



## Literature HL -- General Writing Rubric<sup>1</sup>

\*This general rubric pertains to your discussion of a source work. If there is no source work used for the composition, the words 'source' and 'examples' can be omitted below.

### Wow! Excellent / Superlative

IB 7	BC 6 A	98-100%
<p>→ Perceptive, mature, independent insights &amp; significant depth of discussion and very detailed analysis, inspired synthesis of source work(s).</p> <p>→ Superlative critical engagement of the source writer's craft (language, structure, technique and style), individualistic voice and craft in the student's writing (superlative/ precise/ purposeful structure, excellent accuracy in grammar/sentence structure, powerful vocab. &amp; consistently appropriate register).</p> <p>→ Convincing rhetorical structure (sophisticated, mature and purposeful) with sophisticated integration of carefully chosen and reinforcing examples.</p>		

### Very Good to Excellent

IB 5, 6	BC 6 A	90-95, 96-97%
<p>→ Perceptive, mature insights &amp; depth of discussion/analysis, significant attention to detail pertaining to the source work.</p> <p>→ Very good appreciation and critical engagement with the source writer's craft (language, structure, technique and style), writing craft is reflected in the student's writing (clear/effective/ precise structure, high degree of accuracy in grammar/sentence structure, very effective &amp; appropriate register/vocab.).</p> <p>→ Persuasive rhetorical structure (sophisticated, mature, and generally purposeful) with sophisticated integration of effective reinforcing examples.</p>		

### Good to Very Good

IB 3+, 4, 4+	BC 5 to 6 B to A	83-85, 86-88, 89%
<p>→ Detailed knowledge/understanding, good to perceptive insight of the source work. References to the source work may be explicit or implicit, yet support a thesis fairly well to convincingly.</p> <p>→ Good to proficient appreciation of the source writer's craft (language, structure, technique and style) craft is reflected in the student's own writing (with occasional lapses of effective structure, degree of accuracy in grammar/sentence structure, and good to effective word choices with occasional colloquialisms). Errors may be present, but are not distracting.</p> <p>→ Persuasive essay structure is good to proficient with integration of effective examples.</p>		

<sup>1</sup> Adapted from *Grade Descriptors 2014/2015*, & *Language A: Literature Guide First Examinations 2013* and from *Sample Examination Scoring Guide*, BC Ministry of Education 2008/09

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## ● *Generally on Target*

IB 2 to 3	BC 3 to 4 C to C+B	65-75, 76-80%
<p>→Evidence of <b>adequate understanding/insights</b> of the source work. References from the source text are present and appropriate, <b>explicit or implicit</b> but <b>may be limited</b>. There are no significant errors in understanding. There may be some reliance of plot synopsis over analysis.</p> <p>→<b>Adequate appreciation</b> of the <b>source writer's craft</b> (language, structure, technique and style) <b>craft</b> is reflected in the student's writing (<b>usually appropriate</b> with some lapses in structure, accuracy in grammar/sentence structure, with <b>mostly appropriate</b> word choices). Conventions of language are usually followed, but some errors are evident (not distracting).</p> <p>→Writing is <b>competently organized</b> and <b>straightforward</b> with well chosen examples although structure may be more purposeful.</p>		



## *Rambling to Satisfactory*

IB 1	BC 3 C-	50-64%
<p>→Evidence of <b>understanding/insights</b> of the source work <b>may be limited</b>. Understanding of the topic and/or source may be partially flawed. Support may consist of long references or plot synopsis which are not clearly connected to a central idea and be repetitive (references may also be too brief). Response may be brief.</p> <p>→<b>Emerging appreciation</b> of the <b>craft of source writer</b> (language, structure, technique and style) as well as <b>one's own writing craft</b> (some attention to structure, to accuracy in grammar &amp; sentence structure, while the word choices are frequently colloquial).</p> <p>→The response may show <b>some sense of purpose</b>, but errors may be distracting. <b>Adequately organized</b> and developed with some examples (may lack the detail of higher scoring papers).</p>		



