**Written Tasks (SL)**

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| **A: Rationale**  How much knowledge and understanding does the student show of the work(s) used in the presentation? | **0**  The work does not reach a standard described by the descriptors below. | **1**  The rationale shows some explanation and understanding of the aspects being  investigated. | 2  The rationale shows clear explanation and understanding of the aspects being  investigated. |  |  |
| **B: Task and content**  • To what extent does the task show understanding of the topic(s) or text(s) to which it refers?  • How appropriate is the content to the task chosen?  • To what extent does the task show understanding of the conventions of the text type chosen? | **0**  The work does not reach a standard described by the descriptors below. | 1-2  The task shows little understanding of the topic(s) or text(s) to which it refers.  The content is generally inappropriate to the task chosen.  The task shows little understanding of the conventions of the text type chosen. | 3-4  The task shows some understanding of the topic(s) or text(s) to which it refers.  The content is partially appropriate to the task chosen.  The task shows some understanding of the conventions of the text type chosen. | 5-6  The task shows an adequate understanding of the topic(s) or text(s) to which it refers.  The content is generally appropriate to the task chosen.  The task shows an adequate understanding of the conventions of the text type chosen. | 7-8  The task shows a good understanding of the topic(s) or text(s) to which it refers.  The content is consistently appropriate to the task chosen.  The task shows a good understanding of the conventions of the text type chosen. |
| **C: Organization**  • How well organized is the task?  • How coherent is the structure? | **0**  The work does not reach a standard described by the descriptors below. | 1  Little organization and structure are apparent. | 2  Some organization is apparent. The task has some structure, although it is not sustained. | 3  The task is organized. The task has some structure, although it is not sustained. | 4  The task is organized. The structure is generally coherent. | 5  The task is well organized. The structure is coherent. |
| **D: Language and style**  • How effective is the use of language and style?  • How appropriate to the task is the choice of register and style? (“Register” refers, in this context, to the  student’s use of elements such as vocabulary, tone, sentence structure and appropriate use of idiom | **0**  The work does not reach a standard described by the descriptors below. | 1  The use of language lacks appropriateness; there is little or no sense of register. | 2  The use of language and the style lack effectiveness; there is little sense of register. | 3  The use of language and the style are sometimes effective; the register is to some extent  appropriate to the task. | 4  The use of language and the style are mostly effective; the register is mostly appropriate  to the task. | 5  The use of language and the style are effective; the register is appropriate to the task. |

