

2. Which social groups are marginalized, excluded or silenced within the text?

The following are examples of texts that may be studied for student responses to question 2.

- Chinese fiction in which the figure of the intellectual is either revered or condemned
- Representations of the Roma in the contemporary popular press

Text and genre

1. How does the text conform to, or deviate from, the conventions of a particular genre, and for what purpose?

The following are examples of texts that may be studied for student responses to question 1.

- The study and analysis of an author’s reworking of fairy tales
- The study and analysis of a novel that uses dramatic dialogue, poetry, letters, accounts of journeys
- The study and analysis of media texts with a particular format, style and register

2. How has the text borrowed from other texts, and with what effects?

The following are examples of texts that may be studied for student responses to question 2.

- The study and analysis of how a particular character from a work of fiction is re-imagined in a song lyric
- The study and analysis of religious imagery and references in political speeches
- The study and analysis of one of the stories from Borges’s *Ficciones*
- The study and analysis of the use of the courtly love tradition in *Romeo and Juliet*

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: Comparative textual analysis

There are four assessment criteria for HL.

Criterion A	Understanding and comparison of the texts	5 marks
Criterion B	Understanding of the use and effects of stylistic features	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 for HL.

Criterion A	Knowledge and understanding	5 marks
Criterion B	Response to the question	5 marks
Criterion C	Understanding of the use and effects of stylistic features	5 marks
Criterion D	Organization and development	5 marks
Criterion E	Language	5 marks
	Total	25 marks

Written task 1

There are four assessment criteria for HL.

Criterion A	Rationale	2 marks
Criterion B	Task and content	8 marks
Criterion C	Organization	5 marks
Criterion D	Language and style	5 marks
	Total	20 marks

Written task 2

There are four assessment criteria for HL.

Criterion A	Outline	2 marks
Criterion B	Response to the question	8 marks
Criterion C	Organization and argument	5 marks
Criterion D	Language and style	5 marks
	Total	20 marks

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

Paper 1: Comparative textual analysis (HL)

Criterion A: Understanding and comparison of the texts

- 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?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	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.
2	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.
3	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.
4	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.
5	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.

Criterion B: Understanding of the use and effects of stylistic features

- To what extent does the comparative analysis show awareness of how stylistic features of the texts, such as language, structure, tone, technique and style, are used to construct meaning?
- To what extent does the comparative analysis show appreciation of the effects of stylistic features (including the features of visual texts) on the reader?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little awareness of the use of stylistic features and little or no illustration of their effects on the reader.
2	There is some awareness of the use of stylistic features, with a few references illustrating their effects on the reader.
3	There is adequate awareness of the use of stylistic features and understanding of their effects on the reader.
4	There is good awareness and illustration of the use of stylistic features and detailed understanding of their effects on the reader.
5	There is excellent awareness of the use of stylistic features, with very good understanding of their effects on the reader.

Criterion C: Organization and development

- How well organized and coherent is the comparative analysis?
- How balanced is the comparative analysis? (“Balance” here means equal treatment of the two texts.)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	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.
2	Some organization is apparent. There is little sense of balance and some development; although both texts are addressed, the treatment of one is superficial.
3	The comparative analysis is organized and structured in a generally coherent way. There is a sense of balance and adequate development.
4	The comparative analysis is well organized and balanced. The structure is mostly coherent and there is a good sense of development.
5	The comparative analysis is well balanced and effectively organized, with a coherent and effective structure 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 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.

Paper 2: Essay (HL)

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?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Little knowledge is shown of the part 3 works and the way context affects their meaning.
2	Knowledge of the part 3 works and the way context affects their meaning is sometimes illustrated; understanding is superficial.
3	Knowledge of the part 3 works and the way context affects their meaning is adequately illustrated; understanding is satisfactory.
4	Knowledge of the part 3 works and the way context affects their meaning is pertinently illustrated and the understanding shown is good.
5	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 expectations of the question shown?
- How relevant is the response to these expectations, and how far does it show critical analysis?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little awareness of the expectations of the question.
2	There is some awareness of the expectations of the question; the response is only partly relevant and is mostly unsubstantiated generalization.
3	There is adequate awareness of the expectations of the question; the response is generally relevant and critical.
4	There is good understanding of the expectations and some of the subtleties of the question; the response is consistently relevant and critical.
5	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 effects of stylistic features

- To what extent does the essay show awareness of how the writer's choices of the stylistic features in the texts (for example, characterization, setting, theme, narrative point of view, structure, style and technique) are used to construct meaning?
- To what extent does the essay show understanding of the effects of stylistic features?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is limited awareness or illustration of the use of stylistic features.
2	There is some awareness and illustration of the use of stylistic features, with limited understanding of their effects.
3	There is adequate awareness and illustration of the use of stylistic features, with adequate understanding of their effects.
4	There is good awareness and illustration of the use of stylistic features, with good understanding of their effects.
5	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 logical and developed is the argument of the essay?
- How coherent and effective is the formal structure of the essay?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little focus, structure, sequencing of ideas and development.
2	There is some focus, structure, sequencing of ideas and development.
3	There is adequate focus, structure, sequencing of ideas and development.
4	There is good focus and structure, with a logical sequence and development.
5	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.)

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.

