

**Marking notes**  
**Remarques pour la notation**  
**Notas para la corrección**

**November / Novembre / Noviembre 2018**

**English / Anglais / Inglés**  
**A: literature / littérature / literatura**

**Standard level**  
**Niveau moyen**  
**Nivel medio**

**Paper / Épreuve / Prueba 1**

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### General marking instructions

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 should be rewarded appropriately.

Of course, some of the points listed will appear in weaker papers, but are unlikely to be developed.

### Instructions générales pour la notation

Ces remarques sont de simples lignes directrices destinées à aider les examinateurs lors de la notation. Elles ne peuvent en aucun cas être considérées comme un ensemble fixe et exhaustif de réponses ou d'approches de notation auxquelles les réponses doivent strictement correspondre.

Les idées ou angles valables qui n'ont pas été proposés ici doivent être reconnus et récompensés de manière appropriée.

De même, les réponses qui ne comprennent pas toutes les idées ou approches mentionnées ici doivent être récompensées de manière appropriée.

Naturellement, certains des points mentionnés apparaîtront dans les épreuves les moins bonnes mais n'y seront probablement pas développés.

### Instrucciones generales para la corrección

El objetivo de estas notas para los examinadores es servir de directrices para ayudar en la corrección. Por lo tanto, no deben considerarse una colección fija y exhaustiva de respuestas y enfoques por la que deban regirse estrictamente todas las respuestas.

Los buenos enfoques e ideas que no se mencionen en las notas para la corrección deben recibir el reconocimiento y la valoración que les corresponda.

De igual manera, las respuestas que no incluyan todas las ideas o los enfoques que se sugieren en las notas deben valorarse en su justa medida.

Por supuesto, algunos de los puntos que se incluyen en las notas aparecerán en exámenes más flojos, pero probablemente no se habrán desarrollado.

1. An adequate to good guided literary analysis will:

- comment on reactions to the boy by other characters
- say something about how far these reactions change during the course of the passage
- say something about contrasts between “normal” life and the child’s abnormal gift
- make some comment on the structure of the passage.

A very good to excellent guided literary analysis may also:

- show a nuanced sense of interactions within the passage, for example, the ways in which Dr Adair and the boy react to one another; the parents’ apparent lack of understanding about their child
- comment in greater detail on the implied problems of the gifted “outsider”, for example, as revealed in the interplay between the child’s social and mathematical awareness
- comment on the reader’s potential shifting sympathies with certain characters, for example, Mrs Bartholomew
- discuss the narrative structuring of this passage, for example, the link between the opening and closing section.

2. An adequate to good guided literary analysis will:

- make some comment on the unfolding events in the poem
- consider some of the techniques employed
- discuss some of the physical elements described, for example, sea, sky, surf, sand
- show some awareness of the mood of the poem.

A very good to excellent guided literary analysis may also:

- show a more detailed grasp of phases in the narrative
- show a more detailed appreciation of the physical elements in the poem
- show an awareness of some words/phrases, such as “burnt out boat”, “enemy”, “big guns”, “enemy shores”, as suggesting a possible war-time context
- show an awareness of possible religious references in the poem
- interpret the end as literal, metaphorical or both.