**Paper 1: Textual analysis (SL)**

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| **A: Understanding of the text**  • To what extent does the analysis show an understanding of the text, its type and purpose, as well as its  possible contexts (for example, cultural, temporal, relation to audience)?  • Are the comments supported by references to the text? | **0**  The work does not reach a standard described by the descriptors below. | **1**  There is little understanding of the text and context; comments are not supported by references to the text. | **2**  There is some understanding of the text and context; comments are sometimes  supported by references to the text. | **3**  There is adequate understanding of the text and context; comments are mostly supported by references to the text. | **4**  There is good understanding of the text and context; comments are consistently supported by references to the text. | 5  There is very good understanding of the text and context; perceptive comments are  supported by consistently well-chosen references to the text. |
| **B: Understanding of the use and effects of stylistic features**  • To what extent does the analysis show awareness of how the stylistic features of the text, such as  language, structure, tone, technique and style, are used to construct meaning?  • To what extent does the analysis show understanding of the effects of stylistic features (including the  features of visual texts) on the reader? | **0**  The work does not reach a standard described by the descriptors below. | **1**  There is little awareness or understanding of the use of stylistic features. | **2**  There is some awareness and understanding of the use of stylistic features. | **3**  There is adequate awareness of the use of stylistic features, with some understanding of  their effects. | **4**  There is good awareness of the use of stylistic features, with adequate understanding of  their effects. | **5** There is very good awareness of the use of stylistic features, with good understanding of  their effects. |
| **C: Organization and development**  • How well organized and coherent is the analysis?  • How well is the argument of the response developed? | **0**  The work does not reach a standard described by the descriptors below. | **1**  Little organization is apparent, with reliance on paraphrase and summary rather than  analysis. | **2**  Some organization is apparent; the analysis has some coherence but may contain  elements of paraphrase, summary and simple explanation. There is little development of  the argument. | **3**  The analysis is adequately organized in a generally coherent manner. There is some  development of the argument. | **4**  The analysis is well organized and mostly coherent. The argument is adequately  developed. | **5**  The analysis is effectively organized and coherent. The argument is well developed. |
| **D: Language**  • How clear, varied and accurate is the language?  • How appropriate is the choice of register, style and terminology? (“Register” refers, in this context,  to the student’s use of elements such as vocabulary, tone, sentence structure and terminology  appropriate to the task.) | **0**  The work does not reach a standard described by the descriptors below. | **1**  Language is rarely clear and appropriate; there are many errors in grammar, vocabulary  and sentence construction and little sense of register and style. | **2**  Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence  construction are fairly accurate, although errors and inconsistencies are apparent; the  register and style are to some extent appropriate to the task. | **3**  Language is clear and carefully chosen with an adequate degree of accuracy in grammar,  vocabulary and sentence construction despite some lapses; register and style are mostly  appropriate to the task. | **4**  Language is clear and carefully chosen, with a good degree of accuracy in grammar,  vocabulary and sentence construction; register and style are consistently appropriate to  the task. | **5**  Language is very clear, effective, carefully chosen and precise, with a high degree of  accuracy in grammar, vocabulary and sentence construction; register and style are  effective and appropriate to the task. |

**Paper 2: Essay (SL)**

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| **A: Knowledge and understanding**  • How much knowledge and understanding of the part 3 works and their context has the student  demonstrated in relation to the question answered? | **0**  The work does not reach a standard described by the descriptors below. | **1**  Little knowledge of the part 3 works is demonstrated. | **2**  Some knowledge of the part 3 works and their context is demonstrated, but  understanding is limited. | **3**  Knowledge of the part 3 works and the way in which context affects their meaning is  adequately demonstrated and shows a general understanding. | **4**  Knowledge of the part 3 works and the way in which context affects their meaning is  substantially demonstrated, and the understanding shown is good. | 5  Knowledge of the part 3 works and the way in which context affects their meaning is  thoroughly demonstrated, and the understanding shown is very good. |
| **B: Response to the question**  • To what extent is an understanding of the main expectations of the question shown?  • How relevant is the response to these expectations? | **0**  The work does not reach a standard described by the descriptors below. | **1**  There is little awareness of the main expectations of the question. | **2**  There is some awareness of the main expectations of the question; the response is mainly  unsubstantiated generalization. | **3**  There is adequate awareness of the main expectations of the question, with a generally  relevant response. | **4**  There is good understanding and awareness of the main expectations of the question,  with a mostly relevant response. | **5**  There is very good understanding and awareness of the expectations of the question,  with a consistently relevant response. |
| **C: Understanding of the use and effects of stylistic features**  • To what extent does the essay show awareness of how the writer’s choice of the stylistic features in the  text (for example, narrative point of view, setting, characterization, structure, style and technique) are  used to construct meaning?  • To what extent does the essay show understanding of the effects of stylistic features? | **0**  The work does not reach a standard described by the descriptors below. | **1**  There is little awareness or illustration of the use of stylistic features. | **2**  There is some awareness and illustration of stylistic features. | **3**  There is adequate awareness and illustration of stylistic features, with some  understanding of their effects. | **4**  There is good awareness and illustration of stylistic features, with adequate  understanding of their effects. | **5**  There is very good awareness and illustration of stylistic features, with good  understanding of their effects. |
| **D: Organization and development**  • How coherent and effective is the argument of the essay?  • How effective is the formal structure of the essay?.) | **0**  The work does not reach a standard described by the descriptors below. | **1**  There is little focus, structure and development.. | **2**  There is some focus, structure and development. | **3**  There is adequate focus, structure and development. | **4**  There is good focus, structure and development. | **5**  There is very good focus, structure and development. |
| **E: Language**  • How clear, varied and accurate is the language?  • How appropriate is the choice of register, style and terminology? (“Register” refers, in this context,  to the student’s use of elements such as vocabulary, tone, sentence structure and terminology  appropriate to the task.) | **0**  The work does not reach a standard described by the descriptors below. | **1**  Language is rarely clear and appropriate; there are many errors in grammar, vocabulary  and sentence construction and little sense of register and style. | **2**  Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence  construction are fairly accurate, although errors and inconsistencies are apparent; the  register and style are to some extent appropriate to the task. | **3**  Language is clear and carefully chosen with an adequate degree of accuracy in grammar,  vocabulary and sentence construction despite some lapses; register and style are mostly  appropriate to the task. | **4**  Language is clear and carefully chosen, with a good degree of accuracy in grammar,  vocabulary and sentence construction; register and style are consistently appropriate to  the task. | **5**  Language is very clear, effective, carefully chosen and precise, with a high degree of  accuracy in grammar, vocabulary and sentence construction; register and style are  effective and appropriate to the task. |