## *Rambling / Off Target*

IB 0	BC 2 I	20-40%
<p>→Little understanding and inadequate demonstration of insight of source work. While there is an attempt to address the topic, understanding of the passage or the task may be flawed. Too brief to address the topic.</p> <p>→There is some mention, but little to no appreciation of the ways in which language, structure, technique and style shape meaning in the source writer (as well as craft in the student's writing). There is a lack of control in the writing. Errors are distracting, recurring and often impede meaning.</p> <p>→Superficially organized and may have inadequate examples.</p>		



## *Unsatisfactory*

IB 0	BC 1 I	0-20%
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→ Unacceptable evidence of understanding / insight of the source text. Does not meet the purpose of the task or may be too brief to address the topic.

→ There is no mention and/or no visible appreciation of the ways in which language, structure, technique and style shape meaning in the source writer. Clearly, there is a lack of control in the writing.

→ There is no attempt or a vague attempt to organize ideas, but little use of examples from the works referenced.

# Grade Descriptors

1-7

Diploma Programme

Group 1 (Studies in language and literature)

Grade descriptors

## Grade 7

Demonstrates excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

\*Demonstrates refined appreciation of literary style and a full engagement with the act of transforming literature into performance; the personal qualities necessary to work with others in a purposeful and effective manner.

## Grade 6

Demonstrates very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

\*Demonstrates clear appreciation of literary style and a solid engagement with the act of transforming literature into performance; willingness to work with others in a constructive manner.

## Grade 5

Demonstrates good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and / or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).

\*Demonstrates an appreciation of literary style and an engagement with the act of transforming literature into performance; recognisable involvement to work with others in a cooperative manner.

## Grade 4

Demonstrates adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and / or synthesis; satisfactory powers of expression, both orally and in writing; only some lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

\*Demonstrates some appreciation of literary style and some commitment in the act of transforming literature into performance; an acceptance of the need to work with others.

### **Grade 3**

Demonstrates some knowledge and some understanding of the question or task; responses that are only sometimes valid and / or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.

\*Demonstrates little appreciation of literary style and modest commitment to the act of transforming literature into performance; little apparent attempt to work with others effectively.

### **Grade 2**

Demonstrates superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.

\*Demonstrates very little appreciation of literary style and little commitment to the act of transforming literature into performance; sparse evidence of involvement in working with others effectively.

### **Grade 1**

Demonstrates very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

\*Demonstrates very little appreciation of literary style and negligible involvement with the act of transforming literature into performance; inability to work with others.

\* Applies to literature and performance only

# Essay

External assessment

## Written assignment (SL and HL)

### Criterion A: Fulfilling the requirements of the reflective statement

- To what extent does the student show how their understanding of cultural and contextual elements was developed through the interactive oral?

**Notes:** The word limit for the reflective statement is 300–400 words. If the word limit is exceeded, 1 mark will be deducted.

Marks	Level Descriptor
0	The work does not reach a standard described by the descriptors below.
1	Reflection on the interactive oral shows superficial development of the student's understanding of cultural and contextual elements.
2	Reflection on the interactive oral shows some development of the student's understanding of cultural and contextual elements.
3	Reflection on the interactive oral shows development of the student's understanding of cultural and contextual elements.

### Criterion B: Knowledge and understanding

- How effectively has the student used the topic and the essay to show knowledge and understanding of the chosen work?

Marks	Level Descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The essay shows some knowledge but little understanding of the work used for the assignment.
3–4	The essay shows knowledge and understanding of, and some insight into, the work used for the assignment.
5–6	The essay shows detailed knowledge and understanding of, and perceptive insight into, the work used for the assignment.

