**IB LANGUAGE A1: LITERATURE**

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**VSA**

**A guide to the IB English Literature Course**

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**The IB Learner Profile**

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| **Inquirers**The real voyage of discovery consists not in seeking new landscapes, but in having new eyes**Marcel Proust** | **Open-minded**The trouble with having an open mind, of course, is that people will insist on coming along and trying to put things in it**Terry Pratchett** |
| **Knowledgeable**[When you know a thing, to hold that you know it; and when you do not know a thing, to allow that you do not know it - this is knowledge.](http://www.quotationspage.com/quote/24041.html)[**Confucius**](http://www.quotationspage.com/quotes/Confucius/) **(551 BC - 479 BC)**, *The Confucian Analects* | **Caring**We forge the chains we wear in life.   [Charles Dickens](http://classiclit.about.com/od/dickenscharles2/a/Charles-Dickens.htm) |
| **Thinkers**He had a feeling that the answer was quite different and that he ought to know it, but he could not think of it. He began to get frightened, and that is bad for thinking.J.R.R. Tolkien | **Risk-takers**There is a tide in the affairs of men.Which, taken at the flood, leads on to fortune;Omitted, all the voyage of their lifeIs bound in shallows and in miseries.Julius Caesar (Act 4 Scene 3) |
| **Communicators**The single biggest problem in communication is the illusion that it has taken place…George Bernard Shaw (1856-1950) | **Balanced**Set honour in one eye and death I**’** the otherAnd I will look on both indifferently.William Shakespeare *Julius Caesar*  |
| **Principled**Change your opinions, keep to your principles; change your leaves, keep intact your roots.[**Victor Hugo**](http://www.brainyquote.com/quotes/quotes/v/victorhugo399104.html) | **Reflective**Mockingbirds don’t do one thing except make music for us to enjoy….they don’t do one thing but sing their hearts out for us. That’s why it’s a sin to kill a mockingbird.Harper Lee |

The IB learner profile is at the heart of the Diploma Programme.

**The difference between Higher and Standard Level**

SL students’ study **10** works whereas HL students are required to study **13**.

The two assessment tasks highlighted below are less demanding for SL than the comparable HL tasks:

1. **Individual oral commentary:**

SL students present a 10-minute formal oral commentary on one of two works studied in part 2 of the course, whereas HL students present a formal oral commentary on poetry studied in part 2 and then engage in a discussion with the teacher on one of the other two works studied.

1. **Paper 2:**

Both SL and HL students write a literary analysis of a previously unseen prose passage or poem, however, SL students write in response to two guiding questions, whereas HL students write a literary commentary with no assistance from guiding questions.

In addition, the external assessment criteria for papers 1 and 2 and the internal assessment criteria are different.

HL students are expected to show a deeper understanding of content and writers’ techniques than SL students. The requirements for depth of knowledge and understanding and for demonstrating the skills of analysis, synthesis, evaluation and organisation are less demanding at SL than at HL.

**Course Overview**

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| **Part of Course** | **SL** | **HL** |
| **Part 1: Works in****Translation** | Study of two works in translation from the Prescribed Literature inTranslation list (PLT) | Study of three works intranslation from the PrescribedLiterature in Translation list (PLT) |
| **Part 2: Detailed study**  | Study of two works, both of a different genre, chosen from thePrescribed list of Authors (PLA) | Study of three works, each of a different genre (one of which must be poetry), chosen from thePrescribed list of Authors (PLA) |
| **Part 3: Literary genres** | Study of three works of the same genre, chosen from the PLA | Study of four works of the same genre, chosen from the PLA |
| **Part 4: Options** | Study of three works freelychosen | Study of three works freelychosen |
| **Total:**  | 10 works  | 13 works |

**What counts as ‘a text’?**

* 1 single major work, such as a novel, autobiography or biography
* 2 or more shorter texts such as novellas
* 5**–**10 short stories
* 5**–**8 essays
* 10**–**15 letters
* A substantial section or the whole of a long poem (at least 600 lines) or 15**–**20 shorter poems

