



INTERNATIONAL BACCALAUREATE ORGANIZATION

DIPLOMA PROGRAMME

Language A1

For first examinations in 2001

Language A1
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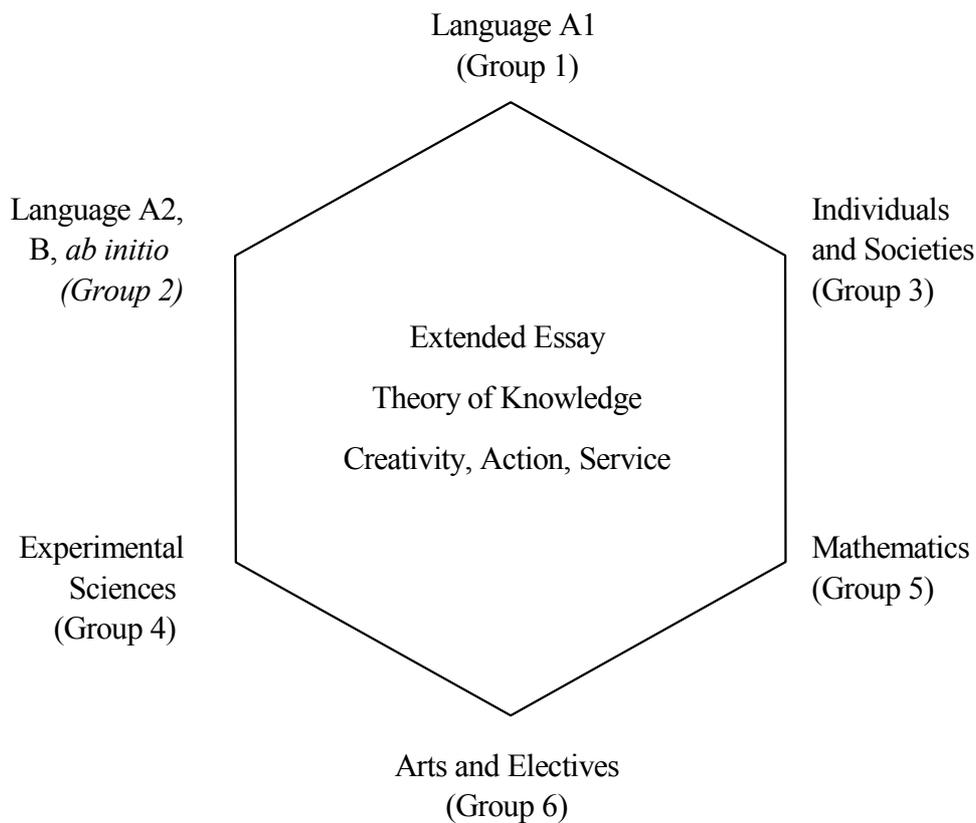
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INTRODUCTION

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies, leading to examinations, that meets the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfil requirements of various national education systems, the Diploma model is based on the pattern of no single country but incorporates the best elements of many. The programme is available in English, French and Spanish.

The curriculum is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.



Diploma students are required to select one subject from each of the six subject groups. At least three and not more than four are taken at Higher Level (HL), the others at Standard Level (SL). HL courses represent 240 teaching hours; SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others.

Distribution requirements ensure that the science-orientated student is challenged to learn a foreign language and that the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing Higher Level concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance.

Successful Diploma candidates meet three requirements in addition to the six subjects. The interdisciplinary Theory of Knowledge (TOK) course is designed to develop a coherent approach to learning which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The Extended Essay of some 4000 words offers the opportunity to investigate a topic of special interest and acquaints candidates with the independent research and writing skills expected at university. Participation in the school's Creativity, Action, Service (CAS) programme encourages candidates to be involved in artistic pursuits, sports, and community service work.

For first examinations in 2001

GROUP 1

To fulfil the requirements for the International Baccalaureate (IB) Diploma, all students must study a Group 1 subject, that is, a Language A1.

The Language A1 programme is a literature course studied in the ‘first language’ of the student or the language in which the student is most competent. This will normally be the language of the environment to which the student has been exposed from an early age or for an extended period. (Related terms are ‘mother tongue’, ‘native language’, and ‘home language’.)

Over eighty different Languages A1 have been offered for examination through the International Baccalaureate Organisation (IBO) policy of mother tongue entitlement for its international candidature. This policy promotes oral and written communication skills, and respect for the literary heritage of the student’s first language, while providing complementary international perspectives through the study of World Literature.

To this end, even though the Language A1 programme is restricted to only those languages with adequate printed literature, it also allows for the study of oral art forms. This is to ensure that students whose Language A1 contains a substantial amount of oral literature are not unduly disadvantaged. Such students are allowed to include texts of oral literature in their courses provided the works chosen are of merit and are available in reliable transcription and/or in other recording.

Language A1 is offered at both Higher Level (HL) and Standard Level (SL). Where no teacher is available, a student may be allowed to study his/her particular Language A1 as a self-taught

NATURE OF THE SUBJECT

The Language A1 programme is primarily a pre-university course in literature. It is aimed at students who intend to pursue literature, or related studies, at university, as well as at students whose formal study of literature will not continue beyond this level. The former would normally follow the Higher Level (HL) programme and the latter the Standard Level (SL).

Literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature, therefore, can be seen as a study of all the complex pursuits, anxieties, joys and fears that human beings are exposed to in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity and artistic ingenuity, and provides immense opportunities for encouraging independent, original, critical and clear thinking. It also promotes a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The discussion of literature is itself an art which requires the clear expression of ideas both orally and in writing.

The Language A1 programme encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analysed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasized for the study of these works in all parts of the programme.

The flexibility of the programme allows teachers to choose challenging works from their own sources to suit the particular needs and interests of their students. It also allows teachers to participate significantly, through the internally assessed oral component, in the overall assessment of their students.

World Literature

‘One of the most effective and humanizing ways that people of different cultures can have access to each other’s experiences and concerns is through works of literary merit.’

(Salma Jayyusi, *The Literature of Modern Arabia*)

In view of the international nature of the IBO, the Language A1 programme does not limit the study of literature to the achievements of one culture or the cultures covered by any one language. The study of World Literature is important to IB students because of its **global perspective**. It can play a strong role in promoting a ‘world spirit’ through the unique opportunities it offers for the appreciation of the various ways in which cultures influence and shape the experiences of life common to all humanity.

The World Literature element of the Language A1 programme does not aim to cover the history of literature or the so-called ‘great works’ of humanity. It does not aim to equip students with a ‘mastery’ of other cultures. It is envisaged as having the potential to enrich the **international awareness** of IB students and to develop in them the attitudes of tolerance, empathy and a genuine respect for perspectives different from their own.

AIMS

The aims of the Language A1 programme at both Higher and Standard Levels are to:

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden the students' perspective through the study of works from other cultures and languages
- introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written text
- promote in students an enjoyment of, and lifelong interest in, literature.

OBJECTIVES

Higher Level

Having followed the Language A1 programme at Higher Level (HL) candidates will be expected to demonstrate:

- an ability to engage in independent literary criticism in a manner which reveals a personal response to literature
- an ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
- a command of the language appropriate for the study of literature and a discriminating appreciation of the need for an effective choice of register and style in both written and oral communication
- a sound approach to literature through consideration of the works studied
- a thorough knowledge both of the individual works studied and of the relationships between groups of works studied
- an appreciation of the similarities and differences between literary works from different ages and/or cultures
- an ability to engage in independent textual commentary on both familiar and unfamiliar pieces of writing
- a wide-ranging appreciation of structure, technique and style as employed by authors, and of their effects on the reader
- an ability to structure ideas and arguments, both orally and in writing, in a logical, sustained and persuasive way, and to support them with precise and relevant examples.

