IB Language A: literature

A guide to the IB English Course

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I. The IB Learner Profile

The IB learner profile is at the heart of everything we do in the Diploma Programme. To help you remember the ideas enshrined in the Learner profile from a literary perspective, we’ve illustrated each of the characteristics of the profile with a quotation from Shakespeare.

Inquirers

Stay, you imperfect speakers, tell me more …

*Macbeth (Act 1 Scene 3)*

Knowledgeable

I know a bank where the wild thyme blows, Where oxlips and the nodding violet grows …

*A Midsummer Night’s Dream (Act 2 Scene 1)*

Thinkers

... for there is nothing either good or bad but thinking makes it so.

*Hamlet (Act 2 Scene 2)*

Communicators

The words of Mercury are harsh after the songs of Apollo.

*Love’s Labour’s Lost (Act 5 Scene 2)*

Principled

I dare do all that may become a man; Who dares do more, is none.

*Macbeth (Act 1 Scene 7)*

Open-minded

There are more things in heaven and earth, Horatio, Than are dreamt of in your philosophy.

*Hamlet (Act 1 Scene 5)*

Caring

O, I have ta’en Too little care of this! Take physic, pomp; Expose thyself to feel what wretches feel, That thou mayst shake the superflux to them, And show the heavens more just.

*King Lear (Act 3 Scene 4)*

Risk-takers

There is a tide in the affairs of men. Which, taken at the flood, leads on to fortune; Omitted, all the voyage of their life Is bound in shallows and in miseries.

*Julius Caesar (Act 4 Scene 3)*

Balanced

Set honour in one eye and death I’ the other And I will look on both indifferently.

*Julius Caesar (Act 1 Scene 2)*

Reflective

When to the sessions of sweet silent thought I summon up remembrance of things past, I sigh the lack of many a thing I sought, And with old woe new wail my dear time’s waste:

*Sonnet 30*

Does Literature show that these qualities are timeless and universal?

Which of these do YOU think English most encourages YOU to become?
2. Starting points....

1. Is a work of literature enlarged or diminished by interpretation? What makes something a good or bad interpretation?

2. What is the proper function of literature – to capture a perception of reality, to teach or uplift the mind, to express emotion, to create beauty, to bind a community together, to praise a spiritual power, to provoke reflection or to promote social change?

3. Does familiarity with literature itself provide knowledge and, if so, of what kind – knowledge of facts, of the author, of the conventions of the form or tradition, of psychology or cultural history, of oneself?

4. Can, or should, authors’ intentions and the creative process itself be understood through knowing something of their lives? Is the creative process as important as the final product? Are an author’s intentions relevant to assessing the work?

5. Can a work of art contain or convey meaning of which the artist is oblivious?

6. What can be gained by focusing attention solely on the work itself, in isolation from the author or the social context?

7. What can be gained by focusing attention on its social, cultural or historical context?

8. How important is the study of literature in individual/ethical development? In what ways?

9. What is lost in translation from one language to another? Why?

10. Can literature express truths that cannot be expressed in other ways? If so, what sort of truths are these?
3. What do you think English is for?

*Rank and respond to these aims: [why] are these valuable?*

- To introduce you to a range of texts from different periods, styles and genres?
  *Valuable because…*

- To develop your ability to engage in close, detailed analysis?
  *Valuable because…*

- To develop your powers of written and spoken expression?
  *Valuable because…*

- To explore the contexts in which literature is written?
  *Valuable because…*

- To appreciate the different perspectives of others’ interpretations?
  *Valuable because…*

- To appreciate the aesthetic qualities of literature?
  *Valuable because…*

- To develop your ability to form independent critical judgments?
  *Valuable because…*

- To promote a lifelong enjoyment of, and interest in, literature and language?
  *Valuable because…*

- Anything else?_______________________________________________
  *Valuable because…*
4. What is the difference between Higher and Standard Level?

SL students are required to study 10 works, whereas HL students are required to study 13.

Two of the assessment tasks for SL are less demanding than the comparable HL tasks:

1. Individual oral commentary: SL students present a 10-minute formal oral commentary on one of two works studied in part 2 of the course, whereas HL students present a formal oral commentary on poetry studied in part 2 and then engage in a discussion with the teacher on one of the other two works studied.

2. Paper: both SL and HL students write a literary analysis of a previously unseen prose passage or poem. However, SL students write in response to two guiding questions, whereas HL students write a literary commentary with no assistance from guiding questions.

In addition, the external assessment criteria for papers 1 and 2 and the internal assessment criteria are different. HL students are expected to show a deeper understanding of content and writers’ techniques than SL students. The requirements for depth of knowledge and understanding, and for demonstrating the skills of analysis, synthesis, evaluation and organization are less demanding at SL than at HL.
5. Overview

How many texts will I read?

<table>
<thead>
<tr>
<th>Part of the course</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: Works in</td>
<td>Study of <strong>two</strong> works in translation</td>
<td>Study of <strong>three</strong> works in translation</td>
</tr>
<tr>
<td>translation</td>
<td>from the Prescribed Literature in</td>
<td>from the Prescribed Literature in</td>
</tr>
<tr>
<td></td>
<td>Translation list (PLT)</td>
<td>Translation list (PLT)</td>
</tr>
<tr>
<td>Part 2: Detailed study</td>
<td>Study of <strong>two</strong> works, both of a</td>
<td>Study of <strong>three</strong> works, each of a</td>
</tr>
<tr>
<td></td>
<td>different genre, chosen from the</td>
<td>different genre (one of which must</td>
</tr>
<tr>
<td></td>
<td>Prescribed list of Authors (PLA)</td>
<td>be poetry), chosen from the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prescribed list of Authors (PLA)</td>
</tr>
<tr>
<td>Part 3: Literary genres</td>
<td>Study of <strong>three</strong> works of the same</td>
<td>Study of <strong>four</strong> works of the same</td>
</tr>
<tr>
<td></td>
<td>genre, chosen from the PLA</td>
<td>genre, chosen from the PLA</td>
</tr>
<tr>
<td>Part 4: Options</td>
<td>Study of <strong>three</strong> works freely chosen</td>
<td>Study of <strong>three</strong> works freely chosen</td>
</tr>
<tr>
<td>Totals:</td>
<td>10 works</td>
<td>13 works</td>
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</table>

What counts as ‘a text’?