**Is there any variety?**

* Poetry, prose, drama, non-fiction prose: SL study 3; HL study 4
* Authors may not be repeated within any part but may be studied in two different parts
* Texts chosen must cover three different periods and, for the works taken from the PLA, at least two different places

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| --- | --- | --- | --- | --- |
| **Term** | **Area of Study** | **Outcomes** | **Approach** | **Timeline** |
| **Summer Holiday** | **Reading for Part 4**  |  |  |
| 1 | Part 1: Texts in Translation | Introduction to CoursePart 4 text 1Part 4 text 2 | Quick reading· Identifying topics of personal interest· Exploring varieties of literary responseIntroduction to Part 4 | September/October |
| 1 | Part 1: Texts in Translation | Part 4 text 3· Writing essay· Feedback before end of term· Draft over holidays | 3 stages for each text:1. Interactive oral on context2. Reflective statement3. Supervised Writing· Independent writing· 1-2-1 meetings to set up and discuss essay | November |
| 1 | Part 1: Texts in Translation | Drafting | Submit proposal and outline and receive feedback | December |
| 1 | Part 2: Detailed Study | Close reading of texts leading up to Oral Commentary | Introduction to Part 2 | December |
| **Christmas Holiday** | **Reading for Part 2: Oral Commentary****Drating World Lit Essay** |  |
| 2 | Part 1: Texts in Translation | First Draft | Submit first draft | January |
| 2 | Part 2: Detailed Study | Close reading of texts leading up to Oral Commentary | Intensive reading including key passages | February |
| 2 | Part 2: Detailed Study | Close reading of texts leading up to Oral Commentary | Intensive reading of text including key passages | March/April |
| 2 | Part 1: Texts in Translation | Final Draft | Submit final draft | March/April |
| **Easter Holiday** | **Revision for Oral Commentary** |  |
| 3 | Part 2: Detailed Study | Individual Oral Commentary | Intensive reading of text including key passages | April/May |
| 3 | Part 2: Detailed Study | Individual Oral Commentary | Intensive reading of text including key passages | May/June |
| **End of First Year** |  |  |  |  |

**The Structure of the Course**

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| --- | --- | --- |
| **Summer Holiday** | **Reading for Part 4** |  |
| 1 | Part 4: Options | Individual Oral Presentation on topic selected from Part 4 text. | Class presentations | September/October |
| 1 | Part 3: Literary Genres· Paper 1: Unseen | Part 3 text 1 | Close analysis of text in relation to its genre / Commentary work | November/December |
| **Christmas Holiday** | **Reading for Part 3** |  |
| 2 | Part 3: Literary Genres· Paper 1: Unseen | · Part 3 text 2 | Close analysis of text in relation to its genre / Commentary work | January |
| 2 | · Part 3: Literary Genres· Paper 1: Unseen | Part 3 text 3 & 4· Part 3 Mock | Close analysis of text in relation to its genre /Commentary work | February |
| **Easter Holiday** | **Revision for Papers 1 & 2** |  |
| 3 | · Final Revision | Examinations:· Paper 1: Unseen· Paper 2: Literary Genres |  | March |
| **End of Course** |  |  |  |  |

**Part 1 – Texts in Translation**

* 25%: coursework essay
* 2 (SL) or 3 (HL) texts in translation written by writers in a language other than English.
* Texts chosen from PLT
* Externally Assessed

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| --- | --- |
| **Text 1:** | *The Outsider*, Albert Camus |
| **Text 2:** | *Blood Wedding*, Frederico Garcia Lorca |
| **Text 3 (HL only):** | *Perfume,* Patrick Suskind |

**For each text (H & SL):**

* Stage 1: a group oral on the context of the text
* Stage 2: a reflective statement on the oral (submitted with essay)
* Stage 3: supervised writing in class
* Stage 4: One essay on one text <1,500 words based on idea from supervised writing

Each text will cover the four stages and the aim is for the student to develop a personal and considered essay. Stage 2, the reflective statement, is submitted and marked along with the essay. Stage 3 is written under supervised conditions in class and is in response to three or four prompts provided by the teacher.