Standard Level

Having followed the Language A1 programme at Standard Level (SL) candidates will be expected to demonstrate:

- an ability to approach works in an independent manner which reveals a personal response to literature
- an ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
- a command of the language appropriate for the study of literature and an appreciation of the need for an effective choice of register and style in both written and oral communication
- a sound approach to literature through consideration of the works studied
- a thorough knowledge both of the individual works studied and of the relationships between groups of works studied
- an appreciation of the similarities and differences between literary works from different ages and/or cultures
- an ability to comment on the language, content, structure, meaning and significance of both familiar and unfamiliar pieces of writing
- an awareness of the effects of structure, technique and style as employed by authors
- an ability to structure ideas and arguments, both orally and in writing, in a sustained and logical way, and to support them with precise and relevant examples.

SYLLABUS OUTLINE

Higher Level

The Higher Level (HL) syllabus is divided into four compulsory parts.

Total number of works: 15

Part 1 World Literature 3 works

- **Three** World Literature works studied as a group.
- Each work chosen from the IB Prescribed World Literature List (PWL) only.
- All works linked by one or more aspects such as culture, genre, theme, period, style, type of literary study, methodology.
- Each work originally written in a language different from the Language A1 studied.
- Each work written by a different author.

Part 2 Detailed Study 4 works

- **Four** Language A1 works studied in detail.
- Each work chosen from a different genre category on the IB Prescribed Book List (PBL) for the Language A1 studied.
- Each work written by a different author.

Part 3 Groups of Works 4 works

- **Three** Language A1 works and **one** World Literature work studied as a group.
- All four works chosen from the same genre category.
- All three Language A1 works chosen from the PBL for the Language A1 studied.
- World Literature work ‘chosen freely’ and linked at least by genre to Language A1 works.
- Each work written by a different author.

Part 4 School’s Free Choice 4 works

- **Three** Language A1 works and **one** World Literature work studied as a group.
- All four works ‘chosen freely’.
- World Literature work linked to Language A1 works by one or more aspects such as culture, genre, theme, period, style, type of literary study, methodology.
- Each work written by a different author.

Requirements and General Notes

Requirements

Authors and Works

- Some PBLs, either wholly or in certain parts, do not specify works but give the names of authors. In such cases the works chosen are at the discretion of the teacher.
- Authors must not be repeated **within** any part of the syllabus but the same author may be studied in **two different** parts of the syllabus.
- **Fifteen** different works must be studied in total, that is, no work may be repeated.

Genres

- At least **four** of the genres represented on the relevant PBL for the particular Language A1 must be studied in the whole syllabus.

Period

- Each PBL lists works from different periods. The school's syllabus should include works from at least **two** or **three** periods, depending on the specific instructions given on the relevant PBL.

'Place'

- Some PBLs do not identify works by 'place', therefore there is no 'place' requirement.
- If the relevant PBL **does** indicate 'place', at least **two** of the 'places' must be represented in the whole syllabus.

Language

- **Language A1:** All works must have been originally written in the Language A1 studied and be chosen from the relevant PBL.
- **World Literature Part 1:** All works must have been originally written in a language different from the Language A1 and normally studied in translation. All works must be chosen from the PWL.
- **World Literature Part 3 and Part 4:** If the relevant PBL **does not** identify works by 'place', the above Part 1 language requirement applies. If the relevant PBL **does** identify works by 'place', either or both of the works for Part 3 and Part 4 may have been originally written in the Language A1 studied, provided the choice(s) are made from a 'place' not represented by any of the Language A1 works selected.

General Notes

- **Exceptions** to any of the requirements for a particular Language A1 will be indicated on the relevant PBL.
- **'Chosen freely'** means chosen from the PBL or the PWL, or elsewhere.
- **'Place'** is broadly defined as a geocultural region such as a province, country, continent. For Languages A1 which span a culturally varied area, different 'places' have been identified to reflect the broad cultural differences.
- **Languages A1 without PBLs:** The school must submit to IBCA lists of works chosen from their own sources. (See *Vade Mecum* for details.)
- **Self-taught candidates** may **not** offer Language A1 at Higher Level.

SYLLABUS OUTLINE

Standard Level

The Standard Level (SL) syllabus is divided into four compulsory parts.

Total number of works: 11

Part 1 World Literature 3 works

- **Three** World Literature works studied as a group.
- Each work chosen from the IB Prescribed World Literature list (PWL) only.
- All works linked by one or more aspects such as culture, genre, theme, period, style, type of literary study, methodology.
- Each work originally written in a language different from the Language A1 studied.
- Each work written by a different author.

Part 2 Detailed Study 2 works

- **Two** Language A1 works studied in detail.
- Each work chosen from a different genre category on the IB Prescribed Book List (PBL) for the Language A1 studied.
- Each work written by a different author.

Part 3 Groups of Works 3 works

- **Two** Language A1 works and **one** World Literature work studied as a group.
- All three works chosen from the same genre category.
- Both Language A1 works chosen from the PBL for the Language A1 studied.
- World Literature work ‘chosen freely’ and linked at least by genre to Language A1 works.
- Each work written by a different author.

Part 4 School’s Free Choice 3 works

- **Two** Language A1 works and **one** World Literature work studied as a group or **three** Language A1 works studied as a group.
- All three works ‘chosen freely’.
- World Literature work linked to Language A1 works by one or more aspects such as culture, genre, theme, period, style, type of literary study, methodology.
- Each work written by a different author.

Requirements and General Notes

Requirements

Authors and Works

- Some PBLs, either wholly or in certain parts, do not specify works but give the names of authors. In such cases the works chosen are at the discretion of the teacher.
- Authors must not be repeated **within** any part of the syllabus but the same author may be studied in **two different** parts of the syllabus.
- **Eleven** different works must be studied in total, that is, no work may be repeated.

Genres

- At least **three** of the genres represented on the relevant PBL for the particular Language A1 must be studied in the whole syllabus.

Period

- Each PBL lists works from different periods. The school's syllabus should include works from at least **two** or **three** periods, depending on the specific instructions given on the relevant PBL.

'Place'

- Some PBLs do not identify works by 'place', therefore there is no 'place' requirement.
- If the relevant PBL **does** indicate 'place', at least two of the 'places' must be represented in the whole syllabus.

Language

- **Language A1:** All works must have been originally written in the Language A1 studied and be chosen from the relevant PBL.
- **World Literature Part 1:** All works must have been originally written in a language different from the Language A1 and normally studied in translation. All works must be chosen from the PWL.
- **World Literature Part 3 and Part 4:** If the relevant PBL does not identify works by 'place', the above Part 1 language requirement applies. If the relevant PBL does identify works by 'place', either or both of the works for Part 3 and Part 4 may have been originally written in the Language A1 studied, provided the choice(s) are made from a 'place' not represented by any of the Language A1 works selected.
- **Language A1 substitution for World Literature Part 4:** The Part 4 World Literature work may be substituted by a Language A1 work 'chosen freely' from any 'place'. This may include a 'place' already represented by any of the other Language A1 work(s).

General Notes

- **Exceptions** to any of the requirements for a particular Language A1 will be indicated on the relevant PBL.
- **'Chosen freely'** means chosen from the PBL or the PWL, or elsewhere.
- **'Place'** is broadly defined as a geocultural region such as a province, country, continent. For Languages A1 which span a culturally varied area, different 'places' have been identified to reflect the broad cultural differences.
- **Languages A1 without PBLs:** The school must submit to IBCA lists of works chosen from their own sources. (See *Vade Mecum* for details.)

