

# Marking notes

**November 2022**

**Literature and performance**

**Standard level**

**Paper 2**

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### Assessment criteria

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.**

A maximum of **[5 marks]** may be awarded for each of the five 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, 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 4, you should ensure that these are well founded before awarding a 3. The broadness of achievement in level three sometimes makes examiners reluctant to award 4.

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*.

**1. An adequate to good answer will:**

- identify examples of symbolic language in each poet's work and define the key ideas
- attempt to keep symbolic language and the key ideas explored as the focus of consideration for both poets' work
- demonstrate sound knowledge and understanding of the selected texts through the lens of the focus of the question
- provide plausible and relevant ideas that are mostly grounded in the texts
- ensure the literary features of each poet's work are identified, some plausible interpretation is provided and some comparative analysis of how those features are used to create meaning
- provide structure and some coherency for the ideas presented with some evidence of successful integration of supporting examples
- use language that is clear and coherent with only a few lapses in grammar, spelling and sentence structure. Some relevant literary terminology will be used with a register that is mostly appropriate.

**A good to excellent answer may also:**

- judiciously identify and thoughtfully explore symbolic language and its use with purpose and clarity
- maintain the key ideas as the central focus of consideration for both poets' work
- demonstrate strong knowledge and a perceptive understanding of the selected texts through the lens of the focus of the question
- systematically ground the analysis in the chosen texts while integrating evidence seamlessly into the body of the response
- present perceptive and insightful ideas that are well substantiated with some possible evidence of independent and creative thought beyond the mechanics, including ideas such as tone, motif, and point of view
- produce a pointed comparative literary analysis that considers effect, specifically to reflect the poets' commentary on the key ideas
- provide a coherent structure for the response
- use clear, varied and precise language with very minor to no lapses in grammar, spelling and sentence structure. Literary terminology will be used correctly and effectively throughout with an appropriate register.

**2. An adequate to good answer will:**

- identify the literary devices in each poet's work and define the message communicated as a result
- attempt to keep ideas, attitudes and the literary techniques employed as the focus of consideration for both poets' work
- demonstrate sound knowledge and understanding of the selected texts through the lens of the focus of the question
- provide plausible and relevant ideas that are mostly grounded in the texts
- ensure the literary features of each poet's work are identified, some plausible interpretation is provided and some comparative analysis of how those features are used to create a message for the reader
- provide structure and some coherency for the ideas presented with some evidence of successful integration of supporting examples
- use language that is clear and coherent with only a few lapses in grammar, spelling and sentence structure. Some relevant literary terminology will be used with a register that is mostly appropriate.

**A good to excellent answer may also:**

- judiciously identify the literary devices employed by the poets and thoughtfully define the message communicated with purpose and clarity
- maintain the message identified as the central focus of consideration for both poets' work
- demonstrate strong knowledge and a perceptive understanding of the selected texts through the lens of the focus of the question
- systematically ground the analysis in the chosen texts while integrating evidence seamlessly into the body of the response
- present perceptive and insightful ideas that are well substantiated with some possible evidence of independent and creative thought beyond the mechanics, including ideas such as tone, mood, point of view
- produce a pointed comparative literary analysis that considers effect, specifically to reflect the poets' creation of a message through literary devices
- provide a coherent structure for the response
- use clear, varied and precise language with very minor to no lapses in grammar, spelling and sentence structure. Literary terminology will be used correctly and effectively throughout with an appropriate register.

**3. An adequate to good answer will:**

- identify and define the thrill of adventure presented in each poet's work
- attempt to keep adventure (as it has been defined by the student) as the focus of consideration for both poets' work
- demonstrate sound knowledge and understanding of the selected texts through the lens of the focus of the question
- provide plausible and relevant ideas that are mostly grounded in the texts
- ensure the literary features of each poet's work are identified, some plausible interpretation is provided and some comparative analysis of how poetic features are used to create the thrill of adventure. Literary features could include literary techniques (motif, rhythm, punctuation) and literary form (descriptive writing, structure)
- provide structure and some coherency for the ideas presented with some evidence of successful integration of supporting examples
- use language that is clear and coherent with only a few lapses in grammar, spelling and sentence structure. Some relevant literary terminology will be used with a register that is mostly appropriate.

**A good to excellent answer may also:**

- judiciously identify the thrill of adventure presented in each poet's work and its respective use with purpose and clarity
- maintain the thrill of adventure (as it has been defined by the student) as the central focus of consideration for both poets' work
- demonstrate strong knowledge and a perceptive understanding of the selected texts through the lens of the focus of the question
- systematically ground the analysis in the chosen texts while integrating evidence seamlessly into the body of the response
- present perceptive and insightful ideas that are well substantiated with some possible evidence of independent and creative thought, such as articulating the collective effect of the imagery presented, thus leading them to discuss other relevant stylistic effects, such as tone, motif, and point of view
- produce a pointed comparative literary analysis that considers effect, specifically to reflect the poets' commentary on the thrill of adventure
- provide a coherent structure for the response
- use clear, varied and precise language with very minor to no lapses in grammar, spelling and sentence structure. Literary terminology will be used correctly and effectively throughout with an appropriate register.

