Written Task 2: Critical Response (HL)

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|  | Level 0 | Level 1 | Level 2 | Level 3 | | Level 4 | | Level 5 |
| Criterion A: Outline | The work does not reach a standard described by the descriptors below. | The outline partially highlights the particular focus of the task. | The outline clearly highlights the particular focus of the task. |
| Criterion B: Task and Content | The work does not reach a standard described by the descriptors below. | **1-2 MARKS** 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 references to the text(s). | **3-4 MARKS** There is a mostly adequate understanding of the expectations of the question.  Ideas are generally relevant and focused.  The response is generally supported by reference to the text(s). | **5-6 MARKS** There is a 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). | **7-8 MARKS** There is a 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). | | | |
| Criterion C: Organization | The work does not reach a standard described by the descriptors below. | Little organization is apparent; the task has little structure and the argument is poorly developed. | Some organization is apparent; the task has some structure, although it is not sustained. The argument has some development. | The task is organized, and the structure is generally coherent. There is some development of the argument. | The task is well organized; the structure is mostly coherent and the argument is clearly developed. | | The task is effectively organized; the structure is coherent and the argument is effectively developed. | |
| Criterion D: Language and Style | The work does not reach a standard described by the descriptors below. | There is little clarity, with many basic errors; little sense of register and style. | There is some clarity, although grammar, spelling and sentence structure are often inaccurate; some sense of register, style and appropriate vocabulary. | The use of language and 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 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 style are very clear and effective, with a good degree of accuracy; sentence construction and vocabulary are good; the style is confident and the register effective. | |