

# Paper 1 SL - Guided Literary Analysis

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<b>Criterion A: Understanding and interpretation</b> <ul style="list-style-type: none"> <li>How well does the student's interpretation reveal understanding of the thought and feeling of the passage?</li> <li>How well are ideas supported by references to the passage?</li> </ul>	The work does not reach a standard described by the descriptors below.	There is very basic understanding of the passage, with mainly irrelevant and/or insignificant interpretation.	There is some understanding of the passage but little attempt at interpretation, with few references to the passage.	There is adequate understanding of the passage, demonstrated by an interpretation that is mostly supported by references to the passage.	There is good understanding of the passage, demonstrated by convincing interpretation that is fully supported by references to the passage.	There is very good understanding of the passage, demonstrated by sustained and convincing interpretation that is supported by well-chosen references to the passage.
<b>Criterion B: Appreciation of the writer's choices</b> <ul style="list-style-type: none"> <li>To what extent does the analysis show appreciation of how the writer's choices of language, structure, technique and style shape meaning?</li> </ul>	The work does not reach a standard described by the descriptors below.	There is virtually no reference to the ways in which language, structure, technique and style shape meaning.	There is some reference to, but no analysis of, the ways in which language, structure, technique and style shape meaning.	There is adequate reference to, and some analysis and appreciation of, the ways in which language, structure, technique and style shape meaning.	There is good analysis and appreciation of the ways in which language, structure, technique and style shape meaning.	There is very good analysis and appreciation of the ways in which language, structure, technique and style shape meaning.
<b>Criterion C: Organization</b> <ul style="list-style-type: none"> <li>How well-organized and coherent is the presentation of ideas?</li> </ul>	The work does not reach a standard described by the descriptors below.	Ideas have little organization and virtually no coherence.	Ideas have some organization, but coherence is often lacking.	Ideas are adequately organized, with some coherence.	Ideas are well-organized and coherent.	Ideas are effectively organized, with very good coherence.
<b>Criterion D: Language</b> <ul style="list-style-type: none"> <li>How clear, varied and accurate is the language?</li> <li>How appropriate is the choice of register, style and terminology? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)</li> </ul>	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 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.