

Marking notes

May 2022

Literature and performance

Standard level

Paper 2

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Assessment criteria

These notes to examiners are intended only as guidelines to assist marking and as a supplement to the published external assessment criteria for written paper 2. They are not offered as an exhaustive and fixed set of responses or approaches to which all answers must rigidly adhere. Good ideas or angles not offered here should be acknowledged and rewarded as appropriate. Similarly, answers which do not include all the ideas or approaches suggested here should not be so heavily penalized as to distort appreciation of individuality.

With reference to criterion C, the better answers will contain examples that show an adequate sense of stylistic features with some awareness of their effects, using critical analysis and pertinent detail.

The best answers will show a strong sense of the stylistic and comparable features of the works, as well as the effects of these features.

Of course, some of the points listed below will appear in weaker papers but are unlikely to be developed.

These apply to all answers below.

A maximum of **[5 marks]** may be awarded for each of the five criteria.

Criteria A and B

The danger of rewarding or penalizing the use of illustration/references/quotations twice in both these categories should be avoided.

Criterion B

“Personal response” and “independence of thought” appear as the levels of the descriptors increase. What is sought is an engaged and individual treatment of the chosen topic. Engaged and individual essays will usually make themselves clear by showing insight into the implications of the question and the quality and interest of the details cited in support.

The first-person singular does not automatically constitute a personal response and conversely an impersonal academic style does not necessarily indicate a lack of personal response.

Criterion C

It is expected that every question set will provide candidates with ample opportunities to demonstrate their awareness of the demands of this criterion. However, where a question does not explicitly offer such opportunities, examiners should interpret criterion C broadly, to ensure that candidates are not unfairly disadvantaged. In such cases it would be sufficient for candidates to show, as appropriate to the question, an awareness of how elements such as plot, character, setting, structure, voice, *etc*, are used by writers to meet their purposes. No matter how the question is phrased, candidates must also address related matters of style and technique.

“Awareness” and “appreciation” of literary features are the key elements under this criterion. The mere labelling, without appreciation, of literary features will not score the highest marks. On the other hand, the candidate who is attentive to literary features and deals with them in a meaningful way, but who does not consistently use the vocabulary of literary criticism, can still be awarded the higher achievement levels.

Reminder: the term “literary features” is broad and includes elements as basic as plot, character *etc*, attention to which is valid and must be rewarded as appropriate.

Criterion D

Any form of structuring to the essay will be rewarded if it is effective and appropriate. Different conventions are in operation and therefore all approaches are acceptable and will be judged on the basis of their effectiveness. Examiners should remember that structure does not exist by itself, but any structure must be measured by appropriate reference to the terms of the question and by its capacity to integrate these towards the development of an organized and coherent essay.

Reminder: in this criterion, supporting examples must be evaluated in terms of how fluently they are incorporated/integrated to shape/advance the argument, **not** in terms of their appropriateness or accuracy.

Criterion E

If you have reservations about awarding a 4, you should ensure that these are well founded before awarding a 3. The broadness of achievement in level three sometimes makes examiners reluctant to award 4.

Judgment needs to be used when dealing with lapses in grammar, spelling and punctuation; therefore, do not unduly penalize.

Mechanical accuracy is only part of this criterion. Ensure that all the other elements are considered.

Examiners should be careful to avoid being prejudiced in their application of this criterion by achievement levels in other criteria. It is possible to score highly on this criterion even if candidates have scored in the lower levels on other criteria, and *vice versa*.

1. An adequate to good answer will:

- identify and define the values and attitudes presented in each poet's work
- attempt to keep the values and attitudes as the focus of consideration for each poet's work
- demonstrate sound knowledge and understanding of the selected texts through the lens of the focus of the question
- provide plausible and relevant ideas that are mostly grounded in the texts
- ensure the literary features of each poet's work are identified (such as imagery, point of view and the like), some plausible interpretation is provided and some comparative analysis of how those features are used to present distinct values and attitudes
- provide structure and some coherency for the ideas presented with some evidence of successful integration of supporting examples
- use language that is clear and coherent with only a few lapses in grammar, spelling and sentence structure. Some relevant literary terminology will be used with a register that is mostly appropriate.