- 1 single major work, such as a novel, autobiography or biography
- 2 or more shorter texts such as novellas
- 5–10 short stories
- 5–8 essays
- 10–15 letters
- A substantial section or the whole of a long poem (at least 600 lines) or 15–20 shorter poems

What variety is there?

- Poetry, prose, drama, non-fiction prose: SL study 3; HL study 4
- Authors may not be repeated within any part but may be studied in two different parts
- Texts chosen must cover three different periods and, for the works taken from the PLA, at least two different places (eg Europe and Asia)

Examples of all past papers and further resources are available on the English intranet pages.
6. How will the course be taught?

In reality, the IB is a five-term course; your exams take place at the start of the Summer Term in the U6. With a lot to cover in a short time, the course will show you the pleasures of reading both quickly and intensively. Central to English teaching at Wellington is allowing

1. all pupils to feel confident to explore and experiment with their own responses and challenge those of others – in both speech and writing.
2. all pupils to have plenty of opportunities to express themselves in both a critical and creative fashion and be active learners through discussion, debate, role play, independent research, writing and presentation.
3. all pupils to explore a diverse variety of texts which challenge them intellectually and emotionally.

… and ensuring

1. all pupils continue to develop core skills in literacy and critical appreciation.
2. all pupils have clear targets set on how to improve through regular assessment and feedback.
3. all pupils continue to develop into young adults through the demands of the course.

…and Prep?

HL pupils have up to 3 hours of prep a week; SL have up to 1½ hours of prep a week. These will be a mixture of tasks for the unit you are studying and general ‘unseen’ exercises in preparation for the Paper 1 exam.

You will be set reading to do over holidays which will be both enjoyable and important for subsequent units.
### 7. How will the course be structured?

<table>
<thead>
<tr>
<th>Term</th>
<th>Area of Study</th>
<th>Outcomes</th>
<th>General approach</th>
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</table>
| Michaelmas L6 1 | Part 4: Options                 | Introduction to course & texts                                            | • Quick reading
|               |                                |                                                                          | • Identifying topics of personal interest
|               |                                |                                                                          | • Exploring varieties of literary response                                        |
| Michaelmas L6 2 | • Part 4: Options             | • Individual Oral Presentation on topic selected from Part 4 text.       | • Class presentations
|               | • Introduction to a Part 3 text | • Part 3 text 1                                                         | • Close analysis of text in relation to its genre                                |
|               | • Texts for Part 2 distributed |                                                                          |                                                                                  |
| Christmas holidays |                             | Reading for Part 2                                                        |                                                                                  |
| Lent L6 1     | Part 2: Detailed Study         | Close reading of texts leading up to Oral Commentary                      | Intensive reading of key passages                                               |
| Lent L6 2     | Part 2: Detailed Study         | Close reading of texts leading up to Oral Commentary                      | Intensive reading of key passages                                               |
| Easter holidays |                             | Reading for Part 2                                                        |                                                                                  |
| Summer L6 1   | Part 2: Detailed Study         | Individual Oral Commentary week before Half Term                          | Revision of texts and oral skills                                               |
| Summer L6 2   | Part 4: Texts in Translation   | • Texts distributed                                                       | Introduction to Part 4                                                          |
| Summer holidays |                             | • Summer reading set up                                                   |                                                                                  |
|               |                                | • L6 Exam: Paper 1                                                        |                                                                                  |
| Michaelmas U6 1 | Part 4: Texts in Translation   | • Part 4 text 1                                                          | 3 stages for each text: 1. Interactive oral on context
|               |                                | • Part 4 text 2                                                          | 2. Reflective statement
|               |                                |                                                                          | 3. Supervised Writing                                                            |
| Michaelmas U6 2 | Part 4: Texts in Translation   | • Part 4 text 3                                                          | • Independent writing
|               |                                | • Writing essay                                                           | • 1-2-1 meetings to set up and discuss essay                                     |
|               |                                | • Feedback before end of term                                             |                                                                                  |
|               |                                | • Redraft over holidays                                                   |                                                                                  |
| Christmas holidays |                             | Reading for Part 3                                                        |                                                                                  |
| Lent U6 1     | • Part 3: Literary Genres      | • Part 3 text 2                                                          | Close analysis of text in relation to its genre
|               | • Paper 1: Unseen              | • Part 3 text 3                                                          |                                                                                  |
| Lent U6 2     | • Part 3: Literary Genres      | • Part 3 text 4                                                          |                                                                                  |
|               | • Paper 1: Unseen              | • Part 3 Mock                                                            |                                                                                  |
| Easter holidays |                             | Revision for Papers 1 & 2                                                 |                                                                                  |
| Summer U6 1   | • Final Revision               | Examinations:                                                            |                                                                                  |
|               |                                | • Paper 1: Unseen                                                        |                                                                                  |
|               |                                | • Paper 2: Literary Genres                                               |                                                                                  |
8. **Part 1 – Texts in Translation 25%: coursework essay**

2 (SL) or 3 (HL) texts in translation written by writers in a language other than English.

Texts chosen from PLT

Externally Assessed

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<tr>
<th>Text 1:</th>
<th>Text 2:</th>
<th>Text 3 (HL only):</th>
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For each text (H & SL):

Stage 1: a group oral on the context of the text

Stage 2: a reflective statement on the oral (submitted with essay)

Stage 3: supervised writing in class

Stage 4: One essay on one text <1,500 words based on idea from supervised writing

The four stages occur for each text. The aim is for the student to develop a personal and considered essay. Stage 2, the reflective statement, is submitted and marked along with the essay. Stage 3 is written under supervised conditions in class and is in response to three or four prompts provided by your teacher. Although not submitted, your teacher keeps it on file and it can be requested by the IB.

