

IB HL Language and Literature

'Read at every wait; read at all hours; read within leisure; read within times of labor; read as one goes in; read as one goes out. The task of the educated mind is simply put: read to lead.' Cicero

Aim of the Course



According to the IB Language and Literature guide, the aims of all subjects in Studies of Language and Literature are to enable students to:

- Engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures.
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing.
- Develop skills in interpretation, analysis and evaluation
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to meaning.
- Develop an understanding of relationships between studies in language and literature and other disciplines
- Communicate and collaborate in a confident and creative way
- Foster a lifelong interest in and enjoyment of language and literature



Assessment

<p>Paper 1- «The Language Paper»</p> <p>2 hours and 15 minutes</p> <p>35% of the overall grade</p> <p>Two non-literary passages from two different text types. A guiding question will be included.</p> <p>Write a separate analysis of each text.</p>	<p>Paper 2 – «The Literature Paper»</p> <p>1 hour and 45 minutes</p> <p>25% of the overall grade</p> <p>Four general questions</p> <p>A comparative essay based on two literary works studied in the course.</p>
<p>Individual Oral</p> <p>A prepared individual oral – 10 minute presentation with 5 minutes then allocated to questions.</p> <p>20% of the overall grade</p> <p>A presentation analyzing an extract from a literary work and a body of non-literary work in relation to a global issue present in both.</p>	<p>Higher Level Essay</p> <p>1200-1500 word essay</p> <p>20% of the overall grade</p> <p>An essay following a line of inquiry in relation to a text or a work studied and linked to the key concepts.</p>

The Learner Portfolio

Texts where you practice and develop the skills needed for the different component parts of the course.

The learner portfolio

A record of your discovery and development consisting of a range of...

- 1. formal and informal responses**
- 2. critical and creative forms**
- 3. uses of different media, digital and non-digital**

The learner portfolio is a central element of the language A: language and literature course, and is mandatory for all students. It is an individual collection of your work done throughout the two years of the course.

The work you include in your the learner portfolio forms the basis of preparation for the assessments, although the portfolio itself will not be directly assessed or moderated by the IB. While the IB will likely not see this collection, your teacher will evaluate it at a number of points along the way as a formative project, and it will inform report comments on your progress.

The learner portfolio should contain evidence of the work necessary to meet the requirements in all assessment components. There should be a sense of that work evolving and being significant to meeting the learning objectives of the course.

At the end, you will include a “Works studied form” that details the works that have been selected as part of the course and how they have been made to interact with the assessment components.

The learner portfolio should be used to document:

- reflections related to the guiding conceptual questions of the course
- explorations of literary texts and the insights they offer into social, global and real-world issues
- detailed evaluations and critical analysis of works, literary texts or extracts which explore the potential meanings for language used in them
- reflections on the connections across a range of texts studied
- experiments with form, media and technology
- creative writing tasks for exploration of different literary forms and development of your personal responses to works/texts
- reading, research and inquiry carried out beyond the classroom experience
- records of valued feedback received
- reports of classroom or group activities or discussions that explore the diverse values and perspectives negotiated and the process of negotiation in itself, challenges faced and achievements
- selections of suitable extracts that could form the basis of the individual oral
- instances of self-assessment to evaluate your own progress

Course Concepts



Global Issues – Fields of Inquiry

How has your engagement with the characters or situations portrayed in the texts explored helped you achieve a better understanding of others and yourself? Global issues are everywhere, in almost every text or literary work.

The IB has identified 5 broad “fields of inquiry” that will allow you to develop and focus your individual oral down into a manageable global issue. These 5 “fields of inquiry” are meant as helpful starting points for you to get a specific and detailed global issue. They overlap, are not discrete, and have many common elements to them.

Possible inquiries:

- To what extent do global issues inspire the creation of literary and non-literary works? Why and how?
- How can the creative processes of language and literature help us grapple with global issues?
- What is the role of language and literature in the narratives of global issues?
- To what extent can language and literature be used as tools for resolving global issues?

