**Individual Oral Presentation Rubric (HL)**

**Criterion A: Knowledge and understanding of the work(s)**

* How much knowledge and understanding does the student show of the work(s) used in the presentation?

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| --- | --- |
| Marks | Level descriptor |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1-2 | There is little knowledge or understanding of the content of the work(s) presented. |
| 3-4 | There is some knowledge and superficial understanding of the content of the work(s) presented. |
| 5-6 | There is adequate knowledge and understanding of the content and most of the implications of the work(s) presented. |
| 7-8 | There is very good knowledge and understanding of the content and most of the implications of the work(s) presented. |
| 9-10 | There is excellent knowledge and understanding of the content and implications of the work(s) presented. |

**Criterion B: Presentation**

* How much attention has been given to making the delivery effective and appropriate to the presentation?
* To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)?

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| --- | --- |
| Marks | Level descriptor |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1-2 | Delivery of the presentation is seldom appropriate, with little attempt to interest the audience. |
| 3-4 | Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience. |
| 5-6 | Delivery of the presentation is appropriate, with a clear intention to interest the audience. |
| 7-8 | Delivery of the presentation is effective, with suitable strategies used to interest the audience. |
| 9-10 | Delivery of the presentation is highly effective, with purposeful strategies used to interest the audience. |

**Criterion C: Language**

* How clear and appropriate is the language?
* How well is the register and style suited to the choice of the presentation? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the presentation.)

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| --- | --- |
| Marks | Level descriptor |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1-2 | The language is rarely appropriate, with a very limited attempt to suit register and style to the choice of presentation. |
| 3-4 | The language is sometimes appropriate, with some attempt to suit register and style to the choice of presentation. |
| 5-6 | The language is mostly clear and appropriate, with some attention paid to register and style that is suited to the choice of presentation. |
| 7-8 | The language is clear and appropriate, with register and style consistently suited to the choice of presentation. |
| 9-10 | The language is very clear and entirely appropriate, with register and style consistently effective and suited to the choice of presentation. |

**Written assignment Rubric (SL and HL)**

**Criterion A: Fulfilling the requirements of the reflective statement** To what extent does the student show how their understanding of cultural and contextual elements was developed through the interactive oral? ***NOTE: The word limit for the reflective statement is 300-400 words. If the word limit is exceeded, 1 mark will be deducted.***

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| --- | --- |
| Marks | Level descriptor |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | Reflection on the interactive oral shows superficial development of the student’s understanding of cultural and contextual elements. |
| 2 | Reflection on the interactive oral shows some development of the student’s understanding of cultural and contextual elements. |
| 3 | Reflection on the interactive oral shows development of the student’s understanding of cultural and contextual elements. |

**Criterion B: Knowledge and understanding** How effectively has the student used the topic and the essay to show knowledge and understanding of the chosen work?

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| --- | --- |
| Marks | Level descriptor |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1-2 | The essay shows some knowledge but little understanding of the work used for the assignment. |
| 3-4 | The essay shows knowledge and understanding of, and some insight into, the work used for the assignment. |
| 5-6 | The essay shows detailed knowledge and understanding of, and perceptive insight into, the work used for the assignment. |

**Criterion C: Appreciation of the writer’s choices** To what extent does the student appreciate how the writer’s choices of form, structure, technique and style shape meaning?

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| --- | --- |
| Marks | Level descriptor |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1-2 | There is some mention, but little appreciation, of the ways in which language, structure, technique and style shape meaning. |
| 3-4 | There is adequate appreciation of the ways in which language, structure, technique and style shape meaning. |
| 5-6 | There is excellent appreciation of the ways in which language, structure, technique and style shape meaning. |

**Criterion D: Organization and development** How effectively have the ideas been organized, and how well are references to the works integrated into the development of ideas?   
 ***NOTE: The word limit for the essay is 1,200-1,500 words. If the word limit is exceeded, 2 marks will be deducted.***

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| Marks | Level descriptor |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | There is some attempt to organize ideas, but little use of examples from the works used. |
| 2 | Ideas are superficially organized and developed, with some integrated examples from the works used. |
| 3 | Ideas are adequately organized and developed, with appropriately integrated examples from the works used. |
| 4 | Ideas are effectively organized and developed, with well-integrated examples from the works used. |
| 5 | Ideas are persuasively organized and developed, with effectively integrated examples from the works used. |

**Criterion E: Language** How clear, varied and accurate is the language?How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as   
 vocabulary, tone, sentence structure and terminology appropriate to the task.)

