

**English A1 HL Written Paper Two, Essay, Assessment Chart**

<p><b>A: Knowledge and Understanding of Works</b>  <i>How well does the candidate know the works studied?</i>  <i>How much understanding has the candidate shown of the works studied in relation to the question answered?</i>  <i>How detailed and/or appropriate are the candidate's references to the works studied?</i></p>	<p><b>B: Response to the Question</b>  <i>How well has the candidate understood the specific demands of the question?</i>  <i>To what extent has the candidate responded to these demands?</i>  <i>How well has the candidate illustrated claims?</i>  <i>To what extent has the candidate expressed a relevant personal response?</i></p>	<p><b>C: Appreciation of Literary Features</b>  <i>To what extent is the candidate aware of the presence of literary features in the text, such as diction, imagery, tone, structure, style and technique?</i>  <i>To what extent does the candidate appreciate the effects of the literary features?</i>  <i>How well has the candidate supported claims about the effects of literary features?</i></p>	<p><b>D: Presentation</b>  <i>How well has the candidate organized the commentary?</i>  <i>How effectively have the candidate's ideas been presented? To what extent are supporting examples integrated into the body of the commentary?</i></p>	<p><b>E: Formal Use of Language</b>  <i>How accurate, clear and precise is the language used by the candidate? How appropriate is the candidate's choice of register and style, for this task? (Register refers, in this context, to the candidate's sensitivity to elements such as the vocabulary, tone, sentence structure and idiom appropriate to the task.)</i></p>
<p><b>0</b> The candidate has not reached level 1.</p>	<p><b>0</b> The candidate has not reached level 1.</p>	<p><b>0</b> The candidate has not reached level 1.</p>	<p><b>0</b> The candidate has not reached level 1.</p>	<p><b>0</b> The candidate has not reached level 1.</p>
<p><b>1 Little knowledge of works</b> (little knowledge of, or familiarity with, the Part 3 (and Part 2) works used to answer the question.)</p>	<p><b>1 Little awareness of the main implications of the question</b> (the candidate's ideas are mainly insignificant and/or irrelevant - the essay consists mainly of paraphrase and/or narration and/or repetition of content.)</p>	<p><b>1 Little awareness of the literary features of the text</b> (little mention or consideration of the literary features of the text.)</p>	<p><b>1 Little sense of a focused and developed argument</b> (little evidence of a structure to the essay - little attempt to present ideas in an ordered or logical sequence.)</p>	<p><b>1 The language is rarely clear or coherent</b> (the use of language is not readily comprehensible - many lapses in grammar, spelling and sentence construction - vocabulary is rarely accurate or appropriate.)</p>
<p><b>2 Some knowledge of works</b> (some knowledge of, or familiarity with, the Part 3 (and Part 2) works used to answer the question - superficial understanding of the works used)</p>	<p><b>2 Some awareness of, or response to, the main implications of the question</b> (the candidate's ideas are sometimes irrelevant - the essay consists mainly of unsubstantiated generalizations.)</p>	<p><b>2 Some awareness or appreciation of the literary features of the text</b> (some consideration of the literary features of the text - superficial analysis of the literary features mentioned.)</p>	<p><b>2 Some sense of a focused and developed argument</b> (some evidence of a structure to the essay - some attempt to present ideas in an ordered and logical sequence)</p>	<p><b>2 The language is only sometimes clear and coherent</b> (some degree of clarity and coherence in the use of language - some degree of accuracy in grammar, spelling and sentence construction - vocabulary is sometimes appropriate to the discussion of literature.)</p>
<p><b>3 Adequate understanding of works</b> (adequate understanding of the Part 3 (and Part 2) works used to answer the question - adequate and appropriate references to the works.)</p>	<p><b>3 Adequate response to the main implications of the question</b> (the candidate's ideas are relevant - the analysis of the ideas is adequate and appropriately illustrated by some relevant examples.)</p>	<p><b>3 Adequate appreciation of the literary features of the text</b> (adequate appreciation of the effects of the works in relation to the question - the analysis is appropriately illustrated by relevant examples.)</p>	<p><b>3 A generally focused and developed argument</b> (adequate structure to the essay - ideas are generally presented in an ordered or logical sequence - supporting examples are sometimes appropriately integrated into the body of the essay.)</p>	<p><b>3 The language is generally clear and coherent</b> (adequately clear and coherent use of language - only a few significant lapses in grammar, spelling and sentence construction - some care shown in the choice of vocabulary, idiom and style - the register is generally appropriate for literary analysis.)</p>
<p><b>4 Good understanding of works</b> (good understanding of the Part 3 (and Part 2) works used to answer the question as well as some of the subtleties of their meaning - detailed and pertinent references to the works.)</p>	<p><b>4 Good response to the main implications as well as some of the subtleties of the question</b> (the candidate's ideas are carefully explored and include a considered personal response, where appropriate - the analysis of the ideas is generally detailed and well illustrated by relevant examples.)</p>	<p><b>4 Good appreciation of the literary features of the works</b> (pertinent and detailed analysis of the effects of the literary features of the works in relation to the question - the analysis is well illustrated by carefully chosen examples.)</p>	<p><b>4 A clearly focused and well-developed argument</b> (clear and logical structure to the essay - supporting examples are appropriately integrated into the body of the essay.)</p>	<p><b>4 The language is clear, varied and precise</b> (clear, varied and precise use of language - no significant lapses in grammar, spelling and sentence construction - effective and appropriately varied use of vocabulary, idiom and style - suitable choice of register.)</p>
<p><b>5 Excellent understanding of works</b> (perceptive understanding of the Part 3 (and Part 2) works used to answer the question as well as the subtleties of their meaning - detailed and persuasive references to the works.)</p>	<p><b>5 Excellent response to the main implications as well as the subtleties of the question</b> (the candidate's ideas are convincing and show independence of thought, where appropriate - the analysis of the ideas is consistently detailed and persuasively illustrated by carefully chosen examples.)</p>	<p><b>5 Excellent appreciation of the literary features of the works</b> (critical analysis of the effects of the literary features of the works in relation to the Question - the analysis is consistently well illustrated by persuasive examples.)</p>	<p><b>5 A clearly focused, well-developed and persuasive argument</b> (purposeful and effective structure to the essay - supporting examples are well integrated into the body of the essay.)</p>	<p><b>5 The language is clear, varied, precise and concise</b> (clear, varied, precise and concise use of language - no significant lapses in grammar, spelling and sentence construction - precise use of wide vocabulary and varied idiom and style - effective choice of register.)</p>