IBO

INTERNATIONAL BACCALAUREATE ORGANIZATION

DIPLOMA PROGRAMME

Language A2

For first examinations in 2004

Language A2
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INTRODUCTION

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies, leading to examinations, that meets the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the Diploma Programme model is based on the pattern of no single country but incorporates the best elements of many. The Diploma Programme is available in English, French and Spanish.

The curriculum is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.

group 1
language A1
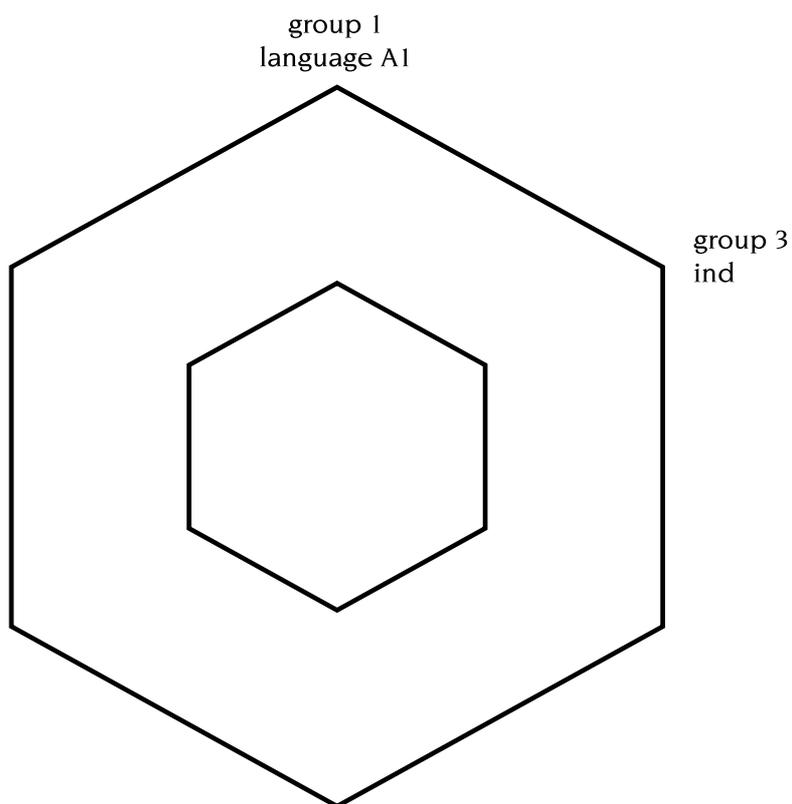
group 3
ind

Diploma Programme candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). Higher level courses represent 240 teaching hours; SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others.

Distribution requirements ensure that the science-orientated student is challenged to learn a foreign language and that the natural linguist becomes familiar with science laboratory procedures. While overall balance is maintained, flexibility in choosing higher level concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance.

Successful Diploma Programme candidates meet three requirements in addition to the six subjects. The interdisciplinary Theory of Knowledge (TOK) course is designed to develop a coherent approach to learning which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The extended essay of some 4000 words offers the opportunity to investigate a topic of special interest and acquaints students with the independent research and writing skills expected at university. Participation in the creativity, action, service (CAS) requirement encourages students to be involved in creative pursuits, physical activities, and service projects in the local, national and international contexts.

For first examinations in 2004

GROUP 2

Group 2 consists of a broad spectrum of modern language courses and two classical languages: Latin and Classical Greek. The main emphasis of the modern language courses is on language acquisition and usage, from the comparatively elementary, practical usage at *ab initio* level to the sophisticated usage of the near-native (or bilingual) speaker who is studying a language A2. In between are the language B courses.

Each group 2 course is offered in a number of languages, which are listed on IBNET. Within each language course the syllabus and assessment details are common to all the available languages and are closely comparable in the demands that they make on students. With the exception of classical languages, the assessment is conducted in the language studied.

Modern Languages

The study of a modern language entails acquiring a language system and applying it in four active and interrelated ways: through listening, speaking, reading and writing. These four skills involve exchanging ideas and effective communication. Effective communication, in turn, involves the intellectual process of understanding how ideas can best be expressed to the audience concerned. Understanding ideas, and expressing them clearly and convincingly, demands an awareness of the cultural characteristics of the audience.

The study of a modern language, at any level, should enable students to use it spontaneously and appropriately in unfamiliar as well as in familiar circumstances. Each of the group 2 modern language courses is generally set in different communicative and interactive situations, thus reflecting the different expectations of language proficiency. The situations hypothesized at *ab initio* level are, of necessity, more mundane and everyday than their relatively sophisticated equivalents in a language A2. At *ab initio* there is an emphasis on practical utility; the domains covered by language B range from the practical and social, to the expressive and intellectual; while at A2 the student explores the subtleties of the language in a wide variety of contexts, including literature. For example, the *ab initio* student should be able to give clear directions to someone looking for the beach, and understand the information in a tourist brochure. The language A2 student, on the other hand, should be able to describe in detail the beauty of the waves, and critically analyse the misleading use of language in the brochure.

It is essential that Diploma Programme coordinators and teachers ensure that students are following the course that is most suited to their present and future needs and that will provide them with an appropriate academic challenge. The degree to which students are already competent in the language, and the degree of proficiency they wish to attain by the end of the period of study, are the most important factors in identifying the appropriate placement point on the spectrum of modern language courses available. Appropriate placement is the responsibility of teachers and coordinators, not the IBO.

If students are **not** adequately challenged by their choice of group 2 course they will have been denied an educational opportunity. If, for example, they have been advised to pursue an *ab initio* course when a language B would have been more appropriate, or a language B when an A2 would have been ideal, then they will have been, in effect, advised to seek the most expedient way to amass points, in an educationally sterile fashion. Students should be encouraged to pursue a course that is rigorous and worthwhile, and that will stand them in good stead for their tertiary studies and/or careers. University admissions officers will be aware of the hierarchy of linguistic proficiency signified by the different courses.

Language *Ab Initio*

The language *ab initio* courses are language learning courses for beginners, designed to be followed over two years by students who have **no previous experience** of learning the target language. The main focus of the courses is on the acquisition of language required for purposes and situations usual in everyday social interaction. Language *ab initio* courses are only available at standard level.

Language *ab initio* courses aim to develop a variety of linguistic skills, and a basic awareness of the culture(s) using the language, through the study of a core syllabus and language-specific syllabuses.

Language B

Mostly available at both higher and standard levels, the language B courses occupy the middle ground of the group 2 modern languages spectrum and are language learning courses for students with **some previous experience** of learning the target language. The main focus of these courses is on language acquisition and the development of skills considerably beyond those expected of an *ab initio* candidate, up to a fairly sophisticated degree at higher level.

Language B courses give students the opportunity to reach a high degree of competence in a language and explore the culture(s) using the language. The range of purposes and situations for which and in which the language is used extends well beyond those at *ab initio*, to the domains of work, social relationships, and the discussion of abstract ideas, for example. The types of language needed for these purposes and situations are more refined.

Language A2

The language A2 courses, at the upper end of the spectrum, are designed for students with an already **high level of competence** in the target language. Language A2 courses are based firmly on the study of both language and literature. The main focus of these courses is on the reinforcement and refinement of language skills, as distinct from language acquisition. Students will also be given the opportunity to explore the culture(s) of the language, and to make connections between other languages and cultures with which they are familiar. They will thus be able to use the language for purposes and in situations involving sophisticated discussion, argument and debate. The language A2 courses are available at both higher level and standard level.

Classical Languages

The classical languages courses introduce students to the languages, literatures and cultures of ancient Greece and Rome. These ancient civilizations have played a vital part in shaping many modern societies and cultures. The languages themselves are versatile and finely structured, and have had a major influence on the development of most modern European languages. The two rich and varied literatures of Greece and Rome have left their mark on almost every genre of modern writing, both within Europe and far beyond. They give enormously important insights into the cultures that produced them, and offer a bridge between the contemporary world and the often alien, but always fascinating, civilizations of antiquity.

The courses also involve studying the historical development and wider cultural achievements of the Greeks and Romans, whose political, religious and legal principles still inform the thinking of many peoples around the world. They may also encompass an examination of past technological and artistic achievements, which remain an inspiration for artists, architects and engineers across the world. It is hoped that in the future it may also be possible to introduce courses in other classical languages such as Sanskrit, Arabic and Hebrew, which have all made parallel contributions of incalculable importance to modern societies.

In all the classical languages it is a fundamental principle that the surviving texts should be studied in the original language, and that linguistic skills should lie at the heart of the courses, since it is only through a visceral understanding of the workings of a language that true intellectual contact can be made with the peoples of the past. In order to broaden students' knowledge of classical literature, additional texts are set for study in translation, but the foundation remains linguistic. It is intended that through studying the classical languages in their cultural context, students will see that culture and language are symbiotic, and that they shape one another. At the same time, it is hoped that students will enjoy the intellectual challenge of these languages and appreciate as wide a range of texts and registers within them as possible. "The past is a foreign country; they do things differently there": it is hoped that students will become appreciative, enthusiastic, and well-informed travellers in the classical past.

Target Students: Which Course?

Teachers and Diploma Programme coordinators should ensure that, as far as possible, students are following the course that is most suited to their needs and that will provide them with an appropriate academic challenge. The following table is intended as a general guide and broadly indicates which group 2 language courses are appropriate for which students. A particular course may be appropriate even if not all the criteria apply.

For further advice on the choice of courses please contact the languages section at IBCA.

Ab initio SL	is for a beginner who: • has little or no previous experience of the language • is taught outside the country or countries where the language is spoken.
Language B SL	is for a language learner who may not intend continuing study of the language beyond the Diploma Programme and who: • has 2 to 5 years experience of the target language • is not taught other subjects in the target language • is normally taught outside a country where the language is spoken • is a beginner or near-beginner who lives in a country where the language is spoken.
Language B HL	is for a language learner who intends to study the language at this level for a future career, or to meet a Diploma Programme requirement, and who: • has 4 to 5 years experience of the target language • is not taught other subjects in the target language • is normally taught outside a country where the language is spoken.
Language A2 SL	is for a fluent language user who may not intend continuing study of the language beyond the Diploma Programme, and who: • is a native or near-native speaker wishing to study a different language as his or her language A1 • is an almost bilingual student (in reading or writing or both) • lives in a country where the target language is spoken • is taught other subjects in the target language.
Language A2 HL	is for a fluent language user who intends to study the language at this level for a future career or to meet a Diploma Programme requirement, and who: • is a native or near-native speaker wishing to study a different language as his or her language A1 • is a bilingual student (in reading or writing or both) • lives in a country where the target language is spoken • is taught other subjects in the target language.
Classical languages HL & SL	are for students who wish to study either Latin or Classical Greek as well as, or instead of, following one of the above courses.

