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| BBIS – DP English Language and Literature A1 HL **2**L&L Written Task **2** HLStudent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_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 IVQuestion 1 2 3 4 5 6Text(s) \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Overall markawarded: \_\_\_\_\_\_\_\_ | **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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| Reader, culture and text1. How could the text be read and interpreted differently by two different readers?
2. If the text had been written in a different time or place or language or for a different audience, how and why might it differ?
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| Power and privilege1. How and why is a social group represented in a particular way?
2. Which social groups are marginalized, excluded or silenced within the text?
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| Text and genre1. How does the text conform to, or deviate from, the conventions of a particular genre, and for what purpose?
2. How has the text borrowed from other texts, and with what effects?
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