A good to excellent answer may also:

- judiciously identify and thoughtfully discuss the values and attitudes presented and their respective use, with purpose and clarity
- maintain values and attitudes as the central focus of consideration for both poets' work
- demonstrate strong knowledge and a perceptive understanding of the selected texts through the lens of the focus of the question
- systematically ground the analysis in the chosen texts while integrating evidence seamlessly into the body of the response
- present perceptive and insightful ideas that are well substantiated with some possible evidence of independent and creative thought beyond the mechanics, such as the role of the persona or speaker
- produce a pointed comparative literary analysis that considers effect, specifically to reflect the poet's commentary on the values and attitudes
- provide a coherent structure for the response
- use clear, varied and precise language with very minor to no lapses in grammar, spelling and sentence structure. Literary terminology will be used correctly and effectively throughout with an appropriate register.

2. An adequate to good answer will:

- identify how sound and rhythm is created in each poet's work, and make a sound attempt to define the effect produced as a result
- attempt to keep sound and rhythm as the focus of consideration for both poets' work
- demonstrate sound knowledge and understanding of the selected texts through the lens of the focus of the question
- provide plausible and relevant ideas that are mostly grounded in the texts
- ensure the literary features of each poet's work are identified, some plausible interpretation is provided and some comparative analysis of how those features are used to present the ideas of the poets through the select stylistic and literary features, such as rhymes, repetition, alliteration, assonance, cadence and onomatopoeia
- provide structure and some coherency for the ideas presented with some evidence of successful integration of supporting examples
- use language that is clear and coherent with only a few lapses in grammar, spelling and sentence structure. Some relevant literary terminology will be used with a register that is mostly appropriate.

A good to excellent answer may also:

- judiciously identify the sound and rhythm created by the poet's and thoughtfully define the subsequent effects with purpose and clarity
- maintain sound and rhythm as the central focus of consideration for both poets' work
- demonstrate strong knowledge and a perceptive understanding of the selected texts through the lens of the focus of the question
- systematically ground the analysis in the chosen texts while integrating evidence seamlessly into the body of the response
- present perceptive and insightful ideas that are well substantiated with some possible evidence of independent and creative thought beyond the mechanics, such as ideas, notions and concepts
- produce a pointed comparative literary analysis that considers effect, specifically to reflect the poet's commentary on sound and rhythm
- provide a coherent structure for the response
- use clear, varied and precise language with very minor to no lapses in grammar, spelling and sentence structure. Literary terminology will be used correctly and effectively throughout with an appropriate register.

3. An adequate to good answer will:

- identify and define the tone and mood presented in each poet's work through the voice of a persona
- attempt to keep tone and mood the focus of consideration for both poets' work when considering 'how' each poet's work has constructed the ideas through the voice of a persona
- demonstrate sound knowledge and understanding of the selected texts through the lens of the focus of the question
- provide plausible and relevant ideas that are mostly grounded in the texts
- ensure the literary features of each poet's work are identified, some plausible interpretation is provided and some comparative analysis of how those features are used to create tone and mood through stylistic and literary features, such as imagery, point of view, personification, metaphor, narrative, and the like
- provide structure and some coherency for the ideas presented with some evidence of successful integration of supporting examples
- use language that is clear and coherent with only a few lapses in grammar, spelling and sentence structure. Some relevant literary terminology will be used with a register that is mostly appropriate.

A good to excellent answer may also:

- judiciously define and explore tone and mood and thoughtfully identify how this is evoked through the voice of a persona, with purpose and clarity
- maintain tone and mood as the central focus of consideration for both poets' work
- demonstrate strong knowledge and a perceptive understanding of the selected texts through the lens of the focus of the question
- systematically ground the analysis in the chosen texts while integrating evidence seamlessly into the body of the response
- present perceptive and insightful ideas that are well substantiated with some possible evidence of independent and creative thought beyond the mechanics, such as ideas, notions and concepts
- produce a pointed comparative literary analysis that considers effect, specifically to reflect the poet's commentary on tone and mood

- provide a coherent structure for the response
- use clear, varied and precise language with very minor to no lapses in grammar, spelling and sentence structure. Literary terminology will be used correctly and effectively throughout with an appropriate register.

4. An adequate to good answer will:

- identify and define the notion of gender presented in each poet's work
- attempt to keep gender as the focus of consideration for both poets' work
- demonstrate sound knowledge and understanding of the selected texts through the lens of the focus of the question
- provide plausible and relevant ideas that are mostly grounded in the texts
- ensure the literary features of each poet's work are identified, some plausible interpretation is provided and some comparative analysis of how those features are used to reflect concepts of gender through literary devices, such as imagery, metaphor, personification, simile
- provide structure and some coherency for the ideas presented with some evidence of successful integration of supporting examples
- use language that is clear and coherent with only a few lapses in grammar, spelling and sentence structure. Some relevant literary terminology will be used with a register that is mostly appropriate.