Although not submitted, Stage 3 is kept on file and can be requested by the IB.

The essay must be **no more than 1500** words in length and a word count must be clearly stated at the end of the assignment. Quotations from works must be included in the word count, but footnotes and bibliographies are not to be included. Redrafting is vital and important. Students will need to work independently on the redrafting process as teachers are not allowed to make detailed comments and notes on WL essays.

**Key Skills:**

1. Planning & drafting an essay which answers your focused question

2. Showing a wide and precise knowledge of the text

3. Understanding the cultural context of the work

**Part 1:Texts in Translation Mark Scheme (SL and HL)**

**Criterion A: Fulfilling the requirements of the reflective statement**

*To what extent does the student show how their understanding of cultural and contextual elements was developed through the interactive oral?*

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| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below |
| 1 | Reflection on the interactive oral shows superficial development of the student**’**s understanding of cultural and contextual elements |
| 2 | Reflection on the interactive oral shows some development of the student**’**s understanding of cultural and contextualelements. |
| 3 | Reflection on the interactive oral shows development of the student**’**s understanding of cultural and contextual elements. |

Note: The word limit for the reflective statement is 300**–**400 words. If the word limit is exceeded 1 mark will be deducted.

**Criterion B: Knowledge and understanding**

*How effectively has the student used the topic and the essay to show knowledge and understanding of the chosen work?*

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below |
| 1 -2 | The essay shows some knowledge but little understanding of the work used for the assignment. |
| 3-4 | The essay shows knowledge and understanding of, and some insight into, the work used for the assignment. |
| 3 | The essay shows detailed knowledge and understanding of, and perceptive insight into, the work used for the assignment. |

**Criterion C: Appreciation of the writer’s choices**

*To what extent does the student appreciate how the writer****’****s choices of language, structure, technique and style shape meaning?*

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1-2 | There is some mention, but little appreciation, of the ways in which language, structure, technique and style shape meaning. |
| 3-4 | There is adequate appreciation of the ways in which language, structure, technique and style shape meaning. |
| 5-6 | There is excellent appreciation of the ways in which language, structure, technique and style shape meaning. |

**Criterion D: Organization and development**

*How effectively have the ideas been organized, and how well are references to the works integrated into the development of the ideas?*

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| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | There is some attempt to organize ideas, but little use of examples from the works used |
| 2 | Ideas are superficially organized and developed, with some integrated examples from the works used |
| 3 | Ideas are adequately organized and developed, with appropriately integrated examples from the works used. |
| 4 | Ideas are effectively organized and developed, with well-integrated examples from the works used. |
| 5 | Ideas are persuasively organized and developed, with effectively integrated examples from the works used. |

Note: The word limit for the essay is 1,200**–**1,500 words. If the word limit is exceeded, 2 marks will be deducted.

**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.)*

|  |  |
| --- | --- |
| 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. |

**Part 2 – Detailed Study**

* 15%: oral commentary & discussion
* 2 (SL) or 3 (HL) texts. For HL one must be poetry
* Texts chosen from PLT
* Internally Assessed

|  |  |
| --- | --- |
| **Text 1:** | Ian McEwan, *Enduring Love* |
| **Text 2:** | Selection of Carol Ann Duffy’s Poetry |
| **Text 3 (HL only):** | Annie Dillard, *Reflections of a Stone* |

* 20 mins preparation on a 20-30 line extract from one of your texts
* HL: Oral Commentary (8 mins) and questions (2 mins) on poetry followed by discussion on another text (10 mins). Recorded.
* SL: Oral Commentary (8 mins) and questions (2 mins) on one text. Recorded.

**What will the Oral Commentary ask me to do?**

Students will be required to analyse an extract, chosen by the teacher, from one of the Part 2 works studied.

