

## Paper 1 – Higher Level Mark Scheme

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b>Understanding and Interpretation</b></p> <ul style="list-style-type: none"> <li>How well does the student's interpretation reveal understanding of the thought and feeling of the passage?</li> <li>How well are ideas supported by references to the passage?</li> </ul>	There is basic understanding of the passage but virtually no attempt at interpretation and few references to the passage.	There is some understanding of the passage, with a superficial attempt at interpretation and some appropriate references to the passage.	There is adequate understanding of the passage, demonstrated by an interpretation that is supported by appropriate references to the passage.	There is very good understanding of the passage, demonstrated by sustained interpretation supported by well-chosen references to the passage.	There is excellent understanding of the passage, demonstrated by persuasive interpretation supported by effective references to the passage.
<p><b>Appreciation of Writer's Choices</b></p> <ul style="list-style-type: none"> <li>To what extent does the analysis show appreciation of how the writer's choices of language, structure, technique and style shape meaning?</li> </ul>	There are few references to, and no analysis or appreciation of, the ways in which language, structure, technique and style shape meaning.	There is some mention, but little analysis or appreciation, of the ways in which language, structure, technique and style shape meaning.	There is adequate analysis and appreciation of the ways in which language, structure, technique and style shape meaning.	There is very good analysis and appreciation of the ways in which language, structure, technique and style shape meaning.	There is excellent analysis and appreciation of the ways in which language, structure, technique and style shape meaning.
<p><b>Organisation &amp; Development</b></p> <ul style="list-style-type: none"> <li>How well organized, coherent and developed is the presentation of ideas?</li> </ul>	Ideas have little organization; there may be a superficial structure, but coherence and development are lacking.	Ideas have some organization, with a recognizable structure; coherence and development are often lacking.	Ideas are adequately organized, with a suitable structure; some attention is paid to coherence and development.	Ideas are effectively organized, with very good structure, coherence and development.	Ideas are persuasively organized, with excellent structure, coherence and development.
<p><b>Language</b></p> <ul style="list-style-type: none"> <li>How clear, varied and accurate is the language?</li> <li>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.)</li> </ul>	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.	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.	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.	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.	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.