**Rationale**

The rationale is not included in the word count (800–1,000 words) for the written task and should be 200–300 words in length.

In their rationale students must explain:

• how the content of the task is linked to a particular part of the course

• how the task is intended to explore particular aspects of the course

• the nature of the task chosen

• information about audience, purpose and the varying contexts in which the task is set.

The rationale should not only include knowledge about the text or topic studied, but also about the formal conventions of the text type produced and how they relate to the aims of the task.

**Practical requirements for task 1**

Students may include illustrations in support of their work where this is appropriate. These must always be electronically embedded, not separately reproduced and physically attached. Written tasks submitted for assessment must be word processed and the electronic files must not exceed a maximum size, including any images, of 2 MB.

The task must be written in the language A studied.

Students must acknowledge all sources used. Where appropriate—for example, when the task relies on the reader referring to stimulus material such as a key passage in a literary text, or an illustration, in order to understand what the student is attempting to do—the source material must be clearly referenced in a bibliography. These sources may be referred to by the examiner but will not be taken account of in the assessment; nevertheless they are important information for the assessor. In addition, this promotes good academic practice on the part of the student.

**Examples of task 1**

The following are examples of possible written tasks. These are intended for guidance only and are neither exhaustive nor compulsory.

• A short story exploring a minor character’s view of the main action of a literary text

• A public information document explaining the effects of new legislation on a community

• A diary entry in which a character from a work of fiction reveals his or her true feelings about another character or any aspects of the action of a literary text

• An episode from a literary text rewritten to place the action in another setting

• An opinion column that emphasizes the pervasiveness of female stereotyping in advertising and how these stereotypes are promoted for the purpose of raising company profits

**Written task 1 (HL)**

**Criterion A: Rationale**

• Does the rationale for the written task explain how the task is linked to the aspects of the course being investigated?

**Note:** The word length for the rationale is 200–300 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

The rationale shows some explanation and understanding of the aspects being investigated.

2

The rationale shows clear explanation and understanding of the aspects being investigated.

**Criterion B: Task and content**

• To what extent does the task show understanding of the topic(s) or text(s) to which it refers?

• How appropriate is the content to the task chosen?

• To what extent does the task show understanding of the conventions of the text type chosen?

A formal essay, such as that produced for paper 2, is not an appropriate text type for the written task. Submission of a formal essay will limit the marks available for this criterion.

**Marks**

**Level descriptor**

0

The work does not reach a standard described by the descriptors below.

1–2

The task shows a superficial understanding of the topic(s) or text(s) to which it refers.

The content is generally inappropriate to the task chosen.

The task shows a superficial understanding of the conventions of the text type chosen.

3–4

The task shows a mostly adequate understanding of the topic(s) or text(s) to which it refers.

The content is generally appropriate to the task chosen.

The task shows an adequate understanding of the conventions of the text type chosen.

5–6

The task shows a good understanding of the topic(s) or text(s) to which it refers.

The content is mostly appropriate to the task chosen.

The task shows a good understanding of the conventions of the text type chosen.

7–8

The task shows an excellent understanding of the topic(s) or text(s) to which it refers.

The content is consistently appropriate to the task chosen.

The task shows an excellent understanding of the conventions of the text type chosen.

**Criterion C: Organization**

• How well organized is the task?

• How coherent is the structure?

**Note:** The word length for the written task is 800–1,000 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

Little organization is apparent; the task has little structure.

2

Some organization is apparent; the task has some structure, although it is not sustained.

3

The task is organized; the structure is generally coherent.

4

The task is well organized; the structure is mostly coherent.

5

The task is effectively organized; the structure is coherent and effective.

**Criterion D: Language and style**

• How effective is the use of language and style?

• How appropriate to the task 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 idiom appropriate to the task; register is assessed on the task itself.)

**Note:** A student who writes an appropriate rationale but fails to achieve an appropriate register in the task cannot score more than 3 marks.

**Marks**

**Level descriptor**

0

The work does not reach a standard described by the descriptors below.

1

There is little clarity, with many basic errors; little sense of register and style.

2

There is some clarity, though grammar, spelling and sentence structure are often inaccurate; some sense of register, style and appropriate vocabulary.

3

The use of language and the style are generally clear and effective, though there are some inaccuracies in grammar, spelling and sentence construction; generally appropriate in register, style and vocabulary.

4

The use of language and the style are clear and effective, with a good degree of accuracy; sentence construction and vocabulary are varied, showing a growing maturity of style; the register is appropriate.

5

The use of language and the style are very clear and effective, with a very good degree of accuracy; sentence construction and vocabulary are good; the style is confident and the register effective.