

## International Baccalaureate World Literature Paper Criteria - HL

Criterion	1	2	3	4	5
<p><b>A. Selection of the Aspect &amp; Its Treatment</b> The achievement level for this criterion is determined primarily by the treatment of ideas, not the selection of the aspect</p> <ul style="list-style-type: none"> <li>▪ How well has the candidate defined the aspect chosen?</li> <li>▪ How appropriate is the aspect chosen to the assignment?</li> <li>▪ How well has the aspect chosen been explored in relation to the assignment?</li> <li>▪ To what extent has the candidate expressed a relevant personal response?</li> </ul>	<p>Little attempt to define the aspect chosen; the treatment of ideas is generally inappropriate to the assignment</p> <ul style="list-style-type: none"> <li>▪ The aspect chosen is generally not appropriate to the assignment</li> <li>▪ The aspect chosen has <u>little focus</u></li> <li>▪ The treatment of ideas is generally not relevant to the aspect chosen</li> <li>▪ The assignment <u>consists mainly of paraphrase</u></li> </ul>	<p>Attempt to define the aspect chosen; the treatment of ideas to some extent appropriate</p> <ul style="list-style-type: none"> <li>▪ The aspect chosen is to <u>some extent appropriate</u> to the assignment</li> <li>▪ The aspect chosen has focus, but it is <u>too wide</u></li> <li>▪ The treatment of ideas is sometimes not relevant to the aspect chosen or</li> <li>▪ The assignment <u>consists in part of paraphrase</u></li> </ul>	<p>The aspect chosen is defined and followed by a generally appropriate treatment of ideas</p> <ul style="list-style-type: none"> <li>▪ The aspect chosen is <u>appropriate</u> to the assignment</li> <li>▪ The aspect chosen has a <u>specific and generally relevant</u> focus</li> <li>▪ The treatment of ideas is relevant to the aspect chosen, and includes a personal response to the work(s)</li> </ul>	<p>Clearly defined aspect followed by an appropriate treatment of ideas</p> <ul style="list-style-type: none"> <li>▪ The aspect chosen is appropriate to the assignment</li> <li>▪ The aspect chosen has a <u>specific and relevant</u> focus</li> <li>▪ The ideas <u>show independence of thought</u> and their treatment is relevant to the aspect chosen</li> </ul>	<p>Clearly defined aspect followed by a highly appropriate treatment of ideas</p> <ul style="list-style-type: none"> <li>▪ The aspect chosen is <u>highly appropriate</u> to the assignment</li> <li>▪ The aspect chosen has a specific and relevant focus</li> <li>▪ The ideas <u>show independence of thought and their treatment is highly relevant</u> to the aspect chosen</li> </ul>
<p><b>B. Knowledge and Understanding of Work(s)</b></p> <ul style="list-style-type: none"> <li>▪ How well does the candidate know the work(s) studied</li> <li>▪ How much understanding has the candidate shown to the work(s) studied in relation to the assignment?</li> <li>▪ To what extent does the candidate appreciate the cultural setting relevant to the assignment, where appropriate?</li> </ul>	<p>Little understanding of the work(s) studied</p> <ul style="list-style-type: none"> <li>▪ Knowledge but <u>little understanding</u> of the aspects of the work(s) most relevant to the assignment</li> <li>▪ A <u>few links</u> between works, where appropriate</li> <li>▪ Little appreciation of the cultural setting relevant to the assignment, where appropriate</li> </ul>	<p>Some understanding of the work(s) studied</p> <ul style="list-style-type: none"> <li>▪ Knowledge and <u>some understanding</u> of the aspects of the work(s) most relevant to the assignment</li> <li>▪ A <u>link</u> between the works, where appropriate</li> <li>▪ Some appreciation of the cultural setting relevant to the assignment where appropriate</li> </ul>	<p>Adequate understanding of the work(s) studied</p> <ul style="list-style-type: none"> <li>▪ Knowledge and <u>satisfactory understanding</u> of the aspects of the work(s) most relevant to the assignment</li> <li>▪ <u>Meaningful linking</u> of works, where appropriate</li> <li>▪ Appreciation of the cultural setting relevant to the assignment, where appropriate</li> </ul>	<p>Good understanding of the work(s) studied</p> <ul style="list-style-type: none"> <li>▪ <u>Detailed knowledge</u> of, and good insight into, the aspects of the work(s) most relevant to the assignment</li> <li>▪ <u>Clear and meaningful linking</u> of works, where appropriate</li> <li>▪ Good appreciation of the cultural setting relevant to the assignment where appropriate</li> </ul>	<p>Excellent understanding of the work(s) studied</p> <ul style="list-style-type: none"> <li>▪ <u>In-depth knowledge</u> of, and very good insight into, the aspects of the work(s) most relevant to the assignment</li> <li>▪ <u>Meaningful and perceptive</u> linking of works, where appropriate</li> <li>▪ Excellent appreciation of the cultural setting relevant to the assignment, where appropriate</li> </ul>