**Written Task 1 (HL)**

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| **A: Rationale**  • Does the rationale for the written task explain how the task is linked to the aspects of the course being investigated? | **0**  The work does not reach a standard described by the descriptors below. | **1**  The rationale shows some explanation and understanding of the aspects being  investigated. | 2  The rationale shows clear explanation and understanding of the aspects being  investigated. |  |  |
| **B: Task and content**  • To what extent does the task show understanding of the topic(s) or text(s) to which it refers?  • How appropriate is the content to the task chosen?  • To what extent does the task show understanding of the conventions of the text type chosen? | **0**  The work does not reach a standard described by the descriptors below. | 1-2  The task shows a superficial understanding of the topic(s) or text(s) to which it refers.  The content is generally inappropriate to the task chosen.  The task shows a superficial understanding of the conventions of the text type chosen. | 3-4  The task shows a mostly adequate understanding of the topic(s) or text(s) to which it  refers. The content is generally appropriate to the task chosen.  The task shows an adequate understanding of the conventions of the text type chosen.. | 5-6  The task shows a good understanding of the topic(s) or text(s) to which it refers.  The content is mostly appropriate to the task chosen.  The task shows a good understanding of the conventions of the text type chosen. | 7-8  The task shows an excellent understanding of the topic(s) or text(s) to which it refers.  The content is consistently appropriate to the task chosen.  The task shows an excellent understanding of the conventions of the text type chosen. |
| **C: Organization**  • How well organized is the task?  • How coherent is the structure? | **0**  The work does not reach a standard described by the descriptors below. | 1  Little organization and structure are apparent. | 2  Some organization is apparent. The task has some structure, although it is not sustained. | 3  The task is organized; the structure is generally coherent. | 4  The task is well organized; the structure is mostly coherent. | 5  The task is effectively organized; the structure is coherent and effective.. |
| **D: Language and style**  • How effective is the use of language and style?  • How appropriate to the task is the choice of register and style? (“Register” refers to the  student’s use of elements such as vocabulary, tone, sentence structure and appropriate use of idiom | **0**  The work does not reach a standard described by the descriptors below. | 1  There is little clarity, with many basic errors; little sense of register and style. | 2  There is some clarity, though grammar, spelling and sentence structure are often  inaccurate; some sense of register, style and appropriate vocabulary.. | 3  The use of language and the style are generally clear and effective, though there are some inaccuracies in grammar, spelling and sentence construction; generally appropriate in register, style and vocabulary.. | 4 The use of language and the style are clear and effective, with a good degree of accuracy; sentence construction and vocabulary are varied, showing a growing maturity of style; appropriate register | 5  The use of language and the style are very clear and effective, with a very good degree of accuracy; sentence construction and vocabulary are good; the style is confident and the  register effective.. |