The essay must be **no more than 1500** words in length and the number of words used must be stated at the end of the assignment. Quotations from works must be included in the word count, but footnotes and bibliographies are not to be included.

Redrafting will be a vital skill for this component. Redrafting is about tightening language and ideas, deepening argument and sharpening focus on the title. You will need to work independently on the redrafting process as teachers are not allowed to make detailed comments and notes on WL essays.

**Key Skills:**

1. Planning & drafting an essay which answers your focused question
2. Showing a wide and precise knowledge of the text
3. Understanding the cultural context of the work
Part 1: Texts in Translation. Mark Scheme (SL and HL)

Criterion A: Fulfilling the requirements of the reflective statement

To what extent does the student show how their understanding of cultural and contextual elements was developed through the interactive oral?

Note: The word limit for the reflective statement is 300–400 words. If the word limit is exceeded, 1 mark will be deducted.

0 The work does not reach a standard described by the descriptors below.
1 Reflection on the interactive oral shows superficial development of the student’s understanding of cultural and contextual elements.
2 Reflection on the interactive oral shows some development of the student’s understanding of cultural and contextual elements.
3 Reflection on the interactive oral shows development of the student’s understanding of cultural and contextual elements.

Criterion B: Knowledge and understanding

How effectively has the student used the topic and the essay to show knowledge and understanding of the chosen work?

0 The work does not reach a standard described by the descriptors below.
1–2 The essay shows some knowledge but little understanding of the work used for the assignment.
3–4 The essay shows knowledge and understanding of, and some insight into, the work used for the assignment.
5–6 The essay shows detailed knowledge and understanding of, and perceptive insight into, the work used for the assignment.

Criterion C: Appreciation of the writer’s choices

To what extent does the student appreciate how the writer’s choices of language, structure, technique and style shape meaning?

0 The work does not reach a standard described by the descriptors below.
1–2 There is some mention, but little appreciation, of the ways in which language, structure, technique and style shape meaning.
3–4 There is adequate appreciation of the ways in which language, structure, technique and style shape meaning.
5–6 There is excellent appreciation of the ways in which language, structure, technique and style shape meaning.

Criterion D: Organization and development

How effectively have the ideas been organized, and how well are references to the works integrated into the development of the ideas?

Note: The word limit for the essay is 1,200–1,500 words. If the word limit is exceeded, 2 marks will be deducted.

0 The work does not reach a standard described by the descriptors below.
1 Ideas are superficially organized and developed, with some integrated examples from the works used.
2 Ideas are adequately organized and developed, with appropriately integrated examples from the works used.
3 Ideas are effectively organized and developed, with well-integrated examples from the works used.
4 Ideas are persuasively organized and developed, with effectively integrated examples from the works used.

Criterion E: Language

How clear, varied and accurate is the language? How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)

0 The work does not reach a standard described by the descriptors below.
1 Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.
2 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.
3 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 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 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.
9.

**Part 2 – Detailed Study  15%:**

oral commentary & discussion

2 (SL) or 3 (HL) texts. For HL one must be poetry

Texts chosen from PLT

Internally Assessed

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<th>Text 2:</th>
<th>Text 3 (HL only):</th>
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20 mins preparation on a 20-30 line extract from one of your texts

HL: Oral Commentary (8 mins) and questions (2 mins) on poetry followed by discussion on another text (10 mins). Recorded.

SL: Oral Commentary (8 mins) and questions (2 mins) on one text. Recorded.

**What will the Oral Commentary ask me to do?**

For the oral commentary, you will be required to analyse an extract, chosen by the teacher, from one of the Part 2 works studied. You will have 20 minutes preparation time (under exam conditions) and are expected to talk about the extract (always poetry for HL) for 8 minutes followed by 2 minutes of teacher questions. HL pupils then have a 10 minute discussion on one of the two remaining texts. It happens outside class time, one-to-one with your teacher and is recorded.

Suggested Structure for Commentary:

- 1 minute intro:
  - Context of extract – Overview – Significance of extract – Structure to your commentary
- 6 minute body:
  - 3 x 2-minute sections: (e.g.) themes, character, language, imagery….
- 1 minute conclusion:
  - Personal response. Overall importance and interest of extract

**Key Skills:**

1. Speaking with clarity and coherence
2. Exploring a text in a structured way
3. Using vocabulary to show insight and engagement
Part 2: Individual oral commentary. Mark Scheme (SL)

Criterion A: Knowledge and understanding of the extract

How well is the student's knowledge and understanding of the extract demonstrated by their interpretation?

0 The work does not reach a standard described by the descriptors below.
1–2 There is virtually no knowledge, demonstrated by irrelevant and/or insignificant references to the extract.
3–4 There is some knowledge, demonstrated by very limited interpretation, but with some relevant references to the extract.
5–6 There is adequate knowledge and understanding, demonstrated by interpretation supported by mostly appropriate references to the extract.
7–8 There is good knowledge and understanding, demonstrated by interpretation supported by relevant and appropriate references to the extract.
9–10 There is very good knowledge and understanding, demonstrated by careful interpretation supported by well-chosen references to the extract.

Criterion B: Appreciation of the writer’s choices

To what extent does the student appreciate how the writer’s choices of language, structure, technique and style shape meaning?

0 The work does not reach a standard described by the descriptors below.
1–2 There is virtually no reference to the ways in which language, structure, technique and style shape meaning in the extract.
3–4 There is some reference to the ways in which language, structure, technique and style shape meaning in the extract.
5–6 There is adequate reference to, and some appreciation of, the ways in which language, structure, technique and style shape meaning in the extract.
7–8 There is good appreciation of the ways in which language, structure, technique and style shape meaning in the extract.
9–10 There is very good appreciation of the ways in which language, structure, technique and style shape meaning in the extract.

