**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:  |

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| **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: |

|  |  |  |
| --- | --- | --- |
| **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** |