



MARKING NOTES
NOTES À PROPOS DE L'ÉVALUATION
NOTAS PARA LA CORRECIÓN

May / Mai / Mayo 2003

ENGLISH / ANGLAIS / INGLÉS A1

Standard Level

Niveau Moyen

Nivel Medio

Paper / Epreuve / Prueba 2

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.

Criteria B and C

There is also a danger of rewarding or penalizing “analysis” twice in criteria B and C. In criterion B, “analysis” should be evaluated in relation to how it justifies the interpretation(s) offered. In criterion C, “analysis” relates more to discussions on the effects of literary features.

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 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: 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.

These notes from the paper 2 standardisation meeting (17-18 May 2003) supersede the marking notes issued previously.

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.

It should be noted that candidates will be penalized under all criteria (see Examiner Manual, Part 5, Language A1 HL/SL paper 2) if, having studied texts in a specific category, they then answer a question from a different category. However, candidates are free to answer any of the **General Questions on Literature**, using the part 3 works studied.

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.

These apply to all answers below.

Drama

1. (a)

Satisfactory and good papers, three to four, on a spectrum of increasing precision and detail, may:

- give some attention to what “ordinary” means
- identify ordinary characters and what problems befall them
- comment on the ways in which problems are explored
- give some consideration to the success of the play in relation to these.

It is possible that candidates may emphasise “problems” rather than “ordinary individuals”; those who address the latter should be rewarded.

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

- offer a sophisticated discussion on what ordinary and extraordinary can be
- give a detailed analysis of the dramatic techniques used by writers to present problems
- address the statement and make some evaluative judgment, possibly arguing against the quote.

1. (b)

Satisfactory and good papers, three to four, on a spectrum of increasing precision and detail, may:

- describe opening scenes
- discuss the function of opening scenes as introductions to plot, character or other elements
- discuss how these are presented
- make some comparative comment on the predominant elements in opening scenes.

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

- give a detailed analysis of opening scenes, relating them to the play as a whole
- compare in greater detail the dramatic effects of the presentation of opening scenes
- discuss in detail the predominant issues in opening scenes.

Poetry

2. (a)

Satisfactory and good papers, three to four, on a spectrum of increasing precision and detail, may:

- identify and attempt a discussion of the main ideas/themes
- offer some discussion of the poet's use of language and imagery to convey meaning.

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

- give a detailed analysis of the language, form and structure of a poem
- assess in detail various techniques
- analyse and compare in greater depth the examples chosen.

2. (b)

Satisfactory and good papers, three to four, on a spectrum of increasing precision and detail, may:

- give some attention to what “reflect” means
- provide some discussion of the ways in which the poems chosen reflect the world, or not
- give some comment on the literary devices used.

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

- analyse in greater depth the possible meanings of “reflection”
- evaluate whether it is possible to reflect the world in poems, or not
- give more detailed attention to literary features.

Prose: The Novel and Short Story

3. (a)

Satisfactory and good papers, three to four, on a spectrum of increasing precision and detail, may:

- identify and describe the narrative voice in the works chosen
- discuss the role the narrator plays
- show some awareness of how the narrator influences the unfolding of the work.

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

- give a detailed analysis of how the narrator influences understanding
- give detailed comment on the separation of roles of narrator and author
- analyse in detail the effects of this separation on the reader’s understanding
- compare in detail the relative strengths and limitations of the type of narrative voice used.

3. (b)

Satisfactory and good papers, three to four, on a spectrum of increasing precision and detail, may:

- give some definition of “family”
- show some awareness of how the family is presented
- make some comment on what the work derives from the presence, or absence of family, in terms of theme, characterisation, plot, atmosphere.

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

- discuss in detail the literary techniques used to present issues relating to the presence, or absence of family
- explore the resulting impact on the reader and on the work itself.

Prose: Other than the Novel and Short Story

4. (a)

This question may encourage a good deal of narration, but some insightful comments may be present.

Satisfactory and good papers, three to four, on a spectrum of increasing precision and detail, may:

- show some awareness of the basic structure of a work as a shaping device for the particular texts
- discuss some aspects of structure in relation to the writer’s purpose or the reader’s response
- be aware of the similarities and/or differences in the way in which texts have been structured.

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

- demonstrate a secure understanding that structure is interconnected with meaning
- compare the limitations and effectiveness of the structure chosen by the different authors and evaluate their impact
- where different genres have been studied, demonstrate an awareness of the different demands.

4. (b)

Satisfactory and good papers, three to four, on a spectrum of increasing precision and detail, may:

- identify personal elements
- show some awareness of how these elements are presented
- show what the elements reveal about society
- show some awareness of whether the person presented is representative of society or is an outsider.

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

- explore the literary techniques used to present personal elements
- demonstrate a sharper awareness of the social context presented in the works
- discuss in greater detail to what extent and with what effect the personal element is used to shape a work.

General Questions on Literature

5. (a)

Satisfactory and good papers, three to four, on a spectrum of increasing precision and detail, may:

- make some attempt to explain the quotation
- identify the moral issues
- discuss how these are presented
- address the interplay of dualism in texts, eg protagonist, antagonist.

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

- demonstrate a more complex understanding of the implication of the quote
- explore the literary/dramatic techniques used in presenting these moral issues
- explore whether moral issues are presented in an open-ended or closed way.
- discuss in detail the impact of the presentation on the reader.

5. (b)

Satisfactory and good papers, three to four, on a spectrum of increasing precision and detail, may:

- identify and discuss love relationships
- discuss the portrayal of the relationships in terms of the quotation
- compare and contrast the relationships discussed.

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

- demonstrate a more insightful exploration of the different love relationships
- examine more closely the literary techniques employed by the writer
- give a more focussed and sustained comparison.

5. (c)

Satisfactory and good papers, three to four, on a spectrum of increasing precision and detail, may:

- identify different instances/types of contrast
- explore how contrasts are presented
- show some awareness of the significance of contrasts to the purposes of the works as a whole
- offer some comparison of different uses of contrast.

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

- evaluate the effectiveness of the use made of contrast by the writer in the different works compared
- explore in detail how writers have used contrast to further their purposes in the works.

5. (d)

Satisfactory and good papers, three to four, on a spectrum of increasing precision and detail, may:

- identify and describe the relevant aspect in the works chosen
- consider how the aspect is presented
- show its significance to the work as a whole
- offer some comparative, contrasting comment on the works chosen.

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

- examine the above in greater detail
 - give a more focussed and sustained comparison.
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