

External assessment

Marks	Level descriptor
4	Ideas are effectively organized and developed, with well-integrated examples from the works used.
5	Ideas are persuasively organized and developed, with effectively integrated examples from the works used.

Criterion E: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.
2	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.
3	Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.
4	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.
5	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.

External assessment details—HL

Paper 1: Literary commentary

Duration: 2 hours

Weighting: 20%

Paper 1 contains two previously unseen passages and students are instructed to write a literary commentary on one of these passages. One passage will be poetry; the other passage will be taken from works such as:

- a novel or short story
- an essay
- a biography
- a journalistic piece of writing of literary merit.

The passages for commentary may be either a complete piece of writing or an extract from a longer piece, and wherever possible they will **not** have been written by authors listed on the PLA nor be taken from works likely to have been studied in class.

The term “literary commentary” is used to refer to a close reading of a passage that is presented in the form of an essay. Students need to explore aspects such as content, technique, style, structure, theme and language, and they are assessed on their ability to:

- demonstrate understanding of the thought and feeling in the passage through interpretation that is supported by detailed references to the passage
- analyse and appreciate how the passage achieves its effects.

There are many acceptable ways of approaching and structuring a literary commentary, but a good commentary explains, rather than merely summarizing content or listing effects. All commentaries should be continuous and developed; commentaries comprising unrelated paragraphs will not merit a high achievement level.

The paper is assessed according to the assessment criteria published in this guide. The maximum mark for paper 1 is 20.

Paper 2: Essay

Duration: 2 hours

Weighting: 25%

Assessment details are the same as at SL.

Written assignment

Weighting: 25%

Assessment details are the same as at SL.

External assessment criteria—HL

Overview

Assessment criteria are used to assess students for all assessment tasks. The assessment criteria are published in this guide. There are different assessment criteria at SL and at HL.

The following is an overview of the external assessment criteria at HL.

Paper 1: Literary commentary

There are four assessment criteria at HL.

Criterion A	Understanding and interpretation	5 marks
Criterion B	Appreciation of the writer’s choices	5 marks
Criterion C	Organization and development	5 marks
Criterion D	Language	5 marks
	Total	20 marks

Paper 2: Essay

There are five assessment criteria at HL.

Criterion A	Knowledge and understanding	5 marks
Criterion B	Response to the question	5 marks
Criterion C	Appreciation of the literary conventions of the genre	5 marks
Criterion D	Organization and development	5 marks
Criterion E	Language	5 marks
	Total	25 marks

Written assignment

There are five assessment criteria at HL.

Criterion A	Fulfilling the requirements of the reflective statement	3 marks
Criterion B	Knowledge and understanding	6 marks
Criterion C	Appreciation of the writer's choices	6 marks
Criterion D	Organization and development	5 marks
Criterion E	Language	5 marks
	Total	25 marks

The following descriptors are for examiner use and for teacher and student information.

Paper 1: Literary commentary (HL)**Criterion A: Understanding and interpretation**

- How well does the student's interpretation reveal understanding of the thought and feeling of the passage?
- How well are ideas supported by references to the passage?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is basic understanding of the passage but virtually no attempt at interpretation and few references to the passage.
2	There is some understanding of the passage, with a superficial attempt at interpretation and some appropriate references to the passage.
3	There is adequate understanding of the passage, demonstrated by an interpretation that is supported by appropriate references to the passage.

Marks	Level descriptor
4	There is very good understanding of the passage, demonstrated by sustained interpretation supported by well-chosen references to the passage.
5	There is excellent understanding of the passage, demonstrated by persuasive interpretation supported by effective references to the passage.

Criterion B: Appreciation of the writer's choices

- To what extent does the analysis show appreciation of how the writer's choices of language, structure, technique and style shape meaning?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There are few references to, and no analysis or appreciation of, the ways in which language, structure, technique and style shape meaning.
2	There is some mention, but little analysis or appreciation, of the ways in which language, structure, technique and style shape meaning.
3	There is adequate analysis and appreciation of the ways in which language, structure, technique and style shape meaning.
4	There is very good analysis and appreciation of the ways in which language, structure, technique and style shape meaning.
5	There is excellent analysis and appreciation of the ways in which language, structure, technique and style shape meaning.

Criterion C: Organization and development

- How well organized, coherent and developed is the presentation of ideas?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Ideas have little organization; there may be a superficial structure, but coherence and development are lacking.
2	Ideas have some organization, with a recognizable structure; coherence and development are often lacking.
3	Ideas are adequately organized, with a suitable structure; some attention is paid to coherence and development.
4	Ideas are effectively organized, with very good structure, coherence and development.
5	Ideas are persuasively organized, with excellent structure, coherence and development.

Criterion D: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the commentary.)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.
2	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the commentary.
3	Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the commentary.
4	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the commentary.
5	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the commentary.

Paper 2: Essay (HL)**Criterion A: Knowledge and understanding**

- How much knowledge and understanding has the student shown of the part 3 works studied in relation to the question answered?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is some knowledge but virtually no understanding of the part 3 works in relation to the question answered.
2	There is mostly adequate knowledge and some superficial understanding of the part 3 works in relation to the question answered.
3	There is adequate knowledge and understanding of the part 3 works in relation to the question answered.
4	There is good knowledge and understanding of the part 3 works in relation to the question answered.
5	There is perceptive knowledge and understanding of the part 3 works in relation to the question answered.

Criterion B: Response to the question

- How well has the student understood the specific demands of the question?
- To what extent has the student responded to these demands?
- How well have the works been compared and contrasted in relation to the demands of the question?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The student shows little awareness of the main implications of the question, and ideas are mainly irrelevant and/or insignificant. There is little meaningful comparison of the works used in relation to the question.
2	The student responds to some of the main implications of the question with some relevant ideas. There is a superficial attempt to compare the works used in relation to the question.
3	The student responds to most of the main implications of the question with consistently relevant ideas. There is adequate comparison of the works used in relation to the question.
4	The student responds to the main implications and some subtleties of the question, with relevant and carefully explored ideas. The comparison makes some evaluation of the works used in relation to the question.
5	The student responds to all the implications, as well as the subtleties of the question, with convincing and thoughtful ideas. The comparison includes an effective evaluation of the works in relation to the question.

Criterion C: Appreciation of the literary conventions of the genre

- To what extent does the student identify and appreciate the use of literary conventions in relation to the question and the works used?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Some literary conventions are identified but there is limited development relevant to the question and/or the works used.
2	Examples of literary conventions are sometimes correctly identified and developed, with some relevance to the question and the works used.
3	Examples of literary conventions are satisfactorily identified and developed, with relevance to the question and the works used.
4	Examples of literary conventions are clearly identified and effectively developed, with relevance to the question and the works used.
5	Examples of literary conventions are perceptively identified and persuasively developed, with clear relevance to the question and the works used.

Criterion D: Organization and development

- How well organized, coherent and developed is the presentation of ideas?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Ideas have little organization; there may be a superficial structure, but coherence and/or development are lacking.
2	Ideas have some organization, with a recognizable structure, but coherence and development are often lacking.
3	Ideas are adequately organized, with a suitable structure and attention paid to coherence and development.
4	Ideas are effectively organized, with a very good structure, coherence and development.
5	Ideas are persuasively organized, with excellent structure, coherence and development.

Criterion E: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.
2	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.
3	Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.
4	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.
5	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.