

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.