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| BBIS – DP English Language and Literature A1 HL **2**  L&L Written Task **2** HL  Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Assessment Criteria for WRITTEN TASK II | | | | | | | |
| Criterion A:  OUTLINE | | Criterion B:  RESPONSE TO THE QUESTION | | Criterion C:  ORGANIZATION & ARGUMENT | | Criterion D:  LANGUAGE AND STYLE | |
| **2** | The outline clearly highlights the particular focus of the task. | **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). | **5** | The task is effectively organized.The structure is coherent.The argument is effectively developed. | **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. |
| **1** | The outline partially highlights the particular focus of the task. | **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). | **4** | The task is well organized.The structure is mostly coherent.The argument is clearly developed. | **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. |
| **0** | The work does not reach a standard described by the descriptors above. | **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). | **3** | The task is organized.The structure is generally coherent.There is some development of the argument. | **3** | The use of language and the style are generally clear and effective, though there aresome inaccuracies in grammar, spelling and sentence construction.Generally appropriate in register, style and vocabulary. |
| Task description:  Part I II III IV  Question 1 2 3 4 5 6  Text(s) \_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Overall mark  awarded: \_\_\_\_\_\_\_\_ | | **1-2** | The student has a superficial understanding of the expectations of the question.Ideas are frequently irrelevant and/or repetitiveThe response is not supported by references to the text(s). | **2** | Some organization is apparent.The task has some structure, although it is not sustained.The argument has some development. | **2** | There is some clarity, though grammar, spelling and sentence structure are often inaccurate.Some sense of register, style and appropriate vocabulary. |
| **0** | The work does not reach a standard described by the descriptors above. | **1** | Little organization is apparent.The task has little structure.The argument is poorly developed. | **1** | There is little clarity, with many basic errors.Little sense of register and style. |
|  | | **0** | The work does not reach a standard described by the descriptors above. | **0** | The work does not reach a standard described by the descriptors above. |

L&L Written Task **2** HL

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| Criterion A:  OUTLINE *• Does the outline of the written task clearly highlight the particular focus of the task?* | Criterion 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)?* | Criterion C:  ORGANIZATION & ARGUMENT *• How well organized is the task?*  *• How coherent is the structure?*  *• How well developed is the argument of the written task?*  The word length for the written task is 800–1,000 words. If the word limit is exceeded,  2 marks will be deducted. | Criterion 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.  A student who fails to achieve an appropriate register in the task cannot score > 3 marks.) |

COMMENTS

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