### Criterion C: Appreciation of the writer's choices

- To what extent does the student appreciate how the writer's choices of form, structure, technique and style shape meaning?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	There is some mention, but little appreciation, of the ways in which language, structure, technique and style shape meaning.
3-4	There is adequate appreciation of the ways in which language, structure, technique and style shape meaning.
5-6	There is excellent appreciation of the ways in which language, structure, technique and style shape meaning.

### Criterion D: Organization and development

- How effectively have the ideas been organized, and how well are references to the works integrated into the development of the ideas?

**Note:** The word limit for the essay is 1,200–1,500 words. If the word limit is exceeded, 2 marks will be deducted.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is some attempt to organize ideas, but little use of examples from the works used.
2	Ideas are superficially organized and developed, with some integrated examples from the works used.
3	Ideas are adequately organized and developed, with appropriately integrated examples from the works used.
4	Ideas are effectively organized and developed, with well-integrated examples from the works used.
5	Ideas are persuasively organized and developed, with effectively integrated examples from the works used.

# Essay Cont'd

## Criterion E: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register, style and terminology? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.
2	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.
3	Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction, despite some lapses; register and style are mostly appropriate to the task.
4	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.
5	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.



Level descriptor	
3	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.
4	The language is clear and appropriate, with a good degree of accuracy in grammar and sentence construction; register and style are effective and appropriate.
5	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.

### Individual oral presentation (HL)

Grade 11 year

#### Criterion A: Knowledge and understanding of the world(s)

- How much knowledge and understanding does the student show of the work(s) used in the presentation?

Marks	
0	The work does not reach a standard described by the descriptors below.
1-2	There is little knowledge or understanding of the content of the work(s) presented.
3-4	There is some knowledge and superficial understanding of the content of the work(s) presented.
5-6	There is adequate knowledge and understanding of the content and some of the implications of the work(s) presented.
7-8	There is very good knowledge and understanding of the content and most of the implications of the work(s) presented.
9-10	There is excellent knowledge and understanding of the content and the implications of the work(s) presented.

#### Criterion B: Presentation

- How much attention has been given to making the delivery effective and appropriate to the presentation?
- To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)?

Marks	
0	The work does not reach a standard described by the descriptors below.
1-2	Delivery of the presentation is seldom appropriate, with little attempt to interest the audience.
3-4	Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience.
5-6	Delivery of the presentation is appropriate, with a clear intention to interest the audience.

Marks	Level descriptor
7–8	Delivery of the presentation is effective, with suitable strategies used to interest the audience.
9–10	Delivery of the presentation is highly effective, with purposeful strategies used to interest the audience.

### Criterion C: Language

- How clear and appropriate is the language?
- How well is the register and style suited to the choice of presentation? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the presentation.)

0	The work does not reach a standard described by the descriptors below.
1–2	The language is rarely appropriate, with a very limited attempt to suit register and style to the choice of presentation.
3–4	The language is sometimes appropriate, with some attempt to suit register and style to the choice of presentation.
5–6	The language is mostly clear and appropriate, with some attention paid to register and style that is suited to the choice of presentation.
7–8	The language is clear and appropriate, with register and style consistently suited to the choice of presentation.
9–10	The language is very clear and entirely appropriate, with register and style consistently effective and suited to the choice of presentation.

# Individual oral commentary and discussion (HL)

## Criterion A: Knowledge and understanding of the poem

- How well is the student's knowledge and understanding of the poem demonstrated by their interpretation?

*This year*

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is limited knowledge and little or no understanding, with poor interpretation and virtually no relevant references to the poem.
2	There is superficial knowledge and some understanding, with limited interpretation occasionally supported by references to the poem.
3	There is adequate knowledge and understanding, demonstrated by interpretation supported by appropriate references to the poem.

Marks	Level descriptor
4	There is very good knowledge and understanding, demonstrated by careful interpretation supported by well-chosen references to the poem.
5	There is excellent knowledge and understanding, demonstrated by individual interpretation effectively supported by precise and well-chosen references to the poem.

