

Assessment Criteria - Paper 2: Essay (SL)

	Achievement level 0	Achievement level 1	Achievement level 2	Achievement level 3	Achievement level 4	Achievement level 5
Criterion A: Knowledge and Understanding •How much knowledge and understanding of the part 3 works and their context has the student demonstrated in relation to the question answered?	The work does not reach a standard described by the descriptors	Little knowledge of the part 3 works is demonstrated.	Some knowledge of the part 3 works and their context is demonstrated, but understanding is limited.	Knowledge of the part 3 works and the way in which context affects their meaning is adequately demonstrated and shows a general understanding.	Knowledge of the part 3 works and the way in which context affects their meaning is substantially demonstrated, and the understanding shown is good.	There is very good Knowledge of the part 3 works and the way in which context affects their meaning is thoroughly demonstrated, and the understanding shown is very good.
Criterion B: Response to the Question •To what extent is an understanding of the main expectations of the question shown? •How relevant is the response to these expectations?	The work does not reach a standard described by the descriptors	There is little awareness of the main expectations of the question.	There is some awareness of the main expectations of the question; the response is mainly unsubstantiated generalization.	There is adequate awareness of the main expectations of the question, with a generally relevant response.	There is good understanding and awareness of the main expectations of the question, with a mostly relevant response.	There is very good understanding and awareness of the expectations of the question, with a consistently relevant response.
Criterion C: Understanding of the Use and Effect of Stylistic Features •To what extent does the essay show awareness of how the writer's choice of the stylistic features in the text (for example, narrative point of view, setting, characterization, structure, style and technique) are used to construct meaning? •To what extent does the essay show understanding of the effects of stylistic features?	The work does not reach a standard described by the descriptors	There is little awareness or illustration of the use of stylistic features.	There is some awareness and illustration of stylistic features.	There is adequate awareness and illustration of stylistic features, with some understanding of their effects.	There is good awareness and illustration of stylistic features, with adequate understanding of their effects.	There is very good awareness and illustration of stylistic features, with good understanding of their effects.
Criterion D: Organization and Development •How coherent and effective is the argument of the essay? •How effective is the formal structure of the essay?	The work does not reach a standard described by the descriptors	There is little focus, structure and development.	There is some focus, structure and development.	There is adequate focus, structure and development.	There is good focus, structure and development.	There is very good focus, structure 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.)	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 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.

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Assessment Criteria - Paper 2: Essay (HL)

	Achievement level 0	Achievement level 1	Achievement level 2	Achievement level 3	Achievement level 4	Achievement level 5
Criterion A: Knowledge and Understanding •How much knowledge and understanding of the part 3 works and their context has the student demonstrated in relation to the question answered?	The work does not reach a standard described by the descriptors below.	Little knowledge is shown of the part 3 works and the way context affects their meaning.	Knowledge of the part 3 works and the way context affects their meaning is sometimes illustrated; understanding is superficial.	Knowledge of the part 3 works and the way context affects their meaning is adequately illustrated; understanding is satisfactory.	Knowledge of the part 3 works and the way context affects their meaning is pertinently illustrated and the understanding shown is good.	Knowledge of the part 3 works and the way context affects their meaning is thoroughly and persuasively illustrated and the understanding shown is perceptive.
Criterion B: Response to the Question •To what extent is an understanding of the main expectations of the question shown? •How relevant is the response to these expectations?	The work does not reach a standard described by the descriptors below.	There is little awareness of the expectations of the question.	There is some awareness of the expectations of the question; the response is only partly relevant and is mostly unsubstantiated generalization.	There is adequate awareness of the expectations of the question; the response is generally relevant and critical.	There is good understanding of the expectations and some of the subtleties of the question; the response is consistently relevant and critical.	There is excellent understanding of the expectations and many of the subtleties of the question; the response is relevant, focused and insightful.
Criterion C: Understanding of the Use and Effect of Stylistic Features •To what extent does the essay show awareness of how the writer's choice of the stylistic features in the text (for example, narrative point of view, setting, characterization, structure, style and technique) are used to construct meaning? •To what extent does the essay show understanding of the effects of stylistic features?	The work does not reach a standard described by the descriptors below.	There is limited awareness or illustration of the use of stylistic features.	There is some awareness and illustration of the use of stylistic features, with limited understanding of their effects.	There is adequate awareness and illustration of the use of stylistic features, with adequate understanding of their effects.	There is good awareness and illustration of the use of stylistic features, with good understanding of their effects.	There is excellent awareness and illustration of the use of stylistic features, with very good understanding of their effects.
Criterion D: Organization and Development •How coherent and effective is the argument of the essay? •How effective is the formal structure of the essay?	The work does not reach a standard described by the descriptors below.	There is little focus, structure, sequencing of ideas and development.	There is some focus, structure, sequencing of ideas and development.	There is adequate focus, structure, sequencing of ideas and development.	There is good focus and structure, with a logical sequence and development.	There is precise focus and excellent structure; the work is coherently sequenced and thoroughly developed.
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.)	The work does not reach a standard described by the descriptors below.	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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