

## IB ASSESSMENTS – HIGHER LEVEL

Assessment component	Weighting
<b>External assessment (4 hours)</b>  <b>Paper 1: Comparative textual analysis (2 hours)</b> The paper consists of two pairs of unseen texts. Students write a comparative analysis of one pair of texts. (20 marks)  <b>Paper 2: Essay (2 hours)</b> In response to one of six questions students write an essay based on at least two of the literary texts studied in part 3. The questions are the same at SL but the assessment criteria are different. (25 marks)  <b>Written tasks</b> Students produce at least four written tasks based on material studied in the course. Students submit two of these tasks for external assessment. (20 marks for each task) One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study. Each task must be 800–1,000 words in length plus a rationale of 200–300 words.	<b>70 % Total</b>  <b>25%</b>  <b>25%</b>  <b>20%</b>
<b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  <b>Individual oral commentary</b> Students comment on an extract from a literary text studied in part 4 of the course. (30 marks) Students are given two guiding questions.  <b>Further oral activity</b> Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course. The mark of one further oral activity is submitted for final assessment. (30 marks)	<b>30% Total</b>  <b>15%</b>  <b>15%</b>

### Paper 1: Comparative textual analysis (2 hours, 25%)

- Paper 1 contains two pairs of previously unseen texts for comparative analysis. The pairing could include two non-literary texts or one literary and one non-literary text. There will never be two literary texts in a pair. Each pair will be linked in such a way that invites investigation of similarities and differences.
- Students are instructed to compare and analyse one of the pairs of texts, including comments on the similarities and differences between the texts, the significance of any possible contexts, audience and purpose, and the use of linguistic and literary devices. A pair may include complete pieces of writing or extracts from longer pieces, or a combination of these. One of the two pairs may include one visual text. This could be an image with or without written text.
- Different text types are included, for example: advertisements, opinion columns, extracts from an essay
- Following is a sample **Paper 1** question. The assessment criteria are also attached in the form of a rubric.

## SAMPLE PAPER 1 QUESTION: COMPARATIVE TEXTUAL ANALYSIS

Analyse, compare and contrast the following two texts. Include comments on the similarities and differences between the texts and the significance of context, audience, purpose, and formal and stylistic features.

### Text 1



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### Text 2

During my mother's labour, my father was in his study, praying for a safe and speedy delivery. Nanny rushed in with the news and was given the traditional tip—a gold sovereign. Later, when the room had been tidied and Mother put to bed, he came in to see her. My parents had already three children, two boys and a girl. When the boys were born, Father congratulated Mother with a quotation from Firdowsi's *The Book of Kings*:

"Sufficient unto women is the art of  
Producing and raising sons as brave as lions"

My sister was a welcome variety, and "such a pretty little girl". I just happened.

Would Father have preferred a boy, as men always did in those days? I once asked him: "Not because boys are better, but because women suffer more. One worries about their future; one wonders into whose hand they will fall ..."

I was born into a new and rapidly changing Persia. The veil had already been abolished and women were emancipated; they could go to school and university and take up professions. By the time I grew up, other freedoms and equalities were taken for granted and more reforms were planned to balance the law in their favour. Yet many found it hard to accept these improvements and adjust their attitudes.

"God knows how far women will go once they start enjoying their liberty" was the reason for apprehension. Certainly I caused my parents endless trouble, with my radical adolescent politics, my settling in Europe and subsequent marriage to an Englishman. Perhaps my father foresaw all this at the time of my birth; perhaps it was all "written on my brow"? Ah, that writing on the brow! They said that, when a baby was born, an angel wrote its destiny on its forehead with an invisible ink, and that nothing anyone later did could alter it.

