**Example 9—English A: literature HL written assignment**

**Assessment**

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| **Criterion** | **A** | **B** | **C** | **D** | **E** | **Total** |
| **Marks available** | 3 | 6 | 6 | 5 | 5 | 25 |
| **Marks awarded** | 3 | 5 | 5 | 5 | 5 | 23 |

**Criterion A**

While it is a little implicit at times, there is enough evidence of developed understanding of cultural and contextual elements here to justify the mark awarded. The candidate considers the impact of occupation on a country with a colonialist background of its own and on the occupiers, along with the legacy of former members of the resistance and collaborators. The contextual setting of the work within the candidate’s own culture is also a valid response; however, too much emphasis on this, given the restrictions of the word limit, would probably not assist the candidate in answering the question, which should be the only prompt to the reflective statement: “How was your understanding of cultural and contextual considerations of the work developed through the interactive oral?”

It would be nice to see a little more concrete detail about the history and culture of the setting of the work, yet this reflective statement represents a good, focused achievement with scope to be even better.

Another good feature of the reflective statement is that it makes it very clear that valuable interactive orals took place and that the candidate has thought about *—reflected* upon—them. What is not expected here is simply a collection of notes made following isolated research.

**Criterion B**

The topic chosen is suitably tight and at the same time relevant to many sections of the novel; a connection between the imagery and the moral aspects is effectively established in the introduction. The candidate uses the topic to show knowledge and understanding of the work with pertinent and detailed textual evidence selected from various sections. Some insight is shown in the way the candidate is able to relate the detail to an interpretation of the work as a whole but this overarching reading of the work could have been taken further—especially, perhaps, in the discussion of moral ambiguity.

**Criterion C**

The topic chosen has a clear focus on the way the writer shapes his work and creates meaning. The candidate selects quotations with care and analyses them thoughtfully, although some of the examples would have stood more thorough probing—such as the discussion of the epigraph from Pliny, which just needed a little more depth to clinch it, and the section on “the world stopped at my skin”.

**Criterion D**

From a confident, focused opening establishing the validity of the link and laying out a structure for the discussion, the candidate develops an effective argument and focus is generally maintained, although some of the supporting detail—such as the reference to Fake Ploeg Jr—is rather rushed over and thus slightly less persuasive.

**Criterion E**

In all respects this assignment is very well written. Register is suitably literary and diction is, on the whole, sensitively chosen. While there are a few technical slips—some of them simply careless, which is disappointing—the mark awarded is clearly earned.