

**MARKING NOTES
NOTES À PROPOS DE L'ÉVALUATION
ESQUEMA DE CALIFICACIÓN**

November / Novembre / Noviembre 2002

ENGLISH / ANGLAIS / INGLÉS A1

**Standard Level
Niveau Moyen
Nivel Medio**

Paper / Épreuve / Prueba 1

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 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. However, 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: 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 punctuation, therefore do not unduly penalize.

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

COMMENTARY – GENERAL

Can candidates score well if they address the guiding questions as a “walk-through”? A perfunctory approach cannot score all fives. However, if the candidate uses them as a starting point to produce an answer, developing them at a sophisticated level, the use of guiding questions can be very helpful.

The poem will challenge the better candidate. The last four lines are problematic. Candidates may or may not recognize the biblical story.

Some candidates are told to write an introduction on the first page, or to leave the first page and then return to it after the essay is written to write their introduction, which accounts for unusual spacing.

In the poem, the examiner may credit a range of possible interpretations.

These notes to examiners are intended only as guidelines to assist marking. 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 penalised as to distort appreciation of individuality.

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

Paper 1 (Prose)

Satisfactory and good papers, three to four, will do most of the following, on a spectrum of increasing precision and detail:

- understand the underlying implications of Bessie’s connections to the detectives
- differentiate different characters and roles
- discuss the use of some detail and diction
- comment on dialogue.

Very good and excellent papers, four to five, will, additionally, do some or all of the following, on a spectrum of increasing sophistication:

- discuss the use of irony, for example, in Bessie’s choices and response
- comment on the presentation of relative values, for example, duty, honesty, morality, honour, loyalty, justice, compassion, in the characters’ words and actions
- talk about melodrama in action and language
- observe the pace and development of the narrative
- include a more sophisticated discussion of detail and diction
- understand to some degree the socio-political implications of the passage.

Paper 1 (Poetry)

Satisfactory and good papers, three to four, on a spectrum of increasing precision and detail, will include most of the following:

- convey a sense of occasion
- identify, to some degree, tone, mood, use of interrogatives, elements of form
- make some reasonable inferences about the speaker
- discuss incorporation of references to nature
- consider the particular use of imagery.

Very good to excellent papers, four to five, on an increasing spectrum of sophistication about poetic speech, will include, additionally some or all of the following:

- the temporal aspects of the poem
 - a sense of how the questioning works to convey meaning and elaborate mood
 - the impact of sound on meaning
 - an evaluation and exploration of the development of tone, mood
 - Some evaluation of the relationship between form and content.
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