



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

May / mai / mayo 2011

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 her or him 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 showing 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 in order 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 in 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 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.** An adequate to good answer will consider whether reading or watching is preferable, and why; or whether both have their place. It will discuss two or more works in terms of what is lost or gained from reading or watching.

A good to excellent answer may show a more comprehensive understanding of the difference between reading and watching and discuss the works studied with specific, detailed references to dramatic effects.

Candidates may refer to stage productions or films.

- 2.** An adequate to good answer will discuss the role and importance of the family relationships in the plays and how these relationships are presented.

A good to excellent answer may probe in greater depth the centrality or otherwise of the family relationships and refer in detail to their dramatic effects.

Poetry

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

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

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

3. An adequate to good answer will identify the poems that captured the candidate’s imagination and explain why. It will show some understanding of the literary techniques which have been used by the poets.

A good to excellent answer may give a more sophisticated understanding and greater literary appreciation of the poems through detailed analysis and precise references.

4. An adequate to good answer will define what is meant by an urban or a natural environment. It will identify two or more relevant poems and explain how such environments are portrayed.

A good to excellent answer may give better examples of such environments and analyse in greater detail the methods and effects of presentation.

Prose: The Novel and Short Story

5. An adequate to good answer will identify the relevant characters and explore the parent/child relationship. It will discuss the extent to which support/damage has occurred and how this has been conveyed.

A good to excellent answer may analyse in more detail the means by which the writers convey these relationships and their roles in the works as a whole.

6. An adequate to good answer will consider whether this statement is true and, if not, identify the literary elements which make it a good work. It will consider the relative importance of all the elements chosen.

A good to excellent answer may present a more sophisticated response to the question, perhaps weighing up and challenging various viewpoints, and supporting the response with more detailed references.

Prose: Other than the Novel and Short Story

7. An adequate to good answer will identify experiences which change writers' outlooks upon life and make an attempt to consider the means by which those experiences are presented.

A good to excellent answer will demonstrate a more sophisticated grasp and detailed analysis of the presentation of life-changing experiences. It may challenge how far those experiences are indeed "life-changing".

8. An adequate to good answer will identify a number of incidents and/or anecdotes in the works and explain how they are used and presented.

A good to excellent answer may discuss in more detail and demonstrate a good understanding of the ways writers have used incidents and/or anecdotes and the impact they have made on the works as a whole.

General Questions on Literature

9. An adequate to good answer will identify the types of aggression and the consequent reactions. It will also consider the ways in which aggression and reactions have been presented.

A good to excellent answer may give a more refined understanding of the reactions to aggression. It may analyse in detail how aggression is used and the means by which it is portrayed. The importance of the role of aggression and the reactions to it may also be discussed.

10. An adequate to good answer will identify two or more works where appearance is not the same as reality. It will describe the means by which these discrepancies are revealed.

A good to excellent answer may analyse in greater detail the way these discrepancies are shown to differ from reality and display a more sophisticated understanding of the importance of this theme in the works as a whole.

11. An adequate to good answer will define good and evil, identify clashes between them and consider some of the means by which they are presented.

A good to excellent answer may explore in greater depth perceptions of good and evil, the possible complexity of the relationship between them and analyse in detail their presentation.

12. An adequate to good answer will identify aspects of writing which are thought-provoking, and consider some of the means by which these aspects are presented.

A good to excellent answer may explore with greater sophistication aspects of thought-provoking writing and analyse in greater detail the means by which such responses are provoked. It may also demonstrate their role in the works as a whole.
