

International Baccalaureate Oral Component (Internal Assessment) Assignment Criteria - HL

Criterion	1	2	3	4	5	S
A. Knowledge and understanding of the Extract or Work(s) <ul style="list-style-type: none"> ▪ How well does the candidate know and understand the content of the extract or work(s)? ▪ How well does the candidate situate the extract or work(s) within the context of the larger work from which it has been taken or the body of works to which it belongs, where relevant? 	Little knowledge of the extract work(s) <ul style="list-style-type: none"> ▪ Little knowledge or understanding of the content of the extract or work(s) ▪ Little knowledge of the appropriate context of the extract or work(s) where relevant 	Some knowledge of the extract or work(s) <ul style="list-style-type: none"> ▪ Some knowledge but superficial understanding of the content of the extract or work(s) ▪ Some knowledge of the appropriate context of the extract or work(s), where relevant 	Adequate understanding of the extract or work(s) <ul style="list-style-type: none"> ▪ Adequate knowledge and understanding of the content of the extract or work(s) ▪ Some knowledge of the appropriate context of the extract or work(s), where relevant 	Good understanding of the extract or work(s) <ul style="list-style-type: none"> ▪ Good knowledge and understanding of the content of the extract or work(s) ▪ Good knowledge of the appropriate context of the extract or work(s), where relevant 	Excellent understanding of the extract of work(s) <ul style="list-style-type: none"> ▪ Thorough knowledge and understanding of the content of the extract or work(s) ▪ Precise knowledge of the appropriate context of the extract or work(s), where relevant 	
	1-2	3-4	5-6	7-8	9-10	
B. Interpretation and Personal Response <ul style="list-style-type: none"> ▪ How valid is the candidate's interpretation of the extract or work(s)? ▪ How well has the candidate identified and analyzed the effects of literary features in the extract or work(s) such as diction, imagery, tone, structure, style, and technique? ▪ To what extent does the candidate's response show critical thinking and originality? ▪ How precise and relevant are the candidate's references to the extract or work(s)? 	Little interpretation of the extract or work(s) <ul style="list-style-type: none"> ▪ Little interpretation of the thought and feeling expressed in the extract or work(s) ▪ Response consists mainly of narration and/or repetition of content ▪ Little awareness of the literary features of the extract or work(s) 	Some interpretation of the extract or work(s) <ul style="list-style-type: none"> ▪ Some interpretation of the thought and feeling expressed in the extract or work(s) including some elements of a relevant personal response, where appropriate ▪ Some awareness of the literary features of the extract or work(s) ▪ The response is supported by some references to the extract or work(s) 	Adequate interpretation of the extract or work(s) <ul style="list-style-type: none"> ▪ A generally valid and adequate interpretation of the thought and feeling expressed in the extract or work(s) including some degree of a critical response, where appropriate ▪ Adequate awareness and some analysis of the effects of the literary features of the extract or work(s) ▪ The response is generally supported by relevant references to the extract or work(s) 	Good interpretation of the extract or work(s) <ul style="list-style-type: none"> ▪ A valid and generally detailed interpretation of the thought and feeling expressed in the extract or work(s) including a considered critical response, where appropriate ▪ Good awareness and detailed analysis of the effects of the literary features of the extract or work(s) ▪ The response is supported by relevant references to the extract or work(s) 	Excellent interpretation of the extract or work(s) <ul style="list-style-type: none"> ▪ A convincing and detailed interpretation of the thought and feeling expressed in the extract or work(s) including a fully considered and independent critical response, where appropriate ▪ Excellent awareness and critical analysis of the effects of the literary features of the extract or work(s) ▪ The response is full supported by precise references to the extract or work(s) 	
C. Presentation <ul style="list-style-type: none"> ▪ How structured is the candidate's response? ▪ How effective and convincing is the candidate's presentation? ▪ How appropriately does the candidate integrate supporting references to the extract or work(s)? 	Little sense of a focused and developed response <ul style="list-style-type: none"> ▪ Little evidence of a structure to the response ▪ Little attempt to present the response with coherence and focus ▪ The response is supported by few references to the work(s) or extract 	Some sense of a focused and developed response <ul style="list-style-type: none"> ▪ Some evidence of a structure to the response ▪ Some attempt to present the response with coherence although it is not always focused ▪ Supporting references to the work(s) or extract, where relevant, are not appropriately integrated into the body of the response 	A generally focused and developed response <ul style="list-style-type: none"> ▪ Adequate structure to the response ▪ The response is generally focused and presented in a coherent and effective manner ▪ Supporting references to the work(s) or extract, where relevant, are sometimes appropriately integrated into the body of the response 	A focused and developed response <ul style="list-style-type: none"> ▪ Clear and logical structure to the response ▪ The response is focused and presented in a clear, coherent, effective, and convincing manner ▪ Supporting references to the work(s) or extract, where relevant, are appropriately integrated into the body of the response 	A clearly focused, well-developed and persuasive response <ul style="list-style-type: none"> ▪ Purposeful and effective structure to the response ▪ The response is focused, coherent, and presented in a very effective and persuasive manner ▪ Supporting references to the work(s) or extract are well integrated into the body of the response 	
	1	2	3	4	5	
D. Use of Language <ul style="list-style-type: none"> ▪ How accurate, clear, and precise is the language used by the candidate? ▪ How appropriate is the candidate's choice of register and style for the occasion? (Register refers, in this context, to the candidate's sensitivity to elements such as the vocabulary, tone, sentence structure, and idiom appropriate to the task) Literary terms are taken in the widest possible sense, for example, novel, play, poem, persona, character 	The language is rarely clear or coherent <ul style="list-style-type: none"> ▪ The speech is not readily comprehensible ▪ Many lapses in grammar and expression ▪ Vocabulary is rarely accurate or appropriate 	The language is only sometimes clear and coherent <ul style="list-style-type: none"> ▪ Some degree of clarity and coherence in the speech ▪ Some degree of accuracy in grammar and expression ▪ Vocabulary is sometimes appropriate for the discussion of literature 	The language is generally clear and coherent <ul style="list-style-type: none"> ▪ Clear speech, appropriate to the occasion ▪ Only a few significant lapses in grammar and expression ▪ Attempts to use a register appropriate to the oral activity 	The language is clear, varied, and precise <ul style="list-style-type: none"> ▪ Clear, varied, and precise speech, appropriate to the occasion ▪ No significant lapses in grammar and expression ▪ Uses a register and style ▪ Some literary terms used appropriately 	The language is clear, varied, precise, and concise <ul style="list-style-type: none"> ▪ Clear, varied, precise, and concise speech, appropriate to the occasion ▪ No significant lapses in grammar and expression ▪ An effective choice of register and style ▪ Precise use of wide vocabulary and varied grammatical structures ▪ Literary terms used appropriately 	

Candidates who do not reach level 1 are awarded 0.