Culture, identity, and community	How do literary works and non-literary texts explore aspects of family, class, race, ethnicity, nationality, religion, gender, sexuality, and illustrate their impact on individuals and societies? How are issues of immigration, colonialism and nationalism portrayed?
Beliefs, values and education	How do literary works and non-literary texts explore aspects of beliefs and values nurtured in particular societies and illustrate their impact on individuals, communities and educational systems? How are the tensions related to conflicts of beliefs, values and ethics portrayed?
Power, politics, and justice	How do literary works and non-literary texts explore aspects of rights and responsibilities, workings and structures of governments and institutions, hierarchies of power, distribution of wealth and resources, limits of justice and law, equality and inequality, human rights, peace and conflict?
Arts, creativity, and imagination	How do literary works and non-literary texts explore aspects of aesthetic inspiration, creation, craft and beauty? To what extent does art shape and challenge perceptions? How is the function, value and effect of art illustrated?
Science, technology, and environment	How do literary works and non-literary texts explore the relationship between humans and the environment and the implications of technology and media for society? How do they portray ideas of scientific development and progress?

Areas of Exploration



The Language and Literature course consists of three areas of exploration, each of which asks six AoE questions. These areas are approaches to reading. However, for each text that you explore in class, you will find that multiple questions from multiple areas are relevant.

Readers, writers and texts	<ol style="list-style-type: none">1. Why and how do we study language and literature?2. How are we affected by texts in various ways?3. In what ways is meaning constructed, negotiated, expressed, and discovered?4. How does language use vary among text types and among literary forms?5. How does the structure or style of a text affect meaning?6. How do texts offer insights and challenges?
Time and space	<ol style="list-style-type: none">1. How important is cultural or historical context to the production and reception of a text?2. How do we approach texts from different times and cultures to our own?3. To what extent do texts offer insight into another culture?4. How does the meaning and impact of a text change over time?5. How do texts reflect, represent or form a part of cultural practices?6. How does language represent social distinction and identities?
Intertextuality	<ol style="list-style-type: none">1. How do texts adhere to and deviate from conventions associated with literary forms and genres or text types?2. How do conventions and systems of reference evolve over time?3. In what ways can diverse texts share points of similarity?4. How valid is the notion of a classic text?5. How can texts offer multiple perspectives of a single issue, topic or theme?6. In what ways can comparison and interpretation be transformative?

Unit 1: How do texts reflect, represent or form a part of cultural practices??

Literary text



I Know Why the Caged Bird Sings (1969) by Maya Angelou

The first of seven autobiographical works, this memoir and growing up novel is a modern American classic beloved worldwide. The book chronicles Maya Angelou's life from age 3 through age 16 in a segregated USA.

Bodies of work



The Dove Campaign for Real Beauty

A collection of the print advertisements from the worldwide marketing campaign launched in 2004.



Speeches by Michelle Obama

A collection of speeches held by the former first lady of the USA.



13th

Ava DuVernay's prize winning Netflix documentary from 2016, about racial inequality and the incarceration of African-Americans.

Additional texts



Let My People Go

Background information about the history of African Americans



"Strange Fruit"

A song recorded by Billie Holiday in 1939, written by Abel Meeropol and published in 1937. It protests the lynching of Black Americans.

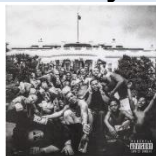


"I too" and "Harlem" by Langston Hughes

The poet Langston Hughes was a central figure in the Harlem Renaissance, the period of African American intellectual, literary, and artistic life that took place in the 1920s.

Unit 2: How do texts offer insights and challenges?

Literary text



To Pimp a Butterfly by Kendrick Lamar

The lyrics of the album from 2015 features political commentary and personal themes concerning African-American culture, racial inequality, depression, and institutional discrimination.

Bodies of work



Nike's Dream Crazy campaign

For the 30th year anniversary of Nike's legendary slogan "just do it," a campaign was released called "Dream Crazy". Several athletes, among them Colin Kaepernick, featured in the campaign.



Street Art by Banksy

A collection of artworks by the anonymous English street artist and political activist.



Magazine articles by Ta-Nehisi Coates

Ta-Nehisi Coates is an American author and journalist who gained wide readership during his time as national correspondent at The Atlantic

Additional texts



AAVE and Disney

African American Vernacular English has been used as a stylistic device in Disney films through the years.