SYLLABUS OUTLINE

Standard Level (Self-taught Candidates)

The Standard Level (SL) syllabus for self-taught candidates is divided into four compulsory parts.

Total number of works: 11

Part 1 World Literature 3 works

- **Three** World Literature works studied as a group.
- Each work chosen from the IB Prescribed World Literature List (PWL) only.
- All works linked by one or more aspects such as culture, genre, theme, period, style, type of literary study, methodology.
- Each work originally written in a language different from the Language A1 studied.
- Each work written by a different author.

Part 2 Detailed Study 2 works

- **Two** Language A1 works studied in detail.
- Each work chosen from a different genre category on the IB Prescribed Book List (PBL) for the Language A1 studied.
- Each work written by a different author.

Part 3 Groups of Works 3 works

- **Two** Language A1 works and **one** World Literature work studied as a group.
- All three works chosen from the same genre category.
- Both Language A1 works chosen from the PBL for the Language A1 studied.
- World Literature work chosen from the PWL.
- World Literature work linked at least by genre to Language A1 works.
- Each work written by a different author.

Part 4 School's Free Choice 3 works

- **Two** Language A1 works and **one** World Literature work studied.
- Each work chosen from either the PBL for the Language A1 studied or the PWL.
- World Literature work linked to Language A1 works by one or more aspects such as culture, genre, theme, period, style, type of literary study, methodology.
- Each work written by a different author.

Requirements and General Notes

Requirements

Authors and Works

- Some PBLs, either wholly or in certain parts, do not specify works but give the names of authors. In such cases the works chosen are at the discretion of the school.
- Authors must not be repeated **within** any part of the syllabus but the same author may be studied in **two different** parts of the syllabus.
- **Eleven** different works must be studied in total, that is, no work may be repeated.

Genres

- At least **three** of the genres represented on the relevant PBL for the particular Language A1 must be studied in the whole syllabus.

Period

- Each PBL lists works from different periods. The school's syllabus should include works from at least **two** or **three** periods, depending on the specific instructions given on the relevant PBL.

'Place'

- Some PBLs do not identify works by 'place', therefore there is no 'place' requirement.
- If the relevant PBL **does** indicate 'place', at least **two** of the 'places' must be represented in the whole syllabus.

Language

- **Language A1:** All works must have been originally written in the Language A1 studied and be chosen from the relevant PBL.
- **World Literature Part 1:** All works must have been originally written in a language different from the Language A1 and normally studied in translation. All works must be chosen from the Prescribed World Literature List (PWL).
- **World Literature Part 3 and Part 4:** If the relevant PBL **does not** identify works by 'place', the above Part 1 language requirement applies. If the relevant PBL **does** identify works by 'place', either or both of the works for Part 3 and Part 4 may have been originally written in the Language A1 studied, provided the choice(s) are made from a 'place' not represented by any of the Language A1 works selected.

General Notes

- **Exceptions** to any of the requirements for a particular Language A1 will be indicated on the relevant PBL.
- There is **no** 'free choice' for self-taught candidates. All works must be chosen from the PBL for the Language A1 studied and from the PWL according to the instructions for self-taught candidates.
- **'Place'** is broadly defined as a geocultural region such as a province, country, continent. For Languages A1 which span a culturally varied area, different 'places' have been identified to reflect the broad cultural differences.
- **Languages A1 without PBLs:** The school must submit to IBCA lists of works chosen from their own sources. (See *Vade Mecum* for details.)

SYLLABUS DETAILS

The following details refer to Higher Level (HL) and Standard Level (SL) syllabuses. Specific information about self-taught candidates is given at the end of this section.

Choosing Works

A ‘Work’

In the Language A1 programme, a ‘work’ is broadly defined and includes items such as:

- a single major text
- two or more shorter texts
- a selection of short stories
- a selection of poems
- a selection of essays
- a selection of letters.

The number of texts considered to constitute a ‘work’, for genres such as short stories, poems, essays and letters, is indicated on the relevant Prescribed Book List (PBL).

Where more than one text is studied as a ‘work’, the undertaking for the student must be comparable to studying a full-length play or novel. Teachers will be aware of the complexity and difficulty of individual texts and should use their expertise when deciding whether or not the choice constitutes a ‘work’.

PBLs and PWL

For each part of the syllabus the *Syllabus Outline* indicates from where the works to be studied must be selected:

- IB Prescribed Book List (PBL) for the particular Language A1 studied
- IB Prescribed World Literature List (PWL)
- PBL, PWL, or elsewhere, in the case of free choice.

Prescribed Book Lists (PBLs)

The PBL for any Language A1 consists only of works originally written in that language. Teachers are normally required to select works from the relevant PBL to construct courses for their students.

Some PBLs, either wholly or in certain parts, consist only of authors. With such PBLs, teachers select the author(s) to be studied as well as the particular work by each author.

If a Language A1 does not have a PBL, teachers must submit to IBCA a list of works chosen from their own sources in accordance with the syllabus requirements. (See *Vade Mecum* for details.)

Prescribed World Literature List (PWL)

The PWL, common to all Languages A1, consists of a wide variety of works categorized by language and genre. Each work is available in translation in at least one of the IB service languages, English, French and Spanish.

The PWL prescribes works, not authors. Only the specified works listed for an author may be studied; other works by the same author may not be chosen.

Free Choice

Where the syllabus allows works to be ‘chosen freely’ teachers may select from the PBLs, from the PWL or from other sources. In all cases the selection must be worthy of serious study and must meet the requirements specified for that part of the syllabus.

Single Author Choices

Although authors may not normally be repeated within a part of the syllabus the same author may be studied in two different parts of the syllabus. Any exception to these rules will be indicated on the relevant PBL. However, teachers should bear in mind that it would not be in keeping with the spirit of the Language A1 programme to restrict the total number of authors studied by their students.

Constructing a Course

Teachers should aim to construct a course which is well balanced and cohesive. They should give consideration to the possibility of links within each part and, to some extent, within the course as a whole. Teachers may adopt different approaches in designing the programme of study most appropriate to the needs of their particular students. However, whatever the rationale used to select the works, the choices should be such that students should be able to discuss, compare and contrast, appropriately, aspects such as:

- the content of works
- themes
- styles and techniques
- approaches of different authors.

Teachers must comply with the requirements regarding genres, periods and ‘place’, for each part of the syllabus, when constructing courses for their students.

Genres

On the PBLs and the PWL the works have been organized according to genre. These are major categories such as drama, poetry, and the novel, which can be applied to most literary traditions.

The organization into genres provides a framework within which ideas about aspects such as theme, style and technique, can be explored. This approach is designed to encourage the study of literary texts as works of art and allows for a variety of approaches to literature.

A Higher Level (HL) course must include works selected from at least **four** genres; a Standard Level (SL) course at least **three**.

Periods

In the Language A1 programme, the concept of ‘periods’ is defined broadly: it refers to the literary or the historical time frame to which a work belongs, as appropriate to the Language A1 concerned. Periods are therefore seen as categories which will enable students to acquire some sense of the development of literary traditions over time.

The works on each PBL are listed by period and depending on the instructions given on the relevant PBL, the courses designed for study at either HL or SL must include works from a minimum of **two** or **three** periods.

‘Place’

‘Place’ is broadly defined as a geocultural region, such as a province, country, continent, within the larger area where a language is spoken. For Languages A1 which span a culturally varied area, different ‘places’ have been identified on the PBL and the relevant sections of the PWL to reflect the broad cultural differences.