Criterion C: Organization and presentation

To what extent does the student deliver a structured, well-focused commentary?

0 The work does not reach a standard described by the descriptors below.
1 The commentary has virtually no structure and/or focus.
2 The commentary has limited evidence of a planned structure and is only occasionally focused.
3 The commentary shows some evidence of a planned structure and is generally focused.
4 The commentary has a clearly planned structure and is focused.
5 The commentary is very clearly structured and the focus is sustained.

Criterion D: Language

How clear, varied and accurate is the language?

How appropriate is the choice of register and style? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the commentary.)

0 The work does not reach a standard described by the descriptors below.
1 The language is rarely clear and appropriate, with many errors in grammar and sentence construction and little sense of register and style.
2 The language is sometimes clear and appropriate; grammar and sentence construction are generally accurate, although errors and inconsistencies are apparent; register and style are to some extent appropriate.
3 The language is mostly clear and appropriate, with an adequate degree of accuracy in grammar and sentence construction; the register and style are mostly appropriate.
4 The language is clear and appropriate, with a good degree of accuracy in grammar and sentence construction; register and style are effective and appropriate.
5 The language is very clear and entirely appropriate, with a high degree of accuracy in grammar and sentence construction; the register and style are consistently effective and appropriate.
Part 2: Individual oral commentary and discussion. Mark Scheme (HL)

Criterion A: Knowledge and understanding of the poem

How well is the student’s knowledge and understanding of the poem demonstrated by their interpretation?

0 The work does not reach a standard described by the descriptors below.
1 There is limited knowledge and little or no understanding, with poor interpretation and virtually no relevant references to the poem.
2 There is superficial knowledge and some understanding, with limited interpretation occasionally supported by references to the poem.
3 There is adequate knowledge and understanding, demonstrated by interpretation supported by appropriate references to the poem.
4 There is very good knowledge and understanding, demonstrated by careful interpretation supported by well-chosen references to the poem.
5 There is excellent knowledge and understanding, demonstrated by individual interpretation effectively supported by precise and well-chosen references to the poem.

Criterion B: Appreciation of the writer’s choices

To what extent does the student appreciate how the writer’s choices of language, structure, technique and style shape meaning?

0 The work does not reach a standard described by the descriptors below.
1 There are few references to, and no appreciation, of the ways in which language, structure, style/technique shape meaning in the poem.
2 There is some mention, but little appreciation, of the ways in which language, structure, technique and style shape meaning in the poem.
3 There is adequate appreciation of the ways in which language, structure, technique and style shape meaning in the poem.
4 There is very good appreciation of the ways in which language, structure, technique and style shape meaning in the poem.
5 There is excellent appreciation of the ways in which language, structure, technique and style shape meaning in the poem.

Criterion C: Organization and presentation of the commentary

To what extent does the student deliver a structured, well-focused commentary?

0 The work does not reach a standard described by the descriptors below.
1 The commentary shows little evidence of planning, with very limited structure and/or focus.
2 The commentary shows some structure and focus.
3 The commentary shows evidence of a planned structure and is generally focused.
4 The commentary is clearly structured and the focus is sustained.
5 The commentary is effectively structured, with a clear, purposeful and sustained focus.

Criterion D: Knowledge and understanding of the work used in the discussion

How much knowledge and understanding has the student shown of the work used in the discussion?

0 The work does not reach a standard described by the descriptors below.
1 There is little knowledge or understanding of the content of the work discussed.
2 There is some knowledge and superficial understanding of the content of the work discussed.
3 There is adequate knowledge and understanding of the content and some of the implications of the work discussed.
4 There is very good knowledge and understanding of the content and most of the implications of the work discussed.
5 There is excellent knowledge and understanding of the content and the implications of the work discussed.

Criterion E: Response to the discussion questions

How effectively does the student respond to the discussion questions?

0 The work does not reach a standard described by the descriptors below.
1 There is limited ability to respond meaningfully to the discussion questions.
2 Responses to the discussion questions are sometimes relevant.
3 Responses to the discussion questions are relevant and show some evidence of independent thought.
4 Well-informed responses to the discussion questions show a good degree of independent thought.
5 There are persuasive and independent responses to the discussion questions.

Criterion F: Language

How clear, varied and accurate is the language?

How appropriate is the choice of register and style?

0 The work does not reach a standard described by the descriptors below.
1 The language is rarely clear and appropriate, with many errors in grammar and sentence construction and little sense of register.
2 The language is sometimes clear and appropriate; grammar and sentence construction are generally accurate, although errors and inconsistencies are apparent; register and style are to some extent appropriate.
The language is mostly clear and appropriate, with an adequate degree of accuracy in grammar and sentence construction; the register and style are mostly appropriate.

The language is clear and appropriate, with a good degree of accuracy in grammar and sentence construction; register and style are effective and appropriate.

The language is very clear and entirely appropriate, with a high degree of accuracy in grammar and sentence construction; the register and style are consistently effective and appropriate.
10. **Part 3 – Literary Genres 25%: examination Paper 2**

3 (SL) or 4 (HL) texts from the same genre  
Texts chosen from PLT  
Eternally Assessed: Paper 2

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<tr>
<th>Text 1:</th>
<th>Text 2:</th>
<th>Text 3:</th>
<th>Text 4 (HL only):</th>
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</table>

HL 2 hr examination: one question based on at least 2 Part 3 works.  
SL 1½ hr examination: one question based on 2 Part 3 works.

**What will the questions on Paper 2 look like?**

Paper 2 will contain **three** essay questions on each of the genre categories represented in Part 3. Candidates will be required to answer **one** essay question only. You should **compare** the two texts you choose. This is a **closed-book** exam.

