

New Assessment Criteria - Paper 1: Guided Textual Analysis (SL/HL)

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	Mark / Level Descriptor 0	Mark / Level Descriptor 1	Mark / Level Descriptor 2	Mark / Level Descriptor 3	Mark / Level Descriptor 4	Mark / Level Descriptor 5
Criterion A: Understanding and Interpretation • How well does the candidate demonstrate an understanding of the text and draw reasoned conclusions from implications in it? • How well are ideas supported by references to the text?	The work does not reach a standard described by the descriptors below.	The response demonstrates little understanding of the literal meaning of the text. References to the text are infrequent or are rarely appropriate.	The response demonstrates some understanding of the literal meaning of the text. References to the text are at times appropriate.	The response demonstrates an understanding of the literal meaning of the text. There is a satisfactory interpretation of some implications of the text. References to the text are generally relevant and mostly support the candidate's ideas.	The response demonstrates a thorough understanding of the literal meaning of the text. There is a convincing interpretation of many implications of the text. References to the text are relevant and support the candidate's ideas.	The response demonstrates a thorough and perceptive understanding of the literal meaning of the text. There is a convincing and insightful interpretation of larger implications and subtleties of the text. References to the text are well-chosen and effectively support the candidate's ideas.
Criterion B: Analysis and Evaluation • To what extent does the candidate analyse and evaluate how textual features and/or authorial choices shape meaning?	The work does not reach a standard described by the descriptors below.	The response is descriptive and/or demonstrates little relevant analysis of textual features and/or authorial choices.	The response demonstrates some appropriate analysis of textual features and/or authorial choices, but is reliant on description.	The response demonstrates a generally appropriate analysis of textual features and/or authorial choices.	The response demonstrates an appropriate and at times insightful analysis of textual features and/or authorial choices. There is a good evaluation of how such features and/or choices shape meaning.	The response demonstrates an insightful and convincing analysis of textual features and/or authorial choices. There is a very good evaluation of how such features and/or choices shape meaning.
Criterion C: Focus and Organization • How well organized, coherent and focused is the presentation of ideas?	The work does not reach a standard described by the descriptors below.	Little organization is apparent in the presentation of ideas. No discernible focus is apparent in the analysis.	Some organization is apparent in the presentation of ideas. There is little focus in the analysis.	The presentation of ideas is adequately organized in a generally coherent manner. There is some focus in the analysis.	The presentation of ideas is well organized and mostly coherent. The analysis is adequately focused.	The presentation of ideas is effectively organized and coherent. The analysis is well focused.
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 candidate's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the analysis).	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.

This material has been prepared by Marie Baird for workshop purposes only.

It is not an official IB document and should be verified with the current Guide for Language A: Language and Literature (for first examinations in May 2021).