

Assessment Criteria - Paper 1: Textual Analysis (SL)

| | Achievement level 0 | Achievement level 1 | Achievement level 2 | Achievement level 3 | Achievement level 4 | Achievement level 5 |
|--|---|--|---|---|---|---|
| Criterion A: Understanding of texts <ul style="list-style-type: none"> • To what extent does the analysis show an understanding of the text, its type and purpose, as well as its possible contexts (for example, cultural, temporal, relation to audience)? • Are the comments supported by references to the text? | The work does not reach a standard described by the descriptors | There is little understanding of the text and context; comments are not supported by references to the text. | There is some understanding of the text and context; comments are sometimes supported by references to the text. | There is adequate understanding of the text and context; comments are mostly supported by references to the text. | There is good understanding of the text and context; comments are consistently supported by references to the text. | There is very good understanding of the text and context; perceptive comments are supported by consistently well-chosen references to the text. |
| Criterion B: Understanding of the use and effects of stylistic features <ul style="list-style-type: none"> • To what extent does the analysis show awareness of how the stylistic features of the text, such as language, structure, tone, technique and style, are used to construct meaning? • To what extent does the analysis show understanding of the effects of stylistic features (including the features of visual texts) on the reader? | The work does not reach a standard described by the descriptors | There is little awareness or understanding of the use of stylistic features. | There is some awareness and understanding of the use of stylistic features. | There is adequate awareness of the use of stylistic features, with some understanding of their effects. | There is good awareness of the use of stylistic features, with adequate understanding of their effects. | There is very good awareness of the use of stylistic features, with good understanding of their effects. |
| Criterion C: Organization and Development <ul style="list-style-type: none"> • How well organized and coherent is the analysis? • How well is the argument of the response developed? | The work does not reach a standard described by the descriptors | Little organization is apparent, with reliance on paraphrase and summary rather than analysis. | Some organization is apparent; the analysis has some coherence but may contain elements of paraphrase, summary and simple explanation. There is little development of the argument. | The analysis is adequately organized in a generally coherent manner. There is some development of the argument. | The analysis is well organized and mostly coherent. The argument is adequately developed. | The analysis is effectively organized and coherent. The argument is well developed. |
| Criterion D: Language <ul style="list-style-type: none"> • 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.) | The work does not reach a standard described by the descriptors | Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style. | 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. | 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. | The use of language and 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. | 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. |

This material has been prepared by Marie Baird for workshop purposes only. It is not an official IB document and should be verified with the current Guide for Language A: Language and Literature (2011) for first examinations in May 2013

Assessment Criteria - Paper 1: Comparative Textual Analysis (HL)

| | Achievement level 0 | Achievement level 1 | Achievement level 2 | Achievement level 3 | Achievement level 4 | Achievement level 5 |
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| <p>Criterion A: Understanding and comparison of texts –</p> <ul style="list-style-type: none"> • To what extent does the analysis show the similarities and differences between the texts? • To what extent does the analysis show an understanding of the texts, their type and purpose, and their possible contexts (for example, cultural, temporal, relation to audience)? • Are the comments supported by well-chosen references to the texts? | The work does not reach a standard described by the descriptors | There is little understanding of the context and purpose of the texts and their similarities or differences; summary predominates and observations are rarely supported by references to the texts. | There is some understanding of the context and purpose of the texts, and the similarities or differences between them; observations are generally supported by references to the texts. | There is adequate understanding of the texts, their possible context and purpose, and the similarities and differences between them; comments are included, as well as observations that are generally supported by references to the texts. | There is good understanding of the texts, their context and purpose, and the similarities and differences between them; comments are mostly supported by well-chosen references to the texts. | There is excellent understanding of the texts, their context and purpose, and the similarities and differences between them; comments are fully supported by well-chosen references to the texts. |
| <p>Criterion B: Understanding of the use and effects of stylistic features</p> <ul style="list-style-type: none"> • To what extent does the analysis show awareness of how the stylistic features of the text, such as language, structure, tone, technique and style, are used to construct meaning? • To what extent does the analysis show understanding of the effects of stylistic features (including the features of visual texts) on the reader? | The work does not reach a standard described by the descriptors | There is little awareness of the use of stylistic features and little or no illustration of their effects on the reader. | There is some awareness of the use of stylistic features, with a few references illustrating their effects on the reader. | There is adequate awareness of the use of stylistic features and understanding of their effects on the reader. | There is good awareness and illustration of the use of stylistic features and detailed understanding of their effects on the reader. | There is excellent awareness of the use of stylistic features, with very good understanding of their effects on the reader. |
| | Achievement level 0 | Achievement level 1 | Achievement level 2 | Achievement level 3 | Achievement level 4 | Achievement level 5 |
| <p>Criterion C: Organization and Development</p> <ul style="list-style-type: none"> • How well organized and coherent is the analysis? • How well is the argument of the response developed? | The work does not reach a standard described by the descriptors | Little organization is apparent, with no sense of balance and very little development; considerable emphasis is placed on one text to the detriment of the other. | Some organization is apparent. There is little sense of balance and some development; although both texts are addressed, the treatment of one is superficial. | The comparative analysis is organized and structured in a generally coherent way. There is a sense of balance and adequate development. | The comparative analysis is well organized and balanced. The structure is mostly coherent and there is a good sense of development. | The comparative analysis is well balanced and effectively organized, with a coherent and effective structure and development. |
| <p>Criterion D: Language</p> <ul style="list-style-type: none"> • 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.) | The work does not reach a standard described by the descriptors | Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style. | 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. | 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. | 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. | 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. |

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