

# **Marking notes**

## **Remarques pour la notation**

## **Notas para la corrección**

**November / Novembre / Noviembre de  
2022**

**English A: language and literature**  
**Anglais A : langue et littérature**  
**Inglés A: Lengua y Literatura**

**Higher level and standard level**  
**Niveau supérieur et niveau moyen**  
**Nivel Superior y 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 features which all answers must include.

Answers which do not follow the approach suggested in the guiding question, but have provided an alternative formal or technical focus should be rewarded appropriately in line with the assessment criteria.

### **Instructions générales pour la notation**

Ces notes ne sont que simples lignes directrices pour aider les examinateurs lors de la notation. Elles ne peuvent en aucun cas être considérées comme un ensemble fixe et exhaustif de caractéristiques que les réponses doivent présenter.

Les réponses qui ne suivent pas l'approche suggérée dans la question d'orientation, mais qui ont adopté un autre angle technique ou formel doivent être récompensées de manière appropriée, conformément aux critères d'évaluation.

### **Instrucciones generales para la corrección**

El objetivo de estas notas para los examinadores es servir de directrices a fin de ayudar en la corrección. No deben considerarse un conjunto fijo y exhaustivo de características que deban estar presentes en todas las respuestas.

Las respuestas que no sigan el enfoque recomendado en la pregunta de orientación, pero posean un enfoque alternativo, de carácter formal o técnico, también deberán ser valoradas de acuerdo con los criterios de evaluación.

1.

Text type
Cartoon
Elements of the text significant for analysis
<ul style="list