

Marks	Level descriptor
3–4	<b>The development of ideas is poor, and the argument is rarely clear and convincing.</b> The structure of the argument is sometimes apparent. The ideas are sometimes relevant.
5–6	<b>The development of ideas is sometimes good, and the argument has some clarity and is sometimes convincing.</b> The structure of the argument is evident. The ideas are generally relevant.
7–8	<b>The development of ideas is good and methodical; the argument is clear and fairly convincing.</b> The structure of the argument is coherent and organized. The ideas are well expressed and relevant.
9–10	<b>The development of ideas is very good and methodical; the argument is convincing.</b> The structure of the argument is consistently coherent and organized. The ideas are very well expressed, relevant and engaging.

## Written assignment: Receptive and written productive skills (HL)

### Criterion A: Language

- How effectively and accurately does the student use language?

**Failure to write the minimum number of words will result in a 1-mark penalty.**

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	<b>Command of the language is generally adequate, despite many inaccuracies.</b> A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	<b>Command of the language is effective, despite some inaccuracies.</b> A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	<b>Command of the language is effective.</b> A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.

**Criterion B: Content**

- To what extent does the student show appreciation of the literary work?
- How skillfully is the task planned?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>The student does not make use of the literary work.</b> Connection with the text is superficial or little developed. There is no evidence of organization.
3–4	<b>The student makes little use of the literary work.</b> Connection with the text is basic. There is little evidence of organization.
5–6	<b>The student makes some use of the literary work.</b> Connection with the text is adequate and is used fairly well. There is some evidence of organization.
7–8	<b>The student makes use of the literary work.</b> Connection with the text is good. There is evidence of organization.
9–10	<b>The student makes good use of the literary work.</b> Connection with the text is effective. There is clear evidence of organization.

**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	<b>The text type is sometimes recognizable and appropriate.</b> Conventions appropriate to the text type are limited.
2	<b>The text type is generally recognizable and appropriate.</b> Some conventions appropriate to the text type are evident.
3	<b>The text type is recognizable and appropriate.</b> Conventions appropriate to the text type are effective.
4	<b>The text type is recognizable, appropriate and convincing.</b> Conventions appropriate to the text type are effective and varied.

**Criterion D: Rationale**

- How clear and convincing is the rationale?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The rationale is not clear.
2	The rationale is clear to some extent.
3	The rationale is clear, pertinent and directly linked to the literary work.