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| --- | --- |
| Marks | Level descriptor |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style. |
| 2 | Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task. |
| 3 | Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction, despite some lapses; register and style are mostly appropriate to the task. |
| 4 | Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task. |
| 5 | Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task. |

**Individual Oral Commentary and Discussion Rubric (HL)**

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|  | **0** | **1** | **2** | **3** | **4** | **5** |
| **Criterion A: Knowledge and understanding of the poem** How well is the student’s knowledge and understanding of the poem demonstrated by their interpretation? | The work does not reach a standard described by the descriptors. | There is limited knowledge and little or no understanding, with poor interpretation and virtually no relevant references to the poem. | There is superficial knowledge and some understanding, with limited interpretation occasionally supported by references to the poem. | There is adequate knowledge and understanding, demonstrated by interpretation supported by appropriate references to the poem. | There is very good knowledge and understanding, demonstrated by careful interpretation supported by well-chosen references to the poem. | There is excellent knowledge and understanding, demonstrated by individual interpretation effectively supported by precise and well-chosen references to the poem. |
| **Criterion B: Appreciation of the writer’s choices”** To what extent does the student appreciate how the writer’s choices of language, structure, technique and style shape meaning? | The work does not reach a standard described by the descriptors. | There are few references to, and no appreciation, of the ways in which language, structure, technique and style shape meaning in the poem. | There is some mention, but little appreciation, of the ways in which language, structure, technique and style shape meaning in the poem. | There is adequate appreciation of the ways in which language, structure, technique and style shape meaning in the poem. | There is very good appreciation of the ways in which language, structure, technique and style shape meaning in the poem. | There is excellent appreciation of the ways in which language, structure, technique and style shape meaning in the poem. |
| **Criterion C: Organization and presentation of the commentary** To what extent does the student deliver a structured, well-focused commentary? | The work does not reach a standard described by the descriptors. | The commentary shows little evidence of planning, with very limited structure and/or focus. | The commentary shows some structure and focus. | The commentary shows evidence of a planned structure and is generally focused. | The commentary is clearly structured and the focus is sustained. | The commentary is effectively structured, with a clear, purposeful and sustained focus. |
| **Criterion D: Knowledge and understanding of the work used in the discussion** How much knowledge and understanding has the student shown of the work used in the discussion? | The work does not reach a standard described by the descriptors. | There is little knowledge or understanding of the content of the work discussed. | There is some knowledge and superficial understanding of the content of the work discussed. | There is adequate knowledge and understanding of the content and some of the implications of the work discussed. | There is very good knowledge and understanding of the content and most of the implications of the work discussed. | There is excellent knowledge and understanding of the content and the implications of the work discussed. |
| **Criterion E: Response to the discussion questions** How effectively does the student respond to the discussion questions? | The work does not reach a standard described by the descriptors. | There is limited ability to respond meaningfully to the discussion questions. | Responses to the discussion questions are sometimes relevant. | Responses to the discussion questions are relevant and show some evidence of independent thought. | Well-informed responses to the discussion questions show a good degree of independent thought. | There are persuasive and independent responses to the discussion questions. |
| **Criterion F: Language** How clear, varied and accurate is the language?  How appropriate 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 terminology appropriate to the commentary.) | The work does not reach a standard described by the descriptors. | The language is rarely clear and appropriate, with many errors in grammar and sentence construction and little sense of register and style. | The language is sometimes clear and appropriate; grammar and sentence construction are generally accurate, although errors and inconsistencies are apparent; register and style are to some extent appropriate. | The language is mostly clear and appropriate, with an adequate degree of accuracy in grammar and sentence construction; register and style are mostly appropriate. | The language is clear and appropriate, with a good degree of accuracy in grammar and sentence construction; register and style are effective and appropriate. | The language is very clear and entirely appropriate, with a high degree of accuracy in grammar and sentence construction; register and style are consistently effective and appropriate. |