Written task 1 (HL)**Criterion A: Rationale**

- Does the rationale for the written task explain how the task is linked to the aspects of the course being investigated?

Note: The word length for the rationale is 200–300 words. If the word limit is exceeded, 1 mark will be deducted.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The rationale shows some explanation and understanding of the aspects being investigated.
2	The rationale shows clear explanation and understanding of the aspects being investigated.

Criterion B: Task and content

- To what extent does the task show understanding of the topic(s) or text(s) to which it refers?
- How appropriate is the content to the task chosen?
- To what extent does the task show understanding of the conventions of the text type chosen?

A formal essay, such as that produced for paper 2, is not an appropriate text type for the written task. Submission of a formal essay will limit the marks available for this criterion.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The task shows a superficial understanding of the topic(s) or text(s) to which it refers. The content is generally inappropriate to the task chosen. The task shows a superficial understanding of the conventions of the text type chosen.
3–4	The task shows a mostly adequate understanding of the topic(s) or text(s) to which it refers. The content is generally appropriate to the task chosen. The task shows an adequate understanding of the conventions of the text type chosen.
5–6	The task shows a good understanding of the topic(s) or text(s) to which it refers. The content is mostly appropriate to the task chosen. The task shows a good understanding of the conventions of the text type chosen.
7–8	The task shows an excellent understanding of the topic(s) or text(s) to which it refers. The content is consistently appropriate to the task chosen. The task shows an excellent understanding of the conventions of the text type chosen.

Criterion C: Organization

- How well organized is the task?
- How coherent is the structure?

Note: The word length for the written task is 800–1,000 words. If the word limit is exceeded, 2 marks will be deducted.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Little organization is apparent; the task has little structure.
2	Some organization is apparent; the task has some structure, although it is not sustained.
3	The task is organized; the structure is generally coherent.

Marks	Level descriptor
4	The task is well organized; the structure is mostly coherent.
5	The task is effectively organized; the structure is coherent and effective.

Criterion D: Language and style

- How effective is the use of language and style?
- How appropriate to the task is the choice of register and style? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and idiom appropriate to the task; register is assessed on the task itself.)

Note: A student who writes an appropriate rationale but fails to achieve an appropriate register in the task cannot score more than 3 marks.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little clarity, with many basic errors; little sense of register and style.
2	There is some clarity, though grammar, spelling and sentence structure are often inaccurate; some sense of register, style and appropriate vocabulary.
3	The use of language and the style are generally clear and effective, though there are some inaccuracies in grammar, spelling and sentence construction; generally appropriate in register, style and vocabulary.
4	The use of language and the style are clear and effective, with a good degree of accuracy; sentence construction and vocabulary are varied, showing a growing maturity of style; the register is appropriate.
5	The use of language and the style are very clear and effective, with a very good degree of accuracy; sentence construction and vocabulary are good; the style is confident and the register effective.

Written task 2: Critical response (HL)

Criterion A: Outline

- Does the outline of the written task clearly highlight the particular focus of the task?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The outline partially highlights the particular focus of the task.
2	The outline clearly highlights the particular focus of the task.

Criterion B: Response to the question

- To what extent is an understanding of the expectations of the question shown?
- How relevant and focused is the response to these expectations?
- Is the response supported by well-chosen references to the text(s)?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The student has a superficial understanding of the expectations of the question. Ideas are frequently irrelevant and/or repetitive. The response is not supported by references to the text(s).
3–4	There is mostly adequate understanding of the expectations of the question. Ideas are generally relevant and focused. The response is generally supported by references to the text(s).
5–6	There is good understanding of the expectations of the question. Ideas are mostly relevant and focused. The response is mostly supported by well-chosen references to the text(s).
7–8	There is thorough understanding of the expectations of the question. Ideas are relevant and focused. The response is fully supported by well-chosen references to the text(s).

Criterion C: Organization and argument

- How well organized is the task?
- How coherent is the structure?
- How well developed is the argument of the written task?

Note: The word length for the written task is 800–1,000 words. If the word limit is exceeded, 2 marks will be deducted.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Little organization is apparent; the task has little structure and the argument is poorly developed.
2	Some organization is apparent; the task has some structure, although it is not sustained. The argument has some development.
3	The task is organized, and the structure is generally coherent. There is some development of the argument.

Marks	Level descriptor
4	The task is well organized; the structure is mostly coherent and the argument is clearly developed.
5	The task is effectively organized; the structure is coherent and the argument is effectively developed.

Criterion D: Language and style

- How effective is the use of language and style?
- How appropriate to the task is the choice of register and style? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and idiom appropriate to the task; register is assessed on the task itself.)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little clarity, with many basic errors; little sense of register and style.
2	There is some clarity, though grammar, spelling and sentence structure are often inaccurate; some sense of register, style and appropriate vocabulary.
3	The use of language and the style are generally clear and effective, though there are some inaccuracies in grammar, spelling and sentence construction; generally appropriate in register, style and vocabulary.
4	The use of language and the style are clear and effective, with a good degree of accuracy; sentence construction and vocabulary are varied, showing a growing maturity of style; the register is appropriate.
5	The use of language and the style are very clear and effective, with a very good degree of accuracy; sentence construction and vocabulary are good; the style is confident and the register effective.