

PRZEDMIOTOWE ZASADY OCENIANIA Z PRZEDMIOTU

ENGLISH A: LANGUAGE AND LITERATURE

DLA UCZNIÓW/UCZENNIC PROGRAMU MATURY MIĘDZYNARODOWEJ

w II Liceum Ogólnokształcącym im. Mikołaja Kopernika w Lesznie

z Oddziałami Dwujęzycznymi i Międzynarodowymi

Przedmiotowe Zasady Oceniania z języka angielskiego dla uczniów i uczennic Programu Matury Międzynarodowej jest zgodny z Wewnątrzszkolnym Systemem Oceniania oraz jego załącznikiem. Szczegółowy opis wymagań i treści znajduje się w dokumencie *Language A: Language & Literature Guide* (first assessment 2021)

W kwestiach, które nie zostały uwzględnione w PZO mają zastosowanie Zasady Oceniania dla uczniów i uczennic Programu Matury Międzynarodowej (International Baccalaureate Diploma Programme) II Liceum Ogólnokształcącego im. Mikołaja Kopernika z Oddziałami Dwujęzycznymi i Międzynarodowymi w Lesznie.

1. Formy sprawdzania osiągnięć i ich wagi:

Forma	waga	informacja dodatkowa
Paper 1	5	obowiązkowy z możliwością poprawy
Paper 2	5	obowiązkowy z możliwością poprawy
Egzamin ustny (IO)	5	obowiązkowy z możliwością poprawy
Sprawdzian z lektury	3	obowiązkowy z możliwością poprawy
Sprawdzian z pojęć	3	obowiązkowy z możliwością poprawy
Prezentacja	3	
Zadanie	1	
Wypowiedź ustna	1	

Poniżej znajdują się deskryptory ocen komponentów IB w języku egzaminu:









1. Paper 1

2. Paper 2

3. Egzamin ustny Individual Oral

IB DP Language & Literature: Paper 1 (HL/SL) Rubric

Unseen Commentary

CRITERIA <i>How well does the candidate...</i>	0	1 <i>The response demonstrates...</i>	2 <i>The response demonstrates...</i>	3 <i>The response demonstrates...</i>	4 <i>The response demonstrates...</i>	5 <i>The response demonstrates...</i>
A: Understand & Interpret <i>Demonstrate understanding of text?</i>	The work does not reach a standard described by the descriptors.	Little understanding of literal meaning of text.	Some understanding of literal meaning of text.	An understanding of literal meaning of the text.	Thorough understanding of literal meaning of text.	Thorough & perceptive understanding of meaning of text.
<i>Draw reasoned conclusions from implications?</i>		Little/no interpretation of implications of text.	Some interpretation of few implications of text.	Satisfactory interpretation of some implications of text.	Convincing interpretation of many implications of text.	Convincing & Insightful interpretation of larger implications & subtleties of text.
<i>Support ideas with references to text?</i>		Infrequent/rarely appropriate references.	References are at times appropriate.	Generally relevant references which mostly support ideas.	Relevant references which support ideas.	Well-chosen references effectively support ideas.
B: Analyse & Evaluate <i>Analyse how textual features & authorial choices shape meaning?</i>		Little relevant analysis of textual features & authorial choices.	Some appropriate analysis of textual features & authorial choices.	Generally appropriate analysis of textual features & authorial choices.	Appropriate & at times insightful analysis of textual features & authorial choices.	Insightful & convincing analysis of textual features & authorial choices.
<i>Evaluate how textual features & authorial choices shape meaning?</i>		The response is descriptive .	The response is reliant on description .	Satisfactory evaluation of how features & choices shape meaning.	Good evaluation of how features & choices shape meaning.	Very good evaluation of how features & choices shape meaning.
C: Organise & Focus <i>Organise presentation of ideas?</i>		Little organisation of ideas apparent.	Some organisation of ideas is apparent.	Adequately organised & generally coherent ideas.	Well organised & mostly coherent ideas.	Effectively organised & coherent ideas.
<i>Maintain a clear focus in analysis?</i>		No discernible focus in analysis.	Little focus in analysis.	Some focus in analysis.	Analysis is adequately focused.	Analysis is well focused.
D: Use Language <i>Use clear & varied language?</i>		Language is rarely clear & appropriate.	Language is sometimes clear & appropriate.	Language is clear & appropriate.	Language is clear & carefully chosen.	Language is very clear, effective, carefully chosen & precise.
<i>Use accurate language?</i> Grammar, vocabulary & sentence construction		Many errors are apparent.	Fairly accurate, although errors & inconsistencies are apparent.	Adequate degree of accuracy despite some lapses.	Good degree of accuracy.	High degree of accuracy.
<i>Use appropriate register & style?</i> Register: use of elements such as vocabulary, sentence structure, tone & terminology appropriate for analysis.		Little sense of Register & Style.	Register & Style are appropriate to some extent.	Register & Style are mostly appropriate to the task.	Register & Style are consistently appropriate to the task.	Register & Style are effective & appropriate to the task.
TEACHER EVALUATION & FEEDBACK FOR _____			CRITERION A: _____ Understanding & Interpretation CONTINUE:  STOP: 	CRITERION B: _____ Analysing & Evaluating CONTINUE:  STOP: 	CRITERION C: _____ Focus & Organisation CONTINUE:  STOP: 	CRITERION D: _____ Language CONTINUE:  STOP: 
RAW SCORES: /20			IB LEVEL: /7			

