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.

Written assignment: Receptive and written productive skills (SL)

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	**Command of the language is generally inadequate.** A very limited range of vocabulary is used, with many basic errors. 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. 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. 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. Sentence structures are clear.

Criterion B: Content

- How well has the student used the sources to achieve the aim(s) stated in the rationale?
- How skillfully are the sources used for the task?
- How well organized is the information gathered from the sources?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	**The student makes little use of the sources and has not fulfilled the aim(s) stated in the rationale.** Use of the sources is superficial or poorly developed. There is no evidence of organization.
3–4	**The student makes some use of the sources and partially fulfills the aim(s) stated in the rationale.** Use of the sources is basic, though at least relevant. There is an attempt at organization.
5–6	**The student makes use of the sources and generally fulfills the aim(s) stated in the rationale.** Use of the sources is adequate. There is some organization.
7–8	**The student makes good use of the sources and mostly fulfills the aim(s) stated in the rationale.** Use of the sources is good. The work is mostly organized.
9–10	**The student makes effective use of the sources and fulfills the aim(s) stated in the rationale.** Use of the sources is effective. The work is organized.

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 limited.

Marks	Level descriptor
3	**The text type is sometimes recognizable and appropriate.** Conventions appropriate to the text type are evident.
4	**The text type is clearly recognizable and appropriate.** Conventions appropriate to the text type are effective and evident.

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 and directly linked to the sources.

External assessment details—HL

Paper 1: Receptive skills

Duration: 1 hour 30 minutes
Weighting: 25%
Paper 1 is based on the core: communication and media, global issues, social relationships.

This paper is externally set and externally assessed. It assesses, through a number of questions, the students' ability to read a range of texts. The text booklet consists of five texts. The question and answer booklet contains questions on those texts. The students' understanding and interpretation of the written texts are assessed, not the students' knowledge of the topic.

Knowledge of vocabulary relevant to the topic is expected. Although the format of the paper is similar at both SL and HL, the overall reading material is longer and more complex at HL, in keeping with the aims of the language B course.

All texts and questions are in the target language and all responses must be written in the target language.

The following list, which is not exhaustive, gives some text types with which students are expected to be familiar. These may be presented in electronic format.

- Article, column
- Blog
- Brochure, leaflet, flyer, pamphlet, advertisement
- Essay
- Interview in any form
- News report