**French B HL – Paper 2 (written productive skills – 250-400 words**

**Based on the options – Leisure / Health) SECTION A**

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| **A: Language (10)**  **How effectively and accurately does the student use language?** | | |
| **Marks** | **Vocabulary** | **Grammar** |
| **0 - The work does not reach a standard described in the descriptors below** | | |
| **1-2 : Command of the language is limited and generally ineffective** | * Limited range of vocabulary * Many basic errors | * Simple sentence structures sometimes clear |
| **3-4: Command of the language is generally adequate, despite many inaccuracies** | * Fairly limited range of vocabulary * Many errors | * Simple sentence structures usually clear |
| **5-6: Command of the language is effective, despite some inaccuracies** | * A range of vocabulary accurate * Some errors | * Simple sentence structures clear |
| **7-8: Command of the language is good and effective.** | * Wide range of vocabulary accurate * Few significant errors | * Some complex sentence structures are clear and effective |
| **9-10: Command of the language is very effective.** | * Wide range of vocabulary accurate and effective * Few errors | * Complex sentence structures are clear and effective |
| Commentaires: | | |

|  |  |
| --- | --- |
| **C: Format (5)**   * **How correctly does the student produce the required type of text?** * **To what extent are the conventions of text type appropriate?** | |
| **0 - The work does not reach a standard described in the descriptors below** | |
| **1**  **The text type is not recognizable** | * Conventions appropriate to the text type are not used |
| **2**  **The text type is hardly recognizable or is not appropriate** | * Conventions appropriate to the text type are very limited |
| **3**  **The text type is sometimes recognizable and appropriate** | * Conventions appropriate to the text type are limited |
| **4**  **The text type is generally recognizable and appropriate** | * Conventions appropriate to the text type are evident |
| **5 The text type is clearly recognizable and appropriate** | * Conventions appropriate to the text type are effective and evident |
| Commentaires: | |

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| **B: Content (10)**   * **How clearly can the student develop and organise relevant ideas?** | | |
| **Marks** | **Ideas** | **Development of ideas** |
| **0 - The work does not reach a standard described in the descriptors below** | | |
| **1-2: The message has not been communicated** | * Ideas irrelevant and/or repetitive | * Confusing * Limited / inappropriate supporting details |
| **3-4: The message has been partially communicated** | * Relevant to some extent | * Evident at times * Sometimes appropriate supporting details |
| **5-6: The message has been communicated fairly well** | * Mostly relevant | * Coherent * Mostly appropriate supporting details |
| **7-8: The message has been communicated well** | * Relevant | * Coherent and effective * Appropriate supporting details |
| **9-10: The message has been communicated very well** | * Relevant and effective | * Coherent and thorough * Highly appropriate supporting details |
| Commentaires: | | |

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| **Total:** | **Boundaries** | **IB grade** |
|  | **23-25** | **7** |
|  | **19-22** | **6** |
|  | **16-18** | **5** |
|  | **13-15** | **4** |
|  | **9-12** | **3** |
|  | **5-8** | **2** |
|  | **1-4** | **1** |

**Name of student:**

**Year 12**

**French B HL – Paper 2 (written productive skills – 150-250 words**

**Based on the core – Communication and media, global issues, social relationships)**

**SECTION B**

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| **A: Language (10)**   * **How effectively and accurately does the student use language?** | | |
| **Marks** | **Vocabulary** | **Grammar** |
| **0**  **The work does not reach a standard described in the descriptors below** | | |
| **1-2**  **Command of the language is limited and generally ineffective** | * Limited range of vocabulary * Many basic errors | * Simple sentence structures sometimes clear |
| **3-4**  **Command of the language is generally adequate, despite many inaccuracies** | * Fairly limited range of vocabulary * Many errors | * Simple sentence structures usually clear |
| **5-6**  **Command of the language is effective, despite some inaccuracies** | * A range of vocabulary accurate * Some errors | * Simple sentence structures clear |
| **7-8**  **Command of the language is effective.** | * Wide range of vocabulary accurate * Few significant errors | * Some complex sentence structures are clear and effective |
| **9-10**  **Command of the language is very effective.** | * Wide range of vocabulary accurate and effective * Few errors | * Complex sentence structures are clear and effective |
| How to improve: | | |

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| --- | --- | --- |
| **B: Argument (10)**   * **How skillfully does the student develop ideas?** * **How clear and convincing is the argument?** * **To what extent does the student react to the stimulus?** | | |
| **Marks** | **Structure** | **Ideas** |
| **0**  **The work does not reach a standard described in the descriptors below** | | |
| **1-2**  **The development of ideas is very poor, and the argument is unclear and unconvincing.** | * Vague and confusing | * Irrelevant |
| **3-4**  **The The development of ideas is poor, and the argument is rarely clear and convincing.** | * Sometimes apparent | * Sometimes relevant |
| **5-6**  **The development of ideas is sometimes good, and the argument has some clarity and is sometimes convincing.** | * Mostly relevant | * Coherent * Mostly appropriate supporting details |
| **7-8**  **The message has been communicated well** | * Relevant | * Coherent and effective * Appropriate supporting details |
| **9-10**  **The message has been communicated very well** | * Relevant and effective | * Coherent and thorough * Highly appropriate supporting details |
| How to improve: | | |

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| --- | --- | --- |
| **Total:** | **Boundaries** | **IB grade** |
|  | **20-18** | **7** |
|  | **15-17** | **6** |
|  | **12-14** | **5** |
|  | **11-13** | **4** |
|  | **8-10** | **3** |
|  | **5-7** | **2** |
|  | **2-4** | **1** |