

Dept of English  
2011




## IB A2 HL ASSESSMENT CRITERIA

### External Assessment

#### Paper 1: Comparative Commentary




The following descriptors are for examiner use and teacher and candidate information.

Criterion A: Understanding and Comparison of the Texts

- How aware is the candidate of the similarities and differences between the texts?*
-  *To what extent has the candidate understood the texts and their theme(s)?*
-  *How relevant and detailed are the candidate's comments on stylistic devices and their effects?*
-  *Are the candidate's comments supported by well-chosen references to the texts?*




#### 9-10

**The candidate makes relevant and detailed comparisons of the texts.**

-  A thorough understanding of the texts and their theme(s) is shown.
-  Comments on stylistic devices and their effects are relevant and detailed.
-  Comments are fully supported by well-chosen references to the texts.




#### 7-8

**The candidate makes relevant and mostly detailed comparisons of the texts.**

-  A good understanding of the texts and their theme(s) is shown.
-  Comments on stylistic devices and their effects are relevant and mostly detailed.
-  Comments are mostly supported by well-chosen references to the texts.




#### 5-6

**The candidate makes generally relevant comparisons of the texts.**

-  An adequate understanding of the texts and their theme(s) is shown.
-  Comments on stylistic devices and their effects are generally relevant.
-  Comments are generally supported by references to the texts.




#### 3-4

**The candidate makes superficial comparisons of the texts.**

-  A superficial awareness of the texts and their theme(s) is shown.
-  Some mention of stylistic devices is made.
-  Comments are occasionally supported by references to the texts.

#### 1-2

**The candidate makes few comparisons of the texts.**

-  Little awareness of the texts and their theme(s) is shown.
-  Little or no mention of stylistic devices is made.
-  Comments are not supported by references to the texts.

**0 Level 1 is not achieved.**

Criterion B: Presentation

*How effective is the organization of the commentary?*

*How coherent is the structure?*


*How balanced is the commentary?*

*(Balance here means equal treatment of the two texts.)*

*Are examples well integrated into the commentary?*

**9-10**


**The commentary is effectively organized.**


 The structure is coherent, effective and well balanced.

 Supporting examples are well integrated into the commentary.

**7-8**


**The commentary is well organized.**


 The structure of the commentary is mostly coherent, effective and well balanced.

 Supporting examples are mostly well integrated into the commentary.

**5-6**


**The commentary is organized.**


 The structure of the commentary is mostly coherent; there is a sense of balance.

 Supporting examples are generally well integrated into the commentary.

**3-4**


**Some organization is apparent.**


 The commentary has some structure, although there is little sense of balance.

 Supporting examples are sometimes integrated into the commentary.

**1-2**

**Little organization is apparent.**

 The commentary has little structure.

 Supporting examples are not integrated into the commentary.

**0 Level 1 is not achieved.**

**Achie**

## Criterion C: Language




*How fluent, varied and accurate is the language used by the candidate?*

*How appropriate to the commentary is the candidate's choice of register and style?*

*(Register and style include the selection of appropriate vocabulary, structures, tone, etc.)*




### 9-10

#### **The language is fluent and entirely appropriate.**

-  There is a high degree of accuracy in grammar, spelling and sentence construction, although the commentary is not necessarily free from error.
-  The register and style are consistently effective and appropriate to the task.
-  Vocabulary and idiom are varied and highly appropriate to the task.




### 7-8

#### **The language is fluent and appropriate.**

-  There is a good degree of accuracy in grammar, spelling and sentence construction, although the commentary is not necessarily free from error.
-  The register and style are effective and appropriate to the task.
-  Vocabulary and idiom are varied and appropriate to the task.




### 5-6

#### **The language is mostly fluent and appropriate.**

-  There is an adequate degree of accuracy in grammar, spelling and sentence construction, although some minor errors and inconsistencies are apparent.
-  The register and style are mostly appropriate to the task.
-  Vocabulary and idiom are mostly varied and appropriate to the task.




### 3-4

#### **The language sometimes lacks fluency and appropriateness.**

-  Grammar, spelling and sentence construction are sometimes accurate, although errors and inconsistencies are apparent.
-  The register and style are to some extent appropriate to the task.
-  The range of vocabulary and idiom is fairly limited.

### 1-2

#### **The language lacks fluency and appropriateness.**

-  There are many basic errors in grammar, spelling and sentence construction.
-  There is little sense of register and style.
-  There is little variety in vocabulary and idiom.

#### **0 Level 1 is not achieved.**

**Paper 2: Essay**

The following descriptors are for examiner use and teacher and candidate information.

**Criterion A: Response to the Question**

*To what extent has the candidate understood the implications of the question?*




*How relevant and focused are the candidate's ideas to the argument?*

*Is there evidence of critical thinking?*

*Are the ideas supported by well-chosen examples?*




**9-10**

**The candidate has a thorough understanding of the implications of the question.**

-  Ideas are relevant and focused.
-  A high degree of critical thinking is shown.
-  Ideas are fully supported by well-chosen examples.




**7-8**

**The candidate has a good understanding of the implications of the question.**

-  Ideas are mostly relevant and focused.
-  A good degree of critical thinking is shown.
-  Ideas are mostly supported by well-chosen examples.




**5-6**

**The candidate has an adequate understanding of the implications of the question.**

-  Ideas are generally relevant and focused.
-  There is evidence of critical thinking.
-  Ideas are generally supported by examples.




**3-4**

**The candidate has a superficial awareness of the implications of the question.**

-  Some ideas are relevant.
-  There is some analysis of the subject matter.
-  Ideas are occasionally supported by examples.

**1-2**

**The candidate has little awareness of the implications of the question.**

-  Ideas are frequently irrelevant and/or repetitive.
-  There is little analysis of the subject matter.
-  Ideas are not supported by examples.

**0 Level 1 is not achieved**



*How organized and persuasive is the essay?*

*How coherent is the essay structure?*

*Are examples well integrated into the essay?*



**9-10**

**The essay is well organized and very persuasive.**

-  The essay structure is coherent and effective.
-  Supporting examples are well integrated into the essay.



**7-8**

**The essay is well organized and persuasive.**

-  The essay structure is mostly coherent and effective.
-  Supporting examples are mostly well integrated into the essay.



