

**English A: Language & Literature – Written Task 2 Assessment Criteria HL**

<p><b>Criterion A: Outline</b></p> <ul style="list-style-type: none"> <li>Does the outline for the written task clearly highlight the particular focus of the task?</li> </ul>	<p><b>Criterion B: Response to the question</b></p> <ul style="list-style-type: none"> <li>To what extent is an understanding of the expectations of the question shown?</li> <li>How relevant and focused is the response to these expectations?</li> <li>Is the response supported by well-chosen references to the text?</li> </ul>	<p><b>Criterion C: Organization and argument</b></p> <ul style="list-style-type: none"> <li>How well organized is the task?</li> <li>How coherent is the structure?</li> <li>How well developed is the argument of the written task?</li> </ul> <p><b>Note:</b> The word length for the written task is 800–1,000 words. If the word limit is exceeded, 2 marks will be deducted.</p>	<p><b>Criterion D: Language and style</b></p> <ul style="list-style-type: none"> <li>How effective is the use of language and style?</li> <li>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.)</li> </ul>
<p><b>0</b> <i>The work does not reach a standard described by the descriptors below.</i></p>	<p><b>0</b> <i>The work does not reach a standard described by the descriptors below.</i></p>	<p><b>0</b> <i>The work does not reach a standard described by the descriptors below.</i></p>	<p><b>0</b> <i>The work does not reach a standard described by the descriptors below.</i></p>
<p><b>1</b> The outline partially highlights the particular focus of the task.</p>	<p><b>1–2</b> 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 reference to the text(s).</p>	<p><b>1</b> Little organization is apparent; the task has little structure and the argument is poorly developed.</p>	<p><b>1</b> There is little clarity, with many basic errors; little sense of register and style.</p>
<p><b>2</b> The outline clearly highlights the particular focus of the task.</p>	<p><b>3–4</b> There is mostly adequate understanding of the expectations of the question. Ideas are generally relevant and focused. The response is mostly supported by well-chosen references to the text(s).</p>	<p><b>2</b> Some organization is apparent; the task has some structure, although it is not sustained. The argument has some development.</p>	<p><b>2</b> There is some clarity, though grammar, spelling and sentence structure are often inaccurate; some sense of register, style and appropriate vocabulary.</p>
	<p><b>5–6</b> 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).</p>	<p><b>3</b> The task is organized, and the structure is generally coherent. There is some development of the argument.</p>	<p><b>3</b> 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.</p>
	<p><b>7–8</b> There is a thorough understanding of the of the expectations of the question. Ideas are relevant and focused. The response is fully supported by well-chosen references to the text(s).</p>	<p><b>4</b> The task is well organized; the structure is mostly coherent and the argument is clearly developed.</p>	<p><b>4</b> 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.</p>
		<p><b>5</b> The task is effectively organized; the structure is coherent and the argument is effectively developed.</p>	<p><b>5</b> 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.</p>