GROUP 2 AIMS

Group 2 consists of a range of language courses accommodating the different levels of linguistic proficiency that students have already gained when they begin. There is a single set of group 2 aims, common to all the courses, but the objectives are differentiated according to what the candidates are expected to be able to demonstrate at the end of each course.

The aims of group 2 are to:

- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes

- enable students to use the language appropriately

- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures

- develop students' awareness of the role of language in relation to other areas of knowledge

- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language

- provide students with a basis for further study, work and leisure through language

- develop students' awareness of the relationship between the languages and cultures with which they are familiar.

NATURE OF LANGUAGE A2

Language provision is an essential component of the Diploma Programme and is in keeping with the aim of the International Baccalaureate Organization to provide pre-university students with a broad-based international curriculum. Language A2 is one of the language courses available to IB students. It is designed for students with a high level of competence in the target language, and can be studied at either higher level or standard level. The language A2 syllabus and assessment provide students with the opportunity to study language, texts and culture, and to develop their analytical skills.

In the language A2 course students develop and refine their language skills. To do this they need to become familiar with a wide range of vocabulary and complex grammatical structures. At the end of the course they are expected to understand and use the target language accurately. Language development and refinement include the analysis and use of language appropriate in particular contexts.

Students are exposed to a wide range of texts in the target language: in the main these will be texts that they encounter in their everyday lives (for example, short stories, speeches, cartoons, advertisements and news reports). They learn how to compare and contrast how the target language is used in different texts, and how language and style affect the presentation of theme and topic. Once they have become familiar with the style and language used in different types of texts, students are required to write tasks that relate to the course content, in an appropriate register and style.

Within the framework of the cultural options (language and culture, media and culture, future issues, global issues and social issues), students study particular topics such as bilingualism, advertisements and racism. The purpose of this study is to become more familiar with the target language and its associated culture(s). Different types of texts, both literary and non-literary, can be read as part of this study.

In the literary options students consider how writers use language and style to present ideas, themes, feelings and attitudes. They also explore what aspects of a literary text are specific to the target language and its associated culture(s) and what aspects cut across cultural and linguistic boundaries. It is this exploration of the specific and the universal, in the literary as well as the cultural options, that links the language A2 course to the broader aims of the IBO: to provide an education that enriches the international awareness of students and develops in them the attitudes of tolerance, empathy and a genuine respect for perspectives different from their own.

LANGUAGE A2 OBJECTIVES

Higher Level

*The **bold** text denotes the differences between higher level and standard level.*

At the end of the language A2 course **higher level** candidates are expected to:

- communicate clearly, fluently and effectively in a wide range of situations

- understand and use accurately the oral and written forms of the language, in a range of styles and situations

- understand and use an **extensive** range of vocabulary and idiom

- select a register and style that are **consistently** appropriate to the situation

- express ideas with clarity and fluency

- structure arguments in a focused, coherent and **persuasive** way, and support them with relevant examples

- **assimilate** and make use of complex written and spoken texts

- engage in **detailed**, critical examination of a wide range of texts in different forms, styles and registers

- appreciate the subtleties of technique and style employed by writers and speakers of the language

- show sensitivity to the culture(s) related to the language studied.

Standard Level

*The **bold** text denotes the differences between higher level and standard level.*

At the end of the language A2 course **standard level** candidates are expected to:

- communicate clearly, fluently and effectively in a wide range of situations

- understand and use accurately the oral and written forms of the language, in a range of styles and situations

- understand and use a **broad** range of vocabulary and idiom

- select a register and style that are **generally** appropriate to the situation

- express ideas with clarity and fluency

- structure arguments in a focused and coherent way, and support them with relevant examples

- **understand** and make use of **moderately** complex written and spoken texts

- engage in critical examination of a wide range of texts in different forms, styles and registers

- appreciate **some** subtleties of technique and style employed by writers and speakers of the language

- show sensitivity to the culture(s) related to the language studied.

SYLLABUS OUTLINE

Higher Level

Language

The development and refinement of the four primary language skills of listening, speaking, reading and writing are integral to the language A2 course. Central to this development and refinement is the acquisition of a wide range of vocabulary and idiom.

Texts

Students are introduced to a wide range of texts. They are taught to recognize and analyse aspects of style and register, and to incorporate these aspects into their own writing.

Cultural Awareness

The study of texts includes an exploration of the culture(s) related to the language studied. In this study students are encouraged to examine how cultural contexts influence language use.

Options

Language, texts and culture are explored through the framework of cultural and literary options. At higher level students study **four** options: at least one must be **literary**, and at least one **cultural**. One of the cultural options chosen must be either language and culture, or media and culture.

Cultural Options

- Language and culture
- Media and culture
- Future issues
- Global issues
- Social issues

Literary Options

Each option in this part of the syllabus consists of the study of three works "chosen freely"; that is, they can be chosen either from the prescribed book list for the corresponding language A1, or elsewhere, as long as they are of literary quality.

Standard Level

Language

The development and refinement of the four primary language skills of listening, speaking, reading and writing are integral to the language A2 course. Central to this development and refinement is the acquisition of a wide range of vocabulary and idiom.

Texts

Students are introduced to a wide range of texts. They are taught to recognize and analyse aspects of style and register, and to incorporate these aspects into their own writing.

Cultural Awareness

The study of texts includes an exploration of the culture(s) related to the language studied. In this study students are encouraged to examine how cultural contexts influence language use.

Options

Language, texts and culture are explored through the framework of cultural and literary options. At standard level students study **three** options: at least one must be **literary**, and at least one **cultural**. One of the cultural options chosen must be either language and culture, or media and culture.

Cultural Options

- Language and culture
- Media and culture
- Future issues
- Global issues
- Social issues

Literary Options

Each option in this part of the syllabus consists of the study of three works "chosen freely"; that is, they can be chosen either from the prescribed book list for the corresponding language A1, or elsewhere, as long as they are of literary quality.

SYLLABUS DETAILS

The language A2 syllabus consists of the study of language, texts and culture, which is made possible through the framework of cultural and literary options. Syllabus details are provided below.

Language

Skills

In the language A2 course students will have the opportunity to develop and refine the four primary language skills. The following list of skills is intended to provide guidance on what is expected of the language A2 student at the end of the course. For details concerning linguistic expectations at higher level and standard level, see the course objectives and assessment criteria.

Listening

At the end of the language A2 course, students are expected to:

- understand the target language spoken at native pace, in a wide range of situations
- understand the oral forms of the language in a range of styles and situations
- understand a range of vocabulary and idiom
- recognize the structural elements of a spoken text, such as connective devices
- recognize the subtleties of technique and style employed by speakers of the language.

Speaking

At the end of the language A2 course, students are expected to:

- communicate clearly, fluently and effectively in a wide range of situations
- use accurately the oral forms of the language in a range of styles and situations
- use a range of vocabulary and idiom
- use a register and style appropriate to the situation
- express ideas with clarity and fluency
- structure arguments and support them with relevant examples
- engage in critical examination of a wide range of texts in different forms, styles and registers
- show an appreciation of the subtleties of technique and style employed by writers and speakers of the language.

Reading

At the end of the language A2 course, students are expected to:

- understand the written forms of the language in a range of styles and situations
- understand a range of vocabulary and idiom
- recognize the structural elements of a written text, such as connective devices
- recognize the subtleties of technique and style employed by writers of the language.

Writing

At the end of the language A2 course, students are expected to:

- communicate clearly, fluently and effectively in a wide range of situations
- use accurately the written forms of the language in a range of styles and situations
- use a range of vocabulary and idiom
- use a register and style appropriate to the situation
- express ideas with clarity and fluency
- structure arguments and support them with relevant examples
- engage in critical examination of a wide range of texts in different forms, styles and registers
- show an appreciation of the technique and style employed by writers and speakers of the language.

Vocabulary and Grammar

A suitable range of vocabulary, idiomatic expressions and complex grammatical structures should be integrated into the teaching of the course. Due to the variety of language abilities often present in the language A2 classroom, teachers may consider reviewing certain grammatical items or introducing specific vocabulary when necessary.

The study of each cultural or literary option implies a specific set of vocabulary and grammatical structures with which students should be familiar. For example, a student studying the media and culture option should be able to use terms such as mass communication, headline, editor, tabloid newspaper, bias. Similarly, a student studying a literary option should be able to explain how the verb tense in a prose text (for instance, the present simple) shapes the reader's perspective. The study of such lexical and grammatical items should be placed in the context of the material used during the course, and should aim to enable students to discuss issues and ideas in an informed manner.

Varieties Within a Language

To gain a greater familiarity with the target language and its associated culture(s), students are encouraged to explore some of the varieties within that language. For example, a French A2 student would study language variation in France and francophone countries. In particular regional features of pronunciation, grammar and vocabulary would be considered. The varieties of a language studied will depend on the options and types of texts chosen.

Classroom Environment

Teaching must be provided in the target language, and learning should be placed in contexts that prepare the students for actual use of language.

Teaching and Learning Materials

As far as possible authentic materials should be used—that is, materials that have been produced to satisfy the needs and expectations of native speakers of the target language. These materials may be spoken or written, printed or electronic.

Texts

Throughout the course, students should be exposed to a wide range of types of texts. (In this document the word "text" may be taken to mean any piece of spoken or written language, for example, a play or a documentary. A "text" may consist of just a few words or it may be of considerable length.) By examining the forms, styles and registers of different types of texts students improve their linguistic and analytical skills.

The following lists provide examples of types of texts that may help teachers and students establish the range required in a language A2 course. The study of all of the listed types is not compulsory, but the lists are indicative of the kind of variety expected. The lists include both spoken and written texts.

Comparative commentary texts and written tasks will be taken from these lists. Not all types of texts are suitable for both of these assessment components. Texts that are not suitable for the comparative commentary and written tasks are listed in the assessment details.

Types of texts have been divided into three areas of communication based on the communicative purposes of texts rather than their features, as the features may differ from language to language. These three areas are poetic communication, mass communication and professional communication. This division should not be considered rigid or exclusive. It is an aid to choosing a suitable range of texts when constructing a language A2 course.