Students will have 20 minutes preparation time (under exam conditions) and are expected to talk about the extract (always poetry for HL) for 8 minutes followed by 2 minutes of teacher questions. HL pupils then have a 10 minute discussion on one of the two remaining texts.

This takes place outside of class time on a one-to-one with the teacher and is recorded.

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| **Suggested Structure for Commentary:** |
| **1 minute intro:**Context of extract – Overview – Significance of extract – Structure to your commentary |
| **6 minute body:**3 x 2-minute sections: (e.g.) themes, character, language, imagery…. |
| **1 minute conclusion:**Personal response. Overall importance and interest of extract |

**Key Skills:**

1. Speaking with clarity and coherence

2. Exploring a text in a structured way

3. Using vocabulary to show insight and engagement

**Part 2: Individual oral commentary. Mark Scheme (SL)**

**Criterion A: Knowledge and understanding of the extract**

*How well is the student****’****s knowledge and understanding of the extract demonstrated by their interpretation?*

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1-2 | There is virtually no knowledge, demonstrated by irrelevant and/or insignificant references to the extract. |
| 3-4 | There is some knowledge, demonstrated by very limited interpretation, but with some relevant references to the extract. |
| 5-6 | There is adequate knowledge and understanding, demonstrated by interpretation supported by mostly appropriate references to the extract. |
| 7-8 | There is good knowledge and understanding, demonstrated by interpretation supported by relevant and appropriate references to the extract. |
| 9-10 | There is very good knowledge and understanding, demonstrated by careful interpretation supported by well-chosen references to the extract. |

**Criterion B: Appreciation of the writer’s choices**

*To what extent does the student appreciate how the writer****’****s choices of language, structure, technique and style shape meaning?*

|  |  |
| --- | --- |
| *0* | The work does not reach a standard described by the descriptors below. |
| *1-2* | There is virtually no reference to the ways in which language, structure, technique and style shape meaning in the extract. |
| *3-4* | There is some reference to the ways in which language, structure, technique and style shape meaning in the extract |
| *5-6* | There is adequate reference to, and some appreciation of, the ways in which language, structure, technique and style shape meaning in the extract |
| *7-8* | There is good appreciation of the ways in which language, structure, technique and style shape meaning in the extract. |
| *9-10* | There is very good appreciation of the ways in which language, structure, technique and style shape meaning in the extract. |

**Criterion C: Organization and presentation**

*To what extent does the student deliver a structured, well-focused commentary?*

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | The commentary has virtually no structure and/or focus. |
| 2 | The commentary has limited evidence of a planned structure and is only occasionally focused. |
| 3 | The commentary shows some evidence of a planned structure and is generally focused. |
| 4 | The commentary has a clearly planned structure and is focused. |
| 5 | The commentary is very clearly structured and the focus is sustained. |

**Criterion D: Language**

*How clear, varied and accurate is the language?*

*How appropriate 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 terminology appropriate to the commentary.)*

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | The language is rarely clear and appropriate, with many errors in grammar and sentence construction and little sense of register and style. |
| 2 | The language is sometimes clear and appropriate; grammar and sentence construction are generally accurate, although errors and inconsistencies are apparent; register and style are to some extent appropriate. |
| 3 | The language is mostly clear and appropriate, with an adequate degree of accuracy in grammar and sentence construction; the register and style are mostly appropriate. |
| 4 | The language is clear and appropriate, with a good degree of accuracy in grammar and sentence construction; register and style are effective and appropriate. |
| 5 | The language is very clear and entirely appropriate, with a high degree of accuracy in grammar and sentence construction; the register and style are consistently effective and appropriate. |

**Part 2: Individual oral commentary and discussion. Mark Scheme (HL)**

**Criterion A: Knowledge and understanding of the poem**

*How well is the student****’****s knowledge and understanding of the poem demonstrated by their interpretation?*