Fortune-telling charlatans played on this belief and claimed that they could read what was

<p>inscribed “on the brow” and change it with potions and talismans. As a philosopher, my father was no Determinist, and did not believe in any of this superstition; nothing was “written” and no one could foretell the future since we make it as we go along. Naturally, such factors as heredity and circumstance play a part, but basically we shape our own destinies. [...]</p> <p>Over the years, scholars and mystics came to see my father from all over the world, among them a famous Indian yogi, when I was a year old. Apparently he did have an extraordinary power to foresee the future, for he gave a broad outline of every member of our family’s destiny. When my turn came he shook his head and said:</p> <p>“She won’t stay with you long ... her life is elsewhere.”</p> <p>My mother laughed incredulously:</p> <p>“Oh yes, she’ll marry the Governor of a Province or an Ambassador and travel ...”</p> <p>The Yogi smiled and said no more. Perhaps it is all “written” after all!</p>	
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Extract from a memoir by Shusha Guppy, *The Blindfold Horse, Memories of a Persian Childhood*, I. B. Tauris and Co. Ltd. (1988)

### HL Paper 1: Comparative Textual Analysis

	<b>Criterion A: Understanding and Comparison of the Texts</b>	<b>Criterion B: Understanding of the Use and Effects of Stylistic Features</b>	<b>Criterion C: Organization and Development</b>	<b>Criterion D: Language</b>
	<ul style="list-style-type: none"> <li>• To what extent does the analysis show the similarities and differences between the texts?</li> <li>• To what extent does the analysis show an understanding of the texts, their type and purpose, and their possible contexts (for example, cultural, temporal, relation to audience)?</li> <li>• Are the comments supported by well-chosen references to the texts?</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent does the comparative analysis show awareness of how stylistic features of the texts, such as language, structure, tone, technique and style, are used to construct meaning?</li> <li>• To what extent does the comparative analysis show appreciation of the effects of stylistic features (including the features of visual texts) on the reader?</li> </ul>	<ul style="list-style-type: none"> <li>• How well organized and coherent is the comparative analysis?</li> <li>• How balanced is the comparative analysis? (“Balance” here means equal treatment of the two texts.)</li> </ul>	<ul style="list-style-type: none"> <li>• How clear, varied and accurate is the language?</li> <li>• How appropriate is the choice of register, style and terminology?</li> </ul>
0	<ul style="list-style-type: none"> <li>• The work does not reach a standard described by the descriptors below</li> </ul>	<ul style="list-style-type: none"> <li>• The work does not reach a standard described by the descriptors below.</li> </ul>	<ul style="list-style-type: none"> <li>• The work does not reach a standard described by the descriptors below.</li> </ul>	<ul style="list-style-type: none"> <li>• The work does not reach a standard described by the descriptors below.</li> </ul>
1	<ul style="list-style-type: none"> <li>• There is little understanding of the context and purpose of the texts and their similarities or differences; summary predominates and observations are rarely supported by references to the texts.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little awareness of the use of stylistic features and little or no illustration of their effects on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Little organization is apparent, with no sense of balance and very little development; considerable emphasis is placed on one text to the detriment of the other.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style.</li> </ul>

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2	<ul style="list-style-type: none"> <li>There is some understanding of the context and purpose of the texts, and the similarities or differences between them; observations are generally supported by references to the texts.</li> </ul>	<ul style="list-style-type: none"> <li>There is some awareness of the use of stylistic features, with a few references illustrating their effects on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Some organization is apparent. There is little sense of balance and some development; although both texts are addressed, the treatment of one is superficial.</li> </ul>	<ul style="list-style-type: none"> <li>Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.</li> </ul>
3	<ul style="list-style-type: none"> <li>There is adequate understanding of the texts, their possible context and purpose, and the similarities and differences between them; comments are included, as well as observations that are generally supported by references to the texts.</li> </ul>	<ul style="list-style-type: none"> <li>There is adequate awareness of the use of stylistic features and understanding of their effects on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>The comparative analysis is organized and structured in a generally coherent way. There is a sense of balance and adequate development.</li> </ul>	<ul style="list-style-type: none"> <li>Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.</li> </ul>
4	<ul style="list-style-type: none"> <li>There is good understanding of the texts, their context and purpose, and the similarities and differences between them; comments are mostly supported by well-chosen references to the texts.</li> </ul>	<ul style="list-style-type: none"> <li>There is good awareness and illustration of the use of stylistic features and detailed understanding of their effects on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>The comparative analysis is well organized and balanced. The structure is mostly coherent and there is a good sense of development.</li> </ul>	<ul style="list-style-type: none"> <li>Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.</li> </ul>
5	<ul style="list-style-type: none"> <li>There is excellent understanding of the texts, their context and purpose, and the similarities and differences between them; comments are fully supported by well-chosen references to the texts</li> </ul>	<ul style="list-style-type: none"> <li>There is excellent awareness of the use of stylistic features, with very good understanding of their effects on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>The comparative analysis is well balanced and effectively organized, with a coherent and effective structure and development.</li> </ul>	<ul style="list-style-type: none"> <li>Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.</li> </ul>