Types of Texts

Poetic communication

Poetic communication involves stimulating, inspiring, moving, shocking, entertaining or capturing the imagination of the audience. It is often characterized by literary features such as imagery, rhyme and narrative structure, and has a finer relationship between form and meaning than many other types of communication. In this context, "poetic" should be understood in its broadest sense and refers to literary features rather than the poetic genre.

autobiography	biography	cartoon
diary	drama	essay
novel	novella	parody
pastiche	poetry	short story
song lyric	travel writing	

Mass communication

Mass communication involves informing, persuading or entertaining the audience. It is often meant to be quickly understood and may be characterized by brevity, precision or stereotyped language. It is intended to appeal to a wide audience.

advertisement	appeal	brochure/leaflet
editorial	interview	journalistic review
letter to editor	magazine article	manifesto
news report	opinion column	speech

Professional communication

Professional communication involves presenting, analysing or conveying factual information for a specific target audience. It is often characterized by formality of register, logic, detail and specific terminology.

guide	letter	letter of application
police statement	report	set of instructions or guidelines

Definitions and Clarifications

The following definitions and clarifications of particular types of texts are provided as guidelines for teachers and students. Not all types of texts have been defined or clarified; only those that may be unfamiliar or ambiguous are included here. Cultural differences may influence the nature of some definitions.

Definitions

An **appeal** is an address to an individual or a group in the hope of a favourable response. An appeal seeks to be attractive or acceptable.

An **editorial** is an expression of the (impersonal) opinion of the editor or editorial team of a newspaper or magazine about a recent event or current issue.

An **interview** is a question-and-answer style dialogue. It may include a brief introduction to the interviewee, setting or circumstances of the interview. For student production, an interview could be presented as a spoken or written text; if written, the text is the transcription of its spoken counterpart.

A **journalistic review** is a review of a book, film, television or radio programme that is suitable for inclusion in a newspaper or magazine. It is based on the author's experience and is subjective.

A **magazine article** is a non-fictional text written to inform readers about a particular subject or issue in some detail. It should not be confused with an exam-style essay or broad summary of a cultural option studied in class.

A **manifesto** is a written, public and solemn declaration by any individuals or groups of public importance, in which they present a programme or justify their positions.

An **opinion column** is the part of a newspaper or journal devoted to the expression of journalists' or readers' opinions.

A **parody** is a humorous and/or exaggerated imitation of a literary work or style.

A **pastiche** is the imitation or recreation of an already published work. Students are expected to imitate the style and form of the original.

Clarifications

An **advertisement** is assessed on the quality and relevance of the wording, and not on the quality of the visual material.

A **brochure/leaflet** provides descriptive information to inform or sell, and may be given free. Artistic merit is not taken into account.

A **cartoon** will only be assessed on the quality and relevance of the captions. Artistic merit will not be taken into account.

A **diary entry or entries** should be written by fictional characters, authors, public figures or people involved in a situation related to an issue or topic studied in class.

Drama, for student production, may be a short play or scene written by the student, or an additional scene(s) to an existing play.

A **novel** or **novella**, for student production, may be a chapter or section of a text written by the student, or an additional chapter or alternative ending to an existing novel or novella.

A **report** may be a business report, a government report, etc simulating a professional situation.

Cultural Awareness

In the language A2 course students are encouraged to become culturally aware by exploring how the culture(s) related to the target language is (are) represented in various texts. Students are also encouraged to compare, where appropriate, elements of the A2 culture(s) that are related to other cultures with which they are familiar. Through the study of cultural and literary options students gain a greater awareness and understanding of the language appropriate in different texts, and in different social and cultural contexts.

Options

The chosen options should be explored through a variety of texts, activities and media. Teachers should ensure that a suitable range of types of texts and language is covered in their language A2 course as a whole. The study of options should not be considered as an end in itself. Rather, it should be seen as a means of exposing students to the language studied and the culture(s) related to that language, and of fostering reflection, awareness and debate.

The texts used for the study of a cultural option or a literary option should be directly related to the language A2 and its associated culture(s). For example, a Swedish A2 student exploring the topics of family and marriage within the context of the social issues option should consider these topics from a regional or national perspective. However, where appropriate, the study of these topics could extend beyond a regional or national context to a more global context.

At higher level students study **four** options; at standard level students study **three** options. At both levels at least one of the options chosen must be **literary**, and at least one **cultural**. One of the cultural options chosen must be either language and culture, or media and culture. Teaching time should be equally divided between all the options studied.

Cultural Options

The five cultural options are language and culture, media and culture, future issues, global issues and social issues. Within each of these options, various topics are included to indicate the depth and breadth expected. These topics are neither compulsory nor exhaustive, and some topics can be included in more than one option. For example, prejudice can be studied within the global issues option and can be explored from both a national and international perspective. If studied within the social issues option, it can be explored in a regional context such as within a school.

Each cultural option implies a particular range of vocabulary and writing styles with which students should be familiar. For example in the study of future issues, students might come into contact with technical vocabulary in a statistical analysis or report. While studying social issues, they may be exposed to an academic style of writing in a sociology textbook. The text from a speech studied in the context of global issues may introduce students to persuasive oratory.

Descriptions of and possible topics for each of the five cultural options are as follows .

Language and culture

Within the language and culture option students explore the impact of language on the modern world as well as how the target language and its associated culture(s) shape individual societies and individual identities.

Possible topics

biculturalism	bilingualism	social class
colonialism	ethnicity	gender
history of the language/culture	identity and allegiance	linguistic imperialism
linguistic minorities	nationalism	translation

Media and culture

The media and culture option provides students with the opportunity to consider the power of language, how it is used (and abused), how the mass media are perceived, and the impact of the mass media on different types of audiences. "Media" in this context refers to the principal means of mass communication.

Possible topics

advertising	bias	censorship
film	the Internet	media and government
national security	news and public opinion	popular novels
the press	propaganda	radio and television
sensationalism	stereotypes	tabloid newspapers

Future issues

The term "future issues" refers to the shape of things to come. In this option students examine current issues and developments that may have significant implications for the future.

Possible topics

alternative energy sources	computer technology and daily life	demographic changes
economic and social change	genetic engineering	genetically modified food
global warming	space exploration	

Global issues

The term "global issues" refers to issues that have an impact at the national and regional level, but which also reach beyond national frontiers and can only be addressed with the coordination of more than one country's efforts. This option provides the opportunity to consider how particular issues are addressed at both the national and international level.

Possible topics

drugs	the environment	famine
health issues	human rights	immigration/emigration
multinational companies	poverty	prejudice
racism	resource management	role of international organizations

Social issues

The term "social issues" refers to the collective concerns of a whole society in contrast to the concerns of the individual. This option raises issues involving the tension created by collective responsibility as opposed to individual responsibility, and provides the opportunity to consider the language used to express this tension.

Possible topics

discrimination	drugs	education
emigration/immigration	employment	family
health systems	poverty	prejudice
stereotypes	violence	welfare systems

Literary Options

Literature is a means by which individuals and groups express their ideas and feelings about, and attitudes to, the world in which they live. The study of literature in the language A2 course includes an examination of language, form and content in literary works, and aims to increase students' awareness of the cultural specificity of works as well as the elements that make them universal.

Each literary option consists of the study of three works. In the language A2 course a "work" is broadly defined and includes items such as a single major text, two or more shorter texts, a selection of poems or a selection of short stories. A work must be originally written in the language A2.

At least two different genres should be covered in the course as a whole. If only one literary option is chosen, it must contain at least two genres. Works of non-fiction may be chosen as part of a literary option (for example, travel writing and autobiography) provided that they are of literary quality.

Within a literary option works must be linked together by theme, genre or period. Other links with cultural options and/or other literary options may also be explored. Examples of literary options are included in the section, "principles of course design".

Principles of Course Design

Language A2 courses should be designed to familiarize students with a wide range of topics and enable them to develop a variety of linguistic and analytical skills. Teachers should consider the following issues when creating their own courses.

Flexibility

Language A2 courses are designed to be flexible enough to accommodate students' differing linguistic abilities, interests and talents; teachers' goals, interests, and areas of expertise; as well as the availability of resources and specific teaching conditions (such as class size). Consultation between teachers and students, on the choice of options, texts, approaches, etc, is to be encouraged and should lead to greater involvement on the part of the student.

Integration

To integrate all the relevant aspects of the course and encourage autonomy, it is necessary for the learner to develop strategies for dealing with a variety of situations. To achieve this, teachers should provide:

- an environment that promotes the use of the target language in the classroom and prepares the students for use of the language in a variety of situations and contexts

- authentic materials for study, which have been originally produced for native speakers of the target language.

To study the issues related to each option in sufficient depth and to offer every student the opportunity to explore issues of personal interest, teaching time should be divided equally between the options studied. Oral work should be integrated into ordinary classroom activities and the skills of comparative commentary, essay and other types of writing should be developed throughout the course.

Making Connections

As students are expected to compare and contrast aspects of language, texts and culture, the presentation of the material studied should lend itself to this type of critical thinking. Students should consider aspects of style that relate to more than one option (for example, the study of rhythm, rhyme and repetition in poetry applied to the study of political speeches). They should also be encouraged, where appropriate, to link topics and themes from different options. For instance, English A2 students considering the relation of man to nature could make connections between their study of *Walden*, Wordsworth's poetry, UN proposals for the protection of the environment and rock stars' efforts to preserve the Amazon rainforest.

Variety

When choosing material for the different options, a suitable range of topics and types of texts must be covered in the course as a whole. Moreover, students should have the opportunity to develop and refine language skills through a variety of individual tasks.

Transparency

Teachers should ensure that students are given clear information about the aims, objectives and syllabus of the language A2 course, as well as the assessment criteria. In this way students will be able to understand what is expected of them, to evaluate their own progress and to take their share of responsibility in the learning process.

Students should be aware of the content of their own course, as well as the reason and logic behind the choices made.

Personal Development

Through a student-centred approach, teachers should ensure that their students are given the opportunity to develop characteristics such as self-confidence, self-expression and sensitivity to others. Mistakes are a part of the learning process and should be regarded as such.

Whenever possible students should be given the opportunity to bring their own interests into the classroom. Giving students some choice regarding texts and/or activities may prove beneficial for the motivation of the whole class.

Dossier

A dossier can be a useful and creative tool for encouraging and fostering student interest and involvement. During the course students may wish to build up a dossier of their own work and other material that they have found stimulating. The dossier is not a compulsory element of the language A2 course.

The form and organization of the dossier depends on student and teacher choice. Although it may include notes and coursework, it is normally considered as more than just the language class "notebook".

The dossier encourages students' awareness of their own progress and evolution throughout the language A2 course. It helps them to appreciate the variety of registers used in their own writing and serves as a sourcebook for future writing. It reflects their particular areas of interest.