If the PBL for the Language A1 studied identifies works or authors by ‘place’, at least **two** of the ‘places’ must be represented in the school’s syllabus at both HL and SL.

Parts 1, 3 and 4: World Literature (WL)

All Language A1 students should compare works which illustrate differences in expression, perspective and thought across cultural, political or linguistic borders, and which explore the underlying unity of human preoccupations.

The Prescribed World Literature List (PWL) from which works must be selected for Part 1 may also be used to select the World Literature works ‘chosen freely’ in Part 3 and Part 4. Teachers should select works which, by themselves, and as a group, meet the syllabus requirements and help to achieve the aims of the World Literature element of the Language A1 programme. To these ends the PWL provides, for each work listed, such information as:

- the language in which the work was originally written
- genre
- ‘place’
- author’s name and gender
- the title in the original language and in the translation(s) available
- the original date of publication
- some significant aspects by which the work could be linked with other works.

Teachers are encouraged to include in their selections works which offer specific cultural perspectives, through which the universal aspects of human experience can be explored.

Number of WL Works

- HL students must study **five** World Literature works in addition to the prescribed number of works written in their Language A1.
- The World Literature requirement for Part 4 of the syllabus is optional for SL students. Therefore, they may study either **four** or **five** World Literature works in total. SL students who do not study a Part 4 World Literature work **must** study a Language A1 work in its place.

Part 3 and Part 4 WL Works

The World Literature works for Part 3 and Part 4 of the programme should originally have been written in a language different from the student's Language A1 and normally studied in translation. However, either or both of these works may have been written originally in the student's Language A1 provided that they are from a 'place' not represented in the remainder of the course. This exception only applies if the works on the PBL for the Language A1 studied are identified by 'place'.

The following are examples of situations where World Literature works, originally written in a particular Language A1, may be studied.

- An English A1 student could study an English Caribbean work as a World Literature work in Part 3 or Part 4, only if no other English Caribbean literature is being studied in the remainder of the school's syllabus.
- A French A1 syllabus could include a work, originally written in French, from the 'place' identified on the French A1 PBL as the Maghreb, as a World Literature work in Part 3 or Part 4. However, this may only be done if no other French Maghreb literature has been selected for study elsewhere in the school's syllabus.
- An Arabic A1 student could study an Arabic work of Spanish origin as a World Literature work in Part 3 or Part 4, only if no other Arabic work of Spanish origin is being studied anywhere else in the school's syllabus.

If the PBL for the relevant Language A1 does not identify works by 'place' the World Literature works selected for Part 3 and Part 4 must have been originally written in a language other than the Language A1 studied.

Part 2: Detailed Study

In Part 2, students study in detail some of the most important works and/or authors in the major genres of their respective Languages A1. This detailed study is best achieved through approaches which ensure close reading and in-depth analysis of the significant elements of the works involved.

Teachers are encouraged to familiarize their students with a variety of interpretations of, and critical perspectives on, these works; they should also guide students to form and articulate personal responses to the works.

Since this part of the syllabus will be assessed orally, teachers should make use of every opportunity to equip students with the skills for speaking appropriately about literature in a variety of contexts. Teachers are encouraged to select works which provide, both by themselves and as a group, ample scope for a variety of oral activities.

Part 3: Groups of Works

In Part 3, a group of works selected from the same genre category is studied in depth. The grouping of works by genre provides a framework within which the various aspects of the works chosen can be studied in a holistic manner.

Teachers should ensure that the Language A1 works and the World Literature work selected for Part 3 offer, as a group, other opportunities for comparison in addition to genre. The works chosen should enable relevant comparisons to be made based on aspects such as the content of works, themes, styles and techniques, and the various approaches of the different authors.

The Part 3 World Literature work of the same genre as the other Language A1 works selected in this part should also provide a useful cross-cultural perspective on any common issues explored by the other works in the group.

Part 4: School's Free Choice

This part of the programme is designed to give teachers an opportunity to include in their courses works which meet the specific interests or needs of their students. While teachers are free to choose all the works to be studied for this part from their own sources, they should always ensure that works of literary merit are chosen, as the best interests of students may not be served if the works are either obscure or of little literary value.

The following are suggested approaches which teachers might consider when selecting Part 4 works.

- A study of works which the teacher considers important but which are not offered elsewhere in the programme (e.g. an introduction to the literature of the Language A1).
- A study of works in a particular genre or period to balance choices elsewhere in the programme.
- Closely related works to allow comparative study (e.g. linked by theme).
- Other works by authors studied elsewhere in the programme.
- A selection of texts which fulfil local or national requirements.
- A study of a local literature, with the World Literature requirement being met by a work from a minority language or a second language of that region.

Self-taught Candidates (SL)

Please refer to Syllabus Outline for Standard Level (SL) Self-taught Candidates.

Self-taught candidates may offer Language A1 at Standard Level (SL) only. They will be expected to meet the same syllabus requirements as for taught SL candidates but with the following exceptions:

- there is no ‘free choice’ of works in Part 3 and Part 4
- the study of a Part 4 World Literature work is compulsory and a Language A1 work cannot be studied in its place; self-taught candidates must study five World Literature works in addition to the six works written in their Language A1
- if the candidate’s choice of World Literature works in Part 3 and/or Part 4 is restricted for any reason (e.g. studying with taught candidates taking another Language A1) the requirement concerning links with Language A1 works need not apply.

Whenever possible, self-taught candidates should be given assistance with specific aspects of their studies. This may be done either in a special class for the self-taught candidates or in a class of students preparing a taught Language A1. Such an arrangement is especially useful in equipping self-taught candidates with the information and skills necessary for carrying out the World Literature Assignment, the written commentary exercise and, to some extent, the Oral Component.

ASSESSMENT OUTLINE

Higher Level

For first examinations in 2001

All responses, written and oral, must be in the Language A1 studied.

External Assessment **70%**

Written Paper Component **50%**

Two written papers, externally set and externally assessed.

Paper 1 Commentary **2 hours** **25%**

Written commentary based on poetry or another text to which the techniques of literary criticism can be applied.

Two unseen texts for commentary; no guiding questions.
One commentary to be written on one of the texts.

Paper 2 Essay **2 hours** **25%**

Two essay questions on each genre available for study in Part 3, Groups of Works, and **four** essay questions of a general nature.

One question only to be answered, based on the Part 3 works studied and, if relevant, a Part 2 work of the same genre.

World Literature (WL) Assignments **20%**

Two assignments written during the course and externally assessed, each 1000–1500 words.

Assignment 1 **10%**

Comparative study of at least **two** Part 1 works.

Assignment 2 **10%**

Based on work(s) not used in Assignment 1

Assignment 2a: Comparative Study
(1 WL work and 1 Language A1 work)

Assignment 2b: Imaginative or Creative Assignment
(1 WL work, **or** 1 WL and 1 Language A1 work)

Assignment 2c: Detailed Study
(1 WL work only)

Internal Assessment

30%

Oral Component

Two compulsory oral activities to be internally assessed by the teacher and externally moderated by the IBO.

Individual Oral Commentary **15 minutes** **15%**

Commentary on an extract, chosen by the teacher, from one of the Part 2 works studied. Extract accompanied by guiding questions.

Individual Oral Presentation **10 – 15 minutes** **15%**

Presentation of a topic, chosen by the candidate, based on Part 4 work(s).

ASSESSMENT OUTLINE

Standard Level

For first examinations in 2001

All responses, written and oral, must be in the Language A1 studied.

External Assessment **70%**

Written Paper Component **50%**

Two written papers, externally set and externally assessed.

Paper 1 Commentary **1 ½ hours** **25%**

Written commentary based on poetry or another text to which the techniques of literary criticism can be applied.

