

Paper 2: Comparative essay

Criterion A: Knowledge, understanding and interpretation

How much knowledge and understanding has the student shown of the works?

To what extent does the student make use of knowledge and understanding of the works to draw conclusions about their similarities and differences in relation to the question?

Marks	Description of level
1–2	There is little knowledge and understanding of the works in relation to the question answered. There is little meaningful comparison of the works used in relation to the question.
3–4	There is limited knowledge and understanding of the works in relation to the question answered. There is a superficial attempt to compare the works used in relation to the question.
5–6	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 to the question.
7–8	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.
9–10	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.

Criterion B: Analysis and evaluation

To what extent does the student analyse and evaluate how the choices of language, technique and style, and/or broader choices made by the writers, shape meaning?

How effectively does the student use analysis and evaluation skills to compare and contrast both works?

Marks	Description of level
1–2	The essay is descriptive and/or demonstrates little relevant analysis of textual features and/or writers' broader choices.
3–4	The essay contains some appropriate analysis of textual features and/or writers' broader choices, but is reliant on description. There is a superficial comparison of the writers' choices in the works selected.
5–6	The essay demonstrates a generally appropriate analysis of textual features and/or writers' broader choices, with occasional insights. There is an adequate comparison of the writers' choices in the works selected.
7–8	The essay demonstrates an appropriate and at times insightful analysis of textual features and/or writers' broader choices. There is a good evaluation of how such features and/or choices shape meaning. There is a good comparison of the writers' choices in the works selected.
9–10	The essay demonstrates an insightful and convincing analysis of textual features and/or writers' broader choices. There is a very good evaluation of how such features and/or choices contribute to meaning. There is a very good comparison of the writers' choices in the works selected.

Criterion C: Focus and organisation

How well structured, balanced and focused is the presentation of ideas?

Marks	Description of level
1	The essay rarely focuses on the task. There are few connections between ideas.
2	The essay only sometimes focuses on the task, and treatment of the works may be unbalanced. There are some connections between ideas, but these are not always coherent.
3	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 coherent manner.
4	The essay maintains a mostly clear and sustained focus on the task; treatment of the works is balanced. The development of ideas is consistent and logical; ideas are coherently connected.
5	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.

Criterion D: Language

How clear, varied and accurate is the language?

How appropriate is the choice of register, style and terminology?

Marks	Description of level
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.