**4. An adequate to good answer will:**

- identify in each poet's work the language, tone and mood, and define the relationships communicated as a result
- attempt to keep relationships as the focus of consideration for both poets' work
- demonstrate sound knowledge and understanding of the selected texts through the lens of the focus of the question
- provide plausible and relevant ideas that are mostly grounded in the texts
- ensure the literary features of each poet's work are identified, some plausible interpretation is provided and some comparative analysis of how those features are used to reflect relationships. Features could include: tone, symbolism, metaphor, simile
- provide structure and some coherency for the ideas presented with some evidence of successful integration of supporting examples
- use language that is clear and coherent with only a few lapses in grammar, spelling and sentence structure. Some relevant literary terminology will be used with a register that is mostly appropriate.

**A good to excellent answer may also:**

- judiciously define the relationships in each poet's work and identify the language, tone and mood and their respective use with purpose and clarity
- maintain relationships as the central focus of consideration for both poets' work
- demonstrate strong knowledge and a perceptive understanding of the selected texts through the lens of the focus of the question
- systematically ground the analysis in the chosen texts while integrating evidence seamlessly into the body of the response
- present perceptive and insightful ideas that are well substantiated with some possible evidence of independent and creative thought beyond the mechanics, including ideas such as the role of the persona or speaker
- produce a pointed comparative literary analysis that considers effect, specifically to reflect the poets' commentary on relationships through the use of language, tone and mood.
- provide a coherent structure for the response
- use clear, varied and precise language with very minor to no lapses in grammar, spelling and sentence structure. Literary terminology will be used correctly and effectively throughout with an appropriate register.

**5. An adequate to good answer will:**

- make a sound attempt to define and address reflections of personal experience in each poet's work
- attempt to keep reflections of personal experience the focus of consideration for both poets' work
- demonstrate sound knowledge and understanding of the selected texts through the lens of the focus of the question
- provide plausible and relevant ideas that are mostly grounded in the texts
- ensure the literary features of each poet's work are identified, some plausible interpretation is provided and some comparative analysis of how those features are used to reflect personal experience. Literary features could include literary techniques (motif, symbolism, personification) and literary form (descriptive writing, structure)
- provide structure and some coherency for the ideas presented with some evidence of successful integration of supporting examples
- use language that is clear and coherent with only a few lapses in grammar, spelling and sentence structure. Some relevant literary terminology will be used with a register that is mostly appropriate.

**A good to excellent answer may also:**

- judiciously identify reflections of personal experience and its respective use in each poet's work with purpose and clarity
- maintain the reflections of personal experience as the central focus of consideration for both poets' work
- demonstrate strong knowledge and a perceptive understanding of the selected texts through the lens of the focus of the question
- systematically ground the analysis in the chosen texts while integrating evidence seamlessly into the body of the response
- present perceptive and insightful ideas that are well substantiated with some possible evidence of independent and creative thought beyond mechanics, including other relevant stylistic effects, such as tone, motif, and point of view
- produce a pointed comparative literary analysis that considers effect, specifically to reflect the poets' commentary on personal experience
- provide a coherent structure for the response
- use clear, varied and precise language with very minor to no lapses in grammar, spelling and sentence structure. Literary terminology will be used correctly and effectively throughout with an appropriate register.

**6. An adequate to good answer will:**

- identify in each poet's work the features of the works and define the visual impression/s communicated as a result
- attempt to keep the creation of visual impressions as the focus of consideration for both poets' work
- demonstrate sound knowledge and understanding of the selected texts through the lens of the focus of the question
- provide plausible and relevant ideas that are mostly grounded in the texts
- ensure the literary features of each poet's work are identified, some plausible interpretation is provided and some comparative analysis of how those features are used to reflect the creation of visual impressions. Features could include tone, symbolism, metaphor, simile
- provide structure and some coherency for the ideas presented with some evidence of successful integration of supporting examples
- use language that is clear and coherent with only a few lapses in grammar, spelling and sentence structure. Some relevant literary terminology will be used with a register that is mostly appropriate.

**A good to excellent answer may also:**

- judiciously define and explore the creation of visual impression/s and its respective use, with purpose and clarity
  - maintain creation of visual impressions as the central focus of consideration for both poets' work
  - demonstrate strong knowledge and a perceptive understanding of the selected texts through the lens of the focus of the question
  - systematically ground the analysis in the chosen texts while integrating evidence seamlessly into the body of the response
  - present perceptive and insightful ideas that are well substantiated with some possible evidence of independent and creative thought beyond the mechanics, such as the role of the persona or speaker
  - produce a pointed comparative literary analysis that considers effect, specifically to reflect the poets' creation of a visual impression
  - provide a coherent structure for the response
  - use clear, varied and precise language with very minor to no lapses in grammar, spelling and sentence structure. Literary terminology will be used correctly and effectively throughout with an appropriate register.
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