### **Paper 2: Essay (2 hours, 25%)**

- Paper 2 consists of six questions based on the literary texts studied in part 3 of the language A: Language and Literature course. Students are required to answer one question only.
- Students will be expected to respond to questions in a way that shows their understanding of the learning outcomes demanded in part 3 of the course. They are expected to refer to at least two of the texts they have studied in class, analysing the works in the light of the way in which the contexts of production and reception affect their meaning. For example, possible questions are: Which social groups are omitted from a text, and what might this reflect about its production? What do you think of the assertion that the meaning of a text is fixed and does not change over time?
- Following are two sample **Paper 2** questions. The criteria for assessment are also following in the form of a rubric.

### **SAMPLE PAPER 2 QUESTIONS: ESSAY**

Answer **one** essay question only. You must base your answer on at least two of the Part 3 works you have studied. Answers which are **not** based on a discussion of at least two Part 3 works will **not** score high marks. Your answer should address the ways in which language, context and structure contribute to your reading of each work.

1. Analyse how justice is represented and understood in **at least two** works studied.
2. Writers often use a character who is alienated from his or her culture or society in order to explore cultural or social values. Examine this idea with reference to **at least two** works studied.

**HL Paper 2: Essay**

	<b>Criterion A: Knowledge and Understanding</b>	<b>Criterion B: Response to the Question</b>	<b>Criterion C: Understanding of the Use and Effects of Stylistic Devices</b>	<b>Criterion D: Organization and Development</b>	<b>Criterion D: Language</b>
	<ul style="list-style-type: none"> <li>How much knowledge and understanding of the part 3 works and their context has the student demonstrated in relation to the question answered?</li> </ul>	<ul style="list-style-type: none"> <li>To what extent is an understanding of the expectations of the question shown?</li> <li>How relevant is the response to these expectations, and how far does it show critical analysis?</li> </ul>	<ul style="list-style-type: none"> <li>To what extent does the essay show awareness of how the writer's choices of the stylistic features in the texts are used to construct meaning?</li> <li>To what extent does the essay show understanding of the effects of stylistic features?</li> </ul>	<ul style="list-style-type: none"> <li>How logical and developed is the argument of the essay?</li> <li>How coherent and effective is the formal structure of the essay?</li> </ul>	<ul style="list-style-type: none"> <li>How clear, varied and accurate is the language?</li> <li>How appropriate is the choice of register, style and terminology?</li> </ul>
0	<ul style="list-style-type: none"> <li>The work does not reach a standard described by the descriptors below.</li> </ul>	<ul style="list-style-type: none"> <li>The work does not reach a standard described by the descriptors below.</li> </ul>	<ul style="list-style-type: none"> <li>The work does not reach a standard described by the descriptors below.</li> </ul>	<ul style="list-style-type: none"> <li>The work does not reach a standard described by the descriptors below.</li> </ul>	<ul style="list-style-type: none"> <li>The work does not reach a standard described by the descriptors below.</li> </ul>
1	<ul style="list-style-type: none"> <li>Little knowledge is shown of the part 3 works and the way context affects their meaning.</li> </ul>	<ul style="list-style-type: none"> <li>There is little awareness of the expectations of the question.</li> </ul>	<ul style="list-style-type: none"> <li>There is limited awareness or illustration of the use of stylistic features.</li> </ul>	<ul style="list-style-type: none"> <li>There is little focus, structure, sequencing of ideas and development.</li> </ul>	<ul style="list-style-type: none"> <li>Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style.</li> </ul>
2	<ul style="list-style-type: none"> <li>Knowledge of the part 3 works and the way context affects their meaning is sometimes illustrated; understanding is</li> </ul>	<ul style="list-style-type: none"> <li>There is some awareness of the expectations of the question; the response is only partly relevant and is mostly unsubstantiated</li> </ul>	<ul style="list-style-type: none"> <li>There is some awareness and illustration of the use of stylistic features, with limited understanding of their effects.</li> </ul>	<ul style="list-style-type: none"> <li>There is some focus, structure, sequencing of ideas and development.</li> </ul>	<ul style="list-style-type: none"> <li>Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly</li> </ul>