Two unseen texts for commentary, each accompanied by guiding questions.
One commentary to be written on one of the texts.

Paper 2 Essay **1 ½ hours** **25 %**

Two essay questions on each genre available for study in Part 3, Groups of Works, and **four** essay questions of a general nature.

One question only to be answered, based on the Part 3 works studied and, if relevant, a Part 2 work of the same genre.

World Literature (WL) Assignment **20%**

One assignment written during the course and externally assessed, 1000–1500 words.

Comparative study of at least **two** Part 1 works.

Internal Assessment

30%

Oral Component

Two compulsory oral activities to be internally assessed by the teacher and externally moderated by the IBO.

Individual Oral Commentary	15 minutes	15%
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Commentary on an extract, chosen by the teacher, from one of the Part 2 works studied. Extract accompanied by guiding questions.

Individual Oral Presentation	10 – 15 minutes	15%
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Presentation of a topic, chosen by the candidate, based on Part 4 work(s).

ASSESSMENT OUTLINE

Standard Level (Self-taught Candidates)

For first examinations in 2001

*All Language A1 components are **externally assessed** for self-taught candidates.*

All responses, written and oral, must be in the Language A1 studied.

Written Paper Component 50%

Two written papers, externally set and externally assessed.

Paper 1 Commentary 1 ½ hours 25%

Written commentary based on poetry or another text to which the techniques of literary criticism can be applied.

Two unseen texts for commentary, each accompanied by guiding questions.

One commentary to be written on one of the texts.

Paper 2 Essay 1 ½ hours 25 %

Two essay questions on each genre available for study in Part 3, Groups of Works, and **four** essay questions of a general nature.

One question only to be answered, based on the Part 3 works studied and, if relevant, a Part 2 work of the same genre.

World Literature (WL) Assignment 20%

One assignment written during the course and externally assessed, 1000–1500 words.

Comparative study of at least **two** Part 1 works.

Oral Component **30%**

Two compulsory oral activities externally set and externally assessed.

Individual Oral Commentary **10 – 15 minutes** **15%**

Commentary on an extract, provided by the IBO, from one of the Part 2 works studied. Extract accompanied by guiding questions.

General Questions **5 – 10 minutes** **15%**

Two general questions, provided by the IBO, each on a different Part 4 work.
One question only to be answered.

ASSESSMENT DETAILS

General

The Language A1 assessment model is designed to measure the performance of candidates against the main objectives of the programme by using a combination of external and internal assessment methods. The externally assessed components are the World Literature assignments and the two written papers, which account for 70% of the overall Language A1 assessment. The internally assessed component consists of two compulsory oral activities which together account for 30% of the total assessment.

All parts of the syllabus are assessed and their relation to each assessment component is indicated in the *Assessment Outlines*, with further details being given in this section, *Assessment Details*.

- Teachers should ensure that candidates know which parts of the syllabus are to be assessed for any specific assessment component. In particular, they should be reminded, before writing the externally assessed written Paper 2, which works belong to Part 3, Groups of Works and, therefore, which questions they should attempt in the examination.
- Although the main focus of the candidates' responses should be on those works studied in the parts of the syllabus specified, introducing some incidental reference to other works or authors from other parts of the programme or elsewhere, where relevant, is acceptable.
- In certain components of the assessment candidates will be required to demonstrate their awareness of the relationships between works; in others, the question or assignment may demand that a single work be treated in detail. The approach expected for each component is described in this section.
- Narration of the plot or content of a work is not expected in any component of the assessment.

Note: All responses, written and oral, must be in the Language A1 of the examination.

External Assessment

Paper 1 Written Commentary (HL and SL) 25%

- Paper 1 will contain **two** unseen texts for commentary.
- One text will be poetry; the other a written piece to which the techniques of literary criticism can be applied, selected from works such as:
 - a novel or short story
 - an essay
 - a biography
 - a journalistic piece of writing of literary merit.
- Depending on its length, the text for commentary may either be a complete piece of writing or an extract from a longer piece.
- The texts for commentary will not be chosen from works on the IB Prescribed Book Lists (PBLs). Wherever possible, they will not have been written by authors listed on the PBLs.
- Candidates will be required to respond to **one** of the **two** unseen texts for commentary.
- Candidates will need to show an appreciation of aspects such as theme, content, style, structure and language. Where appropriate, they may relate the text to other works read.
- All commentaries should be continuous and structured; commentaries comprising unrelated paragraphs will not merit a high achievement level. There are many acceptable ways of approaching a commentary; the assessment criteria for this component will help teachers in this area.
- At Standard Level only, three or four guiding questions will be provided for each text for commentary. These questions are intended only as prompts to help candidates organize their commentaries. It is not compulsory for candidates to respond directly to the guiding questions but, should a candidate choose to use them, the responses must be integrated into the body of the commentary.

Paper 2 Essay (HL and SL) 25%

- Paper 2 will contain:
 - two essay questions on each of the genre categories represented in Part 3 of the PBL for the Language A1 studied
 - and**
 - four essay questions of a general nature.

The nature of the questions may vary slightly according to cultural traditions. For example, some questions may include a quotation.

- Candidates will be required to answer **one** essay question only.
- Candidates should refer to at least **two** works in their essay. The major focus of the answer must be the works studied in Part 3; a work of the same genre studied in Part 2 may be included if relevant, but only in addition to the minimum of two Part 3 works required for the answer. All questions will make it possible for candidates to include a relevant discussion of their Part 3 World Literature work. Discussion of other works or authors should only be introduced as supporting material.

World Literature Assignments

20%

Higher Level	Two assignments (Assignments 1 and 2)
Standard Level	One assignment only (Assignment 1)

- Each candidate is required to study independently, under the supervision of a teacher, and to submit written work for external assessment.
- The candidate should choose the type and title of the assignment, although the choice may be discussed with the teacher. The candidate may select any aspect of the World Literature works studied in the school's programme for the assignment(s).
- Where the same aspect is chosen by more than one candidate, since the candidates must work independently of one another, the content of the assignments must be different.
- Each assignment must be written in the Language A1 concerned.
- Each assignment must be **1000–1500** words in length and the number of words used must be stated at the end of each assignment. Quotations from works must be included in the word count, but footnotes and bibliographies are not to be included.

Higher Level (HL) only

- Each World Literature work may be used in **one** assignment only.
- The nature of the Assignment 2 attempted must be clearly defined (e.g. comparative study, imaginative or creative piece, detailed study of one work).
- It is preferable that each candidate should write about a different aspect in each of the assignments. It would not be in keeping with the spirit of the programme for a candidate to devote both assignments to studies on the same aspect, for example, characterization, portrayal of society, use of symbolism.

World Literature Assignment I

HL 10% SL 20%

Assignment 1 must be a comparative study, based on at **least two** of the three World Literature works studied in Part 1 of the programme. It must be between 1000–1500 words in length.

Aspects

Each candidate must select an aspect of the Part 1 World Literature works for the assignment. The aspect selected must focus on some pertinent link between the two or three works used for the assignment, and may reflect the interests of the candidate. However, the link does not need to demonstrate the rationale by which the works have been studied as a group.

Candidates may choose, for their assignments, topics which focus on aspects such as:

- narrative technique
- characterization
- portrayal of society in the literature studied
- international perspectives on common human problems
- cross-cultural perspectives on the artist's role in society.

Approach

- The assignment must be a cogent piece of writing and should include some introductory and concluding remarks consistent with the conventions of writing in the Language A1 studied.
- Although the main body need not consist of a formal exposition and development of ideas, it should constitute a reasoned argument.