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | There is limited knowledge and little or no understanding, with poor interpretation and virtually no relevant references to the poem. |
| 2 | There is superficial knowledge and some understanding, with limited interpretation occasionally supported by references to the poem. |
| 3 | There is adequate knowledge and understanding, demonstrated by interpretation supported by appropriate references to the poem. |
| 4 | There is very good knowledge and understanding, demonstrated by careful interpretation supported by well-chosen references to the poem. |
| 5 | There is excellent knowledge and understanding, demonstrated by individual interpretation effectively supported by precise and well chosen references to the poem. |

**Criterion B: Appreciation of the writer’s choices**

*To what extent does the student appreciate how the writer****’****s choices of language, structure, technique and style shape meaning?*

|  |  |
| --- | --- |
| 0  | The work does not reach a standard described by the descriptors below. |
| 1 | There are few references to, and no appreciation, of the ways in which language, structure, style/technique shape meaning in the poem. |
| 2 | There is some mention, but little appreciation, of the ways in which language, structure, technique and style shape meaning in the poem. |
| 3 | There is adequate appreciation of the ways in which language, structure, technique and style shape meaning in the poem. |
| 4 | There is very good appreciation of the ways in which language, structure, technique and style shape meaning in the poem. |
| 5 | There is excellent appreciation of the ways in which language, structure, technique and style shape meaning in the poem. |

**Criterion C: Organization and presentation of the commentary**

*To what extent does the student deliver a structured, well-focused commentary?*

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | The commentary shows little evidence of planning, with very limited structure and/or focus. |
| 2 | The commentary shows some structure and focus. |
| 3 | The commentary shows evidence of a planned structure and is generally focused. |
| 4 | The commentary is clearly structured and the focus is sustained. |
| 5 | The commentary is effectively structured, with a clear, purposeful and sustained focus. |

**Criterion D: Knowledge and understanding of the work used in the discussion**

*How much knowledge and understanding has the student shown of the work used in the discussion?*

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | There is little knowledge or understanding of the content of the work discussed. |
| 2 | There is some knowledge and superficial understanding of the content of the work discussed. |
| 3 | There is adequate knowledge and understanding of the content and some of the implications of the work discussed. |
| 4 | There is very good knowledge and understanding of the content and most of the implications of the work discussed. |
| 5 | There is excellent knowledge and understanding of the content and the implications of the work discussed. |

**Criterion E: Response to the discussion questions**

*How effectively does the student respond to the discussion questions?*

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| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | There is limited ability to respond meaningfully to the discussion questions. |
| 2 | Responses to the discussion questions are sometimes relevant. |
| 3 | Responses to the discussion questions are relevant and show some evidence of independent thought. |
| 4 | Well-informed responses to the discussion questions show a good degree of independent thought. |
| 5 | There are persuasive and independent responses to the discussion questions. |

**Criterion F: Language**

*How clear, varied and accurate is the language?*

*How appropriate is the choice of register and style?*

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | The language is rarely clear and appropriate, with many errors in grammar and sentence construction and little sense of register. |
| 2 | The language is sometimes clear and appropriate; grammar and sentence construction are generally accurate, although errors and inconsistencies are apparent; register and style are to some extent appropriate. |
| 3 | The language is mostly clear and appropriate, with an adequate degree of accuracy in grammar and sentence construction; the register and style are mostly appropriate. |
| 4 | The language is clear and appropriate, with a good degree of accuracy in grammar and sentence construction; register and style are effective and appropriate. |
| 5 | The language is very clear and entirely appropriate, with a high degree of accuracy in grammar and sentence construction; the register and style are consistently effective and appropriate. |

**Part 3 – Literary Genres**

25%: examination

Paper 2

3 (SL) or 4 (HL) texts from the same genre

Texts chosen from PLT

**Eternally Assessed: Paper 2**

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| **Text 1**: Othello – William Shakespeare |
| **Text 2**: Glengarry Glen Ross – David Mamet |
| **Text 3**: Six Degrees of Separation – John Guare |
| **Text 4 (HL only):** Streetcar Named Desire – Tennessee Willaims |

HL 2 hour examination: one question based on at least 2 Part 3 works.

