



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

November / novembre / noviembre 2009

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.

Judgment needs to be used when dealing with lapses in grammar, spelling and punctuation; 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.** Adequate to good answers will identify abilities or powers of characters and offer some explanation of how these may be exceptional. In addition, they will discern some meaning or effect of these elements in the works.

Good to excellent answers may offer convincing justification for highlighting particular characteristics and will give a more detailed analysis of effects.

- 2.** Adequate to good answers will identify ways in which death is included as an event or an allusion and discuss the role or impact given to the subject by dramatists.

Good to excellent answers may choose more apt examples, probe them to greater depth, or estimate more astutely their effect on the plays or the audience.

Poetry

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

If the 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.

3. Adequate to good answers will identify poems which validate the assertion that they function as “points of departure”, and go on to show where and how the poet has taken the reader into a new experience or perception.

Good to excellent answers may go further to identify clearly different and similar ways in which poets encourage the reader to begin a kind of journey, and analyse the way the journey is developed, both in terms of ideas and of style.

4. Adequate to good answers will identify several instances of departures from convention and attempt to show what is achieved by this license, how it contributes to delivering thoughts and/or feelings to the reader.

Good to excellent answers may be able to cite more precise examples of poetic license, perhaps grouping them in ways that show a clear grasp of the practice, and analysing more closely their role in provoking thought and eliciting feelings.

Prose: The Novel and Short Story

5. Adequate to good answers will choose a limited number of characters to explore in terms of this prompt. The answer will show how the evolution of a character makes it possible for the readers to understand one or more other characters and say something about how the writers have done this.

Good to excellent answers may either look more deeply into at least one set of characters and be able to describe how this mutual process of the evolution of character development is likely to occur, or show the interactions of several complementary processes.

6. Adequate to good answers will explore how time is important to the development of the narrative and show how the passage of time is used to achieve effects such as sustaining the interest of the audience.

Good to excellent answers may be more precise about the significant movement of time in narratives, and show more fully such effects as the creation of suspense or tension.

Prose: Other than the Novel and Short Story

7. Adequate to good answers will identify the presence of power and its relations in the works studied, showing how they have been treated by the writers.

Good to excellent answers may provide more striking instances of the perception or operation of power in the works studied, going on to show how the writers have made use of the possibilities of the subject.

8. Adequate to good answers will make clear an understanding of the terms class and status, going on to exemplify effectively the ways they have been treated by the writers.

Good to excellent answers may also offer more precise distinctions and examples of class and status and assess the effects of these in the works studied.

General Questions on Literature

- 9.** Adequate to good answers will cite instances of frustration or difficulty and attempt to link them to an author’s purpose or intent with the piece.

Good to excellent answers may not only provide specific examples of the situations mentioned in the question but will also explicitly connect those situations to meaningful effects.

- 10.** Adequate to good answers will identify specific technological inclusions in the works they have studied and show how they are treated in ways that point to or develop conflicts or themes in the works.

Good to excellent answers may make more sophisticated choices of technological inclusions in the works they have studied, and be more precise about the development of conflicts or themes through these references and their effect on the works.

- 11.** Adequate to good answers will choose texts that show various relationships to one another and discuss how such connections provide various provocations for the reader or enrich his/her reading experience.

Good to excellent answers may explore in more depth and detail how two or more texts interact in some respects to enhance the experience of the reader.

- 12.** Adequate to good answers will clearly identify instances of embarrassment and/or humiliation in the works studied, provide justification for the labels, and attempt to assess their role in the works.

Good to excellent answers may select more precise or persuasive references to these conditions and provide close analysis of their involvement in the works and their effect on characters.
