

**MARKING NOTES
REMARQUES POUR LA NOTATION
NOTAS PARA LA CORRECCIÓN**

November / novembre / noviembre 2007

ENGLISH / ANGLAIS / INGLÉS A1

**Higher Level
Niveau Supérieur
Nivel Superior**

Paper / Épreuve / Prueba 2

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Provisional marking

During the early period of your marking your team leader (or principal examiner in the case of team leaders) will contact you to discuss the standard of marking and the interpretation of the marking notes. Before this discussion, it is necessary to have provisionally marked (in pencil) about ten scripts.

If your team leader has failed to make contact with you, please try to make contact with him or her yourself, by phone or e-mail. Owing to work commitments and differences between time zones it is often difficult for team leaders to make contact with all examiners in their team.

ASSESSMENT 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 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 in 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 four, you should ensure that these are well founded before awarding a three. The broadness of achievement level three sometimes makes examiners reluctant to award four.

Judgment needs to be used when dealing with lapses in grammar, spelling and punctuations; 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.

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.

All adequate to good answers must include some pertinent detail (described, paraphrased or directly quoted) to support assertions and reveal knowledge of the texts studied. Relevant discussion of literary features must appear in every response. Answers should evince some discernible form of organization and demonstrate standard written English.

Good to excellent answers must be grounded in the features demanded for “adequate” answers, and may go beyond that basis in the ways described below as well as in other, somewhat unpredictable features which show individual thinking and an engaged, well-supported address of the texts.

Drama

1. (a) An adequate to good answer will identify story elements in the plays, either from script or performance. An attempt will be made to describe the relative importance of story to other elements of the drama and ways in which the story is conveyed will be described.

Good to excellent answers will be able, in addition to the above, to calculate the degree to which “story” is important to the drama, and effectively discuss the ways and the effects story and other elements of theatre that complement these elements are used by the dramatists.

1. (b) An adequate to good answer will be able to both define and identify a climax in at least two plays. The candidate should go on to discuss where the climax is placed and the different or similar effects of that placement.

Good to excellent answers will offer a credible and persuasive identification of the climax in at least two plays, arguing as well for the dramatic role of that placement, and making clear the nature and effect of these climactic moments in a comparative fashion.

Poetry

Note: Contrary to previous instructions, answers must not be penalized for using two poems only, providing each poem is by a different poet.

2. (a) An adequate to good answer will cite credible metaphors from the poems, have some sense of how sound effects work or appear to be absent in the chosen poems, and argue credibly in support or rejection of the idea in the prompt.

Good to excellent answers will analyse the individual metaphors in the context of their poems and offer some detailed sense of the way the poet has used sound (metre, free verse, rhyme and the like) or has created powerful metaphorical usage which is primarily derived from meaning.

2. (b) An adequate to good answer will identify and cite some words, phrases and/or lines that have been striking and memorable for the candidate. The analysis offered should connect the citations to techniques by which the candidate has been made susceptible to noting and remembering such elements.

Good to excellent answers will do all of the above, and will do so persuasively and precisely, demonstrating some sophistication in the analysis.

Prose: The Novel and Short Story

3. (a) An adequate to good answer will identify some women’s concerns/perceptions of reality and sketch out how those might be different from those of men. Showing how these are “interesting,” the candidate will identify ways in which writers have used these differences to enhance the quality of their narratives.

Good to excellent answers will be precise and convincing both about naming and exemplifying the concerns, showing how these capture the interest of readers to good effect in constructing interesting narratives.

3. (b) An adequate to good answer will choose credible instances of some or all of these features, making clear both an understanding of them and the use of them by writers to enrich the quality of the narratives.

Good to excellent answers will make convincing choices and show how they add “richer dimensions” to the narrative, making precise analytic observations about their usage by writers.

Prose: Other than the Novel and Short Story

4. (a) An adequate to good answer will make some viable distinctions between literal and sub-textual dimensions of their chosen texts, as well as identifying some issues or stances found in the works they have read. Discussion of the two levels of discourse will be tied to the way ideas are conveyed.

Good to excellent answers will demonstrate a strong understanding of these levels of discourse and provide persuasive examples of their usage by writers to convey important concerns contained in the works.

4. (b) An adequate to good answer will convey a satisfactory understanding of the prompt. Having offered a viable grasp of the terms, the candidate should offer some ways in which the writers have enlivened their texts.

Good to excellent answers may work more closely with such terms of the prompt as “ordinary” or “commonplace” as well as interpret “bristling with energy,” going on to identify what is energetic in the works and why.

General Questions on Literature

5. (a) An adequate to good answer will identify occasions in works which involve either seasons, weather or both and discuss the way they are employed by writers to achieve literary effects.

Good to excellent answers will probe in a more inventive and considered way the literary effects that might be achieved by incorporating weather in literary works.

5. (b) An adequate to good answer will identify situations and/or characters where pairs and doubling are involved in works and discuss the use of such choices to achieve literary effects.

Good to excellent answers will make persuasive choices about the patterns of doubling or pairs and will investigate in what ways authors have made good and effective use of these to enrich literary works.

5. (c) An adequate to good answer will identify the elements of science that are involved in content, plot, characterization and the like and show with some detail how such elements are incorporated in the work and contribute to its effect.

Good to excellent answers will be precise and evaluative about the inclusion of scientific elements of the works and offer some more probing views about how such elements are used by writers to enhance the interest of their works.

5. (d) An adequate to good answer will make a wise selection of purpose or purposes proposed in this prompt and discuss the way they work in the selected works.

Good to excellent answers will examine the proposition, perhaps critique it, and make some application of the ideas or purposes to appropriate works, offering a clear sense of their importance to the total effect of the work.