**Written Task 2: Critical Response (HL)**

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| **A: Outline**  • Does the outline of the written task clearly highlight the particular focus of the task? | **0**  The work does not reach a standard described by the descriptors below.. | **1**  The outline partially highlights the particular focus of the task.. | 2  The outline clearly highlights the particular focus of the task. |  |  |
| **B: Response to the question**  • To what extent is an understanding of the expectations of the question shown?  • How relevant and focused is the response to these expectations?  • Is the response supported by well-chosen references to the text(s)? | **0**  The work does not reach a standard described by the descriptors below. | 1-2  The student has a superficial understanding of the expectations of the question.  Ideas are frequently irrelevant and/or repetitive.  The response is not supported by references to the text(s). | 3-4  There is mostly adequate understanding of the expectations of the question.  Ideas are generally relevant and focused.  The response is generally supported by references to the text(s). | 5-6  There is good understanding of the expectations of the question.  Ideas are mostly relevant and focused.  The response is mostly supported by well-chosen references to the text(s). | 7-8  There is thorough understanding of the expectations of the question.  Ideas are relevant and focused.  The response is fully supported by well-chosen references to the text(s). |
| **C: Organization and argument**  • How well organized is the task?  • How coherent is the structure?  • How well developed is the argument of the written task? | **0**  The work does not reach a standard described by the descriptors below. | 1  Little organization is apparent; the task has little structure and the argument is poorly  developed.. | 2  Some organization is apparent; the task has some structure, although it is not sustained.  The argument has some development. | 3  The task is organized, and the structure is generally coherent. There is some development  of the argument. | 4  The task is well organized; the structure is mostly coherent and the argument is clearly  developed. | 5  The task is effectively organized; the structure is coherent and the argument is effectively  developed. |
| **D: Language and style**  • How effective is the use of language and style?  • How appropriate to the task is the choice of register and style? (“Register” refers, in this context, to the  student’s use of elements such as vocabulary, tone, sentence structure and idiom appropriate to the  task; register is assessed on the task itself.) | **0**  The work does not reach a standard described by the descriptors below. | 1  There is little clarity, with many basic errors; little sense of register and style. | 2  There is some clarity, though grammar, spelling and sentence structure are often  inaccurate; some sense of register, style and appropriate vocabulary.. | 3  The use of language and the style are generally clear and effective, though there are  some inaccuracies in grammar, spelling and sentence construction; generally appropriate  in register, style and vocabulary.. | 4  The use of language and the style are clear and effective, with a good degree of accuracy;  sentence construction and vocabulary are varied, showing a growing maturity of style;  the register is appropriate. | 5  The use of language and the style are very clear and effective, with a very good degree of  accuracy; sentence construction and vocabulary are good; the style is confident and the  register effective.. |