	superficial.	ed generalization .			accurate, although errors and inconsistenci es are apparent; the register and style are to some extent appropriate to the task.
3	<ul style="list-style-type: none"> <li>Knowledge of the part 3 works and the way context affects their meaning is adequately illustrated; understanding is satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>There is adequate awareness of the expectations of the question; the response is generally relevant and critical.</li> </ul>	<ul style="list-style-type: none"> <li>There is adequate awareness and illustration of the use of stylistic features, with adequate understanding of their effects.</li> </ul>	<ul style="list-style-type: none"> <li>There is adequate focus, structure, sequencing of ideas and development .</li> </ul>	<ul style="list-style-type: none"> <li>Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.</li> </ul>
4	<ul style="list-style-type: none"> <li>Knowledge of the part 3 works and the way context affects their meaning is pertinently illustrated and the understanding shown is good.</li> </ul>	<ul style="list-style-type: none"> <li>There is good understanding of the expectations and some of the subtleties of the question; the response is consistently relevant and critical.</li> </ul>	<ul style="list-style-type: none"> <li>There is good awareness and illustration of the use of stylistic features, with good understanding of their effects.</li> </ul>	<ul style="list-style-type: none"> <li>There is good focus and structure, with a logical sequence and development .</li> </ul>	<ul style="list-style-type: none"> <li>Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction ; register and style are consistently appropriate to the task.</li> </ul>
5	<ul style="list-style-type: none"> <li>Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>There is</li> </ul>	<ul style="list-style-type: none"> <li>There is</li> </ul>	<ul style="list-style-type: none"> <li>There is</li> </ul>	<ul style="list-style-type: none"> <li>Language is</li> </ul>

	of the part 3 works and the way context affects their meaning is thoroughly and persuasively illustrated and the understanding shown is perceptive.	excellent understanding of the expectations and many of the subtleties of the question; the response is relevant, focused and insightful	excellent awareness and illustration of the use of stylistic features, with very good understanding of their effects.	precise focus and excellent structure; the work is coherently sequenced and thoroughly developed.	very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction ; register and style are effective and appropriate to the task.
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### **Written tasks (20%)**

- A written task demonstrates the student's ability to choose an imaginative way of exploring an aspect of the material studied in the course. It must show a critical engagement with an aspect of a text or a topic.
- Students complete at least four written tasks, two of which are submitted for external assessment.
- As part of the learning process, teachers can give advice to students on a first draft of the task. This advice should be in terms of the way in which the work could be improved, but this first draft must not be annotated or edited by the teacher. After making general comments on the first draft, teachers should not provide any further assistance.
- One of the tasks submitted for external assessment must be a critical response to one of six prescribed questions (task 2).
- One of the tasks submitted for external assessment must be based on a literary text studied in part 3 or part 4 of the course. The other must be based on material studied in part 1 or part 2 of the course.
- Each task must be 800–1,000 words in length with an added rationale of 200–300 words. If the word limit is exceeded, the assessment will be based on the first 1,300 words.