Structure

- The **introduction** could be, for example, a brief statement of the aims of the assignment.
- The **main body** should reveal the candidate's insight into the works and appreciation of the chosen link between the works. A variety of methods is acceptable including, for example, Socratic Dialogue, interview, or a formal development of ideas as in an essay.
- The **conclusion** could be, for example, a brief summary and personal evaluation of the discussion or the particular achievement of the writing.

World Literature Assignment 2 (HL only)

10%

Candidates may choose **one** of the three alternatives, 2a, 2b, 2c.

WL Assignment 2a: Comparative Study

(Works: 1 WL & 1 Language A1)

- Assignment 2a is a comparative study based on an aspect of **one** World Literature work and **one** Language A1 work, chosen from any part of the school's syllabus. The assignment must focus on some pertinent link between the two works.
- Candidates may choose to explore, where appropriate, any cultural similarities and differences represented by the works. However, making generalizations about cultures is not the purpose of this exercise.

Approach

- The assignment must be a cogent piece of writing. It should include some introductory and concluding remarks consistent with the conventions of writing in the Language A1 studied.
- Although the main body need not be a formal exposition and development of ideas, it should constitute a reasoned argument.

Structure

- The **introduction** could be, for example, a brief statement of the aims of the assignment.
- The **main body** should reveal the candidate's insight into the works and the candidate's appreciation of the chosen link between the works. A variety of methods is acceptable including, for example, Socratic Dialogue, interview, or a formal development of ideas as in an essay.
- The **conclusion** could be, for example, a brief summary and personal evaluation of the discussion.

WL Assignment 2b: Imaginative or Creative Assignment

(Works: 1 WL *or* 1 WL & 1 Language A1)

- Assignment 2b is an imaginative or creative piece of writing based on **one** World Literature work **or** a combination of a World Literature work and a Language A1 work, chosen from any part of the syllabus.
- An imaginative or creative assignment is defined as an assignment, other than a conventional critical essay or commentary, which allows the candidate to apply the principles or techniques of literary criticism or appreciation in an informed, imaginative manner.

WL Assignment 2b: The Statement of Intent

A statement of intent must immediately precede the body of this type of assignment and must include a brief explanation of all of the following:

- the work(s) on which the assignment will be based
- the nature of the task to be engaged in, including considerations such as audience, register, form
- the aspects or elements of the work(s) on which the candidate intends to focus
- how the candidate intends to explore these aspects or elements.

The statement of intent must be included in the wordcount. The length of the statement will depend on the nature of the piece attempted and should, normally, not exceed **500** words. However, where the assignment takes the form of a single piece of writing, such as a short poem, the statement may be longer than the body of the assignment and longer than 500 words. Whatever the length of the assignment itself, the total number of words must be between 1000 and 1500.

WL Assignment 2b: Suggestions

There are many possibilities for creative approaches to World Literature assignments which, while giving the candidates an opportunity to exercise imagination and ingenuity, bring them to a deeper understanding of the work(s) being explored and to an increased appreciation of the writer. The following list of suggestions, while not exhaustive, provides some ideas for assignments.

- The diary of a character accompanied by critical comment by the candidate.
- A director's letter to the actor playing a particular role or scene.
- An exercise in which the candidate turns the 'story' or a portion of it into another form such as dramatic monologue, biblical parable, folk tale or myth.
- A critic's review of a dramatic interpretation/performance.
- An editorial objecting to censorship or exclusion of a work from a school syllabus.
- A letter to a publisher outlining the merits of a work to be published and reasons for publication.
- The creation of dramatic monologues that play the self-perception of the characters against the view of other characters or the author.
- A transcription either of an imaginary interview with the author about the work in question or of a conversation between two authors about their respective works.
- A postscript to a novel, or an extra chapter.
- An additional scene for a play.
- A pastiche (an imitation or re-creation of an already published work). In this assignment, candidates are encouraged to demonstrate their sensitivity to, and understanding of, a work by providing an original composition after the manner of that work.

WL Assignment 2c: Detailed Study

(1 WL work)

Assignment 2c is a detailed study based on an aspect of **one** of the World Literature works studied in Part 1, Part 3 or Part 4 of the syllabus.

If extracts are chosen for analysis or commentary they should **not** be included in the word count, but copies must be attached to the assignment when submitted for assessment.

Approaches

There are a number of possible approaches to this type of assignment.

- **A formal essay** A formal piece of writing which follows a logical sequence.
- **Analysis of a key passage** The most important word here is ‘key’. The passage for study, whether a paragraph, a page, a chapter, or an extract from a poem, should have major significance for any of a variety of explorations that the candidate might choose to make, for example, prose or poetic style, character study, plot development or theme. The reason why the candidate has chosen the passage should be briefly explained and the body of the assignment should explain the significance of the passage to the larger work from which it has been taken.
- **Analysis of two key passages** Two significant passages from the same work could be selected in order to explore, for example, contrasting prose styles, descriptive method, character presentation and a range of other aspects. The candidate needs to justify briefly the pivotal nature of the passages chosen, and to demonstrate their particular similarities and differences which the candidate considers interesting.
- **Commentary on an extract** In this exercise an extract, of approximately 30 lines of prose or the equivalent in drama or verse, is taken from a work for an in-depth analysis. Candidates should justify briefly their selection of the particular extract; the body of the assignment should explore how language, imagery, organization of ideas, and stylistic and thematic aspects work in the passage.

Teacher Supervision (WL Assignments)

World Literature assignments are part of the Language A1 **assessment**, not part of the teaching. The assignments must therefore be the **independent** work of candidates. However, candidates are not expected to work completely on their own in writing their World Literature assignment(s). They must work independently, but with teacher supervision. It should be made clear to candidates that all work connected with the assignment(s) must be their own. They should be familiar with the assignment requirements and assessment criteria for the World Literature component.

Planning WL Assignments

Teachers should help candidates to choose an appropriate, focused aspect of the World Literature works studied to write about. It is recommended that candidates produce one or two paragraphs which briefly outline:

- which type of assignment (1, 2a, 2b or 2c) will be attempted
- the work(s) on which the assignment will be based
- the area and focus of the assignment, defining the specific topic
- the proposed title of the assignment
- imaginative or creative pieces: the form of the assignment (poem, diary, letter, etc.)
- the secondary sources which the candidate intends to consult, if necessary.

Teachers should discuss outlines with candidates before they start writing the first draft. Points to be covered include:

- ensuring that proposals meet assignment requirements
- suggestions on how to modify proposals if unsuitable (e.g. the area chosen is too broad)
- detailed discussion of the appropriateness of proposals in relation to the assessment criteria.

First Drafts of WL Assignments

Teachers may make general comments about the first drafts of assignments but must neither correct them nor write comments on the drafts themselves. These comments may be oral, but if in writing must be on a separate sheet.

After making general comments about the first drafts of assignments, teachers should provide no further assistance unless a candidate abandons a proposed assignment and begins a new one. In this case, teachers should provide guidance for the new proposal in the same way as for the original one by encouraging the candidate to produce an outline and making general comments on any first draft produced.

Authenticity

Teachers must ensure that assignments are the candidate's own work. If there is doubt, authenticity should be checked by a discussion with the candidate about the content of the assignment submitted and a scrutiny of one or more of the following:

- the candidate's initial proposal and outline
- the first draft of the assignment
- the candidate's references and bibliography for the assignment, where appropriate
- the style of the writing, which may reveal obvious discrepancies.

It should be made clear to candidates that they will be required to sign a written declaration when submitting each assignment to confirm that it is their own work. In addition candidates must be made aware that their teachers will also be required to verify the claim made in the declaration (see *Vade Mecum* for procedures) and to countersign.

