Paper 1 (HL) Comparative Textual Analysis

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|  | Level 0 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Criterion A: Understanding and comparison of the texts | The work does not reach a standard described by the descriptors below. | There is little understanding of the context and purpose of the texts and their similarities and differences; summary predominates and observations are rarely supported by references to the texts. | There is some understanding of the context and purpose of the texts, and the similarities or differences between them; observations are generally supported by references to the texts. | There is adequate understanding of the texts, their possible context and purpose, and the similarities and differences between them; comments are included, as well as observations that are generally supported by references to the texts. | There is good understanding of the texts, their context and purpose, and the similarities and differences between them; comments are mostly supported by well-chosen references to the texts. | There is excellent understanding of the texts, their context and purpose, and the similarities and differences between them; comments are fully supported by well-chosen references to the texts. |
| Criterion B: Understanding of the use and effects of stylistic features | The work does not reach a standard described by the descriptors below. | There is little awareness or understanding of the use of stylistic features and little or no illustration of their effects on the reader. | There is some awareness and understanding of the use of stylistic features, with few references illustrating their effects on the reader. | There is adequate awareness of the use of stylistic features and understanding of their effects on the reader. | There is good awareness and illustration of the use of stylistic features and detailed understanding of their effects on the reader. | There is excellent awareness of the use of stylistic features, with very good understanding of their effects on the reader. |
| Criterion C: Organization | The work does not reach a standard described by the descriptors below. | Little organization is apparent, with no sense of balance and very little development; considerable emphasis is placed on one text to the detriment of the other, | Some organization is apparent. There is little sense of balance and some development; although both texts are addressed, the treatment of one is superficial. | The comparative analysis is organized and structured in a generally coherent way. There is a sense of balance and adequate development. | The comparative analysis is well organized and balanced. The structure is mostly coherent and there is a good sense of development. | The comparative analysis is well balanced and effectively organized, with a coherent and effective structure and development. |
| Criterion D: Language | The work does not reach a standard described by the descriptors below. | Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style. | 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. | 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. | 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. | 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. |