The dossier may be used in a wide variety of situations both in and out of the classroom. For example, students could:

- find and clip one article directly related to the topic studied, and summarize it briefly in writing and orally

- create their own short comparative commentary pairs, using texts studied in class as well as texts found elsewhere. Working in pairs, students could exchange commentaries and present differences and similarities to each other. Each student could comment on the other's performance and add their own observations

- practise free or guided creative writing, and comment on how the writing links to material studied

- experiment with different types of texts after studying one in class; for example, the same letter written in three different registers or various translations of the same poem.

Examples of Language A2 Courses

Examples of four language A2 courses, two at higher level and two at standard level, are given below.

Example 1: German A2, Higher Level

Literary option

Georg Büchner	*Woyzeck*
Johann Wolfgang von Goethe	*Die Leiden des jungen Werther*
Ein Bericht von Max Frisch	*Homo faber*

Thematic link:
- love
- destiny
- chance and coincidence

Literary option

Franz Kafka	*Die Verwandlung*
Bertolt Brecht	*Der gute Mensch von Sezuan*
Christoph Ransmayr	*Die letzte Welt*

Thematic link:
- metamorphosis

Cultural option: language and culture

Topics studied:
- bilingualism
- translation
- history of the language

Cultural option: global issues

Topics studied:
- human rights
- prejudice
- environmental protection

Links between the four options:
- change
- metamorphosis
- time

Example 2: Japanese A2, Higher Level

Literary option

Natsume Soseki	*Kokoro*
Akutagawa Ryunosuke	*Rashomon, Hana, Imogayu*
Kinoshita Junji	*Yuzuru* and other short stories

Thematic links:
- egotism
- love versus money

Literary option

Natsume Soseki	*Sanshiro*
Kawabata Yasunari	*Izu no Odoriko*
Mita Masashiro	*Koko Jidai*

Thematic links:
- humanism versus individualism
- school life
- Western culture versus Japanese tradition
- youth

Cultural option: language and culture

Topics studied:
- bilingualism
- Rakugo, Haiku, Senryu and proverbs
- history of Kanji
- regional dialect and standard Japanese

Cultural option: future issues

Topics studied:
- aging
- climatic change
- film and computer graphics
- genetically modified food and the human body
- Japanese industry
- recycling
- sources of energy

Links between the four options:
- Japanese culture versus Western culture
- the individual and society in Japanese tradition

Example 3: English A2, Standard Level

Literary option

Arthur Miller	*The Crucible*
Aldous Huxley	*Brave New World*
Alan Paton	*Cry, the Beloved Country*

Thematic links:
- society versus the individual
- decision making
- identity
- relationships

Cultural option: media and culture

Topics studied:
- advertising
- bias
- freedom of the press
- media and government
- persuasion
- propaganda

Cultural option: future issues

Topics studied:
- alternative energy sources
- genetic engineering
- genetically modified food
- technology and daily life

Links between the three options:
- the individual and society
- personal versus social values
- power and the relation between truth and deception
- racism

Example 4: Spanish A2, Standard Level

Literary option

Cela, Camilo José	*La familia de Pascual Duarte*
Esquivel, Laura	*Como agua para chocolate*
Cossa, Roberto Mario	*Gris de ausencia*

Thematic link:
- family and society

Cultural option: media and culture

Topics studied:
- public opinion
- advertising
- dissemination of information

Cultural option: global issues

Topics studied:
- human rights
- globalization
- ecology
- violence in society
- international organizations

Links between the three options:
- human rights
- society

ASSESSMENT OUTLINE

Higher Level

> *For first examinations in 2004*

External Assessment   70%

Written Paper Component

Two written papers are externally set and externally assessed.

Paper 1: Comparative commentary   2 hours   25%

The paper consists of two pairs of unseen texts, each linked by theme.

Candidates write one comparative commentary on one of the pairs of texts.

Paper 2: Essay   2 hours   25%

The paper consists of 10 essay questions, two for each of the language and culture, and media and culture options, one for each of the other three cultural options and three on the literary options.

Candidates answer one essay question.

Written Tasks   20%

Candidates complete two written tasks. One is based on a literary option, the other on a cultural option. The combined maximum word limit for both tasks is 1500 words.

Internal Assessment   30%

Oral Component

Two oral activities are internally assessed by the teacher and externally moderated by the IBO.

Individual oral   15%

This activity is based on a text taken from a cultural or literary option studied.

Interactive oral activity   15%

The mark of one other activity that is based on either a cultural or literary option studied, whichever was not the focus of the individual oral.

Standard Level

For first examinations in 2004

External Assessment   70%

Written Paper Component

Two written papers are externally set and externally assessed.

Paper 1: Comparative commentary   1 ½ hours   25%

The paper consists of two pairs of unseen texts, each linked by theme. Standard level candidates are provided with optional guiding questions.

Candidates write one comparative commentary on one of the pairs of texts.

Paper 2: Essay   1 ½ hours   25%

The paper consists of 10 essay questions, two for each of the language and culture, and media and culture options, one for each of the other three cultural options and three on the literary options.

Candidates answer one essay question.

Written Tasks   20%

Candidates complete two written tasks. One is based on a literary option, the other on a cultural option. The combined maximum word limit for both tasks is 1500 words.

Internal Assessment   30%

Oral Component

Two oral activities are internally assessed by the teacher and externally moderated by the IBO.

Individual oral   15%

This activity is based on a text taken from a cultural or literary option studied.

Interactive oral activity   15%

The mark of one other activity that is based on either a cultural or literary option studied, whichever was not the focus of the individual oral.

ASSESSMENT DETAILS

Higher Level and Standard Level

External Assessment   70%

Paper 1: Comparative Commentary   25%

Paper 1 is externally set and externally assessed. It contains four unseen texts (originally written in the target language) that are different in nature and grouped in two pairs. Each pair of texts is thematically linked.

The comparative commentary allows candidates to engage in a critical examination of the different styles, registers and forms that can be found in written texts. Candidates are expected to demonstrate the analytical skills of comparison and stylistic and thematic appreciation by commenting on two texts in a clear and coherent manner.

The possible types of texts for comparative commentary are listed in the syllabus details. In paper 1 parody, pastiche and cartoons are not acceptable types of texts for comparative commentary.

A maximum of four optional guiding questions will be provided for standard level students. Students may incorporate responses to the guiding questions into their commentary, if they wish.

The texts chosen for comparative commentary are not necessarily linked to specific topics from the cultural options or specific themes from the literary options. Candidates are not being asked to use the texts as a vehicle for showing their knowledge about particular themes or topics studied, or to make unsubstantiated value judgments about the texts. They are required to engage in close examination of how form, style and language relate to theme or subject matter in two given texts.

There are many acceptable ways of approaching a comparative commentary. Regardless of the approach taken, candidates are expected to present their observations and comments in a structured manner using relevant examples from the texts. As well as recognizing similarities between the two texts, candidates should identify unique features of each text, and comment on the differences between what is communicated and how it is communicated.

Once candidates have established the communicative purpose(s) of each text, as well as the thematic connection between them, they should be able to identify how specific elements of form, style and language are used to communicate ideas, attitudes or feelings. Rather than merely listing formal or stylistic devices (such as examples of jargon), or labelling rhyme schemes, candidates should concentrate on how such devices are employed to create specific effects. Candidates may, for example, identify words and punctuation that contribute to the creation of a specific tone and then explain why that tone is being employed. Their explanation should show insight into how the tone relates to the implied audience and the writer's intention.

Requirements

- Candidates write a comparative commentary on one pair of texts.
- The comparative commentary must be written in the language A2 of the examination.

Paper 2: Essay   25%

Candidates are expected to demonstrate critical thinking by constructing a relevant, organized and well-supported discussion or argument about a given topic or issue. Supporting examples should be taken from the cultural or literary options studied in the language A2 course.

Paper 2 is externally set and externally assessed. It consists of ten essay questions:

- two based on the language and culture option
- two based on the media and culture option
- one based on the future issues option
- one based on the social issues option
- one based on the global issues option
- three based on the literary options (these three questions are not related to specific works or literary movements).

The paper includes headings indicating to which option a question belongs. The nature of the questions may vary from one language A2 to another, according to cultural conventions. The format of paper 2 is the same for both higher level and standard level candidates, but the complexity of the questions and what is expected of candidates differs between the two levels (see the assessment criteria for paper 2).

To stimulate critical thinking throughout the language A2 course, candidates are encouraged to make relevant links, where appropriate, between texts or themes studied in the various options. In paper 2 these links should be made only when they are directly related to the argument or discussion.

Candidates are not assessed on the extent of their knowledge about a particular topic or theme. For instance, a Portuguese A2 candidate answering a global issues question would not be tested on how much he or she knows about recent efforts to preserve the Brazilian rainforest. Rather, candidates are tested on their ability to integrate what has been learnt in the course into a structured argument.

Requirements

- Candidates must answer one question.
- Candidates must refer to texts studied as part of the course and originally written in the language A2. If a question on a literary text option is chosen, answers must be based on at least two works studied in the course.
- The paper 2 essay must be written in the language A2 of the examination.

Written Tasks   20%

The written tasks allow candidates to write in a range of styles and registers. In doing so candidates demonstrate their understanding of those styles and registers as well as their understanding of the appropriate features of given types of texts. Candidates are also expected to make use of course material in a manner that is appropriate to the purposes and contexts of their chosen tasks, both in terms of content and style.

Formal requirements

- Candidates complete two written tasks that are externally assessed.

- Each task must be taken from a different area of communication (see "syllabus details").

- Each task must be of a different type of text. Only those texts listed in the syllabus details are permitted. It should be noted that an essay is not an acceptable type of text; candidates are required to write an essay in paper 2.

- One task must be based on a literary option studied during the language A2 course. The other must be based on a cultural option, also studied during the course.

- The two individual tasks need not be of the same length. One may be 1000 words, and the other 500 words.

- The combined length of the two tasks must be between 1000 and 1500 words (1200–1800 characters in Mandarin and 2000–3000 in Japanese).

- On the coversheet that precedes the two tasks, candidates must include the following information:
  - candidate details
  - examination session details
  - the course summary, which includes details of the cultural and literary options studied
  - the combined total number of words for the two tasks.

  The candidate and teacher must both sign the coversheet as a declaration that the two tasks are the authentic work of the candidate.

- A rationale precedes each task and must be written on the designated form (see the *Vade Mecum*). These rationales are not included in the word count. Text titles, topics or themes recorded on the rationale form are expected to match those recorded on the coversheet.