Chris Rock's opening monologue at the 88th Oscars

In 2016, Rock delivered a monologue that criticized the lack of diversity among the nominees

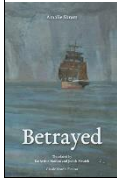


How to Deconstruct Racism One Headline at a Time

Ted-talk by the Emmy-nominated writer, activist and comedian Baratunde Thurston

Unit 3: How important is cultural or historical context to the production and reception of a text?

Literary text



Betrayed (1892) by Amalie Skram

A literary classic in Norway, this naturalistic novel exposes marriage as an institution demeaning to women. Skram broke social taboos with her frank discussions about sexuality and the double standard.

Bodies of work



Speeches by Ruth Bader Ginsburg

Ginsburg was the second woman to serve on the US Supreme Court and a leading figure in gender-discrimination litigation.



Interviews with Malala Yousafzai

A female activist from Pakistan known for her human rights advocacy.



Cartoons by Liza Donnelly

Liza Donnelly (b.1955) is an American cartoonist that tackles global issues with humor, intelligence and sarcasm

Additional texts



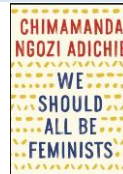
Suffragette

A 2015 British historical drama film about women's suffrage in the UK



I need a Wife by Judy Syfers

A feminist essay published in the New York magazine Launch of Ms. Magazine in 1971.



We Should All Be Feminists by Chimamanda Adichie

The Ted-talk based on the book length essay by the Nigerian feminist

Unit 4: In what ways can diverse texts share points of similarity?

Literary text



Persepolis by Marjane Satrapi

This autobiography in graphic novel form was originally written in French. The first volume covers Satrapi's childhood in Iran during the Islamic Revolution until she left to Europe. *Persepolis* is at once a story of growing up and a reminder of the human cost of war and political repression.

Bodies of work



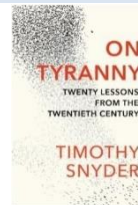
Benetton advertisements

Benetton, the Italian fashion retailer is internationally known for its brightly coloured knits and provocative campaigns



Amnesty International Campaigns

A global movement of more than 7 million countries who campaign to end abuse of human rights



On Tyranny: Twenty Lessons from the Twentieth Century by Timothy Snyder

The Yale historian Timothy Snyder, argues that we must learn from the horrors of the past if we want to protect our democracy

Additional texts



Background on the Iranian revolution

The revolution in 1979 resulted in the fall of the Pahlavi dynasty and the establishment of an Islamic republic.

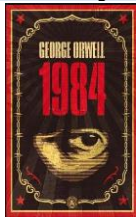


White Right: Meeting the Enemy, directed by Deeyah Khan

Award winning documentary film director Deeyah Khan was born and grew up in Norway. In *White Right: Meeting the Enemy*, she attempts to extract a sense of humanity from the dark heart of racism in the violent extremist movement in America.

Unit 5: How can texts offer multiple perspectives of a single issue, topic or theme?

Literary text



1984 by George Orwell

A dystopian novel published in 1949 as a warning against totalitarianism. The party controls what people read, speak, say and do with the threat that if they disobey, they will be sent to the dreaded Room 101 as a looming punishment. 'Big Brother' controls every aspect of people's lives. It has invented the language 'Newspeak' in an attempt to completely eliminate political rebellion; created 'Thoughtcrimes' to stop people even thinking of things considered rebellious.

Bodies of work



Essays by George Monbiot

A British writer known for his environmental and political activism. A Guardian columnist, author and the founder of The Land is Ours, a campaign for the right of access to the countryside and its resources in the UK



The Social Dilemma

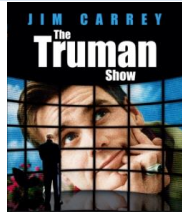
A 2020 docudrama that explores the dangerous human impact of social networking, with tech experts sounding the alarm on their own creations.

Additional texts



"Why I Write" by George Orwell

An autobiographical essay by the author about his own experiences and writing even as he generalizes about all writers

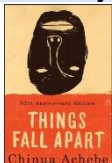


The Truman Show

A 1988 American satirical comedy Truman Burbank, a man who grew up living an ordinary life that, unbeknownst to him, takes place on a large set populated by actors for a television show about him.