**Sample Paper 2 questions:**

**Drama HL**  
“On the stage character must be created solely through action, behaviour and speech.”  
Compare the skill with which dramatists create our impression of the characters in **two** or **three** plays you have studied.

**Poetry SL**  
Consider the use of place in **three** or **four** poems by **two** or **three** poets you have studied.

**Key Skills:**

1. **Understanding how the texts exploit their genre**  
2. **Using the texts to answer the question**  
3. **Recalling sections of text from memory**
Part 3 (Paper 2): Essay. Mark Scheme (SL)

Criterion A: Knowledge and understanding

**How much knowledge and understanding has the student shown of the part 3 works studied in relation to the question answered?**

0  The work does not reach a standard described by the descriptors below.
1  There is little knowledge and no understanding of the part 3 works in relation to the question answered.
2  There is some knowledge but little understanding of the part 3 works in relation to the question answered.
3  There is adequate knowledge and some understanding of the part 3 works in relation to the question answered.
4  There is good knowledge and understanding of the part 3 works in relation to the question answered.
5  There is very good knowledge and understanding of the part 3 works in relation to the question answered.

Criterion B: Response to the question

**How well has the student understood the specific demands of the question?**
**To what extent has the student responded to these demands?**
**How well have the works been compared and contrasted in relation to the demands of the question?**

0  The work does not reach a standard described by the descriptors below.
1  The student shows virtually no awareness of the main implications of the question, and ideas are mostly irrelevant or insignificant.
2  There is no meaningful comparison of the works used in relation to the question.
3  The student responds to most of the main implications of the question, with relevant ideas. A comparison is made of the works used in relation to the question, but it may be superficial.
4  The student responds to the main implications of the question, with consistently relevant ideas. An appropriate comparison is made of the works used in relation to the question.
5  The student responds to the main implications and some subtleties of the question, with relevant and carefully explored ideas. An effective comparison is made of the works used in relation to the question.

Criterion C: Appreciation of the literary conventions of the genre

**To what extent does the student identify and appreciate the use of literary conventions in relation to the question and the works used?**

0  The work does not reach a standard described by the descriptors below.
1  Virtually no literary conventions are identified, and there is no development relevant to the question and/or the works used.
2  Examples of literary conventions are sometimes correctly identified, but there is little development relevant to the question and the works used.
3  Examples of literary conventions are mostly correctly identified, and there is some development relevant to the question and the works used.
4  Examples of literary conventions are clearly identified and effectively developed, with relevance to the question and the works used.
5  Examples of literary conventions are clearly identified and effectively developed, with clear relevance to the question and the works used.

Criterion D: Organization and development

**How well organized, coherent and developed is the presentation of ideas?**

0  The work does not reach a standard described by the descriptors below.
1  Ideas have virtually no organization or structure, and coherence and/or development are lacking.
2  Ideas have some organization and structure, but there is very little coherence and/or development.
3  Ideas are adequately organized, with a suitable structure and some attention paid to coherence and development.
4  Ideas are well organized, with a good structure, coherence and development.
5  Ideas are effectively organized, with a very good structure, coherence and development.

Criterion E: Language

**How clear, varied and accurate is the language?**
**How appropriate is the choice of register, style and terminology?** (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)

0  The work does not reach a standard described by the descriptors below.
1  Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.
2  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.
3  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  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.
Part 3 (Paper 2): Essay. Mark Scheme (HL)

Criterion A: Knowledge and understanding

How much knowledge and understanding has the student shown of the part 3 works studied in relation to the question answered?

0 The work does not reach a standard described by the descriptors below.
1 There is some knowledge but virtually no understanding of the part 3 works in relation to the question answered.
2 There is mostly adequate knowledge and some superficial understanding of the part 3 works in relation to the question answered.
3 There is adequate knowledge and understanding of the part 3 works in relation to the question answered.
4 There is good knowledge and understanding of the part 3 works in relation to the question answered.
5 There is perceptive knowledge and understanding of the part 3 works in relation to the question answered.

Criterion B: Response to the question

How well has the student understood the specific demands of the question?
To what extent has the student responded to these demands?
How well have the works been compared and contrasted in relation to the demands of the question?

0 The work does not reach a standard described by the descriptors below.
1 The student shows little awareness of the main implications of the question, and ideas are mainly irrelevant and/or insignificant. There is little meaningful comparison of the works used in relation to the question.
2 The student responds to some of the main implications of the question with some relevant ideas. There is a superficial attempt to compare the works used in relation to the question.
3 The student responds to most of the main implications of the question with consistently relevant ideas. There is adequate comparison of the works used in relation to the question.
4 The student responds to the main implications and some subtleties of the question, with relevant and carefully explored ideas. The comparison makes some evaluation of the works used in relation to the question.
5 The student responds to all the implications, as well as the subtleties of the question, with convincing and thoughtful ideas. The comparison includes an effective evaluation of the works in relation to the question.

Criterion C: Appreciation of the literary conventions of the genre

To what extent does the student identify and appreciate the use of literary conventions in relation to the question and the works used?

0 The work does not reach a standard described by the descriptors below.
1 Some literary conventions are identified but there is limited development relevant to the question and/or the works used.
2 Examples of literary conventions are sometimes correctly identified and developed, with some relevance to the question and the works used.
3 Examples of literary conventions are satisfactorily identified and developed, with relevance to the question and the works used.
4 Examples of literary conventions are clearly identified and effectively developed, with relevance to the question and the works used.
5 Examples of literary conventions are perceptively identified and persuasively developed, with clear relevance to the question and the works used.

Criterion D: Organization and development

How well organized, coherent and developed is the presentation of ideas?