## Criterion 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?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There are few references to, and no appreciation, of the ways in which language, structure, technique and style shape meaning in the poem.
2	There is some mention, but little appreciation, of the ways in which language, structure, technique and style shape meaning in the poem.
3	There is adequate appreciation of the ways in which language, structure, technique and style shape meaning in the poem.
4	There is very good appreciation of the ways in which language, structure, technique and style shape meaning in the poem.
5	There is excellent appreciation of the ways in which language, structure, technique and style shape meaning in the poem.

## Criterion C: Organization and presentation of the commentary

- To what extent does the student deliver a structured, well-focused commentary?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The commentary shows little evidence of planning, with very limited structure and/or focus.
2	The commentary shows some structure and focus.
3	The commentary shows evidence of a planned structure and is generally focused.
4	The commentary is clearly structured and the focus is sustained.
5	The commentary is effectively structured, with a clear, purposeful and sustained focus.

### Criterion D: Knowledge and understanding of the work used in the discussion

- How much knowledge and understanding has the student shown of the work used in the discussion?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little knowledge or understanding of the content of the work discussed.
2	There is some knowledge and superficial understanding of the content of the work discussed.
3	There is adequate knowledge and understanding of the content and some of the implications of the work discussed.
4	There is very good knowledge and understanding of the content and most of the implications of the work discussed.
5	There is excellent knowledge and understanding of the content and the implications of the work discussed.

Commentary  
Cont'd

### Criterion E: Response to the discussion questions

- How effectively does the student respond to the discussion questions?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is limited ability to respond meaningfully to the discussion questions.
2	Responses to the discussion questions are sometimes relevant.
3	Responses to the discussion questions are relevant and show some evidence of independent thought.
4	Well-informed responses to the discussion questions show a good degree of independent thought.
5	There are persuasive and independent responses to the discussion questions.

### Criterion F: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register and style? ('Register' refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the commentary.)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The language is rarely clear and appropriate, with many errors in grammar and sentence construction and little sense of register and style.
2	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.
3	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.
4	The language is clear and appropriate, with a good degree of accuracy in grammar and sentence construction; register and style are effective and appropriate.
5	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.

## External assessment

### Paper 2: Essay

There are five assessment criteria at HL.

Criterion A	Knowledge and understanding	5 marks
Criterion B	Response to the question	5 marks
Criterion C	Appreciation of the literary conventions of the genre	5 marks
Criterion D	Organization and development	5 marks
Criterion E	Language	5 marks
Total		25 marks

*exam*

### Written assignment

There are five assessment criteria at HL.

Criterion A	Fulfilling the requirements of the reflective statement	3 marks
Criterion B	Knowledge and understanding	6 marks
Criterion C	Appreciation of the writer's choices	6 marks
Criterion D	Organization and development	5 marks
Criterion E	Language	5 marks
Total		25 marks

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

### Paper 1: Literary commentary (HL)

#### Criterion A: Understanding and interpretation

- How well does the student's interpretation reveal understanding of the thought and feeling of the passage?
- How well are ideas supported by references to the passage?

0	The work does not reach a standard described by the descriptors below.
1	There is basic understanding of the passage but virtually no attempt at interpretation and few references to the passage.
2	There is some understanding of the passage, with a superficial attempt at interpretation and some appropriate references to the passage.
3	There is adequate understanding of the passage, demonstrated by an interpretation that is supported by appropriate references to the passage.

*EXAM*

Marks	Level descriptor
4	There is very good understanding of the passage, demonstrated by sustained interpretation supported by well-chosen references to the passage.
5	There is excellent understanding of the passage, demonstrated by persuasive interpretation supported by effective references to the passage.

