



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

May / mai / mayo 2009

ENGLISH / ANGLAIS / INGLÉS A1

**Standard Level
Niveau Moyen
Nivel Medio**

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.

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 breadth 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 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 questions 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.

Adequate to good answers will identify relevant dominant individuals or groups and the dramatic conflicts between these and others. In addition candidates should address the means by which these conflicts are created and their significance.

Good to excellent answers will explore dramatic conflicts in greater depth, pinpoint the conflicts within specific scenes and analyse more fully the techniques by which they are presented and their significance.

2.

Adequate to good answers will discuss the quotation and the extent to which it applies to the plays chosen. Some attention should be given to the effects of the literary and/or dramatic features employed.

Good to excellent answers will, additionally, consider closely the tension between aspiration and achievement. They will give a more detailed analysis of how such effects are achieved and their effect on each work as a whole.

Poetry

Poems should be taken from the works of at least two poets.

If the candidate fails to use at least two poets, mark down two levels in criterion A, Knowledge and Understanding of Works.

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

3.

Adequate to good answers will identify some aptly chosen words and demonstrate some awareness of how such words have taken on a deeper meaning, commenting on the impact this has on the poems.

Good to excellent answers will not only show a more sophisticated awareness of how such words have transcended ordinary meanings, but also treat in greater depth the importance of such transformations on the poems as a whole.

Note: Examiners should recognise that “words” can be interpreted in a variety of ways: diction, phrasing, whole thoughts and others.

4.

Adequate to good answers will identify and discuss elements of loss and/or disillusionment in the poems and consider the relevance of these elements.

Good to excellent answers will explore in greater depth and detail the means by which loss and/or disillusionment are presented and their contributions to each chosen poem as a whole.

Prose: The Novel and Short Story

5.

Adequate to good answers will describe some of the settings of each work and the ways in which writers create and use them.

Good to excellent answers may go into greater detail concerning the settings and the techniques used to establish them. They will make deeper and more direct connections between settings and their contributions to the works as a whole.

6.

Adequate to good answers will define what is unexplained or unexpected in the works and identify appropriate examples. They will give some consideration as to how these elements are created and their effects.

Good to excellent answers will analyse in more depth unexplained or unexpected elements in the works and examine more fully the techniques by which they are introduced and their contributions to the works as a whole.

Prose: Other than the Novel and Short Story

7.

Adequate to good answers will consider possible ways (“rules”) of distinguishing fiction and non-fiction. They will provide examples to illustrate their views.

Good to excellent answers will discuss in greater depth the relevance of such ways (“rules”) of distinguishing works of fiction and non-fiction. They will analyse more perceptively examples which support their views.

8.

Adequate to good answers will describe the “injustice” to be considered. They will demonstrate some of the ways in which the writer’s sense of injustice is conveyed and/or the role it plays.

Good to excellent answers may go further in examining writers’ specific views on the examples of injustice identified. They will analyse in greater depth the ways in which these views are conveyed and the impact they have on the works as a whole.

General Questions on Literature

9.

Adequate to good answers will show an understanding of the terms “awakenings” and/or “changes in consciousness” and refer to examples. They will show some awareness of how such phenomena are presented and their effects.

Good to excellent answers will analyse in greater depth the terms “awakenings” and/or “changes in consciousness”. They will demonstrate in more detail how these are achieved and their impact on the works as a whole.

10.

Adequate to good answers will identify objects in their works which may appear trivial but in fact assume an important role. They should note the significance given to such objects and show an awareness of the means by which the writers establish their importance.

Good to excellent answers will explore in greater detail the importance given to apparently insignificant objects, including their relation to the works as a whole. They will analyse in depth the techniques used to establish their significance.

11.

Adequate to good answers will show some understanding of the term “greed”. (A wide variety of interpretations of this term should be accepted.) They will examine to some extent, through apt examples, its relevance in the works.

Good to excellent answers will discuss in greater detail how greed is presented in their texts and its impact on the works as a whole.

12.

Adequate to good answers will offer a definition of abnormal, unusual, difficult or disturbing human behaviour. They will identify examples from their texts and consider how such behaviour is presented and its impact.

Good to excellent answers will analyse in more depth the nature of the abnormal, unusual, difficult or disturbing behaviour and explore more fully the techniques by which such behaviour is conveyed and its effect on the works as a whole.