0 The work does not reach a standard described by the descriptors below.
1 Ideas have little organization; there may be a superficial structure, but coherence and/or development are lacking.
2 Ideas have some organization, with a recognizable structure, but coherence and development are often lacking.
3 Ideas are adequately organized, with a suitable structure and attention paid to coherence and development.
4 Ideas are effectively organized, with a very good structure, coherence and development.
5 Ideas are persuasively organized, with excellent structure, coherence and development.

Criterion E: Language

How clear, varied and accurate is the language?
How appropriate is the choice of register, style and terminology? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)

0 The work does not reach a standard described by the descriptors below.
1 Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.
2 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.
3 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.
11.

**Part 4 – Options 15%: oral presentation**

3 (S & HL) texts freely chosen in any combination

**Internally Assessed**

<table>
<thead>
<tr>
<th>Text 1:</th>
<th>Text 2:</th>
<th>Text 3:</th>
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</table>

10 – 15 minute presentation to the class on a topic chosen by the student

**What will the Oral Presentation ask me to do?**

For the oral presentation, which will happen in L6, you will be required to present of a topic of your own choice, based on one or more of the part 4 works. You will prepare this in your own time, and will be expected to present for 10 – 15 minutes. There will be short class discussion afterwards.

You can present on any aspect from any one or more of the text, including a creative response.

You should use brief notes or other suitable prompts during your presentation but must not read a script.

**Key Skills:**

1. Selecting and planning a personally chosen topic to present
2. Delivering with enthusiasm and clarity
3. Showing an excellent knowledge of your chosen work
Part 4: Individual oral presentation. Mark Scheme (SL)

Criterion A: Knowledge and understanding of the work(s)
How much knowledge and understanding does the student show of the work(s) used in the presentation?

0  The work does not reach a standard described by the descriptors below.
1–2  There is very limited knowledge and virtually no understanding of the content of the work(s) presented.
3–4  There is some knowledge and superficial understanding of the content of the work(s) presented.
5–6  There is adequate knowledge and understanding of the content and some of the implications of the work(s) presented.
7–8  There is good knowledge and understanding of the content and many of the implications of the work(s) presented.
9–10  There is very good knowledge and understanding of the content and most of the implications of the work(s) presented.

Criterion B: Presentation
How much attention has been given to making the delivery effective and appropriate to the presentation?
To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)?

0  The work does not reach a standard described by the descriptors below.
1–2  Delivery of the presentation is inappropriate, with virtually no attempt to interest the audience.
3–4  Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience.
5–6  Delivery of the presentation is generally appropriate and shows an intention to interest the audience.
7–8  Delivery of the presentation is consistently appropriate, with suitable strategies used to interest the audience.
9–10  Delivery of the presentation is effective, with very good strategies used to interest the audience.

Criterion C: Language
How clear and appropriate is the language?
How well is the register and style suited to the choice of presentation? ("Register" refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the presentation.)

0  The work does not reach a standard described by the descriptors below.
1–2  The language is inappropriate, with virtually no attempt to choose register and style suited to the choice of presentation.
3–4  The language is sometimes appropriate, but with little sense of register and style suited to the choice of presentation.
5–6  The language is mostly appropriate, with some attention paid to register and style suited to the choice of presentation.
7–8  The language is clear and appropriate, with register and style well suited to the choice of presentation.
9–10  The language is very clear and entirely appropriate, with register and style consistently
Part 4: Individual oral presentation. Mark Scheme (HL)

Criterion A: Knowledge and understanding of the work(s)
How much knowledge and understanding does the student show of the work(s) used in the presentation?

0    The work does not reach a standard described by the descriptors below.
1–2  There is little knowledge or understanding of the content of the work(s) presented.
3–4  There is some knowledge and superficial understanding of the content of the work(s) presented.
5–6  There is adequate knowledge and understanding of the content and some of the implications of the work(s) presented.
7–8  There is very good knowledge and understanding of the content and most of the implications of the work(s) presented.
9–10 There is excellent knowledge and understanding of the content and the implications of the work(s) presented.

Criterion B: Presentation
How much attention has been given to making the delivery effective and appropriate to the presentation?
To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)?

0    The work does not reach a standard described by the descriptors below.
1–2  Delivery of the presentation is seldom appropriate, with little attempt to interest the audience.
3–4  Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience.
5–6  Delivery of the presentation is appropriate, with a clear intention to interest the audience.
7–8  Delivery of the presentation is effective, with suitable strategies used to interest the audience.
9–10 Delivery of the presentation is highly effective, with purposeful strategies used to interest the audience.

Criterion C: Language
How clear and appropriate is the language?
How well is the register and style suited to the choice of presentation? ("Register" refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the presentation.)

0    The work does not reach a standard described by the descriptors below.
1–2  The language is rarely appropriate, with a very limited attempt to suit register and style to the choice of presentation.
3–4  The language is sometimes appropriate, with some attempt to suit register and style to the choice of presentation.
5–6  The language is mostly clear and appropriate, with some attention paid to register and style that is suited to the choice of presentation.
7–8  The language is clear and appropriate, with register and style consistently suited to the choice of presentation.
9–10 The language is very clear and entirely appropriate, with register and style consistently effective and suited to the choice of presentation.
12.

**Unseen Commentary 20%: Examination Paper 1**

HL 2 hr examination: essay on **unseen** short piece of poetry or prose.

SL 1½ hr examination: guided analysis on **unseen** short piece of poetry or prose.

(Externally assessed)

**What will the questions on Paper 1 look like?**

Paper 1 contains **two** unseen texts for commentary. Candidates answer on **one** text.

One text will be poetry; the other a piece of prose, for example a novel, short story or biography, an essay or a piece of high quality journalism. Depending on its length, the text for commentary may either be a complete piece of writing or an extract from a longer piece.

SL candidates will be given two questions which must be used to guide their analysis.

The texts for commentary will not be chosen from works on the IB Book Lists. Wherever possible, they will not have been written by authors listed on the PBLs.