**Paper 1: Comparative textual analysis (HL)**

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| **A: Understanding and comparison of the texts**  • To what extent does the analysis show the similarities and differences between the texts?  • To what extent does the analysis show an understanding of the texts, their type and purpose, and  their possible contexts (for example, cultural, temporal, relation to audience)?  • Are the comments supported by well-chosen references to the texts? | **0**  The work does not reach a standard described by the descriptors below. | **1**  There is little understanding of the context and purpose of the texts and their similarities  or differences; summary predominates and observations are rarely supported by  references to the texts. | **2**  There is some understanding of the context and purpose of the texts, and the similarities  or differences between them; observations are generally supported by references to the  texts. | **3**  There is adequate understanding of the texts, their possible context and purpose,  and the similarities and differences between them; comments are included, as well as  observations that are generally supported by references to the texts.. | **4**  There is good understanding of the texts, their context and purpose, and the similarities  and differences between them; comments are mostly supported by well-chosen  references to the texts. | 5  There is excellent understanding of the texts, their context and purpose, and the  similarities and differences between them; comments are fully supported by well-chosen  references to the texts. |
| **B: Understanding of the use and effects of stylistic features**  • To what extent does the comparative analysis show awareness of how stylistic features of the texts,  such as language, structure, tone, technique and style, are used to construct meaning?  • To what extent does the comparative analysis show appreciation of the effects of stylistic features  (including the features of visual texts) on the reader? | **0**  The work does not reach a standard described by the descriptors below. | **1**  There is little awareness of the use of stylistic features and little or no illustration of their  effects on the reader. | **2**  There is some awareness of the use of stylistic features, with a few references illustrating  their effects on the reader. | **3**  There is adequate awareness of the use of stylistic features and understanding of their  effects on the reader. | **4**  There is good awareness and illustration of the use of stylistic features and detailed  understanding of their effects on the reader. | **5**  There is excellent awareness of the use of stylistic features, with very good understanding  of their effects on the reader. |
| **C: Organization and development**  • How well organized and coherent is the comparative analysis?  • How balanced is the comparative analysis? (“Balance” here means equal treatment of the two texts.) | **0**  The work does not reach a standard described by the descriptors below. | **1**  Little organization is apparent, with no sense of balance and very little development;  considerable emphasis is placed on one text to the detriment of the other. | **2**  Some organization is apparent. There is little sense of balance and some development;  although both texts are addressed, the treatment of one is superficial. | **3**  The comparative analysis is organized and structured in a generally coherent way. There  is a sense of balance and adequate development. | **4**  The comparative analysis is well organized and balanced. The structure is mostly coherent  and there is a good sense of development. | **5**  The comparative analysis is well balanced and effectively organized, with a coherent and  effective structure and development. |
| **D: Language**  • How clear, varied and accurate is the language?  • How appropriate is the choice of register, style and terminology? (“Register” refers, in this context,  to the student’s use of elements such as vocabulary, tone, sentence structure and terminology  appropriate to the task.)task.) | **0**  The work does not reach a standard described by the descriptors below. | **1**  Language is rarely clear and appropriate; there are many errors in grammar, vocabulary  and sentence construction and little sense of register and style.. | **2**  Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence  construction are fairly accurate, although errors and inconsistencies are apparent; the  register and style are to some extent appropriate to the task. | **3**  Language is clear and carefully chosen with an adequate degree of accuracy in grammar,  vocabulary and sentence construction despite some lapses; register and style are mostly  appropriate to the task. | **4**  Language is clear and carefully chosen, with a good degree of accuracy in grammar,  vocabulary and sentence construction; register and style are consistently appropriate to  the task. | **5**  Language is very clear, effective, carefully chosen and precise, with a high degree of  accuracy in grammar, vocabulary and sentence construction; register and style are  effective and appropriate to the task. |