  Candidates must explain the link between their task and the option studied during the language A2 course, as well as the appropriateness of the type of text to the stated purpose. The rationale also includes information about the implied audience and the subject of the task. Without a clear and complete rationale the examiner may have difficulty assessing a candidate's work.

- The tasks must be written in the language A2 studied.

- Primary and secondary sources used in the production of the tasks must be acknowledged. Where appropriate, tasks must be accompanied by relevant support documentation such as illustrations and stimulus materials. These documents will not be included in the word count. Visual and oral stimuli are not taken into account; only the written tasks are assessed.

Teacher supervision

The written tasks are part of the language A2 external assessment, not part of the teaching. Teachers must not assign written tasks to students. The assignments must be the independent work of candidates. However, teachers should help candidates to choose sufficiently focused and appropriate aspects of the language A2 course (in terms of content and style) to explore through the written tasks. Candidates should be familiar with the requirements and assessment criteria for the component.

Candidates should define the purpose of their piece of writing and choose the type of text that best suits their objectives. Having established the purpose and the type of text, candidates should consider the appropriate register and style.

Teachers may make general comments about the first draft of each task but must neither correct nor write comments on the drafts themselves. After making general comments about the first draft, teachers should not provide any further assistance.

Procedures and instructions regarding written tasks are provided each year in the *Vade Mecum*.

Examples of written tasks

The following are examples of possible written tasks. These are intended for guidance only and are neither exhaustive nor compulsory. Some examples may be more suited to some languages A2 than others.

Task 1

Option	Language and culture
Area of communication	Mass communication
Type of text	Opinion column
Subject	A young person expresses his/her thoughts and feelings about the influence of other languages and cultures on his/her own language
Purpose	To inform, interest and convince the reader
Audience	Teenagers and adults

Task 2

Option	Media and culture
Area of communication	Mass communication
Type of text	Guide
Subject	Television watching
Purpose	To inform teenagers how to establish good television watching habits
Audience	Teenagers

Task 3

Option	Future issues
Area of communication	Mass communication
Type of text	Brochure
Subject	The importance of technology for the future of the world
Purpose	To promote a new theme park centred on technology
Audience	Young people

Task 4

Option	Social issues
Area of communication	Poetic communication
Type of text	Children's story
Subject	Racism and tolerance
Purpose	To provide an example of tolerance and understanding through two characters from different cultures who have to solve a problem
Audience	Children under 10

Task 5

Option	Global issues
Area of communication	Mass communication
Type of text	Script of an opening speech of an international symposium on human rights
Subject	Human rights
Purpose	To interest and inform the audience about human rights in our world today
Audience	Adults

Task 6

Option	Literary (task based on Charlotte Brontë's novel, *Jane Eyre*)
Area of communication	Professional communication
Type of text	Letter of application from Jane Eyre to Mrs Fairfax, Mr Rochester's housekeeper
Subject	Express interest in the position of housekeeper
Purpose	To express interest in the position, and to inform the employer of one's past employment history
Audience	Mrs Fairfax and Mr Rochester

Internal Assessment: Oral Component   30%

The oral component allows candidates to demonstrate their listening and speaking skills in an integrated manner and in different contexts. Depending on the nature of the activity, candidates are expected to select the register and style appropriate to a particular text or context; show understanding of language, texts and culture; and communicate clearly and effectively in different situations.

The internal assessment is based on oral work only. It takes into account teacher assessment in the candidate's overall score, and allows for the inclusion of activities that are difficult to assess externally. Assessment must be conducted in the target language.

The internal assessment component consists of two activities:

- the individual oral—this activity is compulsory, and is taped and sent to the IBO for moderation purposes

- an interactive oral activity chosen by the teacher—this activity is compulsory, but it is not taped or sent to the IBO for moderation purposes.

Differing expectations for higher level and standard level are expressed in the objectives and assessment criteria.

If the individual oral is based on a literary option, the interactive oral activity must be based on a cultural option, and vice versa. Activities are assessed by the teacher using the language A2 oral descriptors (see "assessment criteria"). Internal assessment activities take place at a time/times convenient to the teacher, consistent with IBO deadlines.

Individual Oral   15%

Candidates are expected to engage in a critical examination of a particular text or extract (this will be referred to as "text" in this section) that has been seen or studied in class. The nature and emphasis of the commentary/analysis depends to a great extent on the text chosen but, in all cases, the candidate should aim to explore significant aspects of the text, namely, its specific stylistic features.

The teacher is entirely responsible for the choice of texts. Candidates must not be allowed to choose the texts for commentary. For a group of candidates texts must be taken from at least two works studied in a literary option, or at least two topics studied in a cultural option. Candidates should not know in advance on which text they will be asked to comment.

For the purposes of the activity, the text should not exceed 40 lines. It is permissible for candidates to receive two shorter texts for commentary/analysis, but teachers should bear in mind the time available and the length of the texts.

The individual oral commentary/analysis may be done at any time during the course. Candidates should be given adequate notice of when this activity is to take place and should be informed of its format.

Requirements

- Candidates are expected to engage in a critical examination of a text that has been seen or studied in class.

- Length: 15 minutes maximum

- Preparation time: 20 minutes

- Date: fixed by teacher

Cassette recordings of the individual oral are required for the purposes of external moderation. Procedures for the recording and mailing of cassettes are provided each year in the *Vade Mecum*.

Preparation time

The commentary/analysis

During the commentary/analysis candidates must focus only on the text. If the text is an extract from a novel, for instance, the relation to the whole text should be made only where relevant. Candidates should not use this activity as an opportunity to discuss everything they know about the whole text. Candidates are encouraged to integrate responses to the guiding questions into the commentary/analysis.

The teacher should allow candidates to analyse the text without interruption. The teacher should act as no more than a sympathetic listener, and should not attempt to rearrange the commentary/analysis. The teacher should only intervene if candidates seem to need positive encouragement, are finding it difficult to continue or fail to comment on the text. The candidate's commentary/analysis would normally be expected to last for half of the time allotted.

Candidates are expected to demonstrate their ability to communicate in a sustained and organized manner. The commentary/analysis should not be a series of unconnected points about the text. Candidates are expected to use a register appropriate to a formal oral activity.

When the commentary/analysis is completed, the teacher is expected to engage in a discussion with the candidate in order to give him/her the opportunity to expand on doubtful or inadequate statements. The teacher should also check the candidate's understanding of specific words, phrases and allusions. At least five minutes should normally be reserved for questions and discussion.

Interactive Oral Activity   15%

As part of the internal assessment component, candidates are expected to participate in a variety of interactive oral activities that allow for the development and refinement of both listening and speaking skills.

Requirement

- Half of the internal assessment mark must be the mark of one interactive oral activity, based either on a cultural or a literary option (whichever was not the focus of the individual oral). Cassette recordings of this interactive oral activity are not required.

Examples of interactive oral activities

The following is a list of possible activities. This list is neither exhaustive nor compulsory.

Structured group discussions

- Discussions arising from materials prepared by a small group of candidates
- Class discussions where two or three candidates have been given special responsibilities (advance preparation, particular topics, a short report, a provocative position); the whole class may participate, but only these two or three candidates should be assessed
- The presentation of material lending itself to discussion within the class, such as the offering of two opposing readings of a text or two opposing opinions on an issue
- Problem solving or reaching a collective decision on some matter

- The presentation of material from a candidate's dossier, leading to group discussion
- Formal debate

Role play

- A dialogue between two characters from different works (or from the same work) discussing their contrasting motivations, explaining their behaviour, and so on
- A character from a work of fiction or a public figure interviewed by the candidate, as him/herself or in another role (for example, a psychiatrist or social worker)
- Reminiscences by a character from a point in later life
- A dialogue between two people with differing points of view on a topic
- An author interviewed by one of his/her characters
- Other types of interview

To allow the assessment criteria to be applied, candidates should provide an explanation of the above activities or should be engaged in a discussion on what they have done.

Dramatic presentations

- A performance of a scene or scenes from a play with a particular focus or interpretation in mind
- Writing and performing an extra scene from a play or novel
- Writing and performing a scene concerning an issue encountered in the study of a cultural option
- A performance of a scene from a pre-twentieth century play in a modern language

To allow the assessment criteria to be applied, candidates should provide an explanation of the above activities or should be engaged in a discussion on what they have done.

Oral presentation/exposé

- A formal speech (based on an aspect of one of the options studied)
- A report (for example, on a piece of research) related to an aspect of one of the options studied
- An introduction to a particular cultural option, text or writer
- An explanation of a particular aspect of a writer's work
- The examination of a particular interpretation of a text
- The setting of a particular writer's text against another body of material such as details on social background or political views
- A commentary on the use of a particular image, idea or symbol in one text
- A comparison of two passages, two characters or two texts
- An account of the candidate's developing response to a text

To allow the assessment criteria to be applied, a discussion should follow a presentation/exposé.

ASSESSMENT CRITERIA: GENERAL

The method of assessment used by the International Baccalaureate Organization is criterion-referenced, not norm-referenced. It judges candidates by their performance in relation to identified assessment criteria and not in relation to the rest of the candidates.

Paper 1, paper 2 and internal assessment (oral component) are assessed according to sets of assessment criteria and markband descriptors which are the same for all A2 languages. These criteria relate to the language A2 objectives.

Paper 1 (the comparative commentary) is externally assessed according to the following assessment criteria.

Criterion	**A**	**Understanding and comparison of the texts**
Criterion	**B**	**Presentation**
Criterion	**C**	**Language**

Paper 2 (the essay) is externally assessed according to the following assessment criteria.

Criterion	**A**	**Response to the question**
Criterion	**B**	**Presentation**
Criterion	**C**	**Language**

The written tasks are externally assessed according to the following assessment criteria.

Criterion	**A**	**Formal requirements**
Criterion	**B**	**Task and content**
Criterion	**C**	**Language and style**

The oral component is internally assessed and externally moderated according to the following assessment criteria.

Criterion	**A**	**Quality of ideas**
Criterion	**B**	**Presentation**
Criterion	**C**	**Language**

These assessment criteria and markband descriptors (referred to as "descriptors" in this document) appear on the following pages. They are preceded by the major features of the criteria, which are presented in the form of question statements.

For each assessment criterion, six descriptors are defined, describing achievement levels 0–10 (0–5 in the case of criterion A for the written tasks). The lowest level of achievement is represented by 0; the highest level of achievement is represented by 10 (or 5 in the case of criterion A for the written tasks).

The aim is to find, for each assessment criterion, the descriptor that conveys most adequately the achievement level attained by the candidate's work. When a band contains two achievement levels (for instance, 7–8) a judgment should be made as to whether the work should be placed at the top or at the bottom of that band.

