### Criterion A: Knowledge and understanding
- **0** How much knowledge and understanding has the student shown of the part 3 works studied in relation to the question answered?
- **1** There is some knowledge and 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: Development
- **0** How well has the student developed the specific demands of the question?
- **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 some attention paid to coherence and development.
- **4** Ideas are effectively organized, with a good structure, coherence and development.
- **5** Ideas are persuasively organized, with an excellent structure, coherence and development.

### Criterion C: Appreciation of the literary conventions of the genre
- **0** To what extent does the student identify and appreciate the use of literary conventions in relation to the question and the works used?
- **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
- **0** How well organized, coherent and developed is the presentation of ideas?
- **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 effectively 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.

### Criterion E: Language
- **0** How clear, varied and accurate is the language. How appropriate is the choice of register, style and terminology?
- **1** The work does not reach a standard described by the descriptors below.
- **2** The student shows little awareness of the main implications of the question, and ideas are mainly irrelevant or insignificant. There is little meaningful comparison of the works used in relation to the questions.
- **3** 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, but it may be superficial.
- **4** 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, but it may be superficial.
- **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 used in relation to the question.

### Criterion F: Presentation of ideas
- **0** How clear, varied and accurate is the language. How appropriate is the choice of register, style and terminology?
- **1** The work does not reach a standard described by the descriptors below.
- **2** The student shows little awareness of the main implications of the question, and ideas are mainly irrelevant or insignificant. There is little meaningful comparison of the works used in relation to the questions.
- **3** 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, but it may be superficial.
- **4** 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, but it may be superficial.
- **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 used in relation to the question.

### Criterion G: Understanding
- **0** How well has the student understood the specific demands of the question?
- **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 effectively 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.