CRITERIA <i>How well does the candidate...</i>	0	1 <i>The response demonstrates...</i>	2 <i>The response demonstrates...</i>	3 <i>The response demonstrates...</i>	4 <i>The response demonstrates...</i>	5 <i>The response demonstrates...</i>
A: Understand & Interpret <i>Demonstrate understanding of text?</i>	T h e w o r k d o e s n o t r e a c h s t a n d a r d s	Little understanding of the works.	Some understanding of the works.	Satisfactory Understanding of literal meaning of the texts.	Thorough understanding of literal meaning of text.	Thorough & perceptive understanding of meaning of text.
<i>Support ideas with references to text?</i>		Infrequent/rarely appropriate references.	References are at times appropriate.	Generally relevant references which mostly support ideas.	Relevant references which support ideas.	Well-chosen references effectively support ideas.
B1: Analyse & Evaluate <i>Analyse and Evaluate how meaning is shaped by the choices of language, technique and style, and/or broader authorial choices?</i>		Little relevant analysis of textual features & authorial choices. The response is descriptive .	Some appropriate analysis of textual features & authorial choices. The response is Superficial; relies on description	Generally appropriate interpretation of textual features & authorial choices. Adequate evaluation of how features & choices shape meaning.	Sustained interpretation of textual features & authorial choices. Appropriate evaluation of how features & choices shape meaning.	Persuasive interpretation of textual features & authorial choices. Insightful and convincing evaluation of how features & choices shape meaning.
B2: Comparative Analysis <i>Analyse similarities and/or differences between the two works studied</i>		Little/no interpretation comparison and contrast of texts.	Superficial compare/contrast of texts.	Satisfactory interpretation of some implications of similarities and differences between texts.	Convincing interpretation of many implications of similarities and differences between texts.	Convincing & Insightful interpretation similarities and differences between texts.
C: Focus & Organisation <i>Organise ideas coherently?</i>		Little organisation of ideas apparent.	Some organisation of ideas is apparent.	Adequately organised & generally coherent ideas.	Well organised & mostly coherent ideas.	Effectively organised & coherent ideas.
<i>Maintain a clear focus in analysis?</i>		Rarely focused on analysis. Few connections between ideas	Sometimes focused on analysis. Some connections, but not always coherent	Maintains focus in analysis. Development of ideas is logical and generally cohesive	Mostly clear and sustained focus. Development of ideas is logical; ideas are cohesive	Maintains clear sustained focus, treatment of works is well-balanced, development of ideas are logical and convincing.
D: Use Language <i>Use clear & varied language?</i>	s t a n d a r d s	Language is rarely clear & appropriate.	Language is sometimes clear & appropriate.	Language is clear & appropriate.	Language is clear & carefully chosen.	Language is very clear, effective, carefully chosen & precise.
<i>Use accurate language?</i> Language refers to use of grammar, vocabulary & sentence construction .		Many errors are apparent.	Fairly accurate, although errors & inconsistencies are apparent.	Adequate degree of accuracy despite some lapses.	Good degree of accuracy.	High degree of accuracy.
<i>Use the appropriate register & style?</i> Register: use of elements such as vocabulary, sentence structure, tone & terminology appropriate for analysis.		Little sense of Register & Style.	Register & Style are appropriate to some extent.	Register & Style are mostly appropriate to the task.	Register & Style are consistently appropriate to the task.	Register & Style are effective & appropriate to the task.
TEACHER EVALUATION & FEEDBACK FOR _____		CRITERION A: _____ Understanding & Interpretation		CRITERION B: _____ Analysing & Evaluating	CRITERION C: _____ Focus & Organisation	CRITERION D: _____ Language
RAW SCORE: /25		IB LEVEL: /7				

