**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 beinginvestigated. | 2The rationale shows clear explanation and understanding of the aspects beinginvestigated. |  |  |
| **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. | 1-2The 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. | 3-4The 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. | 5-6The 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. | 7-8The 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. | 1Little organization and structure are apparent. | 2Some organization is apparent. The task has some structure, although it is not sustained. | 3The task is organized. The task has some structure, although it is not sustained. | 4The task is organized. The structure is generally coherent. | 5The 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 thestudent’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. | 1The use of language lacks appropriateness; there is little or no sense of register. | 2The use of language and the style lack effectiveness; there is little sense of register. | 3The use of language and the style are sometimes effective; the register is to some extentappropriate to the task. | 4The use of language and the style are mostly effective; the register is mostly appropriateto the task. | 5The 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 itspossible 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 sometimessupported 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. | 5There is very good understanding of the text and context; perceptive comments aresupported 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 aslanguage, 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 thefeatures 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 oftheir effects. | **4**There is good awareness of the use of stylistic features, with adequate understanding oftheir effects. | **5** There is very good awareness of the use of stylistic features, with good understanding oftheir 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 thananalysis. | **2**Some organization is apparent; the analysis has some coherence but may containelements of paraphrase, summary and simple explanation. There is little development ofthe argument. | **3**The analysis is adequately organized in a generally coherent manner. There is somedevelopment of the argument. | **4**The analysis is well organized and mostly coherent. The argument is adequatelydeveloped. | **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 terminologyappropriate 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, vocabularyand sentence construction and little sense of register and style. | **2**Language is sometimes clear and carefully chosen; grammar, vocabulary and sentenceconstruction are fairly accurate, although errors and inconsistencies are apparent; theregister 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 mostlyappropriate 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 tothe task. | **5**Language is very clear, effective, carefully chosen and precise, with a high degree ofaccuracy in grammar, vocabulary and sentence construction; register and style areeffective 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 studentdemonstrated 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, butunderstanding is limited. | **3**Knowledge of the part 3 works and the way in which context affects their meaning isadequately demonstrated and shows a general understanding. | **4**Knowledge of the part 3 works and the way in which context affects their meaning issubstantially demonstrated, and the understanding shown is good. | 5Knowledge of the part 3 works and the way in which context affects their meaning isthoroughly 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 mainlyunsubstantiated generalization. | **3**There is adequate awareness of the main expectations of the question, with a generallyrelevant 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 thetext (for example, narrative point of view, setting, characterization, structure, style and technique) areused 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 someunderstanding of their effects. | **4**There is good awareness and illustration of stylistic features, with adequateunderstanding of their effects. | **5**There is very good awareness and illustration of stylistic features, with goodunderstanding 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 terminologyappropriate 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, vocabularyand sentence construction and little sense of register and style. | **2**Language is sometimes clear and carefully chosen; grammar, vocabulary and sentenceconstruction are fairly accurate, although errors and inconsistencies are apparent; theregister 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 mostlyappropriate 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 tothe task. | **5**Language is very clear, effective, carefully chosen and precise, with a high degree ofaccuracy in grammar, vocabulary and sentence construction; register and style areeffective 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 beinginvestigated. | 2The rationale shows clear explanation and understanding of the aspects beinginvestigated. |  |  |
| **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. | 1-2The 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. | 3-4The task shows a mostly adequate understanding of the topic(s) or text(s) to which itrefers. The content is generally appropriate to the task chosen.The task shows an adequate understanding of the conventions of the text type chosen.. | 5-6The 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. | 7-8The 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. | 1Little organization and structure are apparent. | 2Some organization is apparent. The task has some structure, although it is not sustained. | 3The task is organized; the structure is generally coherent. | 4The task is well organized; the structure is mostly coherent. | 5The 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 thestudent’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. | 1There is little clarity, with many basic errors; little sense of register and style. | 2There is some clarity, though grammar, spelling and sentence structure are ofteninaccurate; some sense of register, style and appropriate vocabulary.. | 3The 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 | 5The 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 theregister 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.. | 2The 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. | 1-2The 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). | 3-4There 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). | 5-6There 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). | 7-8There 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. | 1Little organization is apparent; the task has little structure and the argument is poorlydeveloped.. | 2Some organization is apparent; the task has some structure, although it is not sustained.The argument has some development. | 3The task is organized, and the structure is generally coherent. There is some developmentof the argument. | 4The task is well organized; the structure is mostly coherent and the argument is clearlydeveloped. | 5The task is effectively organized; the structure is coherent and the argument is effectivelydeveloped. |