**Paper 1: Literary Commentary Rubric (HL)**

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|  | | **0** | **1** | | | **2** | | **3** | | **4** | | **5** | |
| **Criterion A:  Understanding and interpretation** How well does the student’s interpretation reveal understanding of the thought and feeling of the passage?  How well are the ideas supported by references to the passage? | | The work does not reach a standard described by the descriptors. | There is a basic understanding of the passage but virtually no attempt at interpretation and few references to the passage. | | | There is some understanding of the passage, with a superficial attempt at interpretation and some appropriate references to the passage. | | There is adequate understanding of the passage, demonstrated by an interpretation that is supported by appropriate references to the passage. | | There is a very good understanding of the passage, demonstrated by sustained interpretation supported by well-chosen references to the passage. | | There is excellent understanding of the passage, demonstrated by persuasive interpretation supported by effective references to the passage. | |
| **Criterion B:  Appreciation of the writer’s choices** To what extent does the analysis show appreciation of how the writer’s choices of language, structure, technique and style shape meaning? | | The work does not reach a standard described by the descriptors. | There are few references to, and no analysis or appreciation of, the ways in which language, structure, technique and style shape meaning. | | | There is some mention, but little analysis or appreciation, of the ways in which language, structure, technique and style shape meaning. | | There is adequate analysis and appreciation of the ways in which language, structure, technique and style shape meaning. | | There is very good analysis and appreciation of the ways in which language, structure, technique and style shape meaning. | | There is excellent analysis and appreciation of the ways in which language, structure, technique and style shape meaning. | |
| **Criterion C: Organization and development** How well organized, coherent and developed is the presentation of ideas? | | The work does not reach a standard described by the descriptors. | Ideas have little organization; there may be a superficial structure, but coherence and development are lacking. | | | Ideas have some organization, with a recognizable structure; coherence and development are often lacking. | | Ideas are adequately organized, with a suitable structure; some attention is paid to coherence and development. | | Ideas are effectively organized, with very good structure, coherence and development. | | Ideas are persuasively organized, with excellent structure, coherence and development. | |
| **Criterion D: Language** How clear, varied and accurate is the language?  How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the commentary) | | The work does not reach a standard described by the descriptors. | Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style. | | | Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the commentary. | | Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the commentary. | | Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the commentary. | | Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the commentary. | |
| **Grade** | **1** | | **2** | **3** | | **4** | | **5** | | **6** | | **7** |
| **Paper 1** | 1-2 | | 3-5 | 6-8 | | 9-11 | | 12-14 | | 15-17 | | 18-20 |

**Paper 2: Essay Rubric (HL)**

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|  | **0** | **1** | **2** | **3** | **4** | **5** |
| **Criterion A: Knowledge and understanding** How much knowledge and understanding has the student shown of the part 3 works studied in relation to the question answered? | The work does not reach a standard described by the descriptors. | There is some knowledge but virtually no understanding of the part 3 works in relation to the question answered. | There is mostly adequate knowledge and some superficial understanding of the part 3 works in relation to the question answered. | There is adequate knowledge and understanding of the part 3 works in relation to the question answered. | There is good knowledge and understanding of the part 3 works in relation to the question answered. | There is perceptive knowledge and understanding of the part 3 works in relation to the question answered. |
| **Criterion B: Response to the question** How well has the student understood the specific demands of the question?  To what extent has the student responded to these demands?  How well have the works been compared and contrasted in relation to the demands of the question? | The work does not reach a standard described by the descriptors. | The student shows little awareness of the main implications of the question, and ideas are mainly irrelevant and/or insignificant. There is little meaningful comparison of the works used in relation to the question. | The student responds to some of the main implications of the question with some relevant ideas. There is a superficial attempt to compare the works used in relation to the question. | The student responds to most of the main implications of the question with consistently relevant ideas. There is adequate comparison of the works used in relation to the question. | The student responds to the main implications and some subtleties of the question, with relevant and carefully explored ideas. The comparison makes some evaluation of the works used in relation to the question. | The student responds to all the implications, as well as the subtleties of the question, with convincing and thoughtful ideas. The comparison includes an effective evaluation of the works in relation to the question. |
| **Criterion C: Appreciation of the literary conventions of the genre** To what extent does the student identify and appreciate the use of literary conventions in relation to the question and the works used? | The work does not reach a standard described by the descriptors. | Some literary conventions are identified but there is limited development relevant to the question and/or the works used. | Examples of literary conventions are sometimes correctly identified and developed, with some relevance to the question and the works used. | Examples of literary conventions are satisfactorily identified and developed, with relevance to the question and the works used. | Examples of literary conventions are clearly identified and effectively developed, with relevance to the question and the works used. | Examples of literary conventions are perceptively identified and persuasively developed, with clear relevance to the question and the works used. |
| **Criterion D: Organization and development** How well organized, coherent and developed is the presentation of ideas? | The word does not reach a standard described by the descriptors. | Ideas have little organization; there may be a superficial structure, but coherence and/or development are lacking. | Ideas have some organization, with a recognizable structure, but coherence and development are often lacking. | Ideas are adequately organized, with a suitable structure and attention paid to coherence and development. | Ideas are effectively organized, with a very good structure, coherence and development. | Ideas are persuasively organized, with excellent structure, coherence and development. |
| **Criterion E:  Language** How clear, varied and accurate is the language?  How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.) | The work does not reach a standard described by the descriptors. | Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style. | Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task. | Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task. | Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task. | Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task. |