**Key Skills:**

1. Selecting evidence and planning carefully before writing
2. Appreciating the literary qualities of an unseen text
3. Understanding the thought and feeling in the passage
Paper 1: Guided literary analysis. Mark Scheme (SL)

Criterion A: Understanding and interpretation

How well does the student’s interpretation reveal understanding of the thought and feeling of the passage?
How well are ideas supported by references to the passage?

<table>
<thead>
<tr>
<th>Score</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
</tr>
<tr>
<td>1</td>
<td>There is very basic understanding of the passage, with mainly irrelevant and/or insignificant interpretation.</td>
</tr>
<tr>
<td>2</td>
<td>There is some understanding of the passage but little attempt at interpretation, with few references to the passage.</td>
</tr>
<tr>
<td>3</td>
<td>There is adequate understanding of the passage, demonstrated by an interpretation that is mostly supported by references to the passage.</td>
</tr>
<tr>
<td>4</td>
<td>There is good understanding of the passage, demonstrated by convincing interpretation that is fully supported by references to the passage.</td>
</tr>
<tr>
<td>5</td>
<td>There is very good understanding of the passage, demonstrated by sustained and convincing interpretation that is supported by well-chosen references to the passage.</td>
</tr>
</tbody>
</table>

Criterion B: Appreciation of the writer’s choices

To what extent does the analysis show appreciation of how the writer’s choices of language, structure, technique and style shape meaning?

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
</tr>
<tr>
<td>1</td>
<td>There is virtually no reference to the ways in which language, structure, technique and style shape meaning.</td>
</tr>
<tr>
<td>2</td>
<td>There is some reference to, but no analysis of, the ways in which language, structure, technique and style shape meaning.</td>
</tr>
<tr>
<td>3</td>
<td>There is adequate reference to, and some analysis and appreciation of, the ways in which language, structure, technique and style shape meaning.</td>
</tr>
<tr>
<td>4</td>
<td>There is good analysis and appreciation of the ways in which language, structure, technique and style shape meaning.</td>
</tr>
<tr>
<td>5</td>
<td>There is very good analysis and appreciation of the ways in which language, structure, technique and style shape meaning.</td>
</tr>
</tbody>
</table>

Criterion C: Organization

How well organized and coherent is the presentation of ideas?

<table>
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<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
</tr>
<tr>
<td>1</td>
<td>Ideas have little organization and virtually no coherence.</td>
</tr>
<tr>
<td>2</td>
<td>Ideas have some organization, but coherence is often lacking.</td>
</tr>
<tr>
<td>3</td>
<td>Ideas are adequately organized, with some coherence.</td>
</tr>
<tr>
<td>4</td>
<td>Ideas are well organized and coherent.</td>
</tr>
<tr>
<td>5</td>
<td>Ideas are effectively organized, with very good coherence.</td>
</tr>
</tbody>
</table>

Criterion D: Language

How clear, varied and accurate is the language?
How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)

<table>
<thead>
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<th>Score</th>
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<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
</tr>
<tr>
<td>1</td>
<td>Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
</tr>
</tbody>
</table>
| 5     | 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
Paper 1: Literary commentary. Mark Scheme (HL)

Criterion A: Understanding and interpretation

How well does the student’s interpretation reveal understanding of the thought and feeling of the passage?
How well are ideas supported by references to the passage?

0  The work does not reach a standard described by the descriptors below.
1  There is basic understanding of the passage but virtually no attempt at interpretation and few references to the passage.
2  There is some understanding of the passage, with a superficial attempt at interpretation and some appropriate references to the passage.
3  There is adequate understanding of the passage, demonstrated by an interpretation that is supported by appropriate references to the passage.
4  There is very good understanding of the passage, demonstrated by sustained interpretation supported by well-chosen references to the passage.
5  There is excellent understanding of the passage, demonstrated by persuasive interpretation supported by effective references to the passage.

Criterion B: Appreciation of the writer’s choices

To what extent does the analysis show appreciation of how the writer’s choices of language, structure, technique and style shape meaning?

0  The work does not reach a standard described by the descriptors below.
1  There are few references to, and no analysis or appreciation of, the ways in which language, structure, technique and style shape meaning.
2  There is some mention, but little analysis or appreciation, of the ways in which language, structure, technique and style shape meaning.
3  There is adequate analysis and appreciation of the ways in which language, structure, technique and style shape meaning.
4  There is very good analysis and appreciation of the ways in which language, structure, technique and style shape meaning.
5  There is excellent analysis and appreciation of the ways in which language, structure, technique and style shape meaning.

Criterion C: Organization and development

How well organized, coherent and developed is the presentation of ideas?

0  The work does not reach a standard described by the descriptors below.
1  Ideas have little organization; there may be a superficial structure, but coherence and development are lacking.
2  Ideas have some organization, with a recognizable structure; coherence and development are often lacking.
3  Ideas are adequately organized, with a suitable structure; some attention is paid to coherence and development.
4  Ideas are effectively organized, with very good structure, coherence and development.
5  Ideas are persuasively organized, with excellent structure, coherence and development.

Criterion D: Language

How clear, varied and accurate is the language?
How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the commentary.)

0  The work does not reach a standard described by the descriptors below.
1  Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.
2  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 commentary.
3  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 commentary.
4  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 commentary.
5  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 commentary.
13. How will I be graded - and what are the grade criteria?

The IB Diploma is graded on a scale of 1 – 7 in each subject area (totalling 42 for the six subjects, and 3 extra marks). For English A1, the criteria for the top 4 grades are as follows:

**Grade 7 Excellent performance**
Demonstrates: excellent knowledge and understanding of works and tasks; very strong and detailed appreciation of the effects of technique and style; very strong evidence of independent and/or original perspectives on the works studied, where appropriate; consistently focused, carefully developed and persuasive presentation of ideas or argument; use of language that is varied, clear, concise, precise and convincingly adapted to tasks.

