

Marking Criteria MML Part IB

Language through the Media (MD)

Content and use of language each carry 50% of the marks for this paper.

The MD paper represents 40% of the language paper B3. The remaining 60% corresponds to the 'Translation into the language' paper.

Examiners are reminded to make use of the full range of marks.

Mark	Class	Content	Use of Language
80-85	I* Dist.	An excellent video project, in which all the qualities deemed to constitute first-class work are present to a very high degree. Impressive quality of ideas. High degree of analytical engagement with the topic. Highly coherent structure. Examples and evidence used are relevant and intellectually rich, showing very sound knowledge of the topic and a good degree of independent research. Highly effective delivery. Excellent written summary reflecting the content of the video accurately and concisely.	Excellent pronunciation and intonation. Excellent grammatical accuracy across a wide range of complex structures. Impressive command of syntax. Excellent degree of fluency throughout. Impressive range of vocabulary and idiom. Exceptional grasp of the range of registers appropriate to the topic. Summary displays excellent quality of language; style is fluent, with no errors present.
70-79	I	High quality and relevance of ideas, showing very good understanding of the topic. Very good level of analytical engagement. Arguments are very well developed and supported by evidence and examples where relevant. Very coherent and well-structured. Evidence of a significant degree of independent research. Very effective delivery. Very good written summary reflecting the content of the video accurately and concisely.	Very good pronunciation. A high level of grammatical accuracy, with no basic errors; there may be a few errors in more complex areas that do not impair communication. Very good range of syntactic structures and vocabulary, and idiom very competently used. Very good degree of fluency. Very good use of the appropriate register. Summary displays very good quality of language; style is fluent, with a high level of accuracy.
60-69	II.1	Good quality and relevance of ideas, showing a sound understanding of the topic. Good level of analytical engagement. Presentation is clear, coherent and easy to follow. Arguments are well developed and supported by	Good pronunciation. Good level of accuracy, with no recurrent basic grammatical errors; there may be some errors in more complex structures that do not impair communication. Good range of syntactic structures and vocabulary,

		<p>evidence and examples where relevant. Coherent and well structured. Evidence of a degree of independent research. Effective delivery.</p> <p>Good written summary giving an accurate account of the content of the video.</p>	<p>and idiom competently used. Good degree of fluency. Good use of appropriate register, though there may be the occasional slip.</p> <p>Summary displays good quality of language; reads well, though may contain a small number of inaccuracies or unidiomatic phrasing.</p>
50-59	II.2	<p>Fair quality and relevance of ideas, showing fair to adequate understanding of the topic. Some degree of analytical engagement, though there may be an over-reliance on general/vague statements or on description over analysis. Presentation is for the most part clear and easy to follow, though may not be fully coherent. Arguments may lack development or be insufficiently supported by evidence or examples. Structure may not be wholly clear or effective. Little or no evidence of independent research. Fair delivery.</p> <p>Fair written summary giving a partial or somewhat unfocused account of the content of the video.</p>	<p>Faulty pronunciation that may at times interfere with communication. Fair level of grammatical accuracy; a number of basic errors occur. Fair command of syntax and vocabulary; some inaccurate syntactic structures, especially in more complex constructions, and limited lexical range. Fair degree of fluency. Limited sense for idiom and limited ability to work with appropriate registers.</p> <p>Summary displays fair quality of language, with a number of inaccuracies and/or awkward turns of phrase.</p>
40-49	III	<p>Poor quality and relevance of ideas, showing poor understanding of the topic. Little evidence of analytical engagement; over-reliance on general or vague statements or on description over analysis. Presentation can be followed, but could be clearer and more coherent. Arguments are incomplete, lack development, and/or are not supported by evidence or examples. Poor sense of structure. No evidence of independent research. Fair to poor delivery.</p> <p>Poor written summary giving an unclear and/or inaccurate account of the content of the video.</p>	<p>Poor to very poor pronunciation. At times listener may have to work hard to follow and may not follow all that is said. A poor to just acceptable deployment of basic grammar; frequent errors disrupt communication. Limited syntactic and lexical range. Basic command of vocabulary and idiom. Lacking in fluency. Limited awareness of register.</p> <p>Summary displays poor quality of language, with many inaccuracies and awkward turns of phrase.</p>
15-39	F	<p>Very poor quality and relevance of ideas, showing very poor</p>	<p>Very poor pronunciation is an obstacle to communication; listener has</p>

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		<p>understanding of the topic. No evidence of analytical engagement; purely descriptive/general statements. Presentation is not always easy to follow. Very poor argumentation, unsupported by evidence and examples. Very poor sense of structure. No evidence of independent research. Very poor delivery.</p> <p>Very poor written summary giving an inaccurate and confused account of the content of the video.</p>	<p>considerable difficulty following what is said. Major shortcomings in basic elements of grammar; errors are obtrusive and impair communication. Very limited syntactic range; struggles to form sentences. Very poor fluency. Very basic command of vocabulary and idiom. Very poor to no awareness of different registers.</p> <p>Summary displays very poor quality of language, with many errors which may impede comprehension.</p>
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