

Written Task 1 Rubric (HL)

Criteria	0	1	2	3	4	5
<p>A: Rationale</p> <ul style="list-style-type: none"> Does the rationale for the written task explain how the task is linked to the aspect of the course being investigated? <p>Note: The word length for the rationale is 200–300 words. If the word limit is exceeded, 1 mark will be deducted.</p>	Does not reach level 1.	The rationale shows some explanation and understanding of the aspects being investigated.	The rationale shows clear explanation and understanding of the aspects being investigated.	N/A	N/A	N/A
<p>B: Task and content</p> <ul style="list-style-type: none"> To what extent does the task show understanding of the topic(s) or text(s) to which it refers? How appropriate is the content to the task chosen? To what extent does the task show understanding of the conventions of the text type chosen? 	Does not reach level 1.	1–2 The task shows a superficial understanding of the topic(s) or text(s) to which it refers. The content is generally inappropriate to the task chosen. The task shows a superficial understanding of the conventions of the text type chosen.	3–4 The task shows a mostly adequate understanding of the topic(s) or text(s) to which it refers. The content is generally appropriate to the task chosen. The task shows an adequate understanding of the conventions of the text type chosen.	5–6 The task shows a good understanding of the topic(s) or text(s) to which it refers. The content is mostly appropriate to the task chosen. The task shows a good understanding of the conventions of the text type chosen.	7–8 The task shows an excellent understanding of the topic(s) or text(s) to which it refers. The content is consistently appropriate to the task chosen. The task shows an excellent understanding of the conventions of the text type chosen.	N/A
<p>C: Organization</p> <ul style="list-style-type: none"> How well organized is the task? How coherent is the structure? <p>Note: The word length for the written task is 800–1,000 words. If the word limit is exceeded, 2 marks will be deducted.</p>	Does not reach level 1.	Little organization apparent; the task has little structure.	Some organization is apparent. The task has some structure , although it is not sustained.	The task is organized . The structure is generally coherent.	The task is well organized . The structure is mostly coherent.	The task is effectively organized . The structure is coherent and effective.
<p>D: Language and style</p> <ul style="list-style-type: none"> How effective is the use of language and style? How appropriate to the task is the choice of register and style? (“Register” refers 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.) <p>Note: A student who writes an appropriate rationale but fails to achieve an appropriate register in the task cannot score more than 3 marks.</p>	Does not reach level 1.	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 .