Speaker Name: _____ Date: _____ Period.: _____ MARK: _____ / 40

Individual Oral (Discuss a global issue as presented in TWO texts, one literary & one non-literary)

Criterion	0	1-2	3-4	5-6	7-8	9-10
Criterion A: Knowledge, Understanding, & Interpretation How well does the candidate demonstrate knowledge and understanding of the extracts, and of the works/texts from which they were taken? To what extent does the candidate make use of knowledge and understanding of the extracts and the works/texts to draw conclusions in relation to the global issue? How well are ideas supported by references to the extracts and works/texts?	The work does not reach a standard described by the descriptors below.	There is little knowledge and understanding of the extracts and the works/texts in relation to the global issue. References to the extracts and to the works/texts are infrequent or are rarely appropriate.	There is some knowledge and understanding of the extracts and the works/texts in relation to the global issue References to the extracts and to the works/texts are at times appropriate.	There is satisfactory knowledge and understanding of the extracts and the works/texts and an interpretation of their implications in relation to the global issue. References to the extracts and to the works/texts are generally relevant and mostly support the candidate's ideas.	There is good knowledge and understanding of the extracts and the works/texts and a sustained interpretation of their implications in relation to the global issue. References to the extracts and to the works/texts are relevant and support the candidate's ideas.	There is excellent know-ledge and understanding of the extracts and of the works/texts and a persuasive interpretation of their implications in relation to the global issue. References to the extracts and to the works/texts are well-chosen and effectively support the candidate's ideas.
Criterion B: Analysis & Evaluation How well does the candidate use his or her knowledge and understanding of each of the extracts and their associated works/texts to analyze and evaluate the ways in which authorial choices present the global issue?		The oral is descriptive or contains no relevant analysis. Authorial choices are seldom identified and, if so, are poorly understood in relation to the presentation of the global issue.	The oral contains some relevant analysis, but it is reliant on description. Authorial choices are identified, but are vaguely treated and/or only partially understood in relation to the presentation of the global issue.	The oral is analytical in nature, and evaluation of the extracts and their works/ texts is mostly relevant. Authorial choices are identified and reasonably understood in relation to the presentation of the global issue.	Analysis and evaluation of the extracts and their works/texts are relevant and at times insightful There is a good understanding of how authorial choices are used to present the global issue.	Analysis and evaluation of the extracts and their works/texts are relevant and insightful. There is a thorough and nuanced understanding of how authorial choices are used to present the global issue.
Criterion C: Focus & Organization How well does the candidate deliver a structured, well-balanced and focused oral? How well does the candidate connect ideas in a cohesive manner?		The oral rarely focuses on the task. There are few connections between ideas.	The oral only sometimes focuses on the task, and treatment of the extracts, and of the works/texts may be unbalanced. There are some connections between ideas, but these are not always coherent.	The oral maintains a focus on the task, despite some lapses; treatment of the extracts and works/texts is mostly balanced. The development of ideas is mostly logical; ideas are generally connected in a cohesive manner.	The oral maintains a mostly clear and sustained focus on the task; treatment of the extracts and works/texts is balanced. The development of ideas is logical; ideas are cohesively connected in an effective manner.	The oral maintains a clear and sustained focus on the task; treatment of the extracts and works/texts is well-balanced. The development of ideas is logical and convincing; ideas are connected in a cogent manner.
Criterion D: Language How clear, accurate and effective is the language?		The language is rarely clear or accurate; errors often hinder communication. Vocabulary and syntax are imprecise and frequently inaccurate. Elements of style (for example, register, tone and rhetorical devices) are inappropriate to the task and detract from the oral	The language is generally clear; errors sometimes hinder communication. Vocabulary and syntax are often imprecise with inaccuracies. Elements of style (for example, register, tone and rhetorical devices) are often inappropriate to the task and detract from the oral.	The language is clear; errors do not hinder communication. Vocabulary and syntax are appropriate to the task but simple and repetitive. Elements of style (for example, register, tone and rhetorical devices) are appropriate to the task and neither enhance nor detract from the oral.	The language is clear and accurate; occasional errors do not hinder communication. Vocabulary and syntax are appropriate and varied. Elements of style (for example, register, tone and rhetorical devices) are appropriate to the task and somewhat enhance the oral.	The language is clear, accurate and varied; occasional errors do not hinder communication. Vocabulary and syntax are varied and create effect. Elements of style (for example, register, tone and rhetorical devices) are appropriate to the task and enhance the oral

Speaker Name: _____ Date: _____ Period.: _____ **MARK: _____ / 40**

Speaking Time: _____ Question Time: _____

Individual Oral (Discuss a global issue as presented in TWO texts, one literary & one non-literary)

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