

Criterion A: Language: How successfully does the candidate command written language?		Criterion B: Message: To what extent does the candidate fulfil the task?		Criterion C: Conceptual understanding: To what extent does the candidate demonstrate conceptual understanding?	
<ul style="list-style-type: none"><li>- To what extent...</li><li>...is the vocabulary appropriate and varied?</li><li>...are the grammatical structures varied?</li><li>...does the accuracy of the language contribute to effective communication?</li></ul>		<ul style="list-style-type: none"><li>- How relevant are the ideas to the task?</li><li>- To what extent are ideas developed?</li><li>- To what extent do the clarity and organization of ideas contribute to the successful delivery of the message?</li></ul>		<ul style="list-style-type: none"><li>- To what extent...</li><li>...is the choice of text type appropriate to the task?</li><li>...are the register and tone appropriate to the context, purpose and audience of the task?</li><li>...does the response incorporate the conventions of the chosen text type?</li></ul>	
Marks	A: Level Descriptor	B: Level Descriptor		Marks	C: Level Descriptor
0	The work does not reach a standard described by the descriptors below.				
1-3	<p>Command of language is limited.</p> <ul style="list-style-type: none"><li>- Vocabulary is sometimes appropriate to the task.</li><li>- Some basic grammatical structures are used, with some attempts to use more complex structures.</li><li>- Language contains errors in both basic and more complex structures. Errors interfere with communication.</li></ul>	<p>The task is partially fulfilled.</p> <ul style="list-style-type: none"><li>- Few ideas are relevant to the task.</li><li>- Ideas are stated, but with no development.</li><li>- Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.</li></ul>		1-2	<p>Conceptual understanding is limited.</p> <ul style="list-style-type: none"><li>- The choice of text type is generally inappropriate to the context, purpose, and audience.</li><li>- The register and tone are inappropriate to the context, purpose, and audience of the task.</li><li>- The response incorporates limited recognizable conventions of the chosen text type.</li></ul>
4-6	<p>Command of language is partially effective.</p> <ul style="list-style-type: none"><li>- Vocabulary is generally appropriate to the task, and varied.</li><li>- A variety of basic and some more complex grammatical structures is used.</li><li>- Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.</li></ul>	<p>The task is generally fulfilled.</p> <ul style="list-style-type: none"><li>- Some ideas are relevant to the task.</li><li>- Ideas are outlined, but are not fully developed.</li><li>- Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.</li></ul>		3-4	<p>Conceptual understanding is mostly demonstrated.</p> <ul style="list-style-type: none"><li>- The choice of text type is generally appropriate to the context, purpose, and audience.</li><li>- The register and tone, while occasionally appropriate to the context, purpose, and audience of the task, fluctuate throughout the response.</li><li>- The response incorporates some conventions of the chosen text type.</li></ul>

7-9	<p>Command of language is effective and mostly accurate.</p> <ul style="list-style-type: none"> <li>Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions.</li> <li>A variety of basic and more complex grammatical structures is used effectively.</li> <li>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</li> </ul>	<p>The task is fulfilled.</p> <ul style="list-style-type: none"> <li>Most ideas are relevant to the task.</li> <li>Ideas are developed well, with some details and examples.</li> <li>Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.</li> </ul>		5-6	<p>Conceptual understanding is fully demonstrated.</p> <ul style="list-style-type: none"> <li>The choice of text type is appropriate to the context, purpose, and audience.</li> <li>The register and tone are appropriate to the context, purpose, and audience of the task.</li> <li>The response fully incorporates the conventions of the chosen text type.</li> </ul>
10-12	<p>Command of language is accurate and very effective.</p> <ul style="list-style-type: none"> <li>Vocabulary is nuanced, appropriate to the task, and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions.</li> <li>A variety of basic and more complex grammatical structures is used selectively in order to enhance communication.</li> <li>Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.</li> </ul>	<p>The task is fulfilled effectively.</p> <ul style="list-style-type: none"> <li>Ideas are relevant to the task.</li> <li>Ideas are fully developed, providing details and relevant examples.</li> <li>Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.</li> </ul>			Extra Notes:

# Mbiolo Hl Paper 1

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A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the University of California, San Francisco text.

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