Unit 6:

Literary text



Things Fall Apart by Chinua Achebe

Achebe's first novel, concerns traditional, pre-colonial, Igbo life at the time of the advent of missionaries and colonial government in his homeland. It is seen as the archetypal modern African novel in English, and one of the first to receive global critical acclaim.

Bodies of work



Letters by A.O.Neville

Neville (1875-1954) was employed as Protector of Aborigines, and had the power to dominate Aboriginal life.



Land of Ibeji by Bénédicte Kurzen and Sanne De Wilde

'Land of Ibeji' is a collaborative photographic project about the mythology of twinhood in Nigeria

Additional texts



"The White Man's Burden: The United States and the Philippine Islands" (1899) by Rudyard Kipling

A poem about the which exhorts the US to assume colonial control of the Filipino people and their country.



"The Danger of a Single Story" by Chimamanda Adichie

Ted-talk about stereotypes by the Nigerian author Chimamanda Ngozi Adichie



Rabbit Proof Fence

The true story of three Aboriginal children and their escape from the missionary.

Assessment Criterion Paper 1

Criterion A: Understanding and Interpretation

5 marks	The response demonstrates a thorough and perceptive understanding of the literal meaning of the text. There is a convincing and insightful interpretation of larger implications and subtleties of the text. References to the text are well-chosen and effectively support the candidate's ideas.
4 marks	The response demonstrates a thorough understanding of the literal meaning of the text. There is a convincing interpretation of many implications of the text. References to the text are relevant and support the candidate's ideas.
3 marks	The response demonstrates an understanding of the literal meaning of the text. There is a satisfactory interpretation of some implications of the text. References to the text are relevant and support the candidate's ideas.
2 marks	The response demonstrates some understanding of the literal meaning of the text. References to the text are appropriate.
1 mark	The response demonstrates little understanding of the literal meaning of the text. References to the text are infrequent or are rarely appropriate.

Criterion B: Analysis and evaluation

5 marks	The response demonstrates an insightful and convincing analysis of textual features and / or authorial choices. There is a very good evaluation of how such features and / or choices shape meaning.
4 marks	The response demonstrates an appropriate and at times insightful analysis of textual features and/or authorial choices. There is a good evaluation of how such features and / or choices shape meaning.
3 marks	The response demonstrates an appropriate analysis of textual features and / or authorial choices.
2 marks	The response demonstrates some appropriate analysis of textual features and / or authorial choices, but is reliant on description.
1 mark	The response is descriptive and / or demonstrates little relevant analysis of textual features and / or authorial choices.

Criterion C: Focus and organisation

5 marks	The presentation of ideas is effectively organised and coherent. The analysis is well focused.
4 marks	The presentation of ideas is well organised and mostly coherent. The analysis is adequately developed.
3 marks	The presentation of ideas is adequately organised in a generally coherent manner. There is some focus in the analysis.
2 marks	Some organisation is apparent in the presentation of ideas. There is little focus in the analysis.
1 mark	Little organisation is apparent in the presentation of ideas. No discernible focus is apparent in the analysis.

Criterion D: Language

5 marks	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.
4 marks	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.
3 marks	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.
2 marks	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.
1 mark	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style.

Assessment Criterion Paper 2

Criterion A: Understanding and interpretation

5 marks	There is perceptive knowledge and understanding of the works and a persuasive interpretation of their implications in relation to the question answered. The essay offers an insightful interpretation of the similarities and differences between the works used in relation to the question.
4 marks	There is good knowledge and understanding of the works and a sustained interpretation of their implications in relation to the question answered. The essay offers a convincing interpretation of the similarities and differences between the works used in relation to the question.
3 marks	There is satisfactory knowledge and understanding of the works and an interpretation of their implications in relation to the question answered. The essay offers a satisfactory interpretation of the similarities and differences between the works used in relation the question.
2 marks	There is some knowledge and understanding of the works in relation to the question answered. There is a superficial attempt to compare and contrast the works used in relation to the question.
1 mark	There is little knowledge and understanding of the works in relation to the question answered. There is little meaningful comparison and contrast of the works used in relation to the question.