SL 1.5 hour examination: one question based on 2 Part 3 works.

**What will the questions on Paper 2 look like?**

Paper 2 will contain three essay questions on each of the genre categories represented in

Part 3. Candidates will be required to answer one essay question only. You should

compare the two texts you choose. This is a closed-book exam.

**Sample Paper 2 questions:**

Drama HL

***“****On the stage character must be created solely through action, behaviour and speech.****”***

Compare the skill with which dramatists create our impression of the characters in two or

three plays you have studied.

Poetry SL

Consider the use of place in three or four poems by two or three poets you have studied.

**Key Skills:**

1. Understanding how the texts exploit their genre

2. Using the texts to answer the question

3. Recalling sections of text from memory

**Part 3 (Paper 2): Essay. Mark Scheme (SL)**

**Criterion A: Knowledge and understanding**

*How much knowledge and understanding has the student shown of the part 3 works studied in relation to the question answered?*

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | There is little knowledge and no understanding of the part 3 works in relation to the question answered. |
| 2 | There is some knowledge but little understanding of the part 3 works in relation to the question answered. |
| 3 | There is adequate knowledge and some understanding of the part 3 works in relation to the question answered. |
| 4 | There is good knowledge and understanding of the part 3 works in relation to the question answered. |
| 5 | There is very good knowledge and understanding of the part 3 works in relation to the question answered. |

**Criterion B: Response to the question**

*How well has the student understood the specific demands of the question?*

*To what extent has the student responded to these demands?*

*How well have the works been compared and contrasted in relation to the demands of the question?*

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | The student shows virtually no awareness of the main implications of the question, and ideas are mostly irrelevant or insignificant. There is no meaningful comparison of the works used in relation to the question. |
| 2 | The student shows limited awareness of the main implications of the question, and ideas are sometimes irrelevant or insignificant. There is little meaningful comparison of the works used in relation to the question. |
| 3 | The student responds to most of the main implications of the question, with relevant ideas. A comparison is made of the works used in relation to the question, but it may be superficial. |
| 4 | The student responds to the main implications of the question, with consistently relevant ideas. An appropriate comparison is made of the works used in relation to the question. |
| 5 | The student responds to the main implications and some subtleties of the question, with relevant and carefully explored ideas. An effective comparison is made of the works used in relation to the question |

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**Criterion C: Appreciation of the literary conventions of the genre**

*To what extent does the student identify and appreciate the use of literary conventions in relation to the question and the works used?*

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| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | Virtually no literary conventions are identified, and there is no development relevant to the question and/or the works used. |
| 2 | Examples of literary conventions are sometimes correctly identified, but there is little development relevant to the question and the works used. |
| 3 | Examples of literary conventions are mostly correctly identified, and there is some development relevant to the question and the works used. |
| 4 | Examples of literary conventions are clearly identified and effectively developed, with relevance to the question and the works used. |
| 5 | Examples of literary conventions are clearly identified and effectively developed, with clear relevance to the question and the works used. |

**Criterion D: Organization and development**

*How well organized, coherent and developed is the presentation of ideas?*

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| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | Ideas have virtually no organization or structure, and coherence and/or development are lacking. |
| 2 | Ideas have some organization and structure, but there is very little coherence and/or development. |
| 3 | Ideas are adequately organized, with a suitable structure and some attention paid to coherence and development. |
| 4 | Ideas are well organized, with a good structure, coherence and development. |
| 5 | Ideas are effectively organized, with a very good structure, coherence 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.)*

|  |  |
| --- | --- |
| 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. |

Part 3 (Paper 2): Essay. Mark Scheme (HL)

**Criterion A: Knowledge and understanding**

*How much knowledge and understanding has the student shown of the part 3 works studied in relation to the question answered?*

