

IB IOP – Standard Level Mark Scheme

| | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
|--|---|--|--|---|---|
| <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> How much knowledge and understanding does the student show of the work(s) used in the presentation? | There is very limited knowledge and virtually no understanding of the content of the work(s) presented. | There is some knowledge and superficial understanding of the content of the work(s) presented. | There is adequate knowledge and understanding of the content and some of the implications of the work(s) presented. | There is good knowledge and understanding of the content and many of the implications of the work(s) presented. | There is very good knowledge and understanding of the content and most of the implications of the work(s) presented. |
| <p>Presentation</p> <ul style="list-style-type: none"> How much attention has been given to making the delivery effective and appropriate to the presentation? To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)? | Delivery of the presentation is inappropriate, with virtually no attempt to interest the audience. | Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience. | Delivery of the presentation is generally appropriate and shows an intention to interest the audience. | Delivery of the presentation is consistently appropriate, with suitable strategies used to interest the audience. | Delivery of the presentation is effective, with very good strategies used to interest the audience. |
| <p>Language</p> <ul style="list-style-type: none"> How clear and appropriate is the language? How well is the register and style suited to the choice of presentation? (Register refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the presentation.) | The language is inappropriate, with virtually no attempt to choose register and style suited to the choice of presentation. | The language is sometimes appropriate, but with little sense of register and style suited to the choice of presentation. | The language is mostly appropriate, with some attention paid to register and style suited to the choice of presentation. | The language is clear and appropriate, with register and style well suited to the choice of presentation. | The language is very clear and entirely appropriate, with register and style consistently effective and suited to the choice of presentation. |