**5-6**

**The essay is organized.**

-  The essay structure is mostly coherent.
-  Supporting examples are generally well integrated into the essay.



**3-4**

**Some organization is apparent.**

-  The essay has some structure.
-  Supporting examples are sometimes integrated into the essay.

**1-2**

**Little organization is apparent.**

-  The essay has little structure.
-  Supporting examples are not integrated into the essay.

**0 Level 1 is not achieved.**

## Criterion C: Language




*How fluent, varied and accurate is the language used by the candidate?*

*How appropriate to the essay is the candidate's choice of register and style?*

*(Register and style include the selection of appropriate vocabulary, structures, tone, etc.)*




### 9-10

#### **The language is fluent and entirely appropriate.**

-  There is a high degree of accuracy in grammar, spelling and sentence construction, although the essay is not necessarily free from error.
-  The register and style are consistently effective and appropriate to the task.
-  Vocabulary and idiom are varied and highly appropriate to the task.



### 7-8

#### **The language is fluent and appropriate.**

-  There is a good degree of accuracy in grammar, spelling and sentence construction, although the essay is not necessarily free from error.
-  The register and style are effective and appropriate to the task.
-  Vocabulary and idiom are varied and appropriate to the task.




### 5-6

#### **The language is mostly fluent and appropriate.**

-  There is an adequate degree of accuracy in grammar, spelling and sentence construction, although some minor errors and inconsistencies are apparent.
-  The register and style are mostly appropriate to the task.




### 3-4

#### **The language sometimes lacks fluency and appropriateness.**

-  Grammar, spelling and sentence construction are sometimes accurate, although errors and inconsistencies are apparent.
-  The register and style are to some extent appropriate to the task.
-  The range of vocabulary and idiom is fairly limited.

### 1-2

#### **The language lacks fluency and appropriateness.**

-  There are many basic errors in grammar, spelling and sentence construction.
-  There is little sense of register and style.
-  There is little variety in vocabulary and idiom.

#### **0 Level 1 is not achieved.**

The following descriptors are for examiner use and teacher and candidate information.

**Criterion A is used to assess both written tasks as a whole. Criteria B and C are used to assess each task separately.**

Criterion A: Formal requirements

*To what extent has the candidate fulfilled the formal requirements, as described in the section on written tasks? (Note: Adherence to the word limit is included in the formal requirements. If, for example, the written tasks that deserve achievement level 4 on criterion A are outside the word limits, they will be brought down by one level to level 3.)*

### **Achievement Level**

0 Level 1 is not achieved.

- 1 The written tasks meet few of the formal requirements.
- 2 The written tasks partially meet the formal requirements.
- 3 The written tasks generally meet the formal requirements.
- 4 The written tasks meet most of the formal requirements.
- 5 The written tasks meet fully the formal requirements.

Criterion B: Task and Content

*How appropriate is the type of text chosen to the stated purpose?*




*Has the candidate made good use of course material?*

*How appropriate is the content to the task chosen?*

*How well has the candidate understood the culture and/or literary options to which the task refers?*




### **9-10**

**The choice of type of text is insightful and appropriate.**

-  The candidate makes excellent use of course material.
-  The content is consistently appropriate to the task as defined by the candidate.
-  Excellent understanding of the cultural and/or literary options is shown.




### **7-8**

**The choice of type of text is considered and appropriate.**

-  The candidate makes good use of course material.
-  The content is mostly appropriate to the task as defined by the candidate.
-  Good understanding of the cultural and/or literary options is shown.




### **5-6**

**The choice of type of text is appropriate.**

-  The candidate makes adequate use of course material.
-  The content is generally appropriate to the task as defined by the candidate.
-  Adequate understanding of the cultural and/or literary options is shown.




### **3-4**

**The choice of type of text is partially appropriate.**

-  The candidate makes some use of course material.
-  The content is partially appropriate to the task as defined by the candidate.
-  Some awareness of the cultural and/or literary options is shown.

### **1-2**

**The choice of type of text is mostly inappropriate.**

-  The candidate makes little use of course material.
-  The content is generally inappropriate to the task as defined by the candidate.
-  Little awareness of the cultural and/or literary options is shown.

**0 Level 1 is not achieved.**



Criterion C: Language and Style

*How effective is the use of language and style?*

*How appropriate to the task is the candidate's choice of register and style?  
(Register and style include the selection of appropriate vocabulary, structures, tone, etc.)  
How coherent is the structure of the task?*



**9-10**

**The use of language and style is highly effective.**

-  The register and style are consistently effective and appropriate to the task.
-  The structure of the task is coherent.



**7-8**

**The use of language and style is effective.**

-  The register and style are effective and appropriate to the task.
-  The structure of the task is mostly coherent.



**5-6**

**The use of language and style is generally effective.**

-  The register and style are mostly appropriate to the task.
-  The structure of the task is generally coherent.



**3-4**

**The use of language and style is sometimes appropriate.**

-  The register and style are to some extent appropriate to the task.
-  The task has some structure.

**1-2**

**The use of language and style is rarely appropriate.**

-  There is little sense of register and style.
-  The task has little structure.

**0 Level 1 is not achieved.**

## Internal Assessment

### Oral Component

The following oral descriptors should be used by the teacher for the internal assessment of candidates' work.

#### Criterion A: Quality of Ideas

*How well does the candidate know and understand the subject matter?*

*To what extent are the candidate's ideas relevant and focused?*





*Is there evidence of critical thinking?*

*Has the candidate shown an appreciation of language and style?*

*Are the ideas supported by relevant examples and illustrations?*





#### 9-10

**The candidate has an excellent understanding of the subject matter.**

-  Ideas are relevant and focused.
-  A high degree of critical thinking is shown.
-  An excellent appreciation of language and style is shown.
-  Ideas are fully supported by well-chosen examples and illustrations.





#### 7-8

**The candidate has a good understanding of the subject matter.**

-  Ideas are mostly relevant and focused.
-  A good degree of critical thinking is shown.
-  A good appreciation of language and style is shown.
-  Ideas are mostly supported by well-chosen examples and illustrations.





#### 5-6

**The candidate has an adequate understanding of the subject matter.**

-  Ideas are generally relevant and focused.
-  There is evidence of critical thinking.
-  An adequate awareness of language and style is shown.
-  Ideas are generally supported by examples and illustrations.