Criterion B: Analysis and evaluation

5 marks	The essay demonstrates a consistently insightful and convincing analysis of textual features and/or broader authorial choices. There is a very good evaluation of how such features and/or choices contribute to meaning. There is a very good comparison and contrast of the authors' choices in the works selected.
4 marks	The essay demonstrates an appropriate and at times insightful analysis of textual features and / or broader authorial choices. There is a good evaluation of how such features and / or choices shape meaning. There is a good comparison and contrast of the author's choices in the works selected.
3 marks	The essay demonstrates a generally appropriate analysis of textual features and / or broader authorial choices. There is an adequate comparison and contrast of the authors' choices in the works selected.
2 marks	The essay demonstrates some appropriate analysis of textual features and / or broader authorial choices, but is reliant on description. There is a superficial comparison and contrast of the author's choices in the works selected.
1 mark	The essay is descriptive and / or demonstrates little relevant analysis of textual features and / or the broader authorial choices.

Criterion C: Focus and organisation

5 marks	The essay maintains a clear and sustained focus on the task; treatment of the works is well-balanced. The development of ideas is logical and convincing; ideas are connected in a cogent manner.
4 marks	The essay maintains a mostly clear and sustained focus on the task; treatment of the works is balanced. The development of ideas is logical; ideas are cohesively connected.
3 marks	The essay maintains a focus on the task, despite some lapses; treatment of the works is mostly balanced. The development of ideas is mostly logical; ideas are generally connected in a cohesive manner.
2 marks	The essay only sometimes focuses on the ask, and treatment of the works may be unbalanced. There are some connections between ideas, but these are not always coherent.
1 mark	The essay rarely focuses on the task. There are few connections between ideas

Criterion D: Language

5 marks	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.
4 marks	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.
3 marks	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.
2 marks	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.
1 mark	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style.

Assessment Criterion IO

Criterion A: Understanding and interpretation

5 marks	There is excellent knowledge and understanding of the extracts and of the works / texts and a persuasive interpretation of their implications in relation to the global issue. References to the extracts and to the works/texts are well-chosen and effectively support the candidate's ideas.
4 marks	There is good knowledge and understanding of the extracts and the works/ texts and a sustained interpretation of their implications in relation to the global issue. References to the extracts and to the works / texts are relevant and support the candidate's ideas.
3 marks	There is a satisfactory knowledge and understanding of the extracts and the works/ texts and an interpretation of their implications in relation to the global issue. References to the extracts and to the works / texts are generally relevant and mostly support the candidate's ideas.
2 marks	There is some knowledge and understanding of the extracts and the works / texts in relation to the global issue. References to the extracts and ot the works / texts are at times appropriate.
1 mark	There is little knowledge and understanding of the extracts and the works / texts in relation to the global issue. References to the extracts and to the works / texts are infrequent or are rarely appropriate.

Criterion B: Analysis and evaluation

5 marks	Analysis and evaluation of the extracts and their works / texts are relevant and insightful. There is a thorough and nuanced understanding of how authorial choices are used to present the global issue.
4 marks	Analysis and evaluation of the extracts and their works / texts are relevant and at times insightful. There is a good understanding of how authorial choices are used to present the global issue.
3 marks	The oral is analytical in nature, and evaluation of the extracts and their works / texts is mostly relevant. Authorial choices are identified and reasonably understood in relation to the presentation of the global issue.
2 marks	The oral contains some relevant analysis but it is reliant on description. Authorial choices are identified, but are vaguely treated and / or only partially understood in relation to the presentation of the global issue.
1 mark	The oral is descriptive or contains no relevant analysis. Authorial choices are seldom identified and, if so, are poorly understood in relation to the presentation of a global issue.

Criterion C: Focus and organisation

5 marks	The oral maintains a clear and sustained focus on the task; treatment of the extracts and works / texts is wellbalanced. The development of ideas is logical and convincing; ideas are connected in a cogent manner.
4 marks	The oral maintains a mostly clear and sustained focus on the task; treatment of the extracts and works / texts is balanced. The development of ideas is logical; ideas are cohesively connected in an effective manner.
3 marks	The oral maintains a focus on the task, despite some lapses; treatment of the extract and works / texts is mostly balanced.
2 marks	The oral only sometimes focuses on the task, and treatment of the extracts, and of the works / texts may be unbalanced. There are some connections between ideas, but these are not always coherent.
1 mark	The oral rarely focused on the task. There are few connections between ideas.