Using the Assessment Criteria

When assessing a candidate's work, teachers should read the descriptors for each criterion starting with level 0, until they reach a descriptor that describes a level of achievement that the work being assessed has not attained. The work is therefore best described by one of the levels (or the level, if there are only five levels) of the preceding descriptor. Having identified the markband descriptor, teachers should choose one of the two levels within the markband.

If, however, a piece of work seems to fall between two descriptors and only partially fulfills the requirements of the higher descriptor, then teachers should reread both of the descriptors in question and choose the one that more appropriately describes the candidate's work.

Only whole numbers should be recorded. Partial marks, fractions and decimals are not acceptable.

Teachers should not consider the descriptors as marks or percentages. Although the descriptor levels are ultimately added together to obtain a score out of 30 (or 25, in the case of the written tasks), teachers should not assume that there are other arithmetic relationships (for example, a level 4 performance is not necessarily twice as good as a level 2 performance).

Similarly, teachers should not think in terms of a pass/fail boundary or make comparisons with the IB Diploma Programme 1–7 grade scale, but should concentrate on identifying the appropriate descriptor for each assessment criterion.

Candidates' Scores

The highest descriptors do not imply a faultless performance, but should be achievable by a fluent user of the language. Teachers should not hesitate to use the extremes (level 0 and level 10, or 0 and 5 in the case of criterion A for the written tasks), if they are appropriate descriptions of the work being assessed.

A candidate who attains a high level of achievement for one criterion will not necessarily reach high levels of achievement for the other criteria. Conversely, a candidate who attains a low level of achievement for one criterion will not necessarily attain low levels of achievement for other criteria.

Teachers should not assume that the scores of a group of candidates being assessed will follow any particular distribution pattern.

The descriptors should be available to candidates at all times.

ASSESSMENT CRITERIA HL

External Assessment

Paper 1: Comparative Commentary

The following descriptors are for examiner use and teacher and candidate information.

Criterion A: Understanding and Comparison of the Texts

- *How aware is the candidate of the similarities and differences between the texts?*
- *To what extent has the candidate understood the texts and their theme(s)?*
- *How relevant and detailed are the candidate's comments on stylistic devices and their effects?*
- *Are the candidate's comments supported by well-chosen references to the texts?*

Achievement Level

0   **Level 1 is not achieved.**

1–2   **The candidate makes few comparisons of the texts.**
- Little awareness of the texts and their theme(s) is shown.
- Little or no mention of stylistic devices is made.
- Comments are not supported by references to the texts.

3–4   **The candidate makes superficial comparisons of the texts.**
- A superficial awareness of the texts and their theme(s) is shown.
- Some mention of stylistic devices is made.
- Comments are occasionally supported by references to the texts.

5–6   **The candidate makes generally relevant comparisons of the texts.**
- An adequate understanding of the texts and their theme(s) is shown.
- Comments on stylistic devices and their effects are generally relevant.
- Comments are generally supported by references to the texts.

7–8   **The candidate makes relevant and mostly detailed comparisons of the texts.**
- A good understanding of the texts and their theme(s) is shown.
- Comments on stylistic devices and their effects are relevant and mostly detailed.
- Comments are mostly supported by well-chosen references to the texts.

9–10   **The candidate makes relevant and detailed comparisons of the texts.**
- A thorough understanding of the texts and their theme(s) is shown.
- Comments on stylistic devices and their effects are relevant and detailed.
- Comments are fully supported by well-chosen references to the texts.

Criterion B: Presentation

- *How effective is the organization of the commentary?*
- *How coherent is the structure?*
- *How balanced is the commentary?*
    - (*Balance here means equal treatment of the two texts.*)
- *Are examples well integrated into the commentary?*

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **Little organization is apparent.**
- The commentary has little structure.
- Supporting examples are not integrated into the commentary.

3–4   **Some organization is apparent.**
- The commentary has some structure, although there is little sense of balance.
- Supporting examples are sometimes integrated into the commentary.

5–6   **The commentary is organized.**
- The structure of the commentary is mostly coherent; there is a sense of balance.
- Supporting examples are generally well integrated into the commentary.

7–8   **The commentary is well organized.**
- The structure of the commentary is mostly coherent, effective and well balanced.
- Supporting examples are mostly well integrated into the commentary.

9–10   **The commentary is effectively organized.**
- The structure is coherent, effective and well balanced.
- Supporting examples are well integrated into the commentary.

Criterion C: Language

- *How fluent, varied and accurate is the language used by the candidate?*
- *How appropriate to the commentary is the candidate's choice of register and style?*
    (Register and style include the selection of appropriate vocabulary, structures, tone, etc.)

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **The language lacks fluency and appropriateness.**
- There are many basic errors in grammar, spelling and sentence construction.
- There is little sense of register and style.
- There is little variety in vocabulary and idiom.

3–4   **The language sometimes lacks fluency and appropriateness.**
- Grammar, spelling and sentence construction are sometimes accurate, although errors and inconsistencies are apparent.
- The register and style are to some extent appropriate to the task.
- The range of vocabulary and idiom is fairly limited.

5–6   **The language is mostly fluent and appropriate.**
- There is an adequate degree of accuracy in grammar, spelling and sentence construction, although some minor errors and inconsistencies are apparent.
- The register and style are mostly appropriate to the task.
- Vocabulary and idiom are mostly varied and appropriate to the task.

7–8   **The language is fluent and appropriate.**
- There is a good degree of accuracy in grammar, spelling and sentence construction, although the commentary is not necessarily free from error.
- The register and style are effective and appropriate to the task.
- Vocabulary and idiom are varied and appropriate to the task.

9–10   **The language is fluent and entirely appropriate.**
- There is a high degree of accuracy in grammar, spelling and sentence construction, although the commentary is not necessarily free from error.
- The register and style are consistently effective and appropriate to the task.
- Vocabulary and idiom are varied and highly appropriate to the task.

Paper 2: Essay

The following descriptors are for examiner use and teacher and candidate information.

Criterion A: Response to the Question

- *To what extent has the candidate understood the implications of the question?*
- *How relevant and focused are the candidate's ideas to the argument?*
- *Is there evidence of critical thinking?*
- *Are the ideas supported by well-chosen examples?*

**Achievement
Level**

0 **Level 1 is not achieved.**

1–2 **The candidate has little awareness of the implications of the question.**
- Ideas are frequently irrelevant and/or repetitive.
- There is little analysis of the subject matter.
- Ideas are not supported by examples.

3–4 **The candidate has a superficial awareness of the implications of the question.**
- Some ideas are relevant.
- There is some analysis of the subject matter.
- Ideas are occasionally supported by examples.

5–6 **The candidate has an adequate understanding of the implications of the question.**
- Ideas are generally relevant and focused.
- There is evidence of critical thinking.
- Ideas are generally supported by examples.

7–8 **The candidate has a good understanding of the implications of the question.**
- Ideas are mostly relevant and focused.
- A good degree of critical thinking is shown.
- Ideas are mostly supported by well-chosen examples.

9–10 **The candidate has a thorough understanding of the implications of the question.**
- Ideas are relevant and focused.
- A high degree of critical thinking is shown.
- Ideas are fully supported by well-chosen examples.

Criterion B: Presentation

- *How organized and persuasive is the essay?*
- *How coherent is the essay structure?*
- *Are examples well integrated into the essay?*

**Achievement
Level**

0 **Level 1 is not achieved.**

1–2 **Little organization is apparent.**
- The essay has little structure.
- Supporting examples are not integrated into the essay.

3–4 **Some organization is apparent.**
- The essay has some structure.
- Supporting examples are sometimes integrated into the essay.

5–6 **The essay is organized.**
- The essay structure is mostly coherent.
- Supporting examples are generally well integrated into the essay.

7–8 **The essay is well organized and persuasive.**
- The essay structure is mostly coherent and effective.
- Supporting examples are mostly well integrated into the essay.

9–10 **The essay is well organized and very persuasive.**
- The essay structure is coherent and effective.
- Supporting examples are well integrated into the essay.

Criterion C: Language

- *How fluent, varied and accurate is the language used by the candidate?*
- *How appropriate to the essay is the candidate's choice of register and style?*
    (Register and style include the selection of appropriate vocabulary, structures, tone, etc.)

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **The language lacks fluency and appropriateness.**
- There are many basic errors in grammar, spelling and sentence construction.
- There is little sense of register and style.
- There is little variety in vocabulary and idiom.

3–4   **The language sometimes lacks fluency and appropriateness.**
- Grammar, spelling and sentence construction are sometimes accurate, although errors and inconsistencies are apparent.
- The register and style are to some extent appropriate to the task.
- The range of vocabulary and idiom is fairly limited.

5–6   **The language is mostly fluent and appropriate.**
- There is an adequate degree of accuracy in grammar, spelling and sentence construction, although some minor errors and inconsistencies are apparent.
- The register and style are mostly appropriate to the task.
- Vocabulary and idiom are mostly varied and appropriate to the task.

7–8   **The language is fluent and appropriate.**
- There is a good degree of accuracy in grammar, spelling and sentence construction, although the essay is not necessarily free from error.
- The register and style are effective and appropriate to the task.
- Vocabulary and idiom are varied and appropriate to the task.

9–10   **The language is fluent and entirely appropriate.**
- There is a high degree of accuracy in grammar, spelling and sentence construction, although the essay is not necessarily free from error.
- The register and style are consistently effective and appropriate to the task.
- Vocabulary and idiom are varied and highly appropriate to the task.

Written Tasks

The following descriptors are for examiner use and teacher and candidate information.

Criterion A is used to assess both written tasks as a whole. Criteria B and C are used to assess each task separately.

Criterion A: Formal requirements

- *To what extent has the candidate fulfilled the formal requirements, as described in the section on written tasks?*
    (***Note:*** *Adherence to the word limit is included in the formal requirements. If, for example, the written tasks that deserve achievement level 4 on criterion A are outside the word limits, they will be brought down by one level to level 3.*)

**Achievement
Level**

0   **Level 1 is not achieved.**

1   **The written tasks meet few of the formal requirements.**

2   **The written tasks partially meet the formal requirements.**

3   **The written tasks generally meet the formal requirements.**

4   **The written tasks meet most of the formal requirements.**

5   **The written tasks meet fully the formal requirements.**

Criterion B: Task and Content

- *How appropriate is the type of text chosen to the stated purpose?*
- *Has the candidate made good use of course material?*
- *How appropriate is the content to the task chosen?*
- *How well has the candidate understood the culture and/or literary options to which the task refers?*

Achievement Level

0   **Level 1 is not achieved.**

1–2   **The choice of type of text is mostly inappropriate.**
- The candidate makes little use of course material.
- The content is generally inappropriate to the task as defined by the candidate.
- Little awareness of the cultural and/or literary options is shown.