#### 3-4

**The candidate has a superficial awareness of the subject matter.**

-  Some ideas are relevant.
-  There is some analysis of the subject matter.
-  Some awareness of language and style is shown.
-  Ideas are occasionally supported by examples and illustrations.

#### 1-2

**The candidate has little awareness of the subject matter .**

-  Ideas are frequently irrelevant and/or repetitive.
-  There is little analysis of the subject matter.
-  Little awareness of language and style is shown.
-  Ideas are not supported by examples and illustrations.

**0 Level 1 is not achieved.**

Criterion B: Presentation



*How effective is the organization of the oral task?*

*How coherent is the structure?*

*Are examples and illustrations well integrated into the oral task?*



**9-10**

**The oral task is effectively organized.**

-  The structure of the oral task is coherent and effective.
-  Supporting examples and illustrations are well integrated into the oral task.



**7-8**

**The oral task is well organized.**

-  The structure of the oral task is mostly coherent and effective.
-  Supporting examples and illustrations are mostly well integrated into the oral task.



**5-6**

**The oral task is organized.**

-  The structure of the oral task is mostly coherent.
-  Supporting examples and illustrations are generally well integrated into the oral task.



**3-4**

**Some organization is apparent.**

-  The oral task has some structure.
-  Supporting examples and illustrations are sometimes integrated into the oral task.

**1-2**

**Little organization is apparent.**

-  The oral task has little structure.
-  Supporting examples and illustrations are not integrated into the oral task.

**0 Level 1 is not achieved.**

Criterion C: Language





*How fluent, varied and accurate is the language used by the candidate?*

*How appropriate to the oral task is the candidate's choice of register and style?*

*(Register and style include the selection of appropriate vocabulary, structures, tone, etc.)  
To what extent does the exchange flow?*





### **9-10**

#### **The language is fluent and entirely appropriate.**

-  There is a high degree of accuracy in grammar and sentence construction, although the oral task is not necessarily free from error.
-  The register and style are consistently effective and appropriate to the task.
-  Vocabulary and idiom are varied and highly appropriate to the task.
-  The exchange flows freely.





### **7-8**

#### **The language is fluent and appropriate.**

-  There is a good degree of accuracy in grammar and sentence construction, although the oral task is not necessarily free from error.
-  The register and style are effective and appropriate to the task.
-  Vocabulary and idiom are varied and appropriate to the task.
-  The exchange mostly flows freely.





### **5-6**

#### **The language is mostly fluent and appropriate.**

-  There is an adequate degree of accuracy in grammar and sentence construction, although some minor errors and inconsistencies are apparent.
-  The register and style are mostly appropriate to the task.
-  Vocabulary and idiom are mostly varied and largely appropriate to the task.
-  The exchange generally flows freely.





### **3-4**

#### **The language sometimes lacks fluency and appropriateness.**

-  Grammar and sentence construction are sometimes accurate, although errors and inconsistencies are apparent.
-  The register and style are to some extent appropriate to the task.
-  The range of vocabulary and idiom is fairly limited.
-  The exchange flows but there are some hesitations.

### **1-2**

#### **The language lacks fluency and appropriateness.**

-  There are many basic errors in grammar and sentence construction.
-  There is little sense of register and style.
-  There is little variety in vocabulary and idiom.
-  Frequent hesitations impede the flow of the exchange.

#### **0 Level 1 is not achieved.**

**IB A1 HL ASSESSMENT CRITERIA HL Dept of English 2011**

External Assessment

Written Paper 1 Commentary

A: Understanding of the Text

*How well has the candidate understood the thought and feeling expressed in the text?*

**Achievement Level**

**0** The candidate has not reached level 1

**1 Little understanding of the text**

little understanding of the thought and feeling expressed in the text  
mainly irrelevant and/or inappropriate references to the text.

**2 Some understanding of the text**

superficial understanding of the thought and feeling expressed in the text  
some relevant references to the text.

**3 Adequate understanding of the text**

adequate understanding of the thought and feeling expressed in the text  
adequate and appropriate references to the text.

**4 Good understanding of the text**

good understanding of the thought and feeling expressed in the text as well as some  
of the subtleties of the text and detailed and pertinent references to the text.

**5 Excellent understanding of the text**

perceptive understanding of the thought and feeling expressed in the text as well as  
some of the subtleties of the text and detailed and persuasive references to the text.

Written Paper 1 Commentary

B: Interpretation of the Text

*How relevant are the candidates ideas about the text?*

*How well has the candidate explored those ideas?*

*How well has the candidate illustrated claims?*

*To what extent has the candidate expressed a relevant personal response?*

**Achievement Level**

**0** The candidate has not reached level 1.

**1 Little interpretation of the text**

the candidate.s ideas are mainly insignificant and/or irrelevant **or**  
the commentary consists mainly of narration and/or repetition of content.

**2 Some interpretation of the text**

the candidate.s ideas are sometimes irrelevant  
the commentary consists mainly of unsubstantiated generalizations **or**  
the commentary is mainly a paraphrase of the text.

**3 Adequate interpretation of the text**

the candidate.s ideas are generally relevant  
the analysis is adequate and appropriately illustrated by some relevant examples.

**4 Good interpretation of the text**

the candidate.s ideas are clearly relevant and include an appropriate personal response  
the analysis is generally detailed and well illustrated by relevant examples.

**5 Excellent interpretation of the text**

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.

## Written Paper 1 Commentary

## C: Appreciation of Literary Features

*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 the literary features?*

*How well has the candidate supported claims about the effects of literary features?*

**Achievement Level**

**0** The candidate has not reached level 1.

**1 Little awareness of the literary features of the text**

little mention or consideration of the literary features of the text.

**2 Some awareness or appreciation of the literary features of the text**

some consideration of the literary features of the text  
superficial analysis of the literary features mentioned.

**3 Adequate appreciation of the literary features of the text**

adequate appreciation of the effects of the literary features of the text  
the analysis is sometimes illustrated by relevant examples.

**4 Good appreciation of the literary features of the text**

generally detailed appreciation of the effects of the literary features of the text

the analysis is generally detailed and illustrated by relevant examples.

**5 Excellent appreciation of the literary features of the text**

detailed and persuasive appreciation of the effects of the literary features of the text  
the analysis is detailed and illustrated by carefully chosen examples.

