knowledge, but should look for a plausible presentation of data which can be considered of general knowledge.

Criterion B Presentation:

This is a general feature article, with a clear, balanced structure.

3. **Can you imagine what it would be like not to be able to see any colours? In some cultures only "grey" and "not-grey" exist to describe the colours of the rainbow. Write a description of a colourful place you are familiar with so that someone from a "colourless" culture could appreciate them.**

Criterion A Task/message:

Essentially this piece will call for some creative writing, in which strong candidates will demonstrate their ability to evoke the visual characteristics of a place in terms which will capture the imagination. Some may make recourse to the other senses in order to capture the feelings they wish to convey.

Criterion B Presentation:

No real structure can be prescribed for this task: a first person monologue might be entirely appropriate as a description.

4. **Plays and novels are regularly transferred to TV or the cinema nowadays. Describe how you would direct the actors to interpret a scene from a work you are familiar with. Emphasise the ways they could make visible the relationship between the characters.**

Criterion A Task/message:

This task, based around a literary text, should provide the stronger candidates with an opportunity to explore character and relationships without falling into the trap of retelling the story. Less competent candidates will re-hash their chosen text and, accordingly, should be marked down in terms of relevance. The key words in the task are "make visible the relationship": calling for description and understanding, not narrative.

Criterion B Presentation:

Some candidates might chose to use the first person, which would not be wholly inappropriate.

Criterion C Language

A range of modal forms would indicate a good grasp of the author's possible intentions, and of the actors' ability to interpret these through the candidates' direction.

5. **Through the World Wide Web and Internet people can now publish and read all kinds of information and this means a significant change to the relationship between teachers and students. Knowledge is no longer the "possession" of a few, to be "given" to the many. Write an essay discussing the consequences of this change. Your essay is to be published on the IB webpage.**

Criterion A Task/message:

Content would contextualise the topic based on the task as described and then develop the argument. The consequences could be viewed from both sides of the relationship.

Criterion B Presentation:

Essentially the text-type is that of the 'traditional' essay, although the medium for publication is, more recent. Its structure would include an introduction contextualising the content, 'before' and 'after' sections, and a conclusion. The readership is similarly non-specific, but probably clearly understood by candidates.

6. **A televised debate between parents and their teenage children is going to take place. The title will be "Don't do as I do, do as you're told!" You are going to present the teenagers' case complaining about parents' often hypocritical attitudes to teenage likes and dislikes, habits, dress and lifestyles. Write the text of your presentation.**

Criterion A Task/message:

The content to be covered involves four clear elements: likes and dislikes; habits; dress, and lifestyle. Furthermore, the standpoint candidates should take is stipulated. Good versions of this task will be forceful, without going over the top.

Criterion B Presentation:

The text-type required would be more formal in term of register, and would involve the use of clear signposting for the benefit of viewers. This might take the form of listing devices, and even some repetition. Rhetorical devices which address the audience should also be expected.
