IB English A: Literature and Language Paper 2

Higher and Standard Level

Time allowed: 1 hour 45 minutes
Marks Available: 35

Full name .....

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Answer one question only. You must base your answer on two of the literary works you have studied and compare and contrast these works in response to the question.

Either:

1. Literature exposes readers to a range of perspectives. Explore how different ideas, opinions and/or beliefs are conveyed in two works you have studied.

Or

2. Writers can structure their works in a range of ways, including using linear or non-linear structures as well as timeshifts. How do writers use structural elements in unusual or interesting ways to shape meaning?

Or

3. Considering two works you have studied, discuss how the reader's/audience's relationship with a character or characters evolves over the course of a work.

Or

4. Referring to two works you have studied, how are contrasting or paradoxical elements employed to create impact or effect?

[30 marks]

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When assessing your work, refer to the Paper 2 mark scheme in IB English A Language and Literature Guide.

Below is a guide to the mark scheme to help you "unpack" what the IB is looking for at each level of the 4 criterion. Please note, this should be used **in conjunction with the mark scheme**, not in isolation

Checklist: Unpacking the Paper 2 Mark Scheme:

Criterion A: Knowledge, Understanding and Interpretation *(up to 10 marks available)*	
Marks	*What skills will the candidate demonstrate at each level?*
0	The work does not demonstrate any of the skills below.
1-2	Little knowledge of the works in relation to the question. Eg: Some understanding of the works is shown but without addressing the question The choice of question might also be inappropriate to the works chosen Little/no comparison (in terms of similarities or differences) to the two works chosen
3-4	Some knowledge and understanding of the works shown in relation to the question. Eg: They may link back to the question occasionally Points may be relevant but obvious and not show a depth of understanding They may show better knowledge and understanding of one work than the other Some attempt to compare/contrast the works but it is superficial. Eg: They may only choose very obvious points to compare and contrast without developing them
5-6	Satisfactory knowledge of the works shown; comments are mostly relevant to the question chosen Interpretation of the works in relation to the question shown. Eg: When exploring how something related to the question is presented in a work, they explain the author's purpose They can explain how something relevant to the question relates to the work's context of production They can explain what they believe the author is trying to do with a particular element of the work Understanding of similarities and differences between the works in relation to the question shown. However: Some similarities or differences may be more obvious, while some are thoughtful and show good understanding
7-8	Good knowledge of the works shown and comments are consistently relevant to the question chosen Thoughtful, sustained interpretations of the work in relation to the question demonstrated throughout the essay Good range of similarities and differences between the works in relation to the question understood and explored

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9-10	Excellent depth of knowledge of the works shown, and their comments are consistently relevant to the question chosen Comments are insightful and original Insightful, sustained interpretations of the work in relation to the question are shown throughout the essay Excellent range of similarities and differences between the works in relation to the question explored; this includes subtle or unusual points of comparison

Criterion B: Analysis and Evaluation (up to 10 marks available)	
Marks	*What skills will the candidate demonstrate at each level?*
0	The work does not demonstrate any of the skills below.
1-2	Very descriptive, only identifying few, if any, literary techniques or authorial choices Comments are not relevant/rarely relevant to the question No comparison of the authorial choices of the two works
3-4	Mostly descriptive; rarely explains WHY an authorial choice has been made. Eg: They may "retell" the story without explaining its significance They may describe a character/setting/event without explaining why it is important/significant They may identify a small number of techniques but not explain their intended purpose or effect Large parts of the essay are not relevant to the question or the candidate does not make the connections clear enough for the examiner to appreciate An attempt is made to compare the authorial choices of the two works but it lacks depth and/or relevance. Eg: Only obvious comparisons are made Comparisons are not explained in terms of their importance or significance The comments made are not relevant to the question
5-6 7-8	Range of authorial choices understood and explained; they understand why they have been used, shown by comments on purpose/effects on the reader Some interesting comparisons between the two works that are relevant to the question Good range of authorial choices explained and explored, including more subtle ones; they understand why they have been used, shown by thoughtful comments on purpose/effects on the reader Interesting and thoughtful comparisons between the two works are made and they are relevant to the question; at times these are insightful

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9-10	Excellent range of authorial choices explained and explored in depth, including many subtle ones; they understand why they have been used, shown by thoughtful comments on purpose/effects on the reader Comments are persuasive Insightful comparisons between the two works that are consistently relevant to the question

Criterion C: Focus and Organisation *(up to 5 marks available)*	
Marks	*What skills will the candidate demonstrate at each level?*
0	The work does not demonstrate any of the skills below.
1	Little/no focus on the question; Little/no comparison between the text
2	Some focus on the question; some attempt to compare the two works Lack of balance between the two works, ie. one work is explored in greater depth than the other Some attempts made to structure the essay (eg. logical paragraphing or with discourse markers) but this is not consistent
3	The essay mostly focused on the question and offers comparison between the two works Structure is mostly logical. Eg.: Clear introduction and conclusion Discourse markers Logical groupings of ideas in paragraphs Mostly balanced, ie. both works are addressed more or less equally
4 5	The essay mostly focused on the question and offers developed comparisons between the two works Structure is clear and logical; this supports the examiner's understanding of the argument Balance is achieved, ie. both works are addressed equally Structure is highly effective; the candidate has clearly planned their structure to support understanding The essay clearly focused on the question throughout the essay and offers well-developed comparisons between the two works The essay is effectively balanced, ie. both works are addressed equally Connections between ideas are cohesive

Criterion D: Language *(up to 5 marks available)*	
Marks	*What skills will the candidate demonstrate at each level?*
0	The work does not demonstrate any of the skills below.

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1	The essay is very difficult to read because the language is unclear Vocabulary range is simple and very limited; words may be used incorrectly or inappropriately Register is not academic or appropriate Errors in spelling, punctuation and grammar are very frequent; this undermines the sense and meaning of the essay
2	Parts of the essay include language that is clear and carefully chosen; however, the essay may at times be difficult to read because of errors in language choices Some range in vocabulary is evident (for example, some subject or text specific terminology) but this isn't sustained throughout the essay Register is appropriate and academic in parts but not consistently Errors in spelling, punctuation and grammar are evident and this sometimes undermines the sense and meaning of the essay
3 4	Language is mostly clear throughout the essay Range of vocabulary evidenced and relevant, literary/text specific terminology is used throughout the essay Register is mostly academic and appropriate but there may be some lapses Spelling, punctuation and grammar is mostly accurate; mistakes are evident but they don't undermine the meaning of the essay significantly The language is clear throughout the essay The candidate evidences a good range of vocabulary and relevant, literary/text specific terminology throughout the essay Register is consistently academic and appropriate Spelling, punctuation and grammar are accurate; errors are rare
5	The language is clear throughout the essay The candidate uses an excellent range of vocabulary and relevant, literary/text specific terminology with precision throughout the essay Register is consistently academic and appropriate Spelling, punctuation and grammar is consistently accurate; mistakes are very rare There is evident of language being used for effect to engage the reader in the essay The candidate has clearly chosen their language throughout the essay with great care and therefore been able to achieve precision and accuracy

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