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| ***STANDARD LEVEL*** | **1-2** | **3-4** | **5-6** | **7-8** | **9-10** |
| **(A) Knowledge and Understanding of Extract**  **How well is the student’s knowledge and understanding of the extract demonstrated by their interpretation?** | ***There is virtually no knowledge, demonstrated by irrelevant and/or insignificant references to the extract.*** | ***There is some knowledge, demonstrated by very limited interpretation, but with some relevant references to the extract.*** | ***There is adequate knowledge and understanding, demonstrated by interpretation supported by mostly appropriate references to the extract.*** | ***There is good knowledge and understanding, demonstrated by interpretation supported by relevant and appropriate references to the extract.*** | ***There is very good knowledge and understanding, demonstrated by careful interpretation supported by well-chosen references to the extract.*** |
|  | **1-2** | **3-4** | **5-6** | **7-8** | **9-10** |
| **(B) Appreciation of the Writer’s Choices**  **To what extent does the student appreciate how the writer’s choices of language, structure, technique, and style shape meaning?** | ***There is virtually no reference to the ways in which language, structure, technique and style shape meaning in the extract.*** | ***There is some reference to the ways in which language, structure, technique and style shape meaning in the extract.*** | ***There is adequate reference to, and some appreciation of, the ways in which language, structure, technique and style shape meaning in the extract.*** | ***There is good appreciation of the ways in which language, structure, technique and style shape meaning in the extract.*** | ***There is very good appreciation of the ways in which language, structure, technique and style shape meaning in the extract.*** |
|  | **1** | **2** | **3** | **4** | **5** |
| **(C) Organization and Presentation**  **To what extent does the student deliver a structured, well-focused commentary?** | ***The commentary has virtually no structure and/or focus.*** | ***The commentary has limited evidence of a planned structure and is only occasionally focused.*** | ***The commentary shows some evidence of a planned structure and is generally focused.*** | ***The commentary has a clearly planned structure and is focused.*** | ***The commentary is very clearly structured and the focus is sustained.*** |
|  | **1** | **2** | **3** | **4** | **5** |
| **(D) Language**  **How clear, varied, and accurate is the language? How appropriate is the choice of register (vocabulary, tone, sentence structure, and terminology) and style?** | ***The language is rarely clear and appropriate, with many errors in grammar and sentence construction and little sense of register and style.*** | ***The language is sometimes clear and appropriate; grammar and sentence construction are generally accurate, although errors and inconsistencies are apparent; register and style are to some extent appropriate.*** | ***The language is mostly clear and appropriate, with an adequate degree of accuracy in grammar and sentence construction; the register and style are mostly appropriate.*** | ***The language is clear and appropriate, with a good degree of accuracy in grammar and sentence construction; register and style are effective and appropriate.*** | ***The language is very clear and entirely appropriate, with a high degree of accuracy in grammar and sentence construction; the register and style are consistently effective and appropriate.*** |

**7= 24-30 6= 20-23 5= 17-19 4= 13-16**