Criterion D: Language

5 marks	The language is clear, accurate and varied; occasional errors do not hinder communication. Vocabulary and syntax are varied and create effect. Elements of style (for example, register, tone and rhetorical devices) are appropriate to the task and enhance the oral.
4 marks	The language is clear and accurate; occasional errors do not hinder communication. Vocabulary and syntax are appropriate and varied. Elements of style (for example, register, tone and rhetorical devices) are appropriate to the task and somewhat enhance the oral.
3 marks	The language is clear; errors do not hinder communication. Vocabulary and syntax are appropriate to the task but simple and repetitive. Elements of style (for example, register, tone and rhetorical devices) are appropriate to the task and neither enhance nor detract from the oral.
2 marks	The language is generally clear; errors sometimes hinder communication. Vocabulary and syntax are often imprecise with inaccuracies. Elements of style (for example, register, tone and rhetorical devices) are often inappropriate to the task and detract from the oral.
1 mark	The language is rarely clear or accurate; errors often hinder communication. Vocabulary and syntax are imprecise and frequently inaccurate. Elements of style (for example, register, tone and rhetorical devices) are inappropriate to the task and detract from the oral.

Assessment Criterion HL Essay

Criterion A: Knowledge, understanding and interpretation	
5 marks	There is excellent knowledge and understanding of the work/text through the essay and a persuasive interpretation of their implications in relation to the chosen topic. References to the work/text are well-chosen and effectively support the candidate's ideas in relation to the chosen topic.
4 marks	There is good knowledge and understanding of the work/text through the essay and a sustained interpretation of its implications in relation to the chosen topic. References to the work/text are relevant and support the candidate's ideas in relation to the chosen topic.
3 marks	There is satisfactory knowledge and understanding of the work/text through the essay and an interpretation of its implications in relation to the chosen topic. References to the work/text are generally relevant and mostly support the candidate's ideas in relation to the chosen topic.
2 marks	There is limited knowledge and understanding of the work/text through the essay in relation to the chosen topic. References to the work/text are at times appropriate in relation to the chosen topic.
1 mark	There is little knowledge and understanding of the work/text through the essay in relation to the chosen topic. References to the work/text are infrequent or are rarely appropriate in relation to the chosen topic.

Criterion B: Analysis and evaluation	
5 marks	The essay demonstrates an insightful and convincing analysis and evaluation of textual features and/or the writer's broader choices in relation to the chosen topic.
4 marks	The essay demonstrates an appropriate and at times insightful analysis and evaluation of textual features and/or the writer's broader choices in relation to the chosen topic.
3 marks	The essay demonstrates a generally appropriate analysis and evaluation of textual features and/or the writer's broader choices in relation to the chosen topic, with occasional insights.
2 marks	The essay contains some appropriate analysis of textual features and/or the writer's broader choices in relation to the chosen topic, but is reliant on description.
1 mark	The essay is descriptive and/or demonstrates little relevant analysis of textual features and/or the writer's broader choices in relation to the chosen topic.

Criterion C: Focus, organisation, and development	
5 marks	The essay is effectively organised and coherent. The line of inquiry is well developed. Supporting examples are well integrated into the structure of the sentences and paragraphs.
4 marks	The essay is well organised and mostly coherent. The line of inquiry is adequately developed. Supporting examples are mostly well integrated into the structure of the sentences and paragraphs.
3 marks	The essay is adequately organised in a generally coherent manner. There is some development of the line of inquiry. Supporting examples are sometimes integrated into the structure of the sentences and paragraphs.
2 marks	Some organisation is apparent. There is little development of a line of inquiry. Supporting examples are rarely integrated into the structure of the sentences and paragraphs.
1 mark	Little organisation present. No discernible line of inquiry is apparent in the essay. Supporting examples are not integrated into the structure of the sentences and paragraphs.

Criterion D: Language	
5 marks	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.
4 marks	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.
3 marks	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.
2 marks	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.
1 mark	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



International Baccalaureate®
Diploma Programme
Middle Years Programme
Primary Years Programme

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