**Paper 2: Essay (HL)**

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| **A: Knowledge and understanding**  • How much knowledge and understanding of the part 3 works and their context has the student  demonstrated in relation to the question answered? | **0**  The work does not reach a standard described by the descriptors below. | **1**  Little knowledge of the part 3 works is demonstrated. | **2**  Knowledge of the part 3 works and the way context affects their meaning is sometimes  illustrated; understanding is superficial. | **3**  Knowledge of the part 3 works and the way context affects their meaning is adequately  illustrated; understanding is satisfactory. | **4**  Knowledge of the part 3 works and the way context affects their meaning is pertinently  illustrated and the understanding shown is good. | 5  Knowledge of the part 3 works and the way context affects their meaning is thoroughly  and persuasively illustrated and the understanding shown is perceptive. |
| **B: Response to the question**  • To what extent is an understanding of the expectations of the question shown?  • How relevant is the response to these expectations, and how far does it show critical analysis? | **0**  The work does not reach a standard described by the descriptors below. | **1**  There is little awareness of the expectations of the question. | **2**  There is some awareness of the expectations of the question; the response is only partly  relevant and is mostly unsubstantiated generalization. | **3**  There is adequate awareness of the expectations of the question; the response is  generally relevant and critical. | **4**  There is good understanding of the expectations and some of the subtleties of the  question; the response is consistently relevant and critical. | **5**  There is excellent understanding of the expectations and many of the subtleties of the  question; the response is relevant, focused and insightful. |
| **C: Understanding of the use and effects of stylistic features**  • To what extent does the essay show awareness of how the writer’s choices of the stylistic features in  the texts (for example, characterization, setting, theme, narrative point of view, structure, style and  technique) are used to construct meaning?  • To what extent does the essay show understanding of the effects of stylistic features? | **0**  The work does not reach a standard described by the descriptors below. | **1**  There is little awareness or illustration of the use of stylistic features. | **2**  There is some awareness and illustration of the use of stylistic features, with limited  understanding of their effects.. | **3**  There is adequate awareness and illustration of the use of stylistic features, with adequate  understanding of their effects. | **4**  There is good awareness and illustration of the use of stylistic features, with good  understanding of their effects. | **5**  There is excellent awareness and illustration of the use of stylistic features, with very good  understanding of their effects. |
| **D: Organization and development**  • How logical and developed is the argument of the essay?  • How coherent and effective is the formal structure of the essay? | **0**  The work does not reach a standard described by the descriptors below. | **1**  There is little focus, structure and development.. | **2**  There is some focus, structure and development. | **3**  There is adequate focus, structure and development. | **4**  There is good focus, structure and development. | **5**  There is precise focus and excellent structure; the work is coherently sequenced and  thoroughly developed. |
| **E: Language**  • How clear, varied and accurate is the language?  • How appropriate is the choice of register, style and terminology? (“Register” refers, in this context,  to the student’s use of elements such as vocabulary, tone, sentence structure and terminology  appropriate to the task.) | **0**  The work does not reach a standard described by the descriptors below. | **1**  Language is rarely clear and appropriate; there are many errors in grammar, vocabulary  and sentence construction and little sense of register and style. | **2**  Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence  construction are fairly accurate, although errors and inconsistencies are apparent; the  register and style are to some extent appropriate to the task. | **3**  Language is clear and carefully chosen with an adequate degree of accuracy in grammar,  vocabulary and sentence construction despite some lapses; register and style are mostly  appropriate to the task. | **4**  Language is clear and carefully chosen, with a good degree of accuracy in grammar,  vocabulary and sentence construction; register and style are consistently appropriate to  the task. | **5**  Language is very clear, effective, carefully chosen and precise, with a high degree of  accuracy in grammar, vocabulary and sentence construction; register and style are  effective and appropriate to the task. |

**Individual oral commentary (SL/HL)**

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| **A: Knowledge and understanding of the text or extract**  • To what extent does the commentary show knowledge and understanding of the text?  • Are the comments supported by well-chosen references to the text? | **1 -2**  The commentary shows limited knowledge and little or no understanding of the text;  comments are rarely supported by references to the text. | **3-4**  The commentary shows superficial knowledge and understanding of the text; comments  are occasionally supported by references to the text. | **5-6**  The commentary shows adequate knowledge and understanding of the text; comments  are generally supported by references to the text.. | **7-8**  The commentary shows a very good knowledge and understanding of the text;  comments are supported by well-chosen references to the text. | **9-10**  The commentary shows excellent knowledge and understanding of the text; comments  are effectively supported by well-chosen references to the text. |
| **B: Understandingthe use and effects of literary features**  • To what extent does the commentary show an awareness of how the literary features in the text (for example, structure, technique and style) are used to construct meaning?  • To what extent does the commentary show understanding of the effects of literary features? | **1-2**  There is little awareness of the use of literary features and little or no illustration of their effects on the reader.**.** | **3-4**  There is some awareness of the use of literary features, with few references illustrating  their effects on the reader.. | **5-6**  There is adequate awareness and illustration of the use of literary features, with  understanding of their effects on the reader. | **7-8**  There is good awareness and illustration of the use of literary features, with detailed  understanding of their effects on the reader. | **9-10**  There is excellent awareness and illustration of the use of literary features, with very good  understanding of their effects on the reader. |
| **C: Organization**  • How well organized is the commentary?  • How coherent is the structure? | **1**  Little organization is apparent; the commentary has little structure. | **2**  Some organization is apparent; the commentary has some structure. | **3**  The commentary is adequately organized; the structure is generally coherent. | **4**  The commentary is well organized; the structure is mostly coherent. | **5**  The commentary is very effectively organized; the structure is coherent and effective. |
| **D: Language**  • How clear, varied and accurate is the language?  • How appropriate is the choice of register and style? (“Register” refers, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the commentary.) | **1**  The language is rarely clear and appropriate, with many errors in grammar and sentence construction and little sense of register and style**.** | **2**  The language is sometimes clear and appropriate; grammar and sentence construction are generally accurate, although errors and inconsistencies are apparent; register and style are to some extent appropriate. | **3**  The language is mostly clear and appropriate, with an adequate degree of accuracy in grammar and sentence construction; the register and style are mostly appropriate. | **4**  The language is clear and appropriate, with a good degree of accuracy in grammar and sentence construction; register and style are effective and appropriate. | **5**  The language is very clear and entirely appropriate, with a high degree of accuracy in grammar and sentence construction; the register and style are consistently effective and appropriate. |