Written Paper 1 Commentary

D: Presentation

- . *How well has the candidate organized the commentary?*
- . *How effectively have the candidate.s ideas been presented?*
- . *To what extent are supporting examples integrated into the body of the commentary?*

**Achievement Level**

**0** The candidate has not reached level 1.

**1 Little sense of a focused and developed argument**

little evidence of a structure to the commentary  
little attempt to present ideas in an ordered or logical sequence.

**2 Some sense of a focused and developed argument**

some evidence of a structure to the commentary  
some attempt to present ideas in an ordered and logical sequence.

**3 A generally focused and developed argument**

adequate structure to the commentary  
ideas are generally presented in an ordered or logical sequence  
supporting examples are sometimes appropriately integrated into the body of the commentary.

**4 A clearly focused and well-developed argument**

clear and logical structure to the commentary  
supporting examples are appropriately integrated into the body of the commentary.

**5 A clearly focused, well-developed and persuasive argument**

purposeful and effective structure to the commentary  
supporting examples are well integrated into the body of the commentary.

Written Paper 1 Commentary

E: Formal Use of Language

- . *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 the vocabulary, tone, sentence structure and idiom appropriate to the task.)*

### **Achievement Level**

**0** The candidate has not reached level 1.

#### **1 The language is rarely clear or coherent**

the use of language is not readily comprehensible  
many lapses in grammar, spelling and sentence construction  
vocabulary is rarely accurate or appropriate.

#### **2 The language is only sometimes clear and coherent**

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.

#### **3 The language is generally clear and coherent**

adequately clear and coherent use of language  
only a few significant lapses 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.

#### **4 The language is clear, varied and precise**

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.

#### **5 The language is clear, varied, precise and concise**

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.

## A: Knowledge and Understanding of Works

*. How well does the candidate know the works studied?*

*. How much understanding has the candidate shown of the works studied in relation to the question answered?*

*. How detailed and/or appropriate are the candidates references to the works studied?*

**Achievement Level**

**0** The candidate has not reached level 1.

**1 Little knowledge of works**

little knowledge of, or familiarity with, the Part 3 (and Part 2) works used to answer the question.

**2 Some knowledge of works**

some knowledge of, or familiarity with, the Part 3 (and Part 2) works used to answer the question

superficial understanding of the works used.

**3 Adequate understanding of works**

adequate understanding of the Part 3 (and Part 2) works used to answer the question

adequate and appropriate references to the works.

**4 Good understanding of works**

good understanding of the Part 3 (and Part 2) works used to answer the question as well as some of the subtleties of their meaning

detailed and pertinent references to the works.

**5 Excellent understanding of works**

perceptive understanding of the Part 3 (and Part 2) works used to answer the question as well as the subtleties of their meaning detailed and persuasive references to the works.

## B: Response to the Question

- . *How well has the candidate understood the specific demands of the question?*
- . *To what extent has the candidate responded to these demands?*
- . *How well has the candidate illustrated claims?*
- . *To what extent has the candidate expressed a relevant personal response?*

### Achievement Level

**0** The candidate has not reached level 1.

#### **1 Little awareness of the main implications of the question**

- the candidate.s ideas are mainly insignificant and/or irrelevant
- the essay consists mainly of paraphrase and/or narration and/or repetition of content.

#### **2 Some awareness of, or response to, the main implications of the question**

- the candidate.s ideas are sometimes irrelevant
- the essay consists mainly of unsubstantiated generalizations.

#### **3 Adequate response to the main implications of the question**

- the candidate.s ideas are relevant
- the analysis of the ideas is adequate and appropriately illustrated by some relevant examples.

#### **4 Good response to the main implications as well as some of the subtleties of the question**

- the candidate.s ideas are carefully explored and include a considered personal response, where appropriate
- the analysis of the ideas is generally detailed and well illustrated by relevant examples.

#### **5 Excellent response to the main implications as well as the subtleties of the question**

- the candidate.s ideas are convincing and show independence of thought, where appropriate
- the analysis of the ideas is consistently detailed and persuasively illustrated by carefully chosen examples.

## C: Appreciation of Literary Features

- . *To what extent is the candidate aware of the presence of literary features in the works, such as diction, imagery, tone, structure, style and technique?*
- . *To what extent does the candidate appreciate the effects of the literary features in relation to the question?*
- . *How well has the candidate supported claims about the effects of literary features?*

**Achievement Level**

**0** The candidate has not reached level 1.

**1 Little awareness of the literary features of the works**

little mention or consideration of the literary features of the works in relation to the question.

**2 Some awareness or appreciation of the literary features of the works**

some consideration of the literary features of the works in relation to the question

superficial analysis of the literary features mentioned.

**3 Adequate appreciation of the literary features of the works**

adequate analysis of the effects of the literary features of the works in relation to the question

the analysis is appropriately illustrated by relevant examples.

**4 Good appreciation of the literary features of the works**

pertinent and detailed analysis of the effects of the literary features of the works in relation to the question

the analysis is well illustrated by carefully chosen examples.

**5 Excellent appreciation of the literary features of the works**

critical analysis of the effects of the literary features of the works in relation to the question

the analysis is consistently well illustrated by persuasive examples.

## D: Presentation

- . *How well has the candidate organized the essay?*
- . *How effectively have the candidate.s ideas been presented?*
- . *To what extent are supporting examples integrated into the body of the essay?*

**Achievement Level**

**0** The candidate has not reached level 1.

**1 Little sense of a focused and developed argument**

- little evidence of a structure to the essay
- little attempt to present ideas in an ordered or logical sequence.

**2 Some sense of a focused and developed argument**

- some evidence of a structure to the essay
- some attempt to present ideas in an ordered or logical sequence.

**3 A generally focused and developed argument**

- adequate structure to the essay
- ideas are generally presented in an ordered and logical sequence
- supporting examples are sometimes appropriately integrated into the body of the essay.

**4 A clearly focused and well-developed argument**

- clear and logical structure to the essay
- supporting examples are appropriately integrated into the body of the essay.

**5 A clearly focused, well-developed and persuasive argument**

- purposeful and effective structure to the essay
- supporting examples are well integrated into the body of the essay.

## E: Formal Use of Language

*. 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 the vocabulary, tone, sentence structure and idiom appropriate to the task.)*

### Achievement Level

**0** The candidate has not reached level 1.

#### **1 The language is rarely clear or coherent**

- the use of language is not readily comprehensible
- many lapses in grammar, spelling and sentence construction
- vocabulary is rarely accurate or appropriate.

