## Digital society: Classroom rubrics

Familiarising students with exam design is crucial to their success. Markschemes should be integrated into classroom activities so that students fully understand the demands and marking instruments used with longer response questions. To facilitate this process, classroom-ready rubrics based on the exam markschemes may be helpful to use with students. Teachers and students are encouraged to use these rubrics to inform feedback and to target areas for improvement.

### Paper 1 rubrics

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| PAPER 1 PART C  (SL AND HL) | EXEMPLARY | | PROFICIENT | | PROGESSING | | EMERGING | | NO EVIDENCE |
| Understanding  *Does the response address the demands of the question?* | The response is focused and demonstrates an in-depth understanding of the demands of the question | | The response shows adequate understanding of the demands of the question. | | The response shows some understanding of the demands of the question. | | The response shows limited understanding of the demands of the question. | | No evidence of understanding the demands of the question. |
| 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Analysis and evaluation  *Does the response provide analysis and evaluation that is supported and relevant?* | Response demonstrates sustained evaluation and synthesis that is effectively and consistently supported with relevant and accurate knowledge. | | Response demonstrates adequate and effective analysis supported with relevant and accurate knowledge. | | Some relevant knowledge is demonstrated, but this is not always accurate and may not be used appropriately or effectively The response moves beyond description to include some analysis, but this is not always sustained or effective. | | There is limited relevant knowledge. The response is descriptive and consists mostly of unsupported generalizations. | | No evidence of knowledge, analysis or evaluation. |
| 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Structure  *Is the response structured and organised?* | The response is well-structured and effectively organised. | | The response is adequately organized. | | The response is partially organized. | | The response has limited organization or is only a list of items. | | No evidence of organisation. |
| 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

### Feedback

| Feedback for Paper 1, part c |
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| PAPER 1 SECTION B  (HL-ONLY) | EXEMPLARY | | | PROFICIENT | | | PROGESSING | | | EMERGING | | | NO EVIDENCE |
| Understanding  *Does the response address the demands of the question?* | The response is focused and demonstrates an in-depth understanding of the demands of the question | | | The response shows adequate understanding of the demands of the question. | | | The response shows some understanding of the demands of the question. | | | The response shows limited understanding of the demands of the question. | | | No evidence of understanding the demands of the question. |
| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Analysis and evaluation  *Does the response provide analysis and evaluation that is supported and relevant?* | Response demonstrates sustained evaluation and synthesis that is effectively and consistently supported with relevant and accurate knowledge. | | | Response demonstrates adequate and effective analysis supported with relevant and accurate knowledge. | | | Some relevant knowledge is demonstrated, but this is not always accurate and may not be used appropriately or effectively The response moves beyond description to include some analysis, but this is not always sustained or effective. | | | There is limited relevant knowledge. The response is descriptive and consists mostly of unsupported generalizations. | | | No evidence of knowledge, analysis or evaluation. |
| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Counter-claims  *Does the response address counter-claims?* | Counter-claims are effectively addressed in the response. | | | Counter-claims are adequately addressed. | | | Counter-claims are considered but only partially addressed. | | | Counter-claims are not considered or addressed. | | | N/A |
| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Structure  *Is the response structured and organised?* | The response is well-structured and effectively organised. | | | The response is adequately organized. | | | The response is partially organized. | | | The response has limited organization. | | | No evidence of organisation. |
| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

### Feedback

| Feedback for Paper 1, Section B |
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### Paper 2 rubric

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| PAPER 2 QUESTION 4  (SL AND HL) | EXEMPLARY | | | PROFICIENT | | | PROGESSING | | | EMERGING | | | NO EVIDENCE |
| Understanding  *Does the response address the demands of the question?* | The response is focused and demonstrates an in-depth understanding of the demands of the question | | | The response shows adequate understanding of the demands of the question. | | | The response shows some understanding of the demands of the question. | | | The response shows limited understanding of the demands of the question. | | | No evidence of understanding the demands of the question. |
| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Relevant and accurate knowledge  *Does the response provide relevant and accurate knowledge from the course?* | Relevant and accurate knowledge is demonstrated throughout, adding insight to the response. | | | Relevant and accurate knowledge is demonstrated with some lapses. | | | Some knowledge is demonstrated but this is not always relevant or accurate. | | | There is limited relevant knowledge. | | | No evidence of knowledge. |
| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Integration of evidence  *Does the response integrate evidence from sources?* | There is consistent and effective integration of evidence from the sources. | | | There is adequate integration of evidence from the sources, but this is not always sustained. | | | Evidence from sources is partially integrated into the response. | | | Evidence from sources is not integrated with the response. | | | N/A |
| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Structure  *Is the response structured and organised?* | The response is well-structured and effectively organised. | | | The response is adequately organized. | | | The response is partially organized. | | | The response has limited organization. | | | No evidence of organisation. |
| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

### Feedback

| Feedback for Paper 2 |
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### Paper 3 rubrics

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| PAPER 3, QUESTION 3  (HL-ONLY) | EXEMPLARY | | PROFICIENT | | PROGESSING | | EMERGING | | NO EVIDENCE |
| Understanding  *Does the response address the demands of the question?* | The response is focused and demonstrates an in-depth understanding of the demands of the question | | The response shows adequate understanding of the demands of the question. | | The response shows some understanding of the demands of the question. | | The response shows limited understanding of the demands of the question. | | No evidence of understanding the demands of the question. |
| 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Evaluation  *Does the response provide an evaluation that is supported and relevant?* | Response demonstrates sustained evaluation that is relevant and well supported throughout. | | Response demonstrates adequate evaluation that is relevant and supported. | | The response is primarily descriptive with some evaluation demonstrated but this is not sustained or fully supported. | | Response is of limited relevance. The response is descriptive and consists mostly of unsupported generalizations. | | No evidence of evaluation. |
| 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Structure  *Is the response structured and organised?* | The response is well-structured and effectively organised. | | The response is adequately organized. | | The response is partially organized. | | The response has limited organization. | | No evidence of organisation. |
| 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

### Feedback

| Feedback for Paper 3, question 3 |
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| PAPER 3 QUESTION 4  (HL-ONLY) | EXEMPLARY | | | PROFICIENT | | | PROGESSING | | | EMERGING | | | NO EVIDENCE |
| Understanding  *Does the response address the demands of the question?* | The response is focused and demonstrates an in-depth understanding of the demands of the question | | | The response shows adequate understanding of the demands of the question. | | | The response shows some understanding of the demands of the question. | | | The response shows limited understanding of the demands of the question. | | | No evidence of understanding the demands of the question. |
| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Relevant and accurate knowledge  *Is the response supported with relevant and accurate knowledge from the course?* | Response is well-supported throughout with relevant and accurate knowledge. | | | Response is adequately supported with relevant and accurate knowledge. | | | The response demonstrates some knowledge, but this is not always relevant or accurate and may not be used appropriately or effectively. | | | The response consists mostly of unsupported generalizations with limited relevant knowledge. | | | No evidence of knowledge. |
| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Recommendations  *Does the response present and support recommendations?* | Recommendations are presented and well-supported with a clear consideration of possible trade-offs and implications. | | | Recommendations are presented and effectively supported. | | | Recommendations are presented with some support although this is not sustained and only partially effective. | | | No recommendations are presented or those that are presented have only limited support. | | | N/A |
| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Structure  *Is the response structured and organised?* | The response is well-structured and effectively organised. | | | The response is adequately organized. | | | The response is partially organized. | | | The response has limited organization. | | | No evidence of organisation. |
| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

### Feedback

| Feedback for Paper 3, question 3 |
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