

International Baccalaureate Written Paper 1 Commentary Criteria - HL

Criterion	1	2	3	4	5	S
<p>A. Understanding of the Text</p> <ul style="list-style-type: none"> ▪ How well has the candidate understood the thought and feeling expressed in the text? ▪ To what extent has the candidate expressed a relevant personal response? 	<p>Little understanding of the text</p> <ul style="list-style-type: none"> ▪ Little understanding of the thought and feeling expressed in the text ▪ Mainly irrelevant and/or inappropriate references to the text 	<p>Some understanding of the text</p> <ul style="list-style-type: none"> ▪ Superficial understanding of the thought and feeling expressed in the text ▪ Some relevant references to the text 	<p>Adequate understanding of the text</p> <ul style="list-style-type: none"> ▪ Adequate understanding of the thought and feeling expressed in text ▪ Adequate and appropriate references to the text 	<p>Good understanding of the text</p> <ul style="list-style-type: none"> ▪ Good understanding of the thought and feeling expressed in the text as well as some of the subtleties of the text ▪ Detailed and pertinent references to the text 	<p>Excellent understanding of the text</p> <ul style="list-style-type: none"> ▪ Perceptive understanding of the thought and feeling expressed in the text as well as some of the subtleties of the text ▪ Detailed and persuasive references to the text 	
<p>B. Interpretation of the Text</p> <ul style="list-style-type: none"> ▪ How relevant are the candidate's ideas about the text? ▪ How well has the candidate explored those ideas? ▪ How well has the candidate illustrated claims? 	<p>Little interpretation of the text</p> <ul style="list-style-type: none"> ▪ The candidate's ideas are mainly insignificant and/or irrelevant or ▪ The commentary consists mainly of narration and/or repetition of context 	<p>Some interpretation of the text</p> <ul style="list-style-type: none"> ▪ The candidate's ideas are sometimes irrelevant ▪ The commentary consists mainly of unsubstantiated generalizations or ▪ The commentary is mainly a paraphrase of the text 	<p>Adequate interpretation of the text</p> <ul style="list-style-type: none"> ▪ The candidate's ideas are generally relevant ▪ The analysis is adequate and appropriately illustrated by some relevant examples 	<p>Good interpretation of the text</p> <ul style="list-style-type: none"> ▪ The candidate's ideas are clearly relevant and include an appropriate personal response ▪ The analysis is generally detailed and well illustrated by relevant examples 	<p>Excellent interpretation of the text</p> <ul style="list-style-type: none"> ▪ The candidate's ideas are convincing and include an appropriate and considered personal response ▪ The analysis is consistently detailed and persuasively illustrated by carefully chosen examples 	
<p>C. Appreciation of Literary Features</p> <ul style="list-style-type: none"> ▪ 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? ▪ To what extent does the candidate appreciate the effects of literary features? ▪ How well has the candidate supported claims about the effect of literary features? 	<p>Little awareness of the literary features of the text</p> <ul style="list-style-type: none"> ▪ Little mention or consideration of the literary features of the text 	<p>Some awareness or appreciation of the literary features of the text</p> <ul style="list-style-type: none"> ▪ Some consideration of the literary features of the text ▪ Superficial analysis of the literary feature mentioned 	<p>Adequate appreciation of the literary features of the text</p> <ul style="list-style-type: none"> ▪ Adequate appreciation of the effects of the literary features of the text ▪ The analysis is sometimes illustrated by relevant examples 	<p>Good appreciation of the literary features of the text</p> <ul style="list-style-type: none"> ▪ Generally detailed appreciation of the effects of the literary features of the text ▪ The analysis is generally detailed and illustrated by relevant examples 	<p>Excellent appreciation of the literary features of the text</p> <ul style="list-style-type: none"> ▪ Detailed and persuasive appreciation of the effects of the literary features of the text ▪ The analysis is detailed and illustrated by carefully chosen examples 	
<p>D. Presentation</p> <ul style="list-style-type: none"> ▪ How well has the candidate organized the commentary? ▪ How effectively have the candidate's ideas been presented? ▪ To what extent are supporting claims integrated into the body of the commentary? 	<p>Little sense of a focused and developed argument</p> <ul style="list-style-type: none"> ▪ Little evidence of a structure to the commentary ▪ Little attempt to present ideas in an ordered or logical sequence 	<p>Some sense of a focused and developed argument</p> <ul style="list-style-type: none"> ▪ Some evidence of a structure to the commentary ▪ Some attempt to present ideas in an ordered or logical sequence. 	<p>A generally focused and developed argument</p> <ul style="list-style-type: none"> ▪ Adequate structure to the commentary ▪ Ideas are generally presented in an ordered and logical sequence ▪ Supporting examples are sometimes appropriately integrated into the body of the commentary 	<p>A clearly focused and well-developed argument</p> <ul style="list-style-type: none"> ▪ Clear and logical structure to the commentary ▪ Supporting examples are appropriately integrated into the body of the commentary 	<p>A clearly focused, well-developed, and persuasive argument</p> <ul style="list-style-type: none"> ▪ Purposeful and effective structure to the commentary ▪ Supporting examples are well integrated into the body of the commentary 	
<p>E. Formal Use of Language</p> <ul style="list-style-type: none"> ▪ How accurate, clear, and precise is the language used by the candidate? ▪ How appropriate is the candidate's choice of register and style for this task? (Register refers, in this context, to the candidate's sensitivity to elements such as vocabulary, tone, sentence structure, and idiom appropriate to the task) 	<p>The language is rarely clear or coherent</p> <ul style="list-style-type: none"> ▪ The use of language is not readily comprehensible ▪ Many lapses in grammar, spelling, and sentence construction ▪ Vocabulary is rarely accurate or appropriate 	<p>The language is only sometimes clear and coherent</p> <ul style="list-style-type: none"> ▪ Some degree of clarity and coherence in the use of language ▪ Some degree of accuracy in grammar, spelling, and sentence construction ▪ Vocabulary is sometimes appropriate to the discussion of literature 	<p>The language is generally clear and coherent</p> <ul style="list-style-type: none"> ▪ Adequately clear and coherent use of language ▪ Some degree of accuracy in grammar, spelling, and sentence construction ▪ Some care shown in the choice of vocabulary, idiom, and style ▪ The register is generally appropriate for literary analysis 	<p>The language is clear, varied, and precise</p> <ul style="list-style-type: none"> ▪ Clear, varied, and precise use of language ▪ No significant lapses in grammar, spelling, and sentence construction ▪ Effective and appropriately varied use of vocabulary idiom, and style ▪ Suitable choice of register 	<p>The language is clear, varied, precise, and concise</p> <ul style="list-style-type: none"> ▪ Clear, varied, precise, and concise use of language ▪ No significant lapses in grammar, spelling, and sentence construction ▪ Precise use of wide vocabulary and varied idiom and style ▪ Effective choice of register 	

Candidates who do not reach level 1 are awarded 0.