

Marks	Level descriptor
5	The essay maintains a clear and sustained focus on the task; treatment of the works is well-balanced. The development of ideas is logical and convincing; ideas are connected in a cogent manner.

### Criterion D: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register and style? (“Register” refers, in this context, to the candidate’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the essay).

Marks	Level descriptor
0	The 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.

## Higher level essay

There are four assessment criteria at HL.

Criterion A	Knowledge, understanding and interpretation	5 marks
Criterion B	Analysis and evaluation	5 marks
Criterion C	Focus, organisation and development	5 marks
Criterion D	Language	5 marks
<b>Total</b>		<b>20 marks</b>

### Criterion A: Knowledge, understanding and interpretation

- How well does the candidate demonstrate knowledge and understanding of the work or body of work chosen?
- To what extent does the candidate make use of knowledge and understanding of the work or body of work to draw conclusions in relation to the chosen topic?
- How well are ideas supported by references to the work or body of work in relation to the chosen topic?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little knowledge and understanding of the work or body of work shown through the essay in relation to the topic chosen. References to the work or body of work are infrequent or are rarely appropriate in relation to the chosen topic.
2	There is some knowledge and understanding of the work or body of work shown through the essay in relation to the topic chosen. References to the work or body of work are at times appropriate in relation to the chosen topic.
3	There is satisfactory knowledge and understanding of the work or body of work shown through the essay and an interpretation of its implications in relation to the topic chosen. References to the work or body of work are generally relevant and mostly support the candidate's ideas in relation to the chosen topic.
4	There is good knowledge and understanding of the work or body of work shown through the essay and a sustained interpretation of its implications in relation to the topic chosen. References to the work or body of work are relevant and support the candidate's ideas in relation to the chosen topic.
5	There is excellent knowledge and understanding of the work or body of work shown through the essay and a persuasive interpretation of their implications in relation to the chosen topic. References to the work or body of work are well-chosen and effectively support the candidate's ideas in relation to the chosen topic.

### Criterion B: Analysis and evaluation

- To what extent does the candidate analyse and evaluate how the choices of language, technique and style, and broader authorial choices shape meaning in relation to the chosen topic?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The essay is descriptive and/or demonstrates little relevant analysis of textual features and the author's broader choices in relation to the chosen topic.
2	The essay demonstrates some appropriate analysis of textual features and the author's broader choices in relation to the chosen topic, but is reliant on description.
3	The essay demonstrates a generally appropriate analysis and evaluation of textual features and the author's broader choices in relation to the chosen topic.
4	The essay demonstrates an appropriate and at times insightful analysis and evaluation of textual features and the author's broader choices in relation to the chosen topic.
5	The essay demonstrates a consistently insightful and convincing analysis and evaluation of textual features and the author's broader choices in relation to the chosen topic.

### Criterion C: Focus, organization and development

- How well organized, focused and developed is the presentation of ideas in the essay?
- How well are examples integrated into the essay?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Little organization is present. No discernible line of inquiry is apparent in the essay. Supporting examples are not integrated into the structure of the sentences and paragraphs.
2	Some organization is apparent. There is little development of a line of inquiry. Supporting examples are rarely integrated into the structure of the sentences and paragraphs.
3	The essay is adequately organized in a generally cohesive manner. There is some development of the line of inquiry. Supporting examples are sometimes integrated into the structure of the sentences and paragraphs.
4	The essay is well organized and mostly cohesive. The line of inquiry is adequately developed. Supporting examples are mostly well integrated into the structure of the sentences and paragraphs.
5	The essay is effectively organized and cohesive. The line of inquiry is well developed. Supporting examples are well integrated into the structure of the sentences and paragraphs.

#### Criterion D: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register and style? (“Register” refers, in this context, to the candidate’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the HL essay).

Marks	Level descriptor
0	The 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.