

# HL Assessment Criteria - Written Task 1

Prepared as workshop resource by Sophie Duncker – not IB material.

	Achievement level 0	Achievement level 1	Achievement level 2			
<p><b>Criterion A: Rationale</b> Does the rationale for the written task explain how the task is linked to the aspects of the course being investigated? <b>Note:</b> one mark deducted if more than 300 words</p>	The work does not reach a standard described by the descriptors	The rationale shows some explanation and understanding of the aspects being investigated	The rationale shows clear explanation and understanding of the aspects being investigated			
<p><b>Criterion B: Task and Content</b> 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? <b>Note: a formal essay is not appropriate and will limit marks available for this criterion</b></p>	Achievement level 0 The work does not reach a standard described by the descriptors	Achievement level 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	Achievement level 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.	Achievement level 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.	Achievement level 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.	
	Achievement level 0	Achievement level 1	Achievement level 2	Achievement level 3	Achievement level 4	Achievement level 5
<p><b>Criterion C: Organization</b> How well organized is the task? How coherent is the structure? <b>Note: If the word limit of 1000 is exceeded, 2 marks will be deducted</b></p>	The work does not reach a standard described by the descriptors	Little organization is apparent, the task has little structure.	Some organization is apparent; the task has some structure, although it is not sustained.	The task is organized; the structure is generally coherent.	The task is well organized; the structure is mostly coherent.	The task is effectively organized; the structure is coherent and effective.
<p><b>Criterion D: Language and Style</b> How effective is the use of language and style? How appropriate to the task is the choice of register and style? <b>Note: A student who writes an appropriate rationale but fails to achieve an appropriate register in the task cannot score more than 3 marks</b></p>	The work does not reach a standard described by the descriptors	There is little clarity, with many basic errors; little sense of register and style.	There is some clarity, though grammar, spelling and sentence structure are often inaccurate; some sense of register, style and appropriate vocabulary.	The use of language and style are generally clear and effective, though there are some inaccuracies in grammar, spelling and sentence construction; generally appropriate in register, style and vocabulary.	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..	The use of language and 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.

# SL Assessment Criteria - Written Task 1

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	Achievement level 0	Achievement level 1	Achievement level 2			
<p><b>Criterion A: Rationale</b> Does the rationale for the written task explain how the task is linked to the aspects of the course being investigated? <b>Note:</b> one mark deducted if more than 300 words</p>	The work does not reach a standard described by the descriptors	The rationale shows some explanation and understanding of the aspects being investigated	The rationale shows clear explanation and understanding of the aspects being investigated			
<p><b>Criterion B: Task and Content</b> 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? <b>Note: a formal essay is not appropriate and will limit marks available for this criterion</b></p>	Achievement level 0 The work does not reach a standard described by the descriptors	Achievement level 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	Achievement level 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.	Achievement level 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.	Achievement level 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.	
	Achievement level 0	Achievement level 1	Achievement level 2	Achievement level 3	Achievement level 4	Achievement level 5
<p><b>Criterion C: Organization</b> How well organized is the task? How coherent is the structure? <b>Note: If the word limit of 1000 is exceeded, 2 marks will be deducted</b></p>	The work does not reach a standard described by the descriptors	Little organization and structure are apparent.	Some organization is apparent; the task has some structure, although it is not sustained.	The task is organized; the task has some structure, although it is not sustained.	The task is organized; the structure is generally coherent.	The task is well organized; the structure is coherent.
<p><b>Criterion D: Language and Style</b> How effective is the use of language and style? How appropriate to the task is the choice of register and style? <b>Note: A student who writes an appropriate rationale but fails to achieve an appropriate register in the task cannot score more than 3 marks</b></p>	The work does not reach a standard described by the descriptors	The use of language lacks appropriateness; there is little or no sense of register.	The use of language and the style lack effectiveness; there is little sense of register	The use of language and style are sometimes effective; the register is to some extent appropriate to the task.	The use of language and the style are mostly effective; the register is mostly appropriate to the task.	The use of language and style are effective; the register is appropriate to the task.

# HL Assessment Criteria - Written Task 2: Critical Response

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	Achievement level 0	Achievement level 1	Achievement level 2			
<b>Criterion A: Outline</b> Does the outline for the task clearly highlight the particular focus of the task?	The work does not reach a standard described by the descriptors	The outline partially highlights the particular focus of the task.	The outline clearly highlights the particular focus of the task.			
	<b>Achievement level 0</b>	<b>Achievement level 1-2</b>	<b>Achievement level 3-4</b>	<b>Achievement level 5-6</b>	<b>Achievement level 7-8</b>	
<b>Criterion B: Response to the Question</b> 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)?	The work does not reach a standard described by the descriptors	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).	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).	There is good understanding of the expectations of the question. Ideas are mostly relevant and focused. The response is mostly supported by references to the text(s).	There is thorough understanding of the expectations of the question. Ideas are relevant and focused. The response is mostly supported by references to the text(s).	
	<b>Achievement level 0</b>	<b>Achievement level 1</b>	<b>Achievement level 2</b>	<b>Achievement level 3</b>	<b>Achievement level 4</b>	<b>Achievement level 5</b>
<b>Criterion C: Organization</b> How well organized is the task? How coherent is the structure? <b>Note: If the word limit of 1000 is exceeded, 2 marks will be deducted</b>	The work does not reach a standard described by the descriptors	Little organization is apparent, the task has little structure and the argument is poorly developed.	Some organization is apparent; the task has some structure, although it is not sustained. The argument has some development.	The task is organized; the structure is generally coherent. There is some development of the argument.	The task is well organized; the structure is mostly coherent and the argument is clearly developed.	The task is effectively organized; the structure is coherent and the argument is effectively developed.
<b>Criterion D: Language and Style</b> How effective is the use of language and style? How appropriate to the task is the choice of register and style? <b>Note: A student who writes an appropriate rationale but fails to achieve an appropriate register in the task cannot score more than 3 marks</b>	The work does not reach a standard described by the descriptors below.	There is little clarity, with many basic errors; little sense of register and style.	There is some clarity, though grammar, spelling and sentence structure are often inaccurate; some sense of register, style and appropriate vocabulary.	The use of language and style are generally clear and effective, though there are some inaccuracies in grammar, spelling and sentence construction; generally appropriate in register, style and vocabulary.	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..	The use of language and 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.