| **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 thestudent’s use of elements such as vocabulary, tone, sentence structure and idiom appropriate to thetask; register is assessed on the task itself.) | **0**The work does not reach a standard described by the descriptors below. | 1There is little clarity, with many basic errors; little sense of register and style. | 2There is some clarity, though grammar, spelling and sentence structure are ofteninaccurate; some sense of register, style and appropriate vocabulary.. | 3The use of language and the style are generally clear and effective, though there aresome inaccuracies in grammar, spelling and sentence construction; generally appropriatein register, style and vocabulary.. | 4The 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. | 5The use of language and the style are very clear and effective, with a very good degree ofaccuracy; sentence construction and vocabulary are good; the style is confident and theregister 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, andtheir 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 similaritiesor differences; summary predominates and observations are rarely supported byreferences to the texts. | **2**There is some understanding of the context and purpose of the texts, and the similaritiesor differences between them; observations are generally supported by references to thetexts. | **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 asobservations that are generally supported by references to the texts.. | **4**There is good understanding of the texts, their context and purpose, and the similaritiesand differences between them; comments are mostly supported by well-chosenreferences to the texts. | 5There is excellent understanding of the texts, their context and purpose, and thesimilarities and differences between them; comments are fully supported by well-chosenreferences 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 theireffects on the reader. | **2**There is some awareness of the use of stylistic features, with a few references illustratingtheir effects on the reader. | **3**There is adequate awareness of the use of stylistic features and understanding of theireffects on the reader. | **4**There is good awareness and illustration of the use of stylistic features and detailedunderstanding of their effects on the reader. | **5** There is excellent awareness of the use of stylistic features, with very good understandingof 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. Thereis a sense of balance and adequate development. | **4**The comparative analysis is well organized and balanced. The structure is mostly coherentand there is a good sense of development. | **5**The comparative analysis is well balanced and effectively organized, with a coherent andeffective 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 terminologyappropriate 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, vocabularyand sentence construction and little sense of register and style.. | **2**Language is sometimes clear and carefully chosen; grammar, vocabulary and sentenceconstruction are fairly accurate, although errors and inconsistencies are apparent; theregister 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 mostlyappropriate 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 tothe task. | **5**Language is very clear, effective, carefully chosen and precise, with a high degree ofaccuracy in grammar, vocabulary and sentence construction; register and style areeffective 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 studentdemonstrated 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 sometimesillustrated; understanding is superficial. | **3**Knowledge of the part 3 works and the way context affects their meaning is adequatelyillustrated; understanding is satisfactory. | **4**Knowledge of the part 3 works and the way context affects their meaning is pertinentlyillustrated and the understanding shown is good. | 5Knowledge of the part 3 works and the way context affects their meaning is thoroughlyand 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 partlyrelevant and is mostly unsubstantiated generalization. | **3**There is adequate awareness of the expectations of the question; the response isgenerally relevant and critical. | **4**There is good understanding of the expectations and some of the subtleties of thequestion; the response is consistently relevant and critical. | **5** There is excellent understanding of the expectations and many of the subtleties of thequestion; 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 inthe texts (for example, characterization, setting, theme, narrative point of view, structure, style andtechnique) 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 limitedunderstanding of their effects.. | **3**There is adequate awareness and illustration of the use of stylistic features, with adequateunderstanding of their effects. | **4**There is good awareness and illustration of the use of stylistic features, with goodunderstanding of their effects. | **5**There is excellent awareness and illustration of the use of stylistic features, with very goodunderstanding 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 andthoroughly 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 terminologyappropriate 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, vocabularyand sentence construction and little sense of register and style. | **2**Language is sometimes clear and carefully chosen; grammar, vocabulary and sentenceconstruction are fairly accurate, although errors and inconsistencies are apparent; theregister 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 mostlyappropriate 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 tothe task. | **5**Language is very clear, effective, carefully chosen and precise, with a high degree ofaccuracy in grammar, vocabulary and sentence construction; register and style areeffective 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; commentsare occasionally supported by references to the text. | **5-6**The commentary shows adequate knowledge and understanding of the text; commentsare 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; commentsare 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 illustratingtheir effects on the reader.. | **5-6** There is adequate awareness and illustration of the use of literary features, withunderstanding of their effects on the reader. | **7-8** There is good awareness and illustration of the use of literary features, with detailedunderstanding of their effects on the reader. | **9-10** There is excellent awareness and illustration of the use of literary features, with very goodunderstanding 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 chosenfor the oral activity?• Has the student shown awareness and understanding of the meaning of the text(s) in relation to thesubject? | **1 -2** The activity shows limited knowledge and little or no understanding of the text(s) and thesubject chosen. | **3-4**The activity shows some knowledge and understanding of the text(s) and someawareness 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 awarenessof 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 goodawareness 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 excellentawareness 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 thetext? | **1-2** The work shows a superficial understanding of the way language is used to createmeaning; 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 createmeaning 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. |