A good to excellent answer may also:

- judiciously define the notion of gender and thoughtfully identify how this is constructed through literary devices, with purpose and clarity
- maintain gender as the central focus of consideration for both poets' work
- demonstrate strong knowledge and a perceptive understanding of the selected texts through the lens of the focus of the question
- systematically ground the analysis in the chosen texts while integrating evidence seamlessly into the body of the response
- present perceptive and insightful ideas that are well substantiated with some possible evidence of independent and creative thought beyond the mechanics, such as ideas, notions and concepts
- produce a pointed comparative literary analysis that considers effect, specifically to reflect the poet's commentary on gender
- provide a coherent structure for the response
- use clear, varied and precise language with very minor to no lapses in grammar, spelling and sentence structure. Literary terminology will be used correctly and effectively throughout with an appropriate register.

5. An adequate to good answer will:

- identify in each poet's work how they use form, structure, punctuation and/or other literary devices and define what ideas are formed as a result
- attempt to keep the ideas and the literary techniques employed as the focus of consideration for both poets' work
- demonstrate sound knowledge and understanding of the selected texts through the lens of the focus of the question
- provide plausible and relevant ideas that are mostly grounded in the texts
- ensure the literary features of each poet's work are identified, some plausible interpretation is provided and some comparative analysis of how those features are used to create meaning and intent, such as punctuation, form, structure

- provide structure and some coherency for the ideas presented with some evidence of successful integration of supporting examples
- use language that is clear and coherent with only a few lapses in grammar, spelling and sentence structure. Some relevant literary terminology will be used with a register that is mostly appropriate.

A good to excellent answer may also:

- judiciously define and explore the literary devices employed to shape ideas, with purpose and clarity
- maintain the construction of ideas as the central focus of consideration for both poets' work
- demonstrate strong knowledge and a perceptive understanding of the selected texts through the lens of the focus of the question
- systematically ground the analysis in the chosen texts while integrating evidence seamlessly into the body of the response
- present perceptive and insightful ideas that are well substantiated with some possible evidence of independent and creative thought beyond the mechanics, such as ideas, notions and concepts
- produce a pointed comparative literary analysis that considers effect, specifically to reflect the poet's commentary on meaning and intent
- provide a coherent structure for the response
- use clear, varied and precise language with very minor to no lapses in grammar, spelling and sentence structure. Literary terminology will be used correctly and effectively throughout with an appropriate register.

6. An adequate to good answer will:

- identify and define the notions and ideas about a deity or god-like figure presented in each poet's work
- attempt to keep the notion of a deity or god-like figure as the focus of consideration for both poets' work
- demonstrate sound knowledge and understanding of the selected texts through the lens of the focus of the question
- provide plausible and relevant ideas that are mostly grounded in the texts
- ensure the literary features (such as metaphor, symbolism, personification, simile, etc) of each poet's work are identified, some plausible interpretation is provided and some comparative analysis of how those features are used to create images for the reader
- provide structure and some coherency for the ideas presented with some evidence of successful integration of supporting examples
- use language that is clear and coherent with only a few lapses in grammar, spelling and sentence structure. Some relevant literary terminology will be used with a register that is mostly appropriate.

A good to excellent answer may also:

- judiciously identify and thoughtfully discuss the notions and ideas about a deity or god-like figure in each poet's work with purpose and clarity
- maintain the notion of a deity or god-like figure as the central focus of consideration for both poets' work
- demonstrate strong knowledge and a perceptive understanding of the selected texts through the lens of the focus of the question
- systematically ground the analysis in the chosen texts while integrating evidence seamlessly into the body of the response

- present perceptive and insightful ideas that are well substantiated with some possible evidence of independent and creative thought beyond the mechanics, such as the role of the persona, speaker or cultural/historical context
 - produce a pointed comparative literary analysis that considers effect, specifically to reflect the poet's commentary through imagery
 - provide a coherent structure for the response
 - use clear, varied and precise language with very minor to no lapses in grammar, spelling and sentence structure. Literary terminology will be used correctly and effectively throughout with an appropriate register.
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