

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

**November / novembre / noviembre 2003**

**ENGLISH / ANGLAIS / INGLÉS A1**

**Higher Level  
Niveau Supérieur  
Nivel Superior**

**Paper / Épreuve / Prueba 1**

## 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 C

“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 commentary will be rewarded if it is effective and appropriate. Different conventions are in operation and therefore all approaches (including the linear, line by line analysis) 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 passage or poem and by its capacity to integrate these towards the development of an organized and coherent commentary.

**Reminder:** 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 a 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 the other criteria, and vice versa.

**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 markscheme. 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.**

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 may still be very good answers.

The following elements are particularly relevant to criteria A, B and C.

### Question 1. (a) Prose

The likely danger here is that candidates will devote more time to the ideas about gender than to literary commentary. Good teaching will have deterred some candidates from that approach, but it is almost certain that the real business of literary commentary may be compromised with some candidates. On the other hand, notions about male and female are significant in this passage, and examiners must be careful to avoid too narrow a construction of what is permitted, seeing any consideration of gender issues as some form of unacceptable "feminism" or political criticism. There are many literary approaches and some blends of these are clearly acceptable in this exercise.

Satisfactory papers, three, on a spectrum of increasing precision and detail, should:

- demonstrate relevant consideration of the content
- demonstrate some relevant awareness of issues of gender
- show some awareness of the role of the narrator
- pay some attention to literary features, such as structure, diction etc.

Good papers, four, on a spectrum of increasing precision and detail, should also:

- address the content in a judicious way, noting the hypothetical and speculative blended with the factual
- consider the voice and its attitudes to issues of gender and to the birth of Oliver
- note the impact of diction on the posture of the narrator
- pay attention to structure in terms of such aspects as the progression of ideas and the way sentences are structured, as well as the use of repetition.

Very good to excellent papers, four to five, on a spectrum of increasing sophistication and literary sensibility, should also:

- observe the position of the narrator, on such issues as genetics, character, education, morality, stereotypes, and their impact on the portrayal of Oliver, Mrs Alden etc
- note how values are conveyed, in terms of voice, diction, arrangement and hierarchy
- discuss the concluding authorial intrusion.

**Of course, the characteristics listed above may also be mentioned in weaker papers, but answers may not be developed.**

**Question 1. (b) Poem**

Satisfactory papers, three, on a spectrum of increasing precision and detail, should:

- discuss the narrative and its arrangement into stanzas
- pay some attention to the use of simile and metaphor
- show some awareness of the use of other literary features, such as line structure, war imagery etc

Good papers, four, on a spectrum of increasing precision and detail, should also:

- discuss the structure of the narrative, including a consideration of syntax
- address the voice and its shifting attitude to the events narrated
- discuss the use of imagery to convey the vivid natural backdrop and the behaviour of the boys
- provide some sense of the reflective subtext, the wisdom generated by the failed adventure.

Very good to excellent papers, four to five, on a spectrum of increasing sophistication and demonstration of a sense of poetry, should also:

- offer a detailed consideration and appreciation of the final stanza and its significance to the poem as a whole
- address the effect of the allusions on the subtext
- discuss the ambivalence of the narrative attitude (the play of admiration against deprecation).

**Of course, the characteristics listed above may also be mentioned in weaker papers, but answers may not be developed.**

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