**Further oral activity (SL/HL)**

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| **A: Knowledge and understanding of the text(s) and subject matter or extract**  • To what extent does the activity show knowledge and understanding of the text(s) and subject chosen  for the oral activity?  • Has the student shown awareness and understanding of the meaning of the text(s) in relation to the  subject? | **1 -2**  The activity shows limited knowledge and little or no understanding of the text(s) and the  subject chosen. | **3-4**  The activity shows some knowledge and understanding of the text(s) and some  awareness of the significance of the text(s) in relation to the subject chosen. | **5-6**  The activity shows adequate knowledge and understanding of the text(s) and awareness  of the significance of the text(s) in relation to the subject chosen. | **7-8**  The activity shows good knowledge and understanding of the text(s) and good  awareness of the significance of the text(s) in relation to the subject chosen. | **9-10**  The activity shows excellent knowledge and understanding of the text(s) and excellent  awareness of the significance of the text(s) in relation to the subject chosen. |
| **B: Understanding of how language is used**  • To what extent does the activity show understanding of the way language is used to create meaning?  • Has the student shown an appreciation of how language and style is used to particular effect in the  text? | **1-2**  The work shows a superficial understanding of the way language is used to create  meaning; there is little appreciation of the use of language and style. | **3-4**  The work shows some understanding of the way language is used to create meaning;  there is some appreciation of the use of language and style. | **5-6**  The work shows an adequate understanding of the way language is used to create  meaning and adequate appreciation of the use of language and style. | **7-8**  The work shows a good understanding of the way language is used to create meaning and good appreciation of the use of language and style. | **9-10**  The work shows an excellent understanding of the way language is used to create meaning. The appreciation of the use of language and style is thorough and detailed. |
| **C: Organization**  • How well organized is the oral activity?  • How coherent is the structure? | **1**  Little organization is apparent; the oral activity has little structure. | **2**  Some organization is apparent; the oral activity has some structure. | **3**  The oral activity is organized; the structure is generally coherent. | **4**  The oral activity is well organized; the structure is mostly coherent. | **5**  The oral activity is effectively organized; the structure is coherent and effective. |
| **D: Language**  • How clear, varied and accurate is the language?  • How appropriate is the choice of register and style? (“Register” refers, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the commentary.) | **1**  The language is rarely clear and appropriate, with many errors in grammar and sentence construction and little sense of register and style**.** | **2**  The language is sometimes clear and appropriate; grammar and sentence construction are generally accurate, although errors and inconsistencies are apparent; register and style are to some extent appropriate. | **3**  The language is mostly clear and appropriate, with an adequate degree of accuracy in grammar and sentence construction; the register and style are mostly appropriate. | **4**  The language is clear and appropriate, with a good degree of accuracy in grammar and sentence construction; register and style are effective and appropriate. | **5**  The language is very clear and entirely appropriate, with a high degree of accuracy in grammar and sentence construction; the register and style are consistently effective and appropriate. |