Self-taught Candidates (SL)

Please refer to Assessment Outline for Standard Level (SL) Self-taught Candidates.

All components of the Language A1 examinations for self-taught candidates are **externally** assessed, i.e. the oral components are not internally assessed. The weightings for each component and assessment criteria are the same as those for taught candidates.

Details of the conduct of the externally assessed oral components and procedures are given in the *Vade Mecum*.

Supervision of World Literature Assignments

The World Literature assignments submitted by self-taught candidates must also be written with teacher supervision, in accordance with the guidelines for the supervision of World Literature assignments. If supervisors do not know the language of the assignments candidates should provide an oral or written summary of the first drafts of the assignment in the school's working language.

Oral Component 30%

Two compulsory oral activities to be recorded on cassette and externally assessed.

Preparation time 25 minutes

Section I: Individual Oral Commentary (15%)

Recording time 10 – 15 minutes

Candidates will be given an extract for commentary from **one** of the two Part 2 works studied, accompanied by guiding questions, provided by the IBO.

Section II: General Questions (15%)

Recording time 5 – 10 minutes

Candidates will answer **one** of **two** questions, provided by the IBO. Each question will be based on a different Part 4 work.

Internal Assessment

Introduction

The objectives of the internally assessed oral component are to:

- ensure assessment of all parts of the school's syllabus
- ensure an overall, balanced assessment of the candidate's proficiency in the subject by taking into account performance in teacher-assessed work during the course, as well as in the externally assessed components
- include methods which may not be practicable in the context of external assessment but which are appropriate in the classroom context
- assess the candidate's oral skills in a variety of contexts.

Requirements

- All Language A1 candidates must complete **two** compulsory oral activities: the Individual Oral Commentary and the Individual Oral Presentation. The former will be based on works studied in Part 2 of the syllabus and the latter on works studied in Part 4.
- Both activities must be conducted in the Language A1 studied.
- The time and place for the conduct of each activity are chosen by the teacher, provided they are consistent with IB deadlines and regulations. Teachers may, if they wish, conduct all Individual Oral Commentaries on one day or over several days. Candidates must be given adequate notice of when each activity will take place.
- The Individual Oral Commentary must only take place when at least **two** Part 2 works have been studied at HL or **both** Part 2 works have been studied at SL.

Individual Oral Commentary

15%

The Individual Oral Commentary is based on an extract, selected by the teacher, from one of the works studied in Part 2 of the syllabus. The extract must be accompanied by guiding questions set by the teacher.

All the works studied in Part 2 are eligible for use in the Individual Oral Commentary. Candidates must not know in advance from which Part 2 work the extract for the Individual Oral Commentary will be taken.

Choice of Extract

- Teachers should choose an extract which highlights a significant aspect of the work. Candidates may **not** choose the extract.
- The length of the extract will depend on its complexity, but should not normally exceed 40 lines. With poetry, teachers should use a single complete poem, if possible, or a significant

extract from a long poem and the extracts chosen should be of comparable difficulty to those selected from works of other genres.

- If teachers have any difficulty in formulating guiding questions, this may indicate that the extract or poem is unsuitable.

Guiding Questions

- Teachers should set **one** or **two** questions for each extract or poem. The purpose of the guiding questions is to offer candidates a starting point for organizing the commentary.
- Guiding questions should relate to some of the most significant aspects of the extract and lead candidates to focus on their interpretation. They should help candidates to explore aspects such as:
 - the presentation and role of character(s)
 - relationships
 - theme(s)
 - the use of language
 - the significance of the extract to the development of the plot of the larger work
 - the effects of structure, style and technique.

However, guiding questions should not:

- refer to fine detail, or any particular interpretation of the extract
- restrict the candidate's ability to explore independently all significant aspects dealt with in the extract.

Types of Guiding Questions

The following guiding questions are examples only and may not be applicable to all situations. Teachers may formulate other questions appropriate to the extracts selected.

HL and SL

- In what ways do you think this extract defines the role of X, a character in the extract? What do you think the extract reveals about X's state of mind?
- What is established in this opening passage? By what means has this been achieved?
- To what extent is our perception of the relationship between X and Y developed in this passage?
- What is the primary significance of this passage?

HL Only

- Which poetic techniques in this poem or extract from a poem are typical of the writer? What are the effects of the dominant images used in this extract?
- Identify the poetic techniques used in this poem (or extract from a poem). Relate them to the content.

SL Only

- What do you think the important themes in this extract are?

Focus and Structure

The nature and emphasis of any commentary depends, to a great extent, on the extract chosen. In all cases, candidates should aim to identify and explore all significant aspects of the extract given. These include:

- situating the extract as precisely as possible in the context of the work from which it has been taken
- commenting on the effectiveness of the writer's techniques, including at HL the use of stylistic devices and their effect(s) on the reader.

However, the extract should not be used as a springboard for a discussion of everything the candidate knows about the work in question. The commentary should focus on the extract itself, relating it to the whole work only where relevant (e.g. to establish context or the relative importance of different aspects of the passage or poem).

A commentary should be well structured. It should neither be delivered as a series of unconnected points nor take the form of a narration or a line-by-line paraphrase of the extract.

Preparation: HL and SL (20 minutes)

During this time, when candidates are supervised, they are expected to:

- read the extract and accompanying guiding questions carefully
- identify and analyse closely all the significant aspects of the extract
- make notes for the commentary
- organize the structure of the commentary.

Delivery and Subsequent Discussion (HL and SL 15 minutes)

After the Preparation Time

- Candidates must be allowed to deliver their commentaries without interruption.
- Teachers must not distract candidates or attempt to rearrange their commentaries.
- Teachers may only intervene if a candidate panics and needs positive encouragement or if he/she is off target or is finding it difficult to continue.

After Completion of the Commentary

- Teachers must engage in a discussion with candidates to probe further into their knowledge and understanding of the work or topic.
- In the case of less confident candidates, teachers must draw them out on the original guiding questions to give them the opportunity to improve or expand on doubtful or inadequate statements.
- Teachers must be satisfied that candidates have understood specific words, phrases and allusions as well as appreciated their importance within the extract.
- Teachers must be satisfied that candidates understand the significance of the extract within the whole work or, in the case of a complete poem, the relationship between the poem and others studied.

- Teachers must satisfy themselves that HL candidates understand, and can comment on, the writer's technique.
- The subsequent discussion may involve other members of the class where appropriate.

Detailed procedures for this activity are in the <i>Vade Mecum</i> .
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Individual Oral Presentation

15%

The Individual Oral Presentation is based on a work or works studied in Part 4 of the syllabus. Each candidate chooses a topic for this exercise in consultation with the teacher.

Choice of Topic

Candidates may choose topics which reflect their personal interests. Topics may be based on any aspect(s) of the work(s) studied, including:

- cultural setting of the work(s) and related issues
- thematic focus
- characterization
- techniques and style
- author's attitude to particular elements of the works such as character(s), subject matter
- interpretation of particular elements from different perspectives.

Activities (Individual Oral Presentation)

The following lists contain examples of the wide range of activities which are acceptable for the Individual Oral Presentation. These lists of examples are neither exhaustive nor prescriptive. They are only suggestions and may be added to by teachers, or by candidates with the approval of teachers. Candidates should select the activity most appropriate to the topic chosen.

Structured Discussions

- Class discussions where a candidate has been given special responsibilities (advance preparation, particular topics, a short report, a provocative position). The whole class may participate, but only the presenter will be assessed.
- The presentation of material lending itself to discussion within the class, such as the offering of two opposing readings of a work (the presenter will take questions from the class).
- Interview of a candidate by the teacher on an agreed topic or work(s).

