**Faux News Criteria (SL and HL)**

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|  | **0** | **1** | **2** | **3** | **4** | | **5** | **6** | **7** | **8** |
| **Criterion A: Rationale**  Does the rationale for the news item explain how the news item is linked to the aspects of the course being investigated?  **Note:** The word length for the rationale is 200–300 words. If the word limit is exceeded, 1 mark will be deducted. | The work does not reach a standard described by the descriptors below. | The rationale shows some explanation and understanding of the aspects being investigated. | The rationale shows clear explanation and understanding of the aspects being investigated. |  |  | |  |  |  |  |
| **Criterion B: Task and content**  To what extent does the news item show understanding of the topic(s) or text(s) to which it refers?  How appropriate is the content to a biased news item?  To what extent does the news item show understanding of the conventions of a biased news item? | The work does not reach a standard described by the descriptors. | The news item shows a superficial understanding of the topic(s) or text(s) to which it refers.  The content is generally inappropriate to a biased news item.  The news item shows a superficial understanding of the conventions of a biased news item. | | The news item shows a mostly adequate understanding of the topic(s) or text(s) to which it refers.  The content is generally appropriate to a biased news item.  The news item shows an adequate understanding of the conventions of a biased news item. | | The news item shows a good understanding of the topic(s) or text(s) to which it refers.  The content is mostly appropriate to a biased news item.  The news item shows a good understanding of the conventions of a biased news item. | | | The news item shows an excellent understanding of the topic(s) or text(s) to which it refers.  The content is consistently appropriate to a biased news item.  The news item shows an excellent understanding of the conventions of a biased news item. | |

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|  | **0** | **1** | | **2** | | **3** | **4** | **5** | | **6** | | **7** | | **8** |
| **Criterion C: Organization**  How well organized is the news bulletin?  How coherent is the structure? | The work does not reach a standard described by the descriptors. | Little organization is apparent; the news item has little structure. | | Some organization is apparent; the news item has some structure, although it is not sustained. | | The news item is organized; the structure is generally coherent. | The news item is well organized; the structure is mostly coherent. | The news item is effectively organized; the structure is coherent and effective. | |  | |  | |  |
| **Criterion D: Language and style**  How effective is the use of language and style?  How appropriate to the news item 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 news item itself.)  **Note:** A student who writes an appropriate rationale but fails to achieve an appropriate register in the news item cannot score more than 3 marks. | 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 the 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 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. | |  | |  | |  |
| **Grade** | **1** | | **2** | | **3** | | **4** | | **5** | | **6** | | **7** | |
| **Written Assignment** | 1-2 | | 3-5 | | 6-8 | | 9-11 | | 12-14 | | 15-17 | | 18-20 | |