**Grade 6 Very good performance**
Demonstrates: very good knowledge and understanding of works and tasks; strong and detailed appreciation of the effects of technique and style; strong evidence of a personal engagement with the works studied, where appropriate; clearly focused, well-developed and purposeful presentation of ideas or argument; use of language that is varied, clear, concise and effectively adapted to tasks.

**Grade 5 Good performance**
Demonstrates: sound knowledge and understanding of works and tasks; good appreciation of the effects of technique and style; good evidence of a relevant personal response to the works studied, where appropriate; clearly focused and effective presentation of ideas or argument; use of language that is clear, concise and appropriately adapted to tasks.

**Grade 4 Satisfactory performance**
Demonstrates: adequate knowledge and understanding of works and tasks; adequate awareness of the effects of technique and style; adequate evidence of a relevant personal response to the works studied, where appropriate; generally focused and satisfactory development/presentation of ideas or argument; use of language that is generally clear, accurate, fluent and appropriate to tasks.
14. What does a good literary essay look like?

70% of English A1 is assessed by literary essays. It is therefore important that you crack the ‘code’ of how to write a really good essay. The following generic advice on essay writing should be followed for every English essay you write (and will help your essay writing in other subjects too).

1. Firstly, remember to:
   - write the title of the essay at the top of the page
   - use italics, inverted commas or underlining to indicate the title of a text
   - use the author’s full name or surname
   - write about literature in the present tense: Lady Macbeth is not only a fourth witch but also…
   - use formal, precise language: aim to say something very clever very simply
   - use the correct terminology for the text you are writing about (is it a novel, a play, a poem?)

2. Include an introduction which:
   - is one, concise paragraph
   - shows a clear overview of the text or topic: In this moving speech, the audience are introduced to…
   - sets out a clear argument: Essential to this extract is the conflict between the mind and body…

3. In the main body of the essay:
   - structure paragraphs: Point - Evidence - Analysis (the evidence should be a quotation)
   - P: signpost where each paragraph is going in its first sentence
   - E: use short, embedded quotations
   - A: analyze the effects of the language you quote; you might use ‘suggests’ or a similar word
   - always consider how the author is shaping meaning
   - refer to literary techniques but always give examples and analyze their effects
   - always refer back to the main ‘thread’ of the argument (and develop and deepen it) so that you answer the question
   - use linking words in your writing – remember that paragraphs should always be linked
   - show awareness of different possible interpretations and contexts

4. Write a concise conclusion pulling together the threads of your essay.
   - Try to include a personal response: In conclusion, what is particularly striking is how…
15. Analytical prompts

The following phrases are helpful for both speaking and writing about Literature. Both types of response require structure and focus if the criticism is to be valuable.

Essential to all literary criticism is a sense of importance – even urgency. When responding to the writing of others, we are engaging in a highly personal, creative, emotional and intellectual encounter with language, and we should aim to establish a tone which is persuasive, gesturing our reader towards acknowledging the validity of what we are observing. Effective personal response is not only the explicit presence of an independent reader in the response, but is also very much implicit in the overall tone.

It is a good idea to build up your own bank of words and phrases that will help you articulate the more sensitive and subtle aspects of literary response from the very start of the course.

Structural prompts:
- For the purposes of this analysis, it would be helpful to organise the passage into three distinct sections, all of which demonstrate, in different ways, the author’s craft in engaging the reader. Firstly,
- What makes this text particularly rewarding to analyse closely is its
- While Austen has chosen to represent [x], Rushdie moves the audience towards…
- What is striking is that while Austen has conveyed the impression of [x] through her use of [y], Rushdie has…
- In this passage, the audience are confronted by/challenged with/introduced to/invited to consider
- Having explored how the author has presented [x], it is now important to consider their treatment of [y], in particular how
- The drama of this [analytical adjective] extract lies in its
- By the end of this [analytical adjective] episode, the audience is
- Shakespeare deftly/sensitively/skilfully/controls the audience’s response by
- Shakespeare achieves the particular dramatic effect of [x] by
- The author exploits the form of the sonnet by
- Throughout this [analytical adjective] passage, therefore, we can see how
- In conclusion, it seems that this [analytical adjective] text
- Although the text provokes other considerations, such as [x and y], within the parameters of this analysis we have, nevertheless, observed how
- From a personal perspective, I feel/think/believe,

Close detail prompts:
- What this [analytical adjective, e.g. tumultuous/revelatory/pathetic] passage reveals/suggests/indicates/introduces is
- Of particular interest/significance/importance is
- This line is notable/remarkable/unsettling/engaging because
- The image of [x] is particularly significant/startling/challenging/humorous/disturbing/complex because it reveals
- The adjective/noun/pronoun/verb [x] echoes/anticipates/foreshadows [y]
- The use of [literary device] on line [x] is significant because it
- The iambic pentameter not only provides a reassuring regularity to the narrative but also
- The [analytical adjective] character of [x] is here developed as the audience witness
- The theme of [x] is initiated/developed/sustained/complicated in this [analytical adjective] extract by
- This brutal image strikes the reader as
- There is a vital ambiguity at work here: either … or ….
16. Question Terms & Definitions

You should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

**Analyze**  Break down in order to bring out the essential elements or structure.

**Comment**  Give a judgment based on a given statement or result of a calculation.

**Compare**  Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.

**Compare and contrast**  Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.

**Contrast**  Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.

**Describe**  Give a detailed account.

**Discuss**  Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.

**Evaluate**  Make an appraisal by weighing up the strengths and limitations.

**Examine**  Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.

**Explain**  Give a detailed account including reasons or causes.

**Explore**  Undertake a systematic process of discovery.

**Interpret**  Use knowledge and understanding to recognize trends and draw conclusions from given information.

**Investigate**  Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.

**Justify**  Give valid reasons or evidence to support an answer or conclusion.

**To what extent**  Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.