

## External assessment criteria - Research investigation

<b>A Research Skills (HL and SL)</b>	
<ul style="list-style-type: none"> <li>• Does the student make accurate observations that are supported by research evidence?</li> <li>• Does the student include a range of sources and attribute these sources properly?</li> </ul>	
Descriptor Achievement level	Mark out of 10
The student has not reached level 1.	<b>0</b>
The student makes superficial, inaccurate and unclear observations. Any source material included is limited and has not been properly attributed.	<b>1–2</b>
The student makes generally superficial and/or derivative observations, which are often unclear. Source material has been included but it is predictable in origin and has not always been properly attributed.	<b>3-4</b>
The student makes generally perceptive and accurate observations. A range of source material has been included and, although somewhat predictable in origin, has been properly attributed.	<b>5-6</b>
The student makes perceptive and accurate observations, which are consistently supported by research evidence. A varied range of source material has been included and has been properly attributed.	<b>7-8</b>
The student makes perceptive and accurate observations, which are competently supported by research evidence. Sources have been chosen inventively and have been properly attributed.	<b>9-10</b>

<b>B Task relevance (HL and SL)</b>	
<ul style="list-style-type: none"> <li>• Does the student show initiative and perseverance in meeting the specific requirements of the research investigation?</li> <li>• Does the student formulate a research question and respond to this with appropriate evidence?</li> </ul>	
Descriptor Achievement level	Mark out of 10
The student has not reached level 1.	<b>0</b>
The student shows little or no initiative and perseverance in meeting the specific requirements of the research investigation. Little or no attempt has been made to formulate a research question.	<b>1–2</b>
The student shows limited initiative and perseverance in meeting the specific requirements of the research investigation. An attempt has been made to formulate a research question but responses to the question are often unfounded and irrelevant.	<b>3-4</b>
The student shows some initiative and perseverance in meeting the specific requirements of the research investigation. A research question has been formulated and an attempt has been made to respond to this question with generally appropriate evidence.	<b>5-6</b>
The student shows initiative and perseverance in meeting the specific requirements of the research investigation. A research question has been clearly formulated and responded to with relevant evidence and appropriate discussion.	<b>7-8</b>
The student shows consistent initiative and perseverance in meeting the specific requirements of the research investigation. A research question has been clearly formulated and responded to with relevant evidence and illuminating discussion.	<b>9-10</b>

<b>C Presentation (HL and SL)</b>	
<ul style="list-style-type: none"> <li>Does the student write the research investigation in an appropriate linguistic register and in a formal essay style?</li> <li>Has the visual and/or textual material been carefully selected and presented?</li> <li>Is the research investigation within the word-count requirement of the task?</li> </ul>	
Descriptor Achievement level	Mark out of 10
The student has not reached level 1.	<b>0</b>
The student has written the research investigation in a register that is inappropriate to the subject matter. The selection and presentation of visual and/or textual material is poor. The word-count requirement has not been met.	<b>1–2</b>
The student has written the research investigation in a register that is not always appropriate to the subject matter. The selection and presentation of visual and/or textual material is limited and mainly irrelevant. The word-count requirement has not been met.	<b>3-4</b>
The student has written the research investigation in a register that is generally appropriate to the formal essay style and subject matter. The visual and/or textual material has been adequately selected and presented. The word-count requirement has been met.	<b>5-6</b>
The student has written the research investigation in a register that is appropriate to the formal essay style and subject matter. The visual and/or textual material has been carefully selected and presented. The word-count requirement has been met.	<b>7-8</b>
The student has written the research investigation in a register that is fully appropriate to the formal essay style and subject matter. The visual and/or textual material has been selected and presented in a way that fully complements the formal essay style. The word-count requirement has been met.	<b>9-10</b>

<b>D Critique of sources (HL only)</b>	
<ul style="list-style-type: none"> <li>Does the student critique the sources used?</li> <li>Does the student demonstrate how relevant these sources are to his or her personal dramaturgical research?</li> </ul>	
Descriptor Achievement level	Mark out of 10
The student has not reached level 1.	<b>0</b>
The student provides little or no critique of the sources used. There is little or no demonstration of how relevant these sources are to his or her dramaturgical research.	<b>1–2</b>
The student provides a limited critique of the sources used. There is some demonstration of how relevant these sources are to his or her dramaturgical research.	<b>3-4</b>
The student provides an adequate critique of the sources used. There is an adequate demonstration of how relevant these sources are to his or her dramaturgical research.	<b>5-6</b>
The student provides a consistent critique of the sources used. There is a good demonstration of how relevant these sources are to his or her dramaturgical research.	<b>7-8</b>
The student provides an incisive and convincing critique of the sources used. There is an incisive demonstration of how relevant these sources are to his or her dramaturgical research.	<b>9-10</b>