#### **2 The language is only sometimes clear and coherent**

- 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.

#### **3 The language is generally clear and coherent**

- adequately clear and coherent use of language
- only a few significant lapses 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.

#### **4 The language is clear, varied and precise**

- 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.

#### **5 The language is clear, varied, precise and concise**

- 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.

## World Literature Assignment

A: Selection of the Aspect and its Treatment

*The achievement level for this criterion is determined primarily by the treatment of ideas, not the selection of the aspect.*

*How well has the candidate defined the aspect chosen?*

*.How appropriate is the aspect chosen to the assignment?*

*.How well has the aspect chosen been explored in relation to the assignment?*

*.To what extent has the candidate expressed a relevant personal response?*

### Achievement Level

**0** The candidate has not reached level 1.

**1 Little attempt to define the aspect chosen; the treatment of ideas is generally inappropriate to the assignment**

the aspect chosen is generally not appropriate to the assignment

the aspect chosen has little focus

the treatment of ideas is generally not relevant to the aspect chosen **or**

the assignment consists mainly of paraphrase.

**2 Attempt to define the aspect chosen; the treatment of ideas is to some extent appropriate**

the aspect chosen is to some extent appropriate to the assignment

the aspect chosen has focus, but it is too wide

the treatment of ideas is sometimes not relevant to the aspect chosen **or**

the assignment consists in part of paraphrase.

**3 The aspect is defined and followed by a generally appropriate treatment of ideas**

the aspect chosen is appropriate to the assignment

the aspect chosen has a specific and generally relevant focus

the treatment of ideas is relevant to the aspect chosen, and includes a personal response to the work(s).

**4 Clearly defined aspect followed by an appropriate treatment of ideas**

the aspect chosen is appropriate to the assignment

the aspect chosen has a specific and relevant focus

the ideas show independence of thought and their treatment is relevant to the aspect chosen.

**5 Clearly defined aspect followed by a highly appropriate treatment of ideas**

the aspect chosen is highly appropriate to the assignment

the aspect chosen has a specific and relevant focus

the ideas show independence of thought and their treatment is highly relevant to the aspect chosen.

World Literature Assignment

## B: Knowledge and Understanding of Work(s)

*. How well does the candidate know the work(s) studied?*

*. How much understanding has the candidate shown of the work(s) studied in relation to the assignment?*

*. To what extent does the candidate appreciate the cultural setting relevant to the assignment, where appropriate?*

### Achievement Level

**0** The candidate has not reached level 1.

#### **1 Little understanding of the work(s) studied**

knowledge but little understanding of the aspects of the work(s) most relevant to the assignment

a few links between works, where appropriate

little appreciation of the cultural setting relevant to the assignment, where appropriate.

#### **2 Some understanding of the work(s) studied**

knowledge and some understanding of the aspects of the work(s) most relevant to the assignment

a link between the works, where appropriate

some appreciation of the cultural setting relevant to the assignment, where appropriate.

#### **3 Adequate understanding of the work(s) studied**

knowledge and satisfactory understanding of the aspects of the work(s) most relevant to the assignment

meaningful linking of works, where appropriate

appreciation of the cultural setting relevant to the assignment, where appropriate.

#### **4 Good understanding of the work(s) studied**

detailed knowledge of, and good insight into, the aspects of the work(s) most relevant to the assignment

clear and meaningful linking of works, where appropriate

good appreciation of the cultural setting relevant to the assignment, where appropriate.

#### **5 Excellent understanding of the work(s) studied**

in-depth knowledge of, and very good insight into, the aspects of the work(s) most relevant to the assignment

meaningful and perceptive linking of works, where appropriate

excellent appreciation of the cultural setting relevant to the assignment, where appropriate.

### World Literature Assignment

## C: Presentation

*Levels 3-5 are awarded only to candidates who have remained **within** the prescribed word-limit.*

*. How effectively has the candidate presented the assignment?*

*. How precise and relevant are the candidate.s references?*

*. How detailed and meaningful is the statement of intent provided, where appropriate?*

*. Has the candidate remained within the prescribed word-limit?*

### **Achievement Level**

**0** The candidate has not reached level 1.

#### **1 The formal structure and/or development of ideas are generally not effective**

little evidence of a structure to the assignment selected

a few references to the work(s), but they are generally not pertinent to the assignment

where appropriate, the statement of intent provides few details about the aims of the assignment.

#### **2 The formal structure and/or development of ideas are to some extent effective**

evidence of a structure to the assignment

references are occasionally to the point

where appropriate, the statement of intent includes a few details about the aims of the assignment.

#### **3 The formal structure and/or development of ideas are effective**

adequate structure to the assignment

references are generally to the point

where appropriate, the presentation of aims in the statement of intent is generally clear and includes some details

the candidate has remained within the prescribed word-limit.

#### **4 The formal structure and/or development of ideas are very effective**

clear and logical structure to the assignment

precise and pertinent references to the work(s)

where appropriate, the statement of intent is clear, detailed and relevant

the candidate has remained within the prescribed word-limit.

#### **5 The formal structure and/or development of ideas are highly effective**

purposeful and effective structure to the assignment

precise and highly pertinent references to the work(s)

where appropriate, the statement of intent is clear, detailed and highly relevant

the candidate has remained within the prescribed word-limit.

World Literature Assignment

## D: Language

*. How clear is the candidate.s written expression?*

*. How well has the candidate observed the conventions of written work?*

*(The conventions of written work relate to elements such as paragraphing, grammar, spelling, citation of references.)*

*. How appropriate is the register selected by the candidate for the particular assignment?*

*(Register refers, in this context, to the candidate.s sensitivity to elements such as the vocabulary, tone, sentence structure and idiom appropriate to the task.)*

### **Achievement Level**

**0** The candidate has not reached level 1.

#### **1 Little use of appropriate language**

generally inappropriate register for the assignment selected  
frequent lapses in the conventions of written work.

#### **2 Some use of appropriate language**

generally appropriate register for the assignment selected  
some lapses in the conventions of written work  
some consistency or clarity of expression.

#### **3 Adequate use of appropriate language**

appropriate register for the assignment selected  
the conventions of written work are generally followed  
consistency and some clarity of expression.

