

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo 2017

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

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 1

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The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut
	Caret – indicates omission.	Alt+1
	Incorrect point – indicates factual inaccuracies or misinterpretations.	Alt+2
	Ellipse that can be expanded.	Alt+3
	Horizontal wavy line that can be expanded – indicates language errors / incoherence.	Alt+4
	Highlight tool that can be expanded.	Alt+5
	On page comment – justifies application of assessment criteria.	Alt+6
	Unclear content or language.	Alt+7
	SEEN - every scanned page must be annotated or marked as SEEN.	Alt+8
	Good Response/Good Point.	Alt+9
	Vertical wavy line that can be expanded – indicates irrelevance / going off the point.	Alt+0

You **must** make sure you have looked at all pages. Please put the **SEEN** annotation on any blank page, to indicate that you have seen it.

When using the *On Page Comments* annotation, please keep the following in mind:

- Avoid covering the candidate’s own writing. This can be done by writing your comments in the margins then running the arrow attached to the ‘on-page comment’ annotation to the appropriate place.
- Provide all comments in the target language.
- You may provide summative comments at the end of the script, but please do NOT record numerical marks on the scripts.

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 remarques sont de simples lignes directrices destinées à aider les examinateurs lors de la notation. Elles ne peuvent en aucun cas être considérées comme un ensemble fixe et exhaustif de réponses ou d'approches de notation 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 fija y exhaustiva de respuestas y enfoques 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:
- identify some aspects of the presentation of the character of Miss Ferenczi, the reactions of the children and the teacher's motivations
 - discuss how their interaction develops in the course of the passage
 - comment on the use of dialogue and description
 - show some awareness of the humour and of the ideas implied in the passage
 - show some awareness of what the teacher is trying to *do* (for example, challenging students, "thinking outside the box").

A very good to excellent guided literary analysis may also:

- show a more sophisticated awareness of the character of Miss Ferenczi and the reactions of the children
- explore in greater depth the development of the interactions between teacher and children
- discuss in greater detail the use and effects of dialogue and description
- show a more developed awareness of the humour in the passage (for example, "substitute fact", "painstakingly outlined")
- discuss more fully the ideas implied in the passage (for example, the importance of creativity, spontaneity, different perspectives, "thinking outside the box").

2. An adequate to good guided literary analysis will:
- identify the changing attitude of the speaker towards the bat, and the reasons for that change
 - show some awareness of specific phrasing that indicates shift of attitude (for example, "I have maligned thee", "Even fear must yield to love", "piteous face", "the little one that clings")
 - comment on the poet's use of some literary devices (for example, structure, rhyme, diction, metaphor) and their effects
 - show some awareness of the use of contrasts in the poem.

A very good to excellent guided literary analysis may also:

- show a more sophisticated awareness of the speaker's attitude to the bat, including some consideration of the final five lines
 - explore in greater detail the poet's use of rhyme, rhythm, structure and other literary devices, and their effects
 - comment in greater depth on the use of contrasts (for example, "...lovely, though not fair") and on the poem's "strange revelation" with respect to its subject
 - demonstrate an awareness of the character of the narrator as revealed by the style of the poem.
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