Oral Exposés

- An introduction to a writer, a work or a particular text.
- An explanation of a particular aspect of an author's work.
- The examination of a particular interpretation of a work.
- The setting of a particular writer's work against another body of material, such as details on social background or political views.
- A commentary on the use of a particular image, idea or symbol in one text or in a writer's work.

- An imitation of a poem being studied. This activity should be followed by some explanation of, and discussion on, what the candidate had attempted to do.
- A comparison of two passages, two characters or two works.
- A commentary on an extract from a work studied in class which has been prepared at home.
- An account of the candidate's developing response to a work.

Role Play

- A monologue by a character at an important point in the work.
- Reminiscences by a character from a point in later life.
- An author's reaction to a particular interpretation of elements of his/her work in a given context. For example, a critical defence of the work against a charge of subversion, or immorality, before a censorship board.

Candidates who choose role play should provide a rationale for what they have done.

Focus of Individual Oral Presentation

The focus of each oral presentation will depend on the nature and scope of the topic chosen. The sophistication of literary criticism expected is indicated in the descriptors for the Internal Assessment criteria and is expected to be greater at Higher Level than at Standard Level. Whatever the topic and type of presentation chosen, candidates will be expected to show:

- knowledge and understanding of the works
- thorough appreciation of the aspect discussed
- knowledge and use of the linguistic register appropriate for the type of presentation, where register refers to the candidate's sensitivity to elements such as the vocabulary, tone, sentence structure and idiom appropriate to the task.
- At Higher Level, where appropriate, a consideration of the effects of the means by which the author(s) have explored the aspect discussed.

Structure of Individual Oral Presentation

The structure of each oral presentation depends largely on the type of activity selected for the topic. Some activities, such as the structured discussion and the oral exposé, may be well suited to formal discussions which follow a logical sequence, while others, like the role play, may not. It is the responsibility of the candidate to select the type of presentation which most effectively enables the objectives of the topic to be realized. Whatever the activity chosen, all presentations must have a coherent structure.

Preparation of Individual Oral Presentation

It is expected that candidates will prepare for their Individual Oral Presentation outside class hours. When candidates have chosen the topic for their presentation it will be their responsibility to:

- select appropriate material for the presentation
- organize the material into a coherent structure
- choose and rehearse the linguistic register appropriate for the presentation.

Presentation and Subsequent Discussion (HL and SL 10 – 15 minutes)

Teachers must allow candidates to do their presentation without any interruption or assistance.

When the presentation is completed teachers should engage in a discussion with candidates in order to probe further into their knowledge and understanding of the work(s) or topic.

Teachers must be satisfied that candidates have justified their selection of:

- the material used in the presentation
- the activity chosen to convey the topic
- linguistic register for the presentation.

The whole class may participate in the subsequent discussion.

Other Oral Activities (optional)

The following are examples of oral activities which teachers may consider appropriate for teaching purposes. Although these will not contribute towards the final Internal Assessment marks of candidates, they may provide assistance in helping candidates in their preparations for the Individual Oral Commentary and the Individual Oral Presentation. Teachers may, if they wish, also use these other activities to ‘open up’ works from other parts of the programme to their students.

Dramatic Presentations

- A performance of a scene or scenes from a play with a particular focus or interpretation in mind.
- A poem or section from a novel in dramatic form.
- A dialogue in the style of a particular playwright.
- Writing and performing an extra scene for a play or novel.
- A dramatization of what happens after the end of a play.
- A performance of a scene from a pre-twentieth-century play in modern language.

Role Play

- A dialogue between two characters from different works, discussing their contrasting motivations.
- A dialogue between two characters from the same work who do not meet within the work.
- A dialogue between two characters from the same work, explaining their behaviour.
- A dialogue between two characters from different texts from different eras, discussing a particular issue.
- An author interviewed by a candidate.
- An author interviewed by one of his/her characters.
- The trial by jury of a character who has committed a crime.

ASSESSMENT CRITERIA: GENERAL

The method of assessment used by the International Baccalaureate Organisation (IBO) is criterion-referenced, not norm-referenced. That is to say, the method of assessment judges the candidates by their performance in relation to identified assessment criteria and not in relation to the rest of the candidates.

All Language A1 written examinations, World Literature assignments and the internally assessed oral component are assessed according to sets of assessment criteria and mark band descriptors which are the same for all Languages A1.

- For each assessed component of the Language A1 programme a number of assessment criteria have been identified which are related to the objectives established for the Language A1 programme.
- The assessment criteria and achievement levels (referred to as ‘descriptors’ in this document) appear on the following pages. Different sets of descriptors are provided for HL and SL (including self-taught candidates).
- For each assessment criterion, there are a number of descriptors each describing a specific level of achievement. Externally assessed components have six descriptors for each assessment criterion which describe achievement levels 0-5. The lowest level of achievement is represented by 0, the highest by 5.
- The internally assessed oral component also has six descriptors for each criterion which describe the various achievement levels. However, for criteria A and D, achievement levels cover a range from 0 (lowest) to 5 (highest), while for criteria B and C, the achievement levels cover a range from 0 (lowest) to 10 (highest).
- The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description. The first line of each descriptor summarizes the candidate’s performance on the particular criterion.
- The aim is to find, for each assessment criterion, the descriptor which conveys most adequately the achievement level attained by the candidate’s work. With descriptors, which cover the 0 to 10 range, there is the added opportunity for the teacher to judge whether the candidate’s achievement is at the top or bottom of a particular band.

Using the Assessment Criteria

- When assessing a candidate’s work, teachers should read the descriptors for each criterion, starting with level 0, until they reach a descriptor which describes a level of achievement that the work being assessed has not attained. The work is, therefore, best described by one of the levels of the preceding descriptor. In those cases where descriptors cover the range from 0 to 10, teachers, having identified the descriptor, should choose one of the two levels within the band.

- If, however, a piece of work seems to fall between two descriptors, only partially fulfilling the requirements of the higher descriptor, then teachers should re-read both of the descriptors in question and choose the one which more appropriately describes the candidate's work.
- Only whole numbers should be recorded; partial marks, fractions and decimals are not acceptable.
- Teachers should not consider the descriptors as marks or percentages. Although the achievement levels are ultimately added together to obtain a total mark for a particular component, teachers should not assume that there are other arithmetic relationships (e.g. a level 4 performance is not necessarily twice as good as a level 2 performance).
- The highest descriptors do not imply a faultless performance, but should be achievable by a Language A1 candidate. Teachers should not hesitate to use the extremes (level 0 and level 5 or 10) if they are appropriate descriptions of the work being assessed.
- A candidate who attains a high level of achievement for one criterion will not necessarily reach high levels of achievement for the other criteria. Conversely, a candidate who attains a low level of achievement for one criterion will not necessarily attain low levels of achievement for other criteria.
- Teachers should not assume that the scores of a group of candidates being assessed will follow any particular distribution pattern. Similarly, teachers should not think in terms of a pass/fail boundary or make comparisons with the IBO 1–7 grade scale, but should concentrate on identifying the appropriate descriptor for each assessment criterion.

The descriptors should be available to candidates at all times.

ASSESSMENT CRITERIA HL

External Assessment

Written Paper I 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
 - 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
 - detailed and persuasive references to the text.

Written Paper I Commentary

B: Interpretation of the Text

- *How relevant are the candidate's 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 I 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 I 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 I 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.

Written Paper 2 Essay

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 candidate's 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.

Written Paper 2 Essay

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.

Written Paper 2 Essay

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.

Written Paper 2 Essay

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.

Written Paper 2 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.