

## English A: Language and Literature – Paper 2 SL/HL: Comparative essay – Assessment criteria

	Level 1-2	Level 3-4	Level 5-6	Level 7-8	Level 9-10
<p><b>Criterion A: knowledge, understanding, interpretation and comparison</b></p> <ul style="list-style-type: none"> <li>To what extent does the essay show knowledge and understanding of the works?</li> <li>To what extent do interpretations draw on similarities and differences between the works in relation to the question?</li> </ul>	The essay shows <b>little</b> knowledge and understanding of the works. Interpretations <b>rarely</b> draw on similarities and differences between the works in relation to the question.	The essay shows <b>some</b> knowledge and understanding of the works. Interpretations <b>sometimes</b> draw on similarities and differences between the works in relation to the question.	The essay shows <b>adequate</b> knowledge and understanding of the works. Interpretations <b>generally</b> draw on similarities and differences between the works in relation to the question.	The essay shows <b>good</b> knowledge and understanding of the works. Interpretations <b>frequently</b> draw on similarities and differences between the works in relation to the question.	The essay shows <b>perceptive</b> knowledge and understanding of the works. Interpretations <b>effectively</b> draw on similarities and differences between the works in relation to the question.
<p><b>Criterion B: Analysis and evaluation</b></p> <ul style="list-style-type: none"> <li>To what extent does the essay show analysis and evaluation of how both authors use stylistic and structural features to shape meaning?</li> <li>To what extent does the essay compare how authors use stylistic and structural features to shape meaning?</li> </ul>	The essay shows <b>little</b> analysis and evaluation of how both authors use stylistic and structural features and <b>rarely</b> compares how they use them to shape meaning.	The essay shows <b>some</b> analysis and evaluation of how both authors use stylistic and structural features and <b>sometimes</b> compares how they use them to shape meaning.	The essay shows <b>adequate</b> analysis and evaluation of how both authors use stylistic and structural features and <b>generally</b> compares how they use them to shape meaning.	The essay shows <b>good</b> analysis and evaluation of how both authors use stylistic and structural features and <b>frequently</b> compares how they use them to shape meaning.	The essay shows <b>insightful</b> analysis and evaluation of how authors use stylistic and structural features and <b>effectively</b> compares how they use them to shape meaning.
	Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>Criterion C: Coherence, balance, focus and organisation</b></p> <ul style="list-style-type: none"> <li>To what extent does the essay show coherence, balance, focus and organisation?</li> </ul>	The essay shows <b>little</b> coherence, balance, focus and organisation.	The essay shows <b>some</b> coherence, balance, focus and organisation.	The essay shows <b>adequate</b> coherence, balance, focus and organisation.	The essay shows <b>good</b> coherence, balance, focus and organisation.	The essay shows <b>effective</b> coherence, balance, focus and organisation.
<p><b>Criterion D: Language</b></p> <ul style="list-style-type: none"> <li>To what extent is student's use of vocabulary, tone, syntax, style and terminology accurate, varied and effective?</li> </ul>	The student's use of vocabulary, tone, syntax, style and terminology is <b>rarely</b> accurate, varied and effective.	The student's use of vocabulary, tone, syntax, style and terminology is <b>sometimes</b> accurate, varied and effective.	The student's use of vocabulary, tone, syntax, style and terminology is <b>generally</b> accurate, varied and effective.	The student's use of vocabulary, tone, syntax, style and terminology is <b>frequently</b> accurate, varied and effective.	The student's use of vocabulary, tone, syntax, style and terminology is <b>convincingly</b> accurate, varied and effective.