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| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | There is some knowledge but virtually no understanding of the part 3 works in relation to the question answered. |
| 2 | There is mostly adequate knowledge and some superficial understanding of the part 3 works in relation to the question answered. |
| 3 | There is adequate knowledge and understanding of the part 3 works in relation to the question answered. |
| 4 | There is good knowledge and understanding of the part 3 works in relation to the question answered. |
| 5 | 5 There is perceptive knowledge and understanding of the part 3 works in relation to the question answered. |

**Criterion B: Response to the question**

*How well has the student understood the specific demands of the question?*

*To what extent has the student responded to these demands?*

*How well have the works been compared and contrasted in relation to the demands of the question?*

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | The student shows little awareness of the main implications of the question, and ideas are mainly irrelevant and/or insignificant. There is little meaningful comparison of the works used in relation to the question. |
| 2 | The student responds to some of the main implications of the question with some relevant ideas. There is a superficial attempt to compare the works used in relation to the question. |
| 3 | The student responds to most of the main implications of the question with consistently relevant ideas. There is adequate comparison of the works used in relation to the question. |
| 4 | The student responds to the main implications and some subtleties of the question, with relevant and carefully explored ideas. The comparison makes some evaluation of the works used in relation to the question. |
| 5 | The student responds to all the implications, as well as the subtleties of the question, with convincing and thoughtful ideas. The comparison includes an effective evaluation of the works in relation to the question. |

**Criterion C: Appreciation of the literary conventions of the genre**

*To what extent does the student identify and appreciate the use of literary conventions in relation to the question and the works used?*

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | Some literary conventions are identified but there is limited development relevant to the question and/or the works used. |
| 2 | Examples of literary conventions are sometimes correctly identified and developed, with some relevance to the question and the works used. |
| 3 | Examples of literary conventions are satisfactorily identified and developed, with relevance to the question and the works used. |
| 4 | Examples of literary conventions are clearly identified and effectively developed, with relevance to the question and the works used. |
| 5 | Examples of literary conventions are perceptively identified and persuasively developed, with clear relevance to the question and the works used. |

**Criterion D: Organization and development**

*How well organized, coherent and developed is the presentation of ideas?*

|  |
| --- |
| 0 The work does not reach a standard described by the descriptors below. |
| 1 Ideas have little organization; there may be a superficial structure, but coherence and/or development are lacking. |
| 2 Ideas have some organization, with a recognizable structure, but coherence and development are often lacking. |
| 3 Ideas are adequately organized, with a suitable structure and attention paid to coherence and development. |
| 4 Ideas are effectively organized, with a very good structure, coherence and development. |
| 5 Ideas are persuasively organized, with excellent structure, coherence 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.)*

|  |
| --- |
| 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. 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. |
|  |

**Part 4 – Options 15%: oral presentation**

3 (S & HL) texts freely chosen in any combination

Internally Assessed

|  |
| --- |
| Text 1: *Scaramouch Jones* – Justin |
| Text 2: *Love in the Time of Cholera* – Gabriel Garcia Marquez |
| Text 3: *Antigone* – Sophocles |

10 – 15 minute presentation to the class on a topic chosen by the student

**What will the Oral Presentation ask me to do?**

For the oral presentation, you will be required to present on a topic of your own choice, based on one or more of the part 4 works. You will prepare this in your own time, and will be expected to present for 10 – 15 minutes. There will be short class discussion afterwards.

