*«Assessment\_Information» «AutoMergeField»*

**JOHN MCGLASHAN COLLEGE: IB ENGLISH – LITERATURE (SL)**

**PAPER 2 – ESSAY MARKING CRITERIA**

**A Knowledge and understanding**

0 The work does not reach a standard described by the descriptors below.

1 There is little knowledge and no understanding of the part 3 works in relation to the question answered.

2 There is some knowledge but little understanding of the part 3 works in relation to the question answered.

3 There is adequate knowledge and some understanding of the part 3 works in relation to the question answered.

4 There is good knowledge and understanding of the part 3 works in relation to the question answered.

5 There is very good knowledge and understanding of the part 3 works in relation to the question answered.

**Your mark for criterion A: «P2EXAMA»**

**B Response to the question**

0 The work does not reach a standard described by the descriptors below.

1 The student shows virtually no awareness of the main implications of the question, and ideas are mostly irrelevant or insignificant. There is no meaningful comparison of the works used in relation to the question.

2 The student shows limited awareness of the main implications of the question, and ideas are sometimes irrelevant or insignificant. There is little meaningful comparison of the works used in relation to the question.

3 The student responds to most of the main implications of the question, with relevant ideas. A comparison is made of the works used in relation to the question, but it may be superficial.

4 The student responds to the main implications of the question, with consistently relevant ideas. An appropriate comparison is made of the works used in relation to the question.

5 The student responds to the main implications and some subtleties of the question, with relevant and carefully explored ideas. An effective comparison is made of the works used in relation to the question.

**Your mark for criterion B: «P2EXAMB»**

**C Appreciation of the literary conventions of the genre**

0 The work does not reach a standard described by the descriptors below.

1 Virtually no literary conventions are identified, and there is no development relevant to the question and/or the works used.

2 Examples of literary conventions are sometimes correctly identified, but there is little development relevant to the question and the works used.

3 Examples of literary conventions are mostly correctly identified, and there is some development relevant to the question and the works used.

4 Examples of literary conventions are clearly identified and effectively developed, with relevance to the question and the works used.

5 Examples of literary conventions are clearly identified and effectively developed, with clear relevance to the question and the works used.

**Your mark for criterion C: «P2EXAMC»**

**D Organisation and development**

0 The work does not reach a standard described by the descriptors below.

1 Ideas have virtually no organization or structure, and coherence and/or development are lacking.

2 Ideas have some organization and structure, but there is very little coherence and/or development.

3 Ideas are adequately organized, with a suitable structure and some attention paid to coherence and development.

4 Ideas are well organized, with a good structure, coherence and development.

5 Ideas are effectively organized, with a very good structure, coherence and development.

**Your mark for criterion D: «P2EXAMD»**

**E Language**

0The 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.

**Your mark for criterion E: «P2EXAME»**

**Total mark: «P2EXAMTOTAL»**/25

**Comments:**

*«P2EXAMCOMMENT»*

**Aim for next essay:**

*«P2AIMS»* See the following page for an explanation of what these codes mean.

Iain McGilchrist

**JOHN MCGLASHAN COLLEGE ENGLISH DEPARTMENT**

**REVIEWING PAPER 2 EXAMS 2013**

On your essays, you have a brief comment and then a number of codes. The codes relates to one of the targets below. Tick the targets that apply to you.

|  |  |  |
| --- | --- | --- |
| **Code** | **Targets for improving your work** | **Tick** |
| Arg | To construct an explicit **argument** to address the essay topic. The argument must consist of points that are connected to each other rather than a series of discrete paragraphs. |  |
| Dev | To **develop** good ideas further so it is entirely clear to the marker that all ideas in your work have been developed in depth. |  |
| F | To remain **focused** on attacking the set essay topic rather than providing information which is not relevant. |  |
| D | To develop more precise **detail** in the body paragraphs of essays rather than making generalised statements. |  |
| S | To use a wider range of **sentence structures** and vary the length of sentences for different effects. |  |
| C | To make **connections** between key aspects of the text(s) such as analysing the connection between characters and characterisation. |  |
| Q | To integrate short and accurate **quotations** from the text into essays so as to demonstrate familiarity with the text. |  |
| B | To be 100% accurate with **basics**: the title of the texts, the author’s name, punctuation marks such as commas full stops, apostrophes. |  |
| CR | To provide a **critical response** rather than description (eg. by exploring the effects of certain techniques). |  |
| I | To **integrate** discussion of a wide range of specific language techniques and structural methods such as narrative method, symbolism, stage directions, motif … and the effects created by these techniques. |  |
| Aud | To consider the role of different segments of the **audience**(s) in interpreting the text. |  |
| E | To write exam answers in sustained standard **English** (ie not colloquial or slang). No yuk! |  |
| AQ | Make sure each paragraph **attacks** the essay **question** and builds towards your overall argument, has some evidence from the text quoted and has some explanation to "unpack" the quotation. |  |
| U | **Unpack** each example from the text is specific detail, using the correct language terminology and discussing aspects such as the effects on the audience. |  |
| T | Name the **techniques** you are discussing and use the correct and most precise **terminology**. Eg there are about 16 different refinements on the technique “repetition.” |  |
| CT | To integrate some **critical theory** (eg. Propp, Friedman, psychoanalysis) into your essay. |  |
| O | To be **original** and insightful, perhaps by discussing the relevance of the point you are making to a wider context such as historical context or social context. |  |

Although you are not sitting NCEA, it may help to understand another way of describing excellence:

**Candidates who were awarded Achievement with Excellence typically:**

* wove a response to the question into other observations about the nature of drama in general which showed they had thought about the medium.
* demonstrated that candidates had researched the background to the play and / or the writer’s work and could quote the writer's comments in interviews / commentaries and / or another critic's responses, then reflected on these.
* ended essays with strong assertions of the quality of the play(s).
* integrated techniques used into the discussion of the text – often citing six or more.
* formed judgments about the text, reflecting on what it said about the human condition.
* provided a sophisticated argument, sometimes using quite sophisticated language and syntax.
* demonstrated a sophisticated understanding of how viewers respond to texts.
* explored the writer’s intention(s) and how audiences/readers are positioned as a result of the intention(s).
* integrated well-selected evidence to support an argument.
* presented insightful, judicious comments, judgments, and reflective evaluations, written in a lucid, fluent and cohesive way.