

IB Spanish II

IB Spanish Language External Assessment – Written Assignment -SL

Standard Level

Assignment

- You must choose 3 articles / sources (based on the 3 IB Core Topics) to read and base your writing on; you need to use facts and figures from the texts and incorporated them into your writing
- Your text can and probably will be fiction, although you will use facts from the articles / sources
- The subject of your written assignment must be your choice in consultation with me
- The content of your writing and the articles comes from the 3 IB Core Topics:
 - Communication and media
 - Global issues
 - Social relationships
- You must write a 100-150 word rationale that introduces the assignment, states your aims and how you have achieved them
- Content and organization are more important than format; you must understand the subject matter and organize and use the information from the sources well
- Use language appropriate to the text type (blogs may be less formal than essays, interviews may contain more colloquialisms [be more conversational] etc.)

Technicalities

- 300-400 word limit
- 100-150 word rationale
- If you write less or more (yes they count the words) you lose 1 point from criterion A
 - I assume the rationale can be a few more or a few less words
- The written assignment must be word processes in the target language
- You may use a paper dictionary and other “reference material” (for example *501 Spanish Verbs*)
- The assignment is not timed and you may work on it on your own time with guidance from me.
 - Reading the sources
 - Writing the final text
 - Writing the rationale
- You sign a coversheet and we send the work to IB for evaluation
- The written assignment will be submitted electronically and e-marked

Written assignment: Receptive and written productive skills (SL)

Criterion A: Rationale and task

- How well does the student use the rationale and the task in order to accomplish the assignment?
- How clearly has the task been introduced in the rationale?
- How successfully does the task address the subject and aim(s) stated in the rationale?
- How appropriate is the choice of the text type to the task?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The student uses the rationale and the task in a limited way and may have partially accomplished the assignment. There is little reference to the sources in the rationale. The student has barely explained what his or her aim(s) are. The subject is hardly relevant to the chosen sources and not addressed in the task. The chosen text type is inappropriate to the audience and aim(s) stated in the rationale.
3–4	The student uses the rationale and the task in order to accomplish the assignment to a certain extent. There is some reference to some of the sources in the rationale. The student has explained what his or her aims are but not how he/she intends to achieve them. The subject stated in the rationale is partially relevant to the chosen sources or not addressed throughout the task. The chosen text type is not completely appropriate to the audience and aim(s) stated in the rationale, and is applied inconsistently throughout the task.
5–6	The student uses the rationale and the task adequately in order to accomplish the assignment. All sources have been referred to but not necessarily described in the rationale. The student has explained what his or her aims are and how he/she intends to achieve them. The subject stated in the rationale is generally relevant to the chosen sources and addressed throughout the task. The chosen text type is not completely appropriate to the audience and purpose stated in the rationale, but is applied consistently throughout the task.
7–8	The student uses the rationale and the task well in order to accomplish the assignment. All sources have been described in the rationale. The student has clearly explained what his or her aim(s) are and how he/she intends to achieve them. The subject stated in the rationale is relevant to the chosen sources and addressed throughout the task. The chosen text type is appropriate to the audience and purpose stated in the rationale, and is applied throughout the task.
9–10	The student uses the rationale and the task effectively in order to accomplish the assignment. All sources have been fully described in the rationale. The student has clearly explained what his or her aim(s) are and how he/she intends to achieve them. The subject stated in the rationale is focused, relevant to the chosen sources and consistently addressed throughout the task. The chosen text type is appropriate to the audience and purpose stated in the rationale, and is applied consistently throughout the task.

Criterion B: Organization and development

- How well are the ideas organized and developed?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The organization and development of ideas is mostly ineffective.
3–4	Ideas are organized and developed most effectively.
5–6	Ideas are organized and developed effectively.

Criterion C: Language

- How appropriately and effectively does the student use language in relation to the task?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	The use of language is mostly limited. Vocabulary is limited or is generally inappropriate to the task. Simple sentence structures are rarely clear. The rhetorical devices are not used or are used inappropriately.
3-4	The use of language is generally adequate. Vocabulary shows range but is sometimes used inappropriately to the task. Simple sentence structures are clear but no complex structures have been attempted. There is limited use of appropriate rhetorical devices.
5-6	The use of language is appropriate and is generally effective. Vocabulary shows range and is mostly appropriate to the task. Simple sentence structures are clear but there are errors in complex structures. The rhetorical devices are used appropriately.
7-8	The use of language is appropriate and effective. Vocabulary shows good range and is consistently used appropriately to the task. Complex sentence structures are clear and effective. The rhetorical devices are varied and used effectively.