

## IB External Assessment: Written Paper 1 Commentary

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<b>A. Understanding of the Text</b> <i>* How well has the candidate understood the thought and feeling expressed in the text?</i>	The candidate has not reached level 1.	<b>Little understanding of the text</b> <i>* little understanding of the thought and feeling expressed in the text</i> <i>* mainly irrelevant and/or inappropriate references to the text</i>	<b>Some understanding of the text</b> <i>* superficial understanding of thought and feeling expressed in the text</i> <i>* some relevant references to the text</i>	<b>Adequate understanding of the text</b> <i>* adequate understanding of thought and feeling expressed in the text</i> <i>* adequate and appropriate references to the text</i>	<b>Good Understanding of the text</b> <i>* good understanding of thought and feeling expressed in the text as well as some of the subtleties of the text</i> <i>* detailed and pertinent references to the text</i>	<b>Excellent understanding of the text</b> <i>* perceptive understanding of thought and feeling expressed in the text as well as some of the subtleties of the text</i> <i>* detailed and persuasive references to the text</i>
<b>B. Interpretation of the Text</b> <i>* How relevant are the candidate's ideas about the text?</i> <i>* How well has the candidate explored those ideas?</i> <i>* How well has the candidate illustrated the claims?</i> <i>* To what extent has the candidate expressed a relevant personal response?</i>	The candidate has not reached level 1.	<b>Little interpretation of the text</b> <i>* the candidate's ideas are mainly insignificant and/or irrelevant</i> <b>or</b> <i>* the commentary consists mainly of narration and/or repetition of content</i>	<b>Some interpretation of the text</b> <i>* the candidate's ideas are sometimes irrelevant</i> <i>* the commentary consists mainly of unsubstantiated generalizations</i> <b>or</b> <i>* the commentary is mainly a paraphrase of the text</i>	<b>Adequate interpretation of the text</b> <i>* the candidate's ideas are generally relevant</i> <i>* the analysis is adequate and appropriately illustrated by some relevant examples</i>	<b>Good interpretation of the text</b> <i>* the candidate's ideas are clearly relevant and include an appropriate personal response</i> <i>* the analysis is generally detailed and well illustrated relevant examples</i>	<b>Excellent interpretation of the text</b> <i>* the candidate's ideas are convincing and include an appropriate and considered personal response</i> <i>* the analysis is generally detailed and well illustrated relevant examples</i>
<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 affects of the literary features?</i> <i>* How well has the candidate supported claims about the effects of literary features?</i>	The candidate has not reached level 1.	<b>Little awareness of the literary features of the text</b> <i>* little mention or consideration of the literary features of the text</i>	<b>Some awareness of the literary features of the text</b> <i>* some consideration of the literary features of the text</i> <i>* superficial analysis of the literary features of the text</i>	<b>Adequate awareness of the literary features of the text</b> <i>* adequate appreciation of the effects of the literary features of the text</i> <i>* the analysis is sometimes illustrated by relevant examples</i>	<b>Good awareness of the literary features of the text</b> <i>* generally detailed appreciation of the effects of the literary features of the text</i> <i>* the analysis is generally detailed and illustrated by relevant examples</i>	<b>Excellent awareness of the literary features of the text</b> <i>* detailed and persuasive appreciation of the effects of the literary features of the text</i> <i>* the analysis is detailed and illustrated by carefully chosen examples</i>
<b>D. Presentation</b> <i>* How well has the candidate organized the commentary?</i> <i>* How effectively have the candidate's ideas been presented?</i> <i>* To what extent are supporting examples integrated into the body of the commentary?</i>	The candidate has not reached level 1.	<b>Little sense of a focused and developed argument</b> <i>* little evidence of a structure to the commentary</i> <i>* little attempt to present ideas in an ordered or logical sequence</i>	<b>Some sense of a focused and developed argument</b> <i>* some evidence of a structure to the commentary</i> <i>* some attempt to present ideas in an ordered or logical sequence</i>	<b>A generally focused and developed argument</b> <i>* adequate structure to the commentary</i> <i>* ideas are generally presented in an ordered or logical sequence</i>	<b>A clearly focused and developed argument</b> <i>* clear and logical structure to the commentary</i> <i>* supporting examples are appropriately integrated into the body of the commentary</i>	<b>A clearly focused, well-developed and persuasive argument</b> <i>* purposeful and effective structure to the commentary</i> <i>* supporting examples are well integrated into the body of the commentary</i>
<b>E. Formal Use of Language</b> <i>* How accurate, clear and precise is the language used by the candidate?</i> <i>* How appropriate is the candidate's choice of register<sup>1</sup> and style for this task?</i>	The candidate has not reached level 1.	<b>The language is rarely clear or coherent</b> <i>* the use of language is not readily comprehensible</i> <i>* many lapses in grammar, spelling and sentence construction</i> <i>* vocabulary is rarely accurate or appropriate</i>	<b>The language is only sometimes clear and coherent</b> <i>* some degree of clarity and coherence in the use of language</i> <i>* some degree of accuracy in grammar, spelling and sentence construction</i> <i>* Vocabulary is sometimes appropriate to the discussion of literature.</i>	<b>The language is generally clear and coherent</b> <i>* adequately clear and coherent use of language</i> <i>* only a few significant lapses in grammar, spelling and sentence construction</i> <i>* some care shown in the choice of vocabulary, idiom and style</i> <i>* suitable choice of register</i>	<b>The language is clear, varied and precise</b> <i>* clear, varied, and precise use of language</i> <i>* no significant lapses in grammar, spelling and sentence construction</i> <i>* effective and appropriately varied use of vocabulary, idiom and style</i> <i>* suitable choice of register</i>	<b>The language is clear, varied, precise and concise</b> <i>* clear, varied, precise and concise use of language</i> <i>* no significant lapses in grammar, spelling and sentence construction</i> <i>* precise use of wide vocabulary and varied idiom and style</i> <i>* effective choice of register</i>

<sup>1</sup>Register refers, in this case, to the candidate's sensitivity to elements, such as the vocabulary, tone, sentence structure and idiom appropriate to the task.