

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo 2016

English / Anglais / Inglés
A: literature / littérature / literatura

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 1

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General marking instructions

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 be rewarded appropriately.

Of course, some of the points listed will appear in weaker papers, but are unlikely to be developed.

Instructions générales pour la notation

Ces notes ne sont que simples lignes directrices pour aider les examinateurs lors de la notation. Elles ne peuvent en aucun cas être considérées ni comme un ensemble de réponses fixe et exhaustif, ni comme des approches de notations auxquelles les réponses doivent strictement correspondre.

Les idées ou angles valables qui n'ont pas été proposés ici doivent être reconnus et récompensés de manière appropriée.

De même, les réponses qui ne comprennent pas toutes les idées ou approches mentionnées ici doivent être récompensées de manière appropriée.

Naturellement, certains des points mentionnés apparaîtront dans les épreuves les moins bonnes mais n'y seront probablement pas développés.

Instrucciones generales para la corrección

El objetivo de estas notas para los examinadores es servir de directrices para ayudar en la corrección. Por lo tanto, no deben considerarse una colección de respuestas y enfoques fijos y detallados por la que deban regirse estrictamente todas las respuestas.

Los buenos enfoques e ideas que no se mencionen en las notas para la corrección deben recibir el reconocimiento y la valoración que les corresponda.

De igual manera, las respuestas que no incluyan todas las ideas o los enfoques que se sugieren en las notas deben valorarse en su justa medida.

Por supuesto, algunos de los puntos que se incluyen en las notas aparecerán en exámenes más flojos, pero probablemente no se habrán desarrollado.

1. An adequate to good guided literary analysis will:

- consider how the relationship of the father and son is presented
- explore the presentation of the thoughts and feelings of the narrator in relation to his father and to the moment itself
- explore how stylistic features (such as sentence structure, dialogue, repetition, imagery) help to convey these feelings
- recognise the effect of time – present/past, and the corresponding narrative stance.

A very good to excellent guided literary analysis may also:

- discuss in more detail the complexities of/changes in the father/son relationship
- offer a more detailed discussion of the effect of the shift in narrative perspective (from the childlike reflections to the more mature perspective)
- discuss the idea of time in all its guises (for example, time travel, reminiscing, use of present and past tenses)
- give a more convincing reading of the importance of various stylistic features (for example, how they are linked to convey meaning, or how the rise and fall of tension is produced)
- consider the effect of some elements of genre (science fiction, fairy tale *etc.*)

2. An adequate to good guided literary analysis will:

- show an understanding of the importance of setting and tone in framing the speaker's perspective
- consider how elements of nature are used in the poem
- recognise some links between the first and second parts of the poem
- offer some comment on how the notion of beauty is dealt with in the poem.

A very good to excellent guided literary analysis may also:

- show in more detail an appreciation of how setting and situation act as a catalyst for the speaker's thoughts
 - discuss in greater detail the effects of tone and how it is created
 - show a more developed understanding of the links between the elks and the speaker's reflections
 - comment on the juxtaposition of the dangerous/vulnerable versus inviting and/or pleasant
 - offer an interpretation of the final line's relationship with the rest of the poem
 - engage with the possible philosophical stance of the speaker.
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