

Paper 1 Rubric—SL

Criterion	Criterion A: Understanding of the Text	Criterion B: Understanding of the Use and effects of Stylistic Features	Criterion C: Organization and Development of Ideas	Criterion D: Use of Language
Marks	<ul style="list-style-type: none"> How well does the analysis show an understanding of the text, its <i>type & purpose</i>, and <i>contexts</i>? Is the analysis supported by references to the text? 	<ul style="list-style-type: none"> How well does the analysis show an awareness of how the <i>stylistic features</i> of the text, such as language, structure, tone, technique and style, are used to construct meaning? How well does the analysis show an understanding of the <i>effects of stylistic features</i> (including the features of visual texts) on the reader? 	<ul style="list-style-type: none"> How well <i>organized</i> and <i>coherent</i> is the analysis? How well is the argument of the response <i>developed</i>? 	<ul style="list-style-type: none"> How clear, varied and accurate is the language? How appropriate is the choice of <i>register, style</i> and <i>terminology</i>? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terms appropriate to the task.)
1	There is little understanding of the text and context; comments are not supported by references to the text.	There is little awareness or understanding of the use of stylistic features.	Little organization is apparent, with reliance on paraphrase and summary rather than analysis.	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style.
2	There is some understanding of the text and context; comments are sometimes supported by references to the text.	There is some awareness and understanding of the use of stylistic features.	Some organization is apparent; the analysis has some coherence but may contain elements of paraphrase, summary and simple explanation. There is little development of the argument.	Language is sometimes clear and carefully chosen; grammar, vocab and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.
3	There is adequate understanding of the text and context; comments are mostly supported by references to the text.	There is adequate awareness of the use of stylistic features, with some understanding of their effects.	The analysis is adequately organized in a generally coherent manner. There is some development of the argument.	Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.
4	There is good understanding of the text and context; comments are consistently supported by references to the text.	There is good awareness of the use of stylistic features, with adequate understanding of their effects.	The analysis is well organized and mostly coherent. The argument is adequately developed.	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.
5	There is very good understanding of the text and context; perceptive comments are supported by consistently well-chosen references to the text.	There is very good awareness of the use of stylistic features, with good understanding of their effects.	The analysis is effectively organized and coherent. The argument is well developed.	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.