#### **4 Good use of appropriate language**

the register is effective and appropriate for the assignment selected  
the conventions of written work are closely followed  
clarity, consistency and general fluency of expression.

#### **5 Excellent use of appropriate language**

the register is highly effective and appropriate for the assignment selected  
careful attention is given to the conventions of written work  
clarity, consistency and fluency of style.

## Internal Assessment

### Oral Component

A: Knowledge and Understanding of Extract or Work(s)

*. How well does the candidate know and understand the content of the extract or work(s)?*

*. How well does the candidate situate the extract or work(s) within the context of the larger work from which it has been taken or the body of works to which it belongs, where relevant?*

### Achievement Level

**0** The candidate has not reached level 1.

#### **1 Little knowledge of the extract or work(s)**

little knowledge or understanding of the content of the extract or work(s)

little knowledge of the appropriate context of the extract or work(s), where relevant.

#### **2 Some knowledge of the extract or work(s)**

some knowledge but superficial understanding of the content of the extract or work(s)

some knowledge of the appropriate context of the extract or work(s), where relevant.

#### **3 Adequate understanding of the extract or work(s)**

adequate knowledge and understanding of the content of the extract or work(s)

adequate knowledge of the appropriate context of the extract or work(s), where relevant.

#### **4 Good understanding of the extract or work(s)**

good knowledge and understanding of the content of the extract or work(s)

good knowledge of the appropriate context of the extract or work(s), where relevant.

#### **5 Excellent understanding of the extract or work(s)**

thorough knowledge and understanding of the content of the extract or work(s)

precise knowledge of the appropriate context of the extract or work(s), where relevant.

## Oral Component

### B: Interpretation and Personal Response

*How valid is the candidate.s interpretation of the extract or work(s)?*

*How well has the candidate identified and analysed the effects of literary features in the extract or work(s), such as diction, imagery, tone, structure, style and technique?*

*To what extent does the candidate.s response show critical thinking and originality?*

*How precise and relevant are the candidate.s references to the extract or work(s)?*

### Achievement Level

**0** The candidate has not reached level 1.

#### **1-2 Little interpretation of the extract or work(s)**

little interpretation of the thought and feeling expressed in the extract or work(s)

response consists mainly of narration and/or repetition of content

little awareness of the literary features of the extract or work(s).

**3-4 Some interpretation of the extract or work(s)** some interpretation of the thought and feeling expressed in the extract or work(s)

including some elements of a relevant personal response, where appropriate

some awareness of the literary features of the extract or work(s)

the response is supported by some references to the extract or work(s).

#### **5-6 Adequate interpretation of the extract or work(s)**

a generally valid and adequate interpretation of the thought and feeling expressed

in the extract or work(s) including some degree of a critical personal response,

where appropriate

adequate awareness and some analysis of the effects of the literary features of the

extract or work(s)

the response is generally supported by relevant references to the extract or work(s).

#### **7-8 Good interpretation of the extract or work(s)**

a valid and generally detailed interpretation of the thought and feeling expressed in

the extract or work(s) including a considered critical response, where appropriate

good awareness and detailed analysis of the effects of the literary features of the extract or work(s)

the response is supported by relevant references to the extract or work(s).

#### **9-10 Excellent interpretation of the extract or work(s)**

a convincing and detailed interpretation of the thought and feeling expressed in the

extract or work(s) including a fully considered and independent critical response, where appropriate

excellent awareness and critical analysis of the effects of the literary features of the extract or work(s)

the response is fully supported by precise references to the extract or work(s).

## Oral Component

### C: Presentation

*How structured is the candidate.s response?*

*How effective and convincing is the candidate.s presentation?*

*How appropriately does the candidate integrate supporting references to the extract or work(s)?*

## **Achievement Level**

**0** The candidate has not reached level 1.

### **1-2 Little sense of a focused and developed response**

little evidence of a structure to the response

little attempt to present the response with coherence and focus

the response is supported by few references to the work(s) or extract.

### **3-4 Some sense of a focused and developed response**

some evidence of a structure to the response

some attempt to present the response with coherence although it is not always focused

supporting references to the work(s) or extract, where relevant, are not appropriately integrated into the body of the response.

### **5-6 A generally focused and developed response**

adequate structure to the response

the response is generally focused and presented in a coherent and effective manner

supporting references to the work(s) or extract, where relevant, are sometimes appropriately integrated into the body of the response.

### **7-8 A focused and developed response**

clear and logical structure to the response

the response is focused and presented in a clear, coherent, effective and convincing manner

supporting references to the work(s) or extract, where relevant, are appropriately integrated into the body of the response.

### **9-10 A clearly focused, well-developed and persuasive response**

purposeful and effective structure to the response

the response is focused, coherent and presented in a very effective and persuasive manner

supporting references to the work(s) or extract are well integrated into the body of the response.

## Oral Component

### D: Use of Language

*. How accurate, clear and precise is the language used by the candidate?*

*. How appropriate is the candidate's choice of register and style for the occasion?*

*(Register refers, in this context, to the candidate's sensitivity to elements such as the vocabulary, tone, sentence structure and idiom appropriate to the task.)*

*Literary terms are taken in the widest possible sense, for example, novel, play, poem, persona, character, narrator.*

### Achievement Level

**0** The candidate has not reached level 1.

#### **1 The language is rarely clear or coherent**

the speech is not readily comprehensible  
many lapses in grammar and expression  
vocabulary is rarely accurate or appropriate.

#### **2 The language is only sometimes clear and coherent**

some degree of clarity and coherence in the speech  
some degree of accuracy in grammar and expression  
vocabulary is sometimes appropriate for the discussion of literature.

#### **3 The language is generally clear and coherent**

clear speech, appropriate to the occasion  
only a few significant lapses in grammar and expression  
attempts to use a register appropriate to the oral activity.

#### **4 The language is clear, varied and precise**

clear, varied and precise speech, appropriate to the occasion  
no significant lapses in grammar and expression  
uses a register and style appropriate to the oral activity  
some literary terms used appropriately.

#### **5 The language is clear, varied, precise and concise**

clear, varied, precise and concise speech, appropriate to the occasion  
no significant lapses in grammar and expression  
an effective choice of register and style  
precise use of wide vocabulary and varied grammatical structures  
literary terms used appropriately.

