



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

May / mai / mayo 2008

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.

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 identify the tensions and their sources in relation to power and discuss how they contribute to the unfolding of the drama.

Good to excellent answers may additionally show deeper understanding of how, and to what ends, the desire for power generates tension in the play. They may also be aware of different kinds of power: economic, physical, psychological *etc.*

1. (b)

Adequate to good answers will agree or disagree with the statement, discussing what makes a role interesting, and give examples of male and female characters in their texts whose roles are equally interesting or not. They should also comment on the techniques which are used to make roles interesting.

Good to excellent answers will analyse in greater depth what is meant by “interesting” and will not merely rely on character sketches. They will also treat with more sophistication the techniques used in the plays to create interest.

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 convey an awareness of the implications of the opening and closing lines and of how the poet guides the reader's response from the beginning to the end. They should know what the opening and closing lines are, even if they can only paraphrase them.

Good to excellent answers may additionally convey a clearer understanding of the relationship between the opening and closing lines and explore in greater depth the means by which the poet guides the reader's response from the beginning to the end.

2. (b)

Adequate to good answers will take up a position regarding the prompt. They will make some attempt to analyse how scenes and/or people have been presented, commenting on the effectiveness of the descriptions.

Good to excellent answers will analyse in depth and in detail poems that describe people or scenery or both and justify fully the stance taken on the prompt.

Prose: The Novel and Short Story**3. (a)**

Adequate to good answers will identify appropriately and with some justification some moments of revelation/understanding. They will discuss some of the means by which such moments have been presented and make an attempt to explore their significance to the work as a whole.

Good to excellent answers may additionally identify with greater justification key moments of revelation/understanding. They may also demonstrate a secure appreciation of the means by which such moments have been presented and offer perceptive insights into how these contribute to a fuller understanding of the works.

3. (b)

Adequate to good answers will demonstrate a reasonable understanding of the nature of family relationships as presented in the plays, their means of presentation and the role they play in the work as a whole.

Good to excellent answers may additionally demonstrate a more perceptive and thorough understanding of the complexities of family relationships, their means of presentation in the works and their contributions to the works as a whole.

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

Adequate to good answers will show understanding of inquiry, reflection or inspiration and make an effort to explore by what means the writers have been able to evoke such an effect. They may also discuss how important one or more of the aspects is in each of the works.

Good to excellent answers may additionally demonstrate a secure understanding of the terms inquiry, reflection or inspiration and show some discernment in discussing the means used in evoking such understanding and their effects on the works. They are likely to compare and contrast the importance of one or more of the aspects in each work.

4. (b)

Adequate to good answers will identify and explain some elements of surprise. They will show some understanding of the role of these elements in the works and pay some attention to the techniques used in creating the surprise.

Good to excellent answers may additionally make a discerning choice of elements of surprise. They may take closer account of how the author has manipulated the surprise for, and impact on, the reader and will show some understanding of the purposes of using these elements.

General Questions on Literature

5. (a)

Note: The question uses the phrase “victors and victims”. Examiners should be prepared to accept and mark without penalty essays that deal with one or the other, or both. Victory over self should be accepted as a valid approach.

Adequate to good answers will identify and explain why certain characters are victors and/or victims. They will discuss some of the techniques used to present them and their function in the work as a whole.

Good to excellent answers will give a detailed and in-depth analysis of the means by which victors and/or victims are presented and the effects of these presentations on the works as a whole. They may additionally show an awareness of how victors and victims are not necessarily exclusive categories.

5. (b)

Note: The word “human” in this question should be read as “character”, but characters that may reflect conditions also experienced by humans. In many responses candidates will probably seek to show how the characters desire not to be dependent on society – that is, to rebel against it. This too is an acceptable approach.

Adequate to good answers will identify the ways in which humans are dependent on the societies in which they live or are independent from them. They will show some of the ways in which the writers have presented this dependence/independence and the effects on the works as a whole.

Good to excellent answers will show a more sophisticated understanding of the statement and be able to give detailed examples of human dependence/independence in a greater variety of forms, the means of their presentation and the effects of these various forms on the works as a whole.

5. (c)

Adequate to good answers will identify some examples of sickness. They will discuss how these are used and their effectiveness.

Good to excellent answers will show a greater awareness of how sickness can be used literally and/or metaphorically. They will be able to analyse in detail the role played by sickness in the works they discuss.

5. (d)

Adequate to good answers will identify the links between the works and their effects on the reader. They will discuss some of the devices used most effectively in creating those links.

Good to excellent answers will provide a more detailed and a more convincingly linked explanation of how the works have influenced the candidate. They will explore in greater depth the devices used by each writer in creating those links.
