

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

May / mai / mayo 2007

ENGLISH / ANGLAIS / INGLÉS A1

**Higher Level
Niveau Supérieur
Nivel Superior**

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. 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.

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 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)

An adequate to good answer should discuss the quotation identifying the extent to which it applies to the plays they have studied. In addition they will be able to identify the thoughts and feelings of the characters and some of the dramatic techniques by which they are conveyed.

Good to excellent answers may, additionally, show how inner thoughts and feelings help to make the characters convincing, possibly by referring to the way in which the characters convey the author’s message. They will analyse in more detail the dramatic techniques employed and consider their effectiveness.

1. (b)

Note: Answers that refer to specific (and possibly unconventional) productions of a play should be given credit. It is acceptable for an answer to refer to specific or unconventional productions.

An adequate to good answer will should make it clear what is understood by “setting” (stage setting or time and place are equally acceptable) and will be able to describe the setting and how it contributes to the ideas in the plays.

Good to excellent answers may, additionally, discuss “setting” in greater depth and detail and, as well as discussing how it contributes to the plays, may possibly consider the contribution of setting to the plays’ ideas as a whole.

Poetry

Note: Contrary to previous instructions, answers must not be penalized for using two poems only, providing each poem is by a different poet.

2. (a)

An adequate to good answer will name some poetic devices and show how they relate to ideas in the poems, giving some specific examples of the devices themselves and how they are used.

Good to excellent answers may, additionally, show greater sophistication in relating the use of devices to the ideas in the poems and may also consider other ways in which devices contribute to the aesthetic impact of the poem.

2. (b)

An adequate to good answer will show understanding of the word “ambiguity”, is likely to take a position on agreement or otherwise with the quotation, give examples of some ambiguities and discuss how multiple meanings are conveyed.

Good to excellent answers may, additionally, thoroughly explore examples of multiple meanings. They may also give reasons suggesting how and why ambiguity is used effectively in these poems.

Prose: The Novel and Short Story

3. (a)

An adequate to good answer will recognize that the question asks for a discussion of narrative technique, and discuss ways in which particular techniques have been used to hold readers’ attention in the works studied.

Good to excellent answers are also likely to deliver closer consideration of the prompt and to be more judicious in their discussion of narrative techniques, making direct connections between the techniques and the ways in which they are able to hold the attention of the reader.

3. (b)

An adequate to good answer will show a meaningful understanding of the term “crossing boundaries”, identify instances in the works studied and consider how and why such changes are important. There is likely to be a wide variety of interpretations of the term “crossing boundaries”, and these should be accepted (providing that they show a meaningful understanding).

Good to excellent answers will, additionally, show a more sophisticated understanding of the term “crossing boundaries” and discuss extensively the use made by the authors of these changes.

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

An adequate to good answer will identify instances where authors seek to persuade readers to agree with their ideas, and will be able to give examples of some techniques that authors have used in doing so. A variety of techniques are likely to be referred to, ranging from narrative technique to rhetorical devices.

Good to excellent answers will, in addition, analyse in greater depth and detail how various techniques can be used to influence readers.

4. (b)

An adequate to good answer will describe some examples of food and rituals of eating (everyday meals, ceremonies, festivals and so on) and will explore the different ways in which these examples are used in the works studied.

Good to excellent answers will, in addition, discuss in greater depth suitable examples of food and the rituals of eating, analysing and perhaps comparing and contrasting their roles and importance in the text

General Questions on Literature**5. (a)**

An adequate to good answer will consider what is meant by these terms; the point of view of the writer and/or the world as portrayed in the texts are equally acceptable. It will also explain how these views are pessimistic or hopeful or both.

Good to excellent answers may also consider a more subtle range of possible meanings in the terms (pessimistic and disorderly and hope and possibility) and relate these in a focused way to the works as a whole.

5. (b)

An adequate to good answer will probably agree or disagree with the quotation. It will show some understanding of what is meant by conventional values and examples from the text will be given to show how and to what extent conventional values are or are not questioned.

Good to excellent answers may, in addition, show a more sophisticated understanding of what is meant by conventional values, with a more detailed exploration of the degree to which authors criticize or accept those values.

5. (c)

An adequate to good answer will discuss how and to what extent memory features in the chosen works. Memory can be interpreted either as the author’s memories or as the memory created for characters or personas.

Good to excellent answers may, in addition, attempt an interpretation of the opening quotation. They may also assess the effect of the use of memory in the works as a whole and perhaps compare its effect in different works.

5. (d)

An adequate to good answer may demonstrate understanding of the term “objective” and take a position with respect to the proposition, and will argue the extent to which chosen works are objective or not.

Good to excellent answers will, in addition, discuss at a more sophisticated level whether complete objectivity is ever possible in literature and assess with greater acuity the degree to which the chosen works are objective.