**Individual oral presentation. Mark Scheme (SL)**

**Criterion A: Knowledge and understanding of the work(s)**

*How much knowledge and understanding does the student show of the work(s) used in the presentation?*

|  |
| --- |
| 0 The work does not reach a standard described by the descriptors below. |
| 1**–**2 There is very limited knowledge and virtually no understanding of the content of the work(s) presented. |
| 3**–**4 There is some knowledge and superficial understanding of the content of the work(s) presented. |
| 5**–**6 There is adequate knowledge and understanding of the content and some of the implications of the work(s) presented. |
| 7**–**8 There is good knowledge and understanding of the content and many of the implications of the work(s) presented. |
| 9**–**10 There is very good knowledge and understanding of the content and most of the implications of the work(s) presented. |

**Criterion B: Presentation**

*How much attention has been given to making the delivery effective and appropriate to the presentation?*

*To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)?*

|  |
| --- |
| 0 The work does not reach a standard described by the descriptors below. |
| 1**–**2 Delivery of the presentation is inappropriate, with virtually no attempt to interest the audience. |
| 3**–**4 Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience. |
| 5**–**6 Delivery of the presentation is generally appropriate and shows an intention to interest the audience. |
| 7**–**8 Delivery of the presentation is consistently appropriate, with suitable strategies used to interest the audience. |
| 9**–**10 Delivery of the presentation is effective, with very good strategies used to interest the audience. |
|  |

**Criterion C: Language**

*How clear and appropriate is the language?*

*How well is the register and style suited to the choice of presentation?*

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1-2 | The language is inappropriate, with virtually no attempt to choose register and style suited to the choice of presentation. |
| 3-4 | The language is sometimes appropriate, but with little sense of register and style suited to the choice of presentation. |
| 5-6 | The language is mostly appropriate, with some attention paid to register and style suited to the choice of presentation. |
| 7-8 | The language is clear and appropriate, with register and style well suited to the choice of presentation. |
| 9-10 | The language is very clear and entirely appropriate, with register and style consistently |

You should use brief notes or other suitable prompts during your presentation but must

not read a script.

**Key Skills:**

1. Selecting and planning a personally chosen topic to present

2. Delivering with enthusiasm and clarity

3. Showing an excellent knowledge of your chosen work

**Part 4: Individual oral presentation. Mark Scheme (HL)**

Criterion A: Knowledge and understanding of the work(s)

*How much knowledge and understanding does the student show of the work(s) used in the presentation?*

|  |  |
| --- | --- |
|  |  |
|  | 0 The work does not reach a standard described by the descriptors below. |
|  | 1–2 There is little knowledge or understanding of the content of the work(s) presented. |
|  | 3–4 There is some knowledge and superficial understanding of the content of the work(s) presented. |
|  | 5–6 There is adequate knowledge and understanding of the content and some of the implications of the work(s) presented. |
|  | 7–8 There is very good knowledge and understanding of the content and most of the implications of the work(s) presented. |
|  | 9–10 There is excellent knowledge and understanding of the content and the implications of the work(s) presented |

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**Criterion B: Presentation**

*How much attention has been given to making the delivery effective and appropriate to the presentation?*

*To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)?*

|  |  |
| --- | --- |
|  | 0 The work does not reach a standard described by the descriptors below. |
|  | 1–2 Delivery of the presentation is seldom appropriate, with little attempt to interest the audience. |
|  | 3–4 Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience. |
|  | 5–6 Delivery of the presentation is appropriate, with a clear intention to interest the audience. |
|  | 7–8 Delivery of the presentation is effective, with suitable strategies used to interest the audience. |
|  | 9–10 Delivery of the presentation is highly effective, with purposeful strategies used to interest the audience. |

**Criterion C: Language**

*How clear and appropriate is the language?*

*How well is the register and style suited to the choice of presentation? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the presentation.)*

|  |  |
| --- | --- |
|  | 0 The work does not reach a standard described by the descriptors below. |
|  | 1–2 The language is rarely appropriate, with a very limited attempt to suit register and style to the choice of presentation. |
|  | 3–4 The language is sometimes appropriate, with some attempt to suit register and style to the choice of presentation. |
|  | 5–6 The language is mostly clear and appropriate, with some attention paid to register and style that is suited to the choice of presentation. |
|  | 7–8 The language is clear and appropriate, with register and style consistently suited to the choice of presentation. |
|  | 9–10 The language is very clear and entirely appropriate, with register and style consistently effective and suited to the choice of presentation. |