



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

**May / mai / mayo 2008**

**ENGLISH / ANGLAIS / INGLÉS A1**

**Higher Level  
Niveau Supérieur  
Nivel Superior**

**Paper / Épreuve / Prueba 1**

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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.**

**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**

The passages for commentary offer candidates a variety of possibilities for analysis and interpretation. The test of any interpretation is that it has to be tied carefully to the words, images and relevant details of the text. Personal response, in the same way, must be tied to the passage.

In the descriptor for level 2, there may be other conditions under which a “2” may be awarded, such as a limited use of evidence or a generally weak response. Substantiation of points may be made but be very weak / superficial.

What is sought by “personal response” is an individual voice and engagement with how the text works. Engaged and individual commentaries will usually make themselves clear by the depth of insight into the text 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**

“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 commentary will be rewarded if it is effective and appropriate. Different conventions are in operation and therefore all approaches (including the linear, (line by line analysis)) 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 passage or poem and by its capacity to integrate these towards the development of an organized and coherent commentary.

**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 breadth of achievement in level three sometimes makes examiners reluctant to award four.

Use judgement when dealing with lapses in grammar, spelling and punctuation; therefore do not unduly penalize.

Mechanical accuracy is only a 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 the 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 1. 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 may still be very good answers.

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

The following elements are particularly relevant to criteria A, B and C

### **Question 1. (a) Poem**

This poem offers a range of possibilities for interpretation, but an essential understanding of the nature of the speakers in the poem must be grasped in order to achieve a 3 in A. Whether the speakers are identified as “the house and its parts” or there is an attempt to identify all of the voices, at least a few need to be identified plausibly. Interpretations which name a child, or a statue, or the couple, for instance, as the speaker cannot achieve a 3.

Satisfactory and good papers, three to four, on a spectrum of increasing precision and detail, **may**:

- show some understanding of the nature of the “speakers” (mirror, clock, for example)
- discuss the situation in the house and the individuals who have left
- comment on the stanzaic structure of the poem and its relation to meaning
- consider the use and effects of some poetic techniques.

Very good and excellent papers, four to five, on a spectrum of increasing sophistication and literary sensibility, **may also**:

- identify more clearly the individual speakers, their qualities, and points they make
- analyse in more depth the presentation of the previous inhabitants of the house, their relationship, and their relationship with the objects
- convey a sense of the cumulative effect of the poetic techniques and their role in building the meaning of the poem.

**Question 1. (b) Prose**

**N.B. An ellipsis has been added to indicate an excision. If candidates comment on this ellipsis, credit should be given for any reasonable interpretation.**

When marking scripts on this passage, examiners need to take care not to reward paraphrase which looks like interpretation.

Satisfactory and good papers, three to four, on a spectrum of increasing precision and detail, **may**:

- comment on the setting, noting the nature of the physical surroundings and the narrator's perception of them
- explore the nature of the situation in which the narrator finds himself and consider how this is conveyed
- show an awareness of the narrative stance
- discuss the suspenseful nature of the mood of the passage and how word choice and detail are used to create tension.

Very good and excellent papers, four to five, on a spectrum of increasing sophistication and literary sensibility, **may also**:

- examine more fully the narrator's situation, drawing into consideration his presentation of himself, his relationship with Ransom, and the cottage itself
  - analyse more fully the narrative stance, for example the narrator's internal monologue, direct address, self-questioning
  - consider in some depth the structure of the passage
  - comment more fully on stylistic elements, such as characterization, sentence structure, imagery, personification, for example.
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