<p><b>C. Presentation</b> Levels 3-5 are awarded only to the candidates who have <b>remained within the prescribed word limit</b></p> <ul style="list-style-type: none"> <li>▪ How effectively has the candidate presented the assignment?</li> <li>▪ How precise and relevant are the candidate's references?</li> <li>▪ How detailed and meaningful is the statement of intent provided, where appropriate?</li> <li>▪ Has the candidate remained within the prescribed word limit?</li> </ul>	<p>The formal structure and/or development of ideas are generally not effective</p> <ul style="list-style-type: none"> <li>▪ <u>Little evidence</u> of a structure to the assignment selected</li> <li>▪ A <u>few references</u> to the work(s) but they are generally not pertinent to the assignment</li> <li>▪ Where appropriate, the statement of intent provides few details about the aims of the assignment</li> </ul>	<p>The formal structure and/or development of ideas are to some extent effective</p> <ul style="list-style-type: none"> <li>▪ <u>Evidence of a structure</u> to the assignment</li> <li>▪ References <u>are occasionally to the point</u></li> <li>▪ Some appreciation of the cultural setting relevant to the assignment, where appropriate</li> </ul>	<p>The formal structure and/or development of ideas are effective</p> <ul style="list-style-type: none"> <li>▪ <u>Adequate structure</u> to the assignment</li> <li>▪ References are <u>generally to the point</u></li> <li>▪ Where appropriate, the presentation of aims in the <u>statement of intent is generally clear and includes some details</u></li> <li>▪ The candidate has remained within the prescribed word-limit</li> </ul>	<p>The formal structure and/or development of ideas are very effective</p> <ul style="list-style-type: none"> <li>▪ <u>Clear and logical structure</u> to the assignment</li> <li>▪ <u>Precise and pertinent references</u> to the work(s)</li> <li>▪ Where appropriate, the statement of intent is clear, <u>detailed, and relevant</u></li> <li>▪ The candidate has remained within the prescribed word-limit</li> </ul>	<p>The formal structure and/or development of ideas are highly effective</p> <ul style="list-style-type: none"> <li>▪ <u>Purposeful and effective</u> structure to the assignment</li> <li>▪ <u>Precise and highly pertinent</u> references to the work(s)</li> <li>▪ Where appropriate, the statement of intent is clear, <u>detailed, and highly relevant</u></li> <li>▪ The candidate has remained within the prescribed word-limit</li> </ul>
<p><b>D. Language</b></p> <ul style="list-style-type: none"> <li>▪ How clear is the candidate's written expression?</li> <li>▪ How well has the candidate observed the conventions of the written work?(elements such as paragraphing, grammar, spelling citation of references)</li> <li>▪ How appropriate is the register selected by the candidate?(sensitivity to elements such as the vocabulary, tone, sentence structure, and idiom appropriate to the task)</li> </ul>	<p>Little use of appropriate language</p> <ul style="list-style-type: none"> <li>▪ Generally <u>inappropriate register</u> for the assignment selected</li> <li>▪ <u>Frequent lapses</u> in the conventions of written work</li> </ul>	<p>Some use of appropriate language</p> <ul style="list-style-type: none"> <li>▪ <u>Generally appropriate register</u> for the assignment selected</li> <li>▪ <u>Some lapses</u> in the conventions of written work</li> <li>▪ <u>Some consistency or clarity</u> of expression</li> </ul>	<p>Adequate use of appropriate language</p> <ul style="list-style-type: none"> <li>▪ <u>Appropriate register</u> for the assignment selected</li> <li>▪ The <u>conventions</u> of written work are <u>generally followed</u></li> <li>▪ Consistency and <u>some clarity</u> of expression</li> </ul>	<p>Good use of appropriate language</p> <ul style="list-style-type: none"> <li>▪ The register is <u>effective</u> and appropriate for the assignment selected</li> <li>▪ The conventions of written work are <u>closely followed</u></li> <li>▪ Clarity, consistency, and <u>general fluency</u> of expression</li> </ul>	<p>Excellent use of appropriate language</p> <ul style="list-style-type: none"> <li>▪ The register is <u>highly effective</u> and appropriate for the assignment selected</li> <li>▪ <u>Careful attention</u> is given to the conventions of written work</li> <li>▪ Clarity, consistency, and <u>fluency of style</u></li> </ul>

Candidates who do not reach level 1 are awarded 0.