**Criterion B: Appreciation of the writer's choices**

- To what extent does the analysis show appreciation of how the writer's choices of language, structure, technique and style shape meaning?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There are few references to, and no analysis or appreciation of, the ways in which language, structure, technique and style shape meaning.
2	There is some mention, but little analysis or appreciation, of the ways in which language, structure, technique and style shape meaning.
3	There is adequate analysis and appreciation of the ways in which language, structure, technique and style shape meaning.
4	There is very good analysis and appreciation of the ways in which language, structure, technique and style shape meaning.
5	There is excellent analysis and appreciation of the ways in which language, structure, technique and style shape meaning.

**Criterion C: Organization and development**

- How well organized, coherent and developed is the presentation of ideas?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Ideas have little organization; there may be a superficial structure, but coherence and development are lacking.
2	Ideas have some organization, with a recognizable structure; coherence and development are often lacking.
3	Ideas are adequately organized, with a suitable structure; some attention is paid to coherence and development.
4	Ideas are effectively organized, with very good structure, coherence and development.
5	Ideas are persuasively organized, with excellent structure, coherence and development.

### Criterion D: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register, style and terminology? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the commentary.)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.
2	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the commentary.
3	Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the commentary.
4	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the commentary.
5	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the commentary.

### Paper 2: Essay (HL)

#### Criterion A: Knowledge and understanding

- How much knowledge and understanding has the student shown of the part 3 works studied in relation to the question answered?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is some knowledge but virtually no understanding of the part 3 works in relation to the question answered.
2	There is mostly adequate knowledge and some superficial understanding of the part 3 works in relation to the question answered.
3	There is adequate knowledge and understanding of the part 3 works in relation to the question answered.
4	There is good knowledge and understanding of the part 3 works in relation to the question answered.
5	There is perceptive knowledge and understanding of the part 3 works in relation to the question answered.

**Criterion B: Response to the question**

- How well has the student understood the specific demands of the question?
- To what extent has the student responded to these demands?
- How well have the works been compared and contrasted in relation to the demands of the question?

Marks	Descriptors
0	The work does not reach a standard described by the descriptors below.
1	The student shows little awareness of the main implications of the question, and ideas are mainly irrelevant and/or insignificant. There is little meaningful comparison of the works used in relation to the question.
2	The student responds to some of the main implications of the question with some relevant ideas. There is a superficial attempt to compare the works used in relation to the question.
3	The student responds to most of the main implications of the question with consistently relevant ideas. There is adequate comparison of the works used in relation to the question.
4	The student responds to the main implications and some subtleties of the question, with relevant and carefully explored ideas. The comparison makes some evaluation of the works used in relation to the question.
5	The student responds to all the implications, as well as the subtleties of the question, with convincing and thoughtful ideas. The comparison includes an effective evaluation of the works in relation to the question.

**Criterion C: Appreciation of the literary conventions of the genre**

- To what extent does the student identify and appreciate the use of literary conventions in relation to the question and the works used?

Marks	Descriptors
0	The work does not reach a standard described by the descriptors below.
1	Some literary conventions are identified but there is limited development relevant to the question and/or the works used.
2	Examples of literary conventions are sometimes correctly identified and developed, with some relevance to the question and the works used.
3	Examples of literary conventions are satisfactorily identified and developed, with relevance to the question and the works used.
4	Examples of literary conventions are clearly identified and effectively developed, with relevance to the question and the works used.
5	Examples of literary conventions are perceptively identified and persuasively developed, with clear relevance to the question and the works used.



### Criterion D: Organization and development

- How well organized, coherent and developed is the presentation of ideas?

0	The work does not reach a standard described by the descriptors below.
1	Ideas have little organization; there may be a superficial structure, but coherence and/or development are lacking.
2	Ideas have some organization, with a recognizable structure, but coherence and development are often lacking.
3	Ideas are adequately organized, with a suitable structure and attention paid to coherence and development.
4	Ideas are effectively organized, with a very good structure, coherence and development.
5	Ideas are persuasively organized, with excellent structure, coherence and development.

### Criterion E: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register, style and terminology? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)

0	The work does not reach a standard described by the descriptors below.
1	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.
2	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.
3	Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.
4	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.
5	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.