

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

November / novembre / noviembre 2007

ENGLISH / ANGLAIS / INGLÉS A1

**Standard Level
Niveau Moyen
Nivel Medio**

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. 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 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.

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 answer will discuss emotional or cognitive appeals or both, citing good examples, going on to rationalise why these appeals can be recognized and how they are delivered theatrically.

A good to excellent answer will do the above but will also venture into more persuasive literary or theatrical analysis of how these appeals have been constructed, placed and delivered.

- (b) An adequate to good answer will clearly identify at least two situations in drama where there is some temporal or cultural dissonance to the candidate and describe/analyse the difference and the ways in which they are delivered.

Good to excellent answers will offer quite refined descriptions of some situations or “explorations,” and analyse effectively the nature of the differences and the dramatic means through which they are communicated to an audience.

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 first of all make clear an understanding of oppositions, or tensions, or both. The candidate will choose poems which demonstrate an application of that understanding, and show to some degree what is contributed by them to the chosen poems.

Good to excellent answers will provide refined and persuasive definitions and examples, going on to argue convincingly for the way poets have used such oppositions and tensions to enliven the poem, arguing with ample and persuasive detail.

2. (b) An adequate to good answer will identify elements such as knowledge, appreciation of beauty, surprise, moral instruction, and the like and show how these elements are presented by the poets.

Good to excellent answers will be more precise in identifying such aspects and more convincing as their view of what is delivered by the poets and how that is achieved by poetic techniques.

Prose: The Novel and Short Story

3. (a) An adequate to good answer will talk about “familiar themes and plots,” (either or both) giving good examples, first of what they consider familiar and then what particular writers have done to enliven such elements in the creation of successful works.

Good to excellent answers will persuasively discuss “familiar elements,” the risks and pitfalls involved in writers using them, and the “successful works” and why they are considered so.

3. (b) An adequate to good answer will effectively describe what “happens” and show the ways in which interest in the examples arises from events OR from other aspects that are more significant than events.

Good to excellent answers will offer an effective way to discuss events or perhaps other aspects in a way that delivers an argument for one position or the other, with persuasive supporting detail.

Prose: Other than the Novel and Short Story

4. (a) An adequate to good answer will make clear the candidate's understanding of both desire and responsibility in a discussion of the conflict and show some integration of these terms and examples.

Good to excellent answers will investigate more fully "potential clash," building on a solid foundation of definitions and showing how these ideas are explored in the works studied. They may also explore the negation of the potential clash.

4. (b) An adequate to good answer will identify ways of presenting people in the works studied. There will be some attempt to analyse the way of portraying people in the chosen works.

Good to excellent answers will possibly move on to comparing techniques and making judgments about the different or similar ways that people are presented in the works, and the effect these portraits have on the whole work.

General Questions on Literature

5. (a) An adequate to good answer will be able to discuss how private and solitary moments and/or public ones are used in the works studied and make some suggestions about the desired effects in the works.

Good to excellent answers will include the above and go on to offer persuasive arguments about choices and effects.

5. (b) An adequate to good answer will name elements introduced early in works and trace their development and/or transformation. An attempt will be made to discuss their effect in terms of unity or surprise. There must be something more than plot summary in the answers.

Good to excellent answers will identify such elements in a detailed and persuasive way and show their effects in literary terms that are convincing.

5. (c) An adequate to good answer will identify the evidence that reminiscence is in play in some literary works and show how writers have used such elements.

Good to excellent answers will consider all of the above but make finer distinctions about different or similar use of reminiscence in the works studied and the techniques used to represent it.

5. (d) An adequate to good answer will identify "difficult questions" and justify their choices, as well as go on to show how such questions operate in the works.

Good to excellent answers will look more closely at why things are to be considered "difficult" and will offer more precise literary analysis about the presentation of these questions.