## External Assessment 2011 IB HL LANG B Paper 1 Section B: Written Response

Criterion A: Cultural Interaction

*To what extent does the candidate select language appropriate to the audience and type of text?*

*How appropriate and clear is the use of register and style to both the type of text required and the audience? (Language accuracy is not formally assessed here and should be considered only where mistakes obscure meaning.)*

9-10

**The response is convincing and shows some imagination.**

The use of register and style is highly appropriate to both the type of text required and the audience; language mistakes do not obscure meaning.

7-8

**The response is convincing.**

- The use of register and style is appropriate to both the type of text required and the audience; language mistakes rarely obscure meaning.

5-6

**The response is competent and mostly convincing.**

- The use of register and style is generally appropriate to both the type of text required and the audience; language mistakes obscure meaning at times.

3-4

**The response is generally adequate but not always convincing.**

- The use of register and style is sometimes appropriate to either the type of text required or the audience; language mistakes often obscure meaning.

1-2

**The response is barely adequate.**

- The use of register and style is rarely appropriate to both the type of text required and the audience; language mistakes generally obscure meaning.

**0 Level 1 is not achieved.**

## Criterion B: Message

*To what extent does the candidate include all necessary information from the source text in the message?*

*Does the candidate seem to have understood the source text thoroughly and perceptively?  
Has the candidate provided all the details from the source text that are relevant to the task?  
How appropriately have the details from the source text been used in the written response,  
without undue copying of the source text?*

9-10

**The understanding of the source text seems thorough and perceptive.**

- Almost all relevant details have been selected from the text.
- The selected details are all used appropriately without undue copying of the source text.

7-8

**The understanding of the source text seems very good.**

- Many relevant details have been selected from the text.
- The selected details are mostly used appropriately without undue copying of the source text.

5-6

**The understanding of the source text seems competent.**

- Sufficient relevant details have been selected from the text.
- The selected details are used appropriately to some extent, without undue copying of the source text.

3-4

**The understanding of the source text seems adequate.**

- The details selected from the text may be partly insufficient and/or sometimes irrelevant.
- Some parts of the source text have been copied because of some difficulties with understanding.

1-2

**The understanding of the source text seems fairly limited.**

- The details selected from the text are generally insufficient and/or irrelevant .
- Many parts of the source text have been copied because of limited understanding.

**0 Level 1 is not achieved.**

## Paper 2: Written Production

### Criterion A: Language

#### *To what extent does the candidate write the language fluently and accurately?*

*How varied and accurate are the grammar and vocabulary used by the candidate?*

*How clear are the sentence structures? To what extent is the candidate able to use complex structures?*

*How accurate is the spelling or calligraphy?*

*(The importance of the spelling or calligraphy varies from language to language. For example, calligraphy is important in languages such as Chinese and Japanese, whereas spelling takes greater importance in languages such as English or Russian .)*

*Has the candidate written the prescribed minimum number of words?*

*(Levels 5 to 10 may only be awarded for this criterion if at least the minimum number of words has been written.)*

#### 9-10

##### **Command of the language is very good and may show evidence of sophistication .**

- A wide range of grammar and vocabulary is used accurately with few errors.
- Complex sentence structures are used effectively and skillfully.
- Spelling/calligraphy is almost always correct and clear.
- At least the prescribed minimum number of words has been written.

#### 7-8

##### **Command of the language is good and effective.**

- A range of grammar and vocabulary is used accurately despite some errors in more complex constructions.
- Some complex sentence structures are used clearly and effectively.
- Spelling/calligraphy is generally correct and clear.
- At least the prescribed minimum number of words has been written.

#### 5-6

##### **Command of the language is effective despite some inaccuracies .**

- A range of grammar and vocabulary is used; common constructions are generally accurate but there are frequent errors in complex constructions.
- Commonly encountered sentence structures are used clearly, but complex structures may be unclear.
- Spelling/calligraphy is mostly correct and understandable.
- At least the prescribed minimum number of words has been written.

#### 3-4

##### **Command of the language is fairly limited with many inaccuracies.**

- A limited range of grammar and vocabulary is used, with errors even in some basic constructions.
- Commonly encountered sentence structures are sometimes clear; complex structures are either rarely attempted or generally unclear.
- Spelling/calligraphy is sometimes correct but difficult to understand.

#### 1-2

##### **Command of the language is very limited and generally ineffective .**

- A very limited range of grammar and vocabulary is used, with errors in many basic constructions.
- Commonly encountered sentence structures are rarely clear; complex structures are either not attempted or unclear.
- Spelling/calligraphy is rarely correct and often difficult to understand.

##### **0 Level 1 is not achieved.**

## Criterion B: Cultural Interaction

*To what extent does the candidate select language appropriate to the audience and type of text?*

*How convincing and expressive is the text?*

*How effective and appropriate is the choice of register and style to the task?*

*Where appropriate, how varied and effective are the rhetorical devices?*

*(Rhetorical devices include all techniques used to present the message more vividly, such as metaphor, exaggeration and repetition.)*

*To what extent do structural elements contribute to the clarity of the text?*

*(Structural elements include cohesive devices.)*

### 9-10

**The text is convincing and expressive, with some imagination.**

- The choice of register and style is consistently effective and appropriate to the task .
- Rhetorical devices appropriate to the type of text are effective, varied and imaginative .
- Structural elements contribute fully to the clarity of the text.

### 7-8

**The text is clear and convincing.**

- The choice of register and style is generally effective and appropriate to the task.
- Rhetorical devices appropriate to the type of text are generally effective and varied.
- Structural elements contribute to the clarity of the text.

### 5-6

**The text is clear and mostly convincing.**

- The choice of register and style is appropriate to the task.
- Rhetorical devices appropriate to the type of text are effective within a limited range .
- Structural elements are generally used appropriately.

### 3-4

**The text is partly clear but unconvincing.**

- The choice of register and style is sometimes consistent and/or appropriate to the task .
- Rhetorical devices appropriate to the type of text are limited.
- Structural elements are limited and not always appropriate.

### 1-2

**The text is often unclear and unconvincing.**

- The choice of register and style is rarely consistent and/or appropriate to the task.
- Rhetorical devices appropriate to the type of text are very rare.
- Structural elements are rarely used.