3–4   **The choice of type of text is partially appropriate.**
- The candidate makes some use of course material.
- The content is partially appropriate to the task as defined by the candidate.
- Some awareness of the cultural and/or literary options is shown.

5–6   **The choice of type of text is appropriate.**
- The candidate makes adequate use of course material.
- The content is generally appropriate to the task as defined by the candidate.
- Adequate understanding of the cultural and/or literary options is shown.

7–8   **The choice of type of text is considered and appropriate.**
- The candidate makes good use of course material.
- The content is mostly appropriate to the task as defined by the candidate.
- Good understanding of the cultural and/or literary options is shown.

9–10   **The choice of type of text is insightful and appropriate.**
- The candidate makes excellent use of course material.
- The content is consistently appropriate to the task as defined by the candidate.
- Excellent understanding of the cultural and/or literary options is shown.

Criterion C: Language and Style

- *How effective is the use of language and style?*
- *How appropriate to the task is the candidate's choice of register and style?*
    (Register and style include the selection of appropriate vocabulary, structures, tone, etc.)
- *How coherent is the structure of the task?*

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **The use of language and style is rarely appropriate.**
- There is little sense of register and style.
- The task has little structure.

3–4   **The use of language and style is sometimes appropriate.**
- The register and style are to some extent appropriate to the task.
- The task has some structure.

5–6   **The use of language and style is generally effective.**
- The register and style are mostly appropriate to the task.
- The structure of the task is generally coherent.

7–8   **The use of language and style is effective.**
- The register and style are effective and appropriate to the task.
- The structure of the task is mostly coherent.

9–10   **The use of language and style is highly effective.**
- The register and style are consistently effective and appropriate to the task.
- The structure of the task is coherent.

Internal Assessment

Oral Component

The following oral descriptors should be used by the teacher for the internal assessment of candidates' work.

Criterion A: Quality of Ideas

- *How well does the candidate know and understand the subject matter?*
- *To what extent are the candidate's ideas relevant and focused?*
- *Is there evidence of critical thinking?*
- *Has the candidate shown an appreciation of language and style?*
- *Are the ideas supported by relevant examples and illustrations?*

Achievement Level

0   **Level 1 is not achieved.**

1–2   **The candidate has little awareness of the subject matter.**
- Ideas are frequently irrelevant and/or repetitive.
- There is little analysis of the subject matter.
- Little awareness of language and style is shown.
- Ideas are not supported by examples and illustrations.

3–4   **The candidate has a superficial awareness of the subject matter.**
- Some ideas are relevant.
- There is some analysis of the subject matter.
- Some awareness of language and style is shown.
- Ideas are occasionally supported by examples and illustrations.

5–6   **The candidate has an adequate understanding of the subject matter.**
- Ideas are generally relevant and focused.
- There is evidence of critical thinking.
- An adequate awareness of language and style is shown.
- Ideas are generally supported by examples and illustrations.

7–8   **The candidate has a good understanding of the subject matter.**
- Ideas are mostly relevant and focused.
- A good degree of critical thinking is shown.
- A good appreciation of language and style is shown.
- Ideas are mostly supported by well-chosen examples and illustrations.

9–10   **The candidate has an excellent understanding of the subject matter.**
- Ideas are relevant and focused.
- A high degree of critical thinking is shown.
- An excellent appreciation of language and style is shown.
- Ideas are fully supported by well-chosen examples and illustrations.

Criterion B: Presentation

- *How effective is the organization of the oral task?*
- *How coherent is the structure?*
- *Are examples and illustrations well integrated into the oral task?*

**Achievement
Level**

0　　　**Level 1 is not achieved.**

1–2　　**Little organization is apparent.**
- The oral task has little structure.
- Supporting examples and illustrations are not integrated into the oral task.

3–4　　**Some organization is apparent.**
- The oral task has some structure.
- Supporting examples and illustrations are sometimes integrated into the oral task.

5–6　　**The oral task is organized.**
- The structure of the oral task is mostly coherent.
- Supporting examples and illustrations are generally well integrated into the oral task.

7–8　　**The oral task is well organized.**
- The structure of the oral task is mostly coherent and effective.
- Supporting examples and illustrations are mostly well integrated into the oral task.

9–10　　**The oral task is effectively organized.**
- The structure of the oral task is coherent and effective.
- Supporting examples and illustrations are well integrated into the oral task.

Criterion C: Language

- *How fluent, varied and accurate is the language used by the candidate?*
- *How appropriate to the oral task is the candidate's choice of register and style?*
     (*Register and style include the selection of appropriate vocabulary, structures, tone, etc.*)
- *To what extent does the exchange flow?*

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **The language lacks fluency and appropriateness.**
- There are many basic errors in grammar and sentence construction.
- There is little sense of register and style.
- There is little variety in vocabulary and idiom.
- Frequent hesitations impede the flow of the exchange.

3–4   **The language sometimes lacks fluency and appropriateness.**
- Grammar and sentence construction are sometimes accurate, although errors and inconsistencies are apparent.
- The register and style are to some extent appropriate to the task.
- The range of vocabulary and idiom is fairly limited.
- The exchange flows but there are some hesitations.

5–6   **The language is mostly fluent and appropriate.**
- There is an adequate degree of accuracy in grammar and sentence construction, although some minor errors and inconsistencies are apparent.
- The register and style are mostly appropriate to the task.
- Vocabulary and idiom are mostly varied and largely appropriate to the task.
- The exchange generally flows freely.

7–8   **The language is fluent and appropriate.**
- There is a good degree of accuracy in grammar and sentence construction, although the oral task is not necessarily free from error.
- The register and style are effective and appropriate to the task.
- Vocabulary and idiom are varied and appropriate to the task.
- The exchange mostly flows freely.

9–10   **The language is fluent and entirely appropriate.**
- There is a high degree of accuracy in grammar and sentence construction, although the oral task is not necessarily free from error.
- The register and style are consistently effective and appropriate to the task.
- Vocabulary and idiom are varied and highly appropriate to the task.
- The exchange flows freely.

ASSESSMENT CRITERIA SL

External Assessment

Paper 1: Comparative Commentary

The following descriptors are for examiner use and teacher and candidate information.

Criterion A: Understanding and Comparison of the Texts

- *How aware is the candidate of the similarities and differences between the texts?*
- *To what extent has the candidate understood the texts and their theme(s)?*
- *How relevant and detailed are the candidate's comments on stylistic devices and their effects?*
- *Are the candidate's comments supported by well-chosen references to the texts?*

**Achievement
Level**

0 **Level 1 is not achieved.**

1–2 **The candidate makes few comparisons of the texts.**
- Little awareness of the texts and their theme(s) is shown.
- No mention of stylistic devices is made.
- Comments are not supported by references to the texts.

3–4 **The candidate makes superficial comparisons of the texts.**
- A superficial awareness of the texts and their theme(s) is shown.
- Little mention of stylistic devices is made.
- Comments are rarely supported by references to the texts.

5–6 **The candidate makes some relevant comparisons of the texts.**
- Some understanding of the texts and their theme(s) is shown.
- Some relevant comments on stylistic devices and their effects are made.
- Some comments are supported by references to the texts.

7–8 **The candidate makes relevant comparisons of the texts.**
- An adequate understanding of the texts and their theme(s) is shown.
- Comments on stylistic devices and their effects are generally relevant.
- Comments are generally supported by well-chosen references to the texts.

9–10 **The candidate makes relevant and mostly detailed comparisons of the texts.**
- A good understanding of the texts and their theme(s) is shown.
- Comments on stylistic devices and their effects are relevant and mostly detailed.
- Comments are mostly supported by well-chosen references to the texts.

Criterion B: Presentation

- *How effective is the organization of the commentary?*
- *How coherent is the structure?*
- *How balanced is the commentary?*
     (*Balance here means equal treatment of the two texts.*)
- *Are examples well integrated into the commentary?*

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **Little organization is apparent.**
- The commentary has little structure.
- Supporting examples are not integrated into the commentary.

3–4   **Some organization is apparent.**
- The commentary has some structure, although there is little or no sense of balance.
- Supporting examples are rarely integrated into the commentary.

5–6   **The commentary is generally organized.**
- The structure of the commentary is generally coherent; there is some sense of balance.
- Supporting examples are sometimes integrated into the commentary.

7–8   **The commentary is organized.**
- The structure of the commentary is mostly coherent and balanced.
- Supporting examples are generally well integrated into the commentary.

9–10   **The commentary is well organized.**
- The structure of the commentary is mostly coherent, effective and well balanced.
- Supporting examples are mostly well integrated into the commentary.

Criterion C: Language

- *How fluent, varied and accurate is the language used by the candidate?*
- *How appropriate to the commentary is the candidate's choice of register and style?*
    (*Register and style include the selection of appropriate vocabulary, structures, tone, etc.*)

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **The language lacks fluency and appropriateness.**
- There are many basic errors in grammar, spelling and sentence construction.
- There is little sense of register and style.
- There is little variety in vocabulary and idiom.

3–4   **The language frequently lacks fluency and appropriateness.**
- Grammar, spelling and sentence construction are often inaccurate.
- The register and style are sometimes appropriate to the task.
- The range of vocabulary and idiom is limited.

5–6   **The language is generally fluent and appropriate.**
- There is some degree of accuracy in grammar, spelling and sentence construction, although minor errors and inconsistencies are apparent.
- The register and style are generally appropriate to the task.
- Vocabulary and idiom are fairly varied and generally appropriate to the task.

7–8   **The language is fluent and mostly appropriate.**
- There is an adequate degree of accuracy in grammar, spelling and sentence construction, although the commentary is not necessarily free from error.
- The register and style are appropriate to the task.
- Vocabulary and idiom are varied and mostly appropriate to the task.

9–10   **The language is fluent and appropriate.**
- There is a good degree of accuracy in grammar, spelling and sentence construction, although the commentary is not necessarily free from error.
- The register and style are effective and appropriate to the task.
- Vocabulary and idiom are varied and appropriate to the task.

Paper 2: Essay

The following descriptors are for examiner use and teacher and candidate information.

Criterion A: Response to the Question

- *To what extent has the candidate understood the implications of the question?*
- *How relevant and focused are the candidate's ideas to the argument?*
- *Is there evidence of critical thinking?*
- *Are the ideas supported by well-chosen examples?*

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **The candidate has little awareness of the implications of the question.**
- Ideas are mainly irrelevant and/or repetitive.
- There is little analysis of the subject matter.
- Ideas are not supported by examples.

3–4   **The candidate has a superficial awareness of the implications of the question.**
- Ideas are frequently irrelevant and/or repetitive.
- The analysis of the subject matter is superficial.
- Ideas are rarely supported by examples.

5–6   **The candidate has some understanding of the implications of the question.**
- Some ideas are relevant.
- There is some evidence of critical thinking.
- Some ideas are supported by examples.

7–8   **The candidate has an adequate understanding of the implications of the question.**
- Ideas are generally relevant and focused.
- There is evidence of critical thinking.
- Ideas are generally supported by well-chosen examples.

9–10   **The candidate has a good understanding of the implications of the question.**
- Ideas are mostly relevant and focused.
- A good degree of critical thinking is shown.
- Ideas are mostly supported by well-chosen examples.

Criterion B: Presentation

- *How organized and persuasive is the essay?*
- *How coherent is the essay structure?*
- *Are examples well integrated into the essay?*

**Achievement
Level**

0　　　　**Level 1 is not achieved.**

1–2　　　**Little organization is apparent.**
- The essay has little structure.
- Supporting examples are not integrated into the essay.

3–4　　　**Some organization is apparent.**
- The essay has some structure.
- Supporting examples are rarely integrated into the essay.

5–6　　　**The essay is generally organized.**
- The essay structure is generally coherent.
- Supporting examples are sometimes integrated into the essay.

7–8　　　**The essay is organized and generally persuasive.**
- The essay structure is mostly coherent.
- Supporting examples are generally well integrated into the essay.

9–10　　**The essay is well organized and persuasive.**
- The essay structure is coherent and effective.
- Supporting examples are mostly well integrated into the essay.

Criterion C: Language

- *How fluent, varied and accurate is the language used by the candidate?*
- *How appropriate to the essay is the candidate's choice of register and style?*
    (*Register and style include the selection of appropriate vocabulary, structures, tone, etc.*)

Achievement
Level

0   **Level 1 is not achieved.**

1–2   **The language lacks fluency and appropriateness.**
- There are many basic errors in grammar and sentence construction.
- There is little sense of register and style.
- There is little variety in vocabulary and idiom.

3–4   **The language frequently lacks fluency and appropriateness.**
- Grammar, spelling and sentence construction are often inaccurate.
- The register and style are sometimes appropriate to the task.
- The range of vocabulary and idiom is limited.

5–6   **The language is generally fluent and appropriate.**
- There is some degree of accuracy in grammar, spelling and sentence construction, although minor errors and inconsistencies are apparent.
- The register and style are generally appropriate to the task.
- Vocabulary and idiom are fairly varied and generally appropriate to the task.

7–8   **The language is fluent and mostly appropriate.**
- There is an adequate degree of accuracy in grammar, spelling and sentence construction, although the essay is not necessarily free from error.
- The register and style are appropriate to the task.
- Vocabulary and idiom are varied and mostly appropriate to the task.

9–10   **The language is fluent and appropriate.**
- There is a good degree of accuracy in grammar, spelling and sentence construction, although the essay is not necessarily free from error.
- The register and style are effective and appropriate to the task.
- Vocabulary and idiom are varied and appropriate to the task.

Written Tasks

The following descriptors are for examiner use and teacher and candidate information.

Criterion A is used to assess both written tasks as a whole. Criteria B and C are used to assess each task separately.

Criterion A: Formal Requirements

- *To what extent has the candidate fulfilled the formal requirements, as described in the section on written tasks?*

   (***Note:*** *Adherence to the word limit is included in the formal requirements. If, for example, the written tasks that deserve achievement level 4 on criterion A are outside the word limits, they will be brought down by one level to level 3.*)

**Achievement
Level**

0   **Level 1 is not achieved.**

1   **The written tasks meet few of the formal requirements.**

2   **The written tasks partially meet the formal requirements.**

3   **The written tasks generally meet the formal requirements.**

4   **The written tasks meet most of the formal requirements.**

5   **The written tasks meet fully the formal requirements.**

Criterion B: Task and Content

- *How appropriate is the type of text chosen to the stated purpose?*
- *Has the candidate made good use of course material?*
- *How appropriate is the content to the task chosen?*
- *How well has the candidate understood the culture and/or literary options to which the task refers?*

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **The choice of type of text is mostly inappropriate.**
- The candidate makes little use of course material.
- The content is generally inappropriate to the task as defined by the candidate.
- Little awareness of the cultural and/or literary options is shown.

3–4   **The choice of type of text is partially appropriate.**
- The candidate makes some use of course material.
- The content is partially appropriate to the task as defined by the candidate.
- Some awareness of the cultural and/or literary options is shown.

5–6   **The choice of type of text is appropriate.**
- The candidate makes adequate use of course material.
- The content is generally appropriate to the task as defined by the candidate.
- Adequate understanding of the cultural and/or literary options is shown.

7–8   **The choice of type of text is considered and appropriate.**
- The candidate makes good use of course material.
- The content is mostly appropriate to the task as defined by the candidate.
- Good understanding of the cultural and/or literary options is shown.

9–10   **The choice of type of text is insightful and appropriate.**
- The candidate makes excellent use of course material.
- The content is consistently appropriate to the task as defined by the candidate.
- Excellent understanding of the cultural and/or literary options is shown.

Criterion C: Language and Style

- *How effective is the use of language and style?*
- *How appropriate to the task is the candidate's choice of register and style?*
    (Register and style include the selection of appropriate vocabulary, structures, tone, etc.)
- *How coherent is the structure of the task?*

**Achievement
Level**

0 **Level 1 is not achieved.**

1–2 **The use of language and style is rarely appropriate.**
- There is little sense of register and style.
- The task has little structure.

3–4 **The use of language and style is sometimes appropriate.**
- The register and style are to some extent appropriate to the task.
- The task has some structure.

5–6 **The use of language and style is generally effective.**
- The register and style are mostly appropriate to the task.
- The structure of the task is generally coherent.

7–8 **The use of language and style is effective.**
- The register and style are effective and appropriate to the task.
- The structure of the task is mostly coherent.

9–10 **The use of language and style is highly effective.**
- The register and style are consistently effective and appropriate to the task.
- The structure of the task is coherent.

Internal Assessment

Oral Component

The following oral descriptors should be used by the teacher for the internal assessment of candidates' work.

Criterion A: Quality of Ideas

- *How well does the candidate know and understand the subject matter?*
- *To what extent are the candidate's ideas relevant and focused?*
- *Is there evidence of critical thinking?*
- *Has the candidate shown an appreciation of language and style?*
- *Are the ideas supported by relevant examples and illustrations?*

Achievement Level

0   **Level 1 is not achieved.**

1–2   **The candidate has little awareness of the subject matter.**
- Ideas are mainly irrelevant and/or repetitive.
- There is little analysis of the subject matter.
- No awareness of language and style is shown.
- Ideas are not supported by examples and illustrations.

3–4   **The candidate has a superficial awareness of the subject matter.**
- Ideas are frequently irrelevant and/or repetitive.
- The analysis of the subject matter is superficial.
- Little awareness of language and style is shown.
- Ideas are rarely supported by examples and illustrations.

5–6   **The candidate has some understanding of the subject matter.**
- Some ideas are relevant.
- There is some evidence of critical thinking.
- Some awareness of language and style is shown.
- Some ideas are supported by examples and illustrations.

7–8   **The candidate has an adequate understanding of the subject matter.**
- Ideas are generally relevant and focused.
- There is evidence of critical thinking.
- An adequate awareness of language and style is shown.
- Ideas are generally supported by well-chosen examples and illustrations.

9–10   **The candidate has a good understanding of the subject matter.**
- Ideas are mostly relevant and focused.
- A good degree of critical thinking is shown.
- A good appreciation of language and style is shown.
- Ideas are mostly supported by well-chosen examples and illustrations.

Criterion B: Presentation

- *How effective is the organization of the oral task?*
- *How coherent is the structure?*
- *Are examples and illustrations well integrated into the oral task?*

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2   **Little organization is apparent.**
- The oral task has little structure.
- Supporting examples and illustrations are not integrated into the oral task.

3–4   **Some organization is apparent.**
- The oral task has some structure.
- Supporting examples and illustrations are rarely integrated into the oral task.

5–6   **The oral task is generally organized.**
- The structure of the oral task is generally coherent.
- Supporting examples and illustrations are sometimes integrated into the oral task.

7–8   **The oral task is organized.**
- The structure of the oral task is mostly coherent.
- Supporting examples and illustrations are generally well integrated into the oral task.

9–10   **The oral task is well organized.**
- The structure of the oral task is mostly coherent and effective.
- Supporting examples and illustrations are mostly well integrated into the oral task.

Criterion C: Language

- *How fluent, varied and accurate is the language used by the candidate?*
- *How appropriate to the oral task is the candidate's choice of register and style?*
    (*Register and style include the selection of appropriate vocabulary, structures, tone, etc.*)
- *To what extent does the exchange flow?*

**Achievement
Level**

0   **Level 1 is not achieved.**

1–2 **The language lacks fluency and appropriateness.**
- There are many basic errors in grammar and sentence construction.
- There is little sense of register and style.
- There is little variety in vocabulary and idiom.
- Frequent hesitations impede the flow of the exchange.

3–4 **The language frequently lacks fluency and appropriateness.**
- Grammar and sentence construction are often inaccurate.
- The register and style are sometimes appropriate to the task.
- The range of vocabulary and idiom is limited.
- Occasional hesitations impede the flow of the exchange.

5–6 **The language is generally fluent and appropriate.**
- There is some degree of accuracy in grammar and sentence construction, although minor errors and inconsistencies are apparent.
- The register and style are generally appropriate to the task.
- Vocabulary and idiom are fairly varied and generally appropriate to the task.
- The exchange flows but there are some hesitations.

7–8 **The language is fluent and mostly appropriate.**
- There is an adequate degree of accuracy in grammar and sentence construction, although the oral task is not necessarily free from error.
- The register and style are appropriate to the task.
- Vocabulary and idiom are varied and mostly appropriate to the task.
- The exchange generally flows freely.

9–10 **The language is fluent and appropriate.**
- There is a good degree of accuracy in grammar and sentence construction, although the oral task is not necessarily free from error.
- The register and style are effective and appropriate to the task.
- Vocabulary and idiom are varied and appropriate to the task.
- The exchange mostly flows freely.