



**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 2**

*These marking notes are confidential and for the exclusive use of examiners in this examination session.*

*They are the property of the International Baccalaureate and must not be reproduced or distributed to any other person without the authorisation of IB Cardiff.*

**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**

“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 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 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.

Judgement 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)**

Adequate to good answers will show some understanding of the terms of the question as they apply to at least two of the plays studied and show with examples how and to what extent comedies expose weakness and/or tragedies reveal strength. They may also show an appreciation of the fact that tragedies may reveal weakness and/or comedies strength.

Good to excellent answers will analyse in greater depth the ‘means’ by which strengths are revealed and/or weaknesses exposed. They will also demonstrate a more sophisticated understanding of comedy or tragedy and perhaps of the ways in which they may overlap.

### **1. (b)**

Adequate to good answers will identify characters in at least two plays who experience a change of status. Using apt examples, they will discuss how such changes reflect ideas and/or values of the playwrights and show some awareness of how the changes are presented. Status may be interpreted fairly flexibly.

Good to excellent answers will explore in depth changes of status in the plays, relating them clearly to the ideas and/or values of the dramatists. They will focus in particular on the means by which changes of status are conveyed and shown to reflect the playwrights’ ideas and/or values.

## Poetry

**Poems should be taken from the works of at least two poets.**

**If a candidate fails to use at least two poets, mark down two levels in both criterion A, Knowledge and Understanding of Works and criterion B, Response to the Question.**

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

### 2. (a)

Adequate to good answers will establish through adequate detail the presence of a voice or voices in poems by at least two poets, forming some judgement of how the use of voice or voices contributes to the overall effect of the poem.

Good to excellent answers will address the concerns of voice, or the lack of, in greater depth, providing a firm argument on the impact of the use of voice on the poems.

### 2. (b)

Adequate to good answers will identify some of the patterns, whether of form or content, that can be used in poetry and discuss to some extent how they have been used and to what effects.

Good to excellent answers will recognize a wider range of pattern and/or show greater discernment with respect to the ways in which pattern has been used.

## Prose: The Novel and Short Story

### 3. (a)

Adequate to good answers will give consideration to the prompt, exploring how various narrative techniques are used to introduce the past into the “present” time of the novel.

Good to excellent answers will look more closely at the prompt, giving emphasis, perhaps, to the idea of “forever” and examining in detail the significance of the past within the context of the work.

### 3. (b)

Adequate to good answers will discuss the endings of at least two works, exploring the meaning of the term “fitting” and its relevance to those endings.

Good to excellent answers will demonstrate a very close knowledge of the endings of the works and form a firm argument as to whether such endings can be considered fitting in the light of what has preceded them.

**Prose: Other than the Novel and Short Story****4. (a)**

Adequate to good answers may make some response to the quotation. If not, they should at least consider how “daily life” can be raised above “the everyday”. Examples of everyday life from the works will be given and it will be shown how in these examples their chosen authors have raised the everyday from the mundane.

Good to excellent answers will show a more perceptive understanding of “high sanctity” or “above the everyday” and will give a more detailed analysis of how the chosen authors have presented the everyday. They may also relate the enhancement of the everyday to the overall concerns of the work.

**4. (b)**

Adequate to good answers will be able to respond to the question by identifying the extent to which some of the strong political and/or ethical views present either directly or indirectly in their works. They should also discuss how and to what extent these views have been made convincing.

Good to excellent answers will be able to analyse how effectively the authors have used strong political/ethical views in the works studied and discuss in much more detail whether or not they are made convincing.

**General Questions on Literature****5. (a)**

Adequate to good answers will show some understanding of the word “nostalgia” and discuss ways nostalgia has been used in the works.

Good to excellent answers may explore more fully the phrase “the lens of nostalgia”, discussing in a sophisticated manner the ways in which nostalgia has been used.

**5. (b)**

Adequate to good answers will be able to show understanding of how a physical setting may be portrayed as a spiritual wasteland and discuss examples of the ways in which writers have used settings to explore this concept.

Good to excellent answers will be able to explore more fully the dimensions of a “spiritual wasteland” and show, in much more detail, how the chosen texts do or do not use urban settings to depict “spiritual wastelands”.

**5. (c)**

Adequate to good answers need to show how sickness can reflect corruption in individuals and/or society and give examples from the works studied of how authors have linked sickness with corruption.

Good to excellent answers will analyse in depth the different ways in which sickness can be used to demonstrate corruption of any kind.

**5. (d)**

Adequate to good answers may employ a variety of approaches agreeing or disagreeing with the quotation and try to apply it to the chosen works, giving reasons for the candidate’s view.

Good to excellent answers may possibly show an understanding of the ironic or humourous nature of the quotation and apply it to the works with much more detail and sophistication.

---