**0 Level 1 is not achieved.**

## Criterion C: Message

*To what extent does the candidate communicate the message in a developed and organized manner?*

*How relevant are the ideas presented by the candidate?*

*How developed are the ideas? How appropriate are the supporting details?*

*To what extent are the ideas organized into an overall plan?*

### 9-10

**The message has been communicated very well.**

- The ideas are relevant and stimulating.
- The development of ideas is thorough and imaginative; supporting details are appropriate and convincing.
- The organization of ideas is clear and flows well.

### 7-8

**The message has been communicated well.**

- The ideas are relevant.
- The development of ideas is methodical and thorough; supporting details are appropriate.
- The organization of ideas is clear.

### 5-6

**The message has been communicated fairly well.**

- The ideas are generally relevant.
- The development of ideas is fairly methodical; supporting details are generally appropriate.
- The organization of ideas is apparent but not always clear.

### 3-4

**The message has been communicated with fairly limited competence.**

- The ideas are generally relevant but sometimes repetitive.
- The development of ideas is sometimes confused; supporting details are limited or inappropriate.
- The organization of ideas is sometimes apparent.

### 1-2

**The message has been communicated with very limited competence .**

- The ideas are sometimes irrelevant and/or repetitive.
- The development of ideas is often confused; supporting details are limited and/or inappropriate.
- The evidence of organization of ideas is hard to detect.

**0 Level 1 is not achieved.**

## Internal Assessment

### Oral Component

#### Criterion A: Language

*To what extent does the candidate speak the language fluently and accurately?*

*How fluent is the language spoken by the candidate?*

*(Fluency refers to ease of speaking.)*

*How correct and idiomatic are the grammar and vocabulary used by the candidate?*

*To what extent does intonation contribute to communication?*

*(Intonation refers to the sounds and rhythms of the language that are essential for effective communication. It does not refer to accent. The candidate is not expected to sound like a native speaker of the language.)*

#### 9-10

**Command of the spoken language is very good.**

- The production of language is fluent and with a touch of authenticity.
- The use of grammar and vocabulary is varied and idiomatic, almost error free.
- The intonation contributes effectively and expressively to communication.

#### 7-8

**Command of the spoken language is good.**

- The production of language is fluent.
- The use of grammar and vocabulary is generally correct, varied and idiomatic.
- The intonation contributes effectively to communication.

#### 5-6

**Command of the spoken language is fairly good.**

- The production of language is mostly fluent.
- The use of grammar and vocabulary is generally correct with some idiomatic expressions.
- The intonation does not interfere with communication.

#### 3-4

**Command of the spoken language is limited.**

- The production of language is comprehensible but with frequent lapses in fluency.
- The use of grammar and vocabulary is sometimes incorrect and/or limited.
- Inaccurate intonation sometimes interferes with communication.

#### 1-2

**Command of the spoken language is very limited.**

- The production of language is hesitant and not always comprehensible.
- The use of grammar and vocabulary is often incorrect and/or very limited.
- Inaccurate intonation interferes with communication.

**0 Level 1 is not achieved.**

## **Criterion B: Cultural Interaction**

*To what extent does the candidate interact appropriately and successfully in the conversation?*

*How sensitive and subtle is the candidate's response to nuances and prompts?*

*(Teachers should ensure that their participation in the exchange is sufficient, subtle and complex enough to enable the assessment of the candidate's listening skills .)*

*How actively and sensitively does the candidate contribute to the conversation?*

*To what extent does the candidate speak spontaneously, or has the candidate rehearsed the conversation?*

*How appropriate is the language to the subject and context?*

*(Language refers to tone and register.)*

### **9-10**

#### **Interaction in conversation is very successful.**

- Responses in complex exchanges show sensitivity and subtlety to nuances and prompts.
- Contributions to the conversation are active, spontaneous and sensitive to others.
- The language is consistently appropriate to the subject and context.

### **7-8**

#### **Interaction in conversation is successful.**

- Responses in fairly complex exchanges show some sensitivity to subtlety, nuances and prompts.
- Contributions to the conversation are active and spontaneous.
- The language is generally appropriate to the subject and context.

### **5-6**

#### **Interaction in conversation is quite successful.**

- Responses in simple exchanges are competent, with some difficulty shown in more complex exchanges.
- Contributions to the conversation are, at times, active and show some spontaneity.
- The language is sometimes inappropriate to the subject and context.

### **3-4**

#### **Interaction in conversation is basic.**

- Responses in simple exchanges are limited due to some difficulties with understanding, but they are mostly appropriate.
- Contributions to the conversation are limited and/or partly rehearsed.
- The language is often inappropriate to the subject and context.

### **1-2**

#### **Interaction in conversation is limited.**

- Responses in simple exchanges are limited and/or inappropriate due to lack of understanding.
- Contributions to the conversation are very limited and/or overly rehearsed.
- The language is inappropriate to the subject and context.

#### **0 Level 1 is not achieved.**

## Criterion C: Message

*To what extent is the candidate able to communicate ideas (or message) and maintain a coherent conversation?*

*To what extent is the candidate able to convey complex ideas and opinions?*

*How clearly, coherently and vividly are the ideas and opinions presented?*

*How relevant and complete are the candidate's responses?*

*How coherent is the conversation?*

### 9-10

**The candidate handles complex ideas very well.**

- Both simple and complex ideas and opinions are presented clearly, coherently and vividly.
- Responses are relevant and show insight and imagination.
- A coherent conversation is maintained throughout.

### 7-8

**The candidate handles complex ideas well.**

- Both simple and complex ideas and opinions are generally presented clearly, coherently and effectively.
- Responses are generally relevant and show some imagination.
- The conversation flows coherently.

### 5-6

**The candidate handles simple ideas fairly well.**

- Simple ideas and opinions are presented clearly and coherently.
- Responses are generally relevant and contain some details.
- The conversation generally flows coherently.

### 3-4

**The candidate handles simple ideas with some difficulty .**

- Simple ideas and opinions are not always presented clearly and coherently.
- Responses are sometimes irrelevant and/or repetitive.
- The conversation does not flow coherently.

### 1-2

**The candidate handles simple ideas with difficulty.**

- Simple ideas and opinions are presented with difficulty, sometimes incoherently.
- Responses are generally irrelevant and/or repetitive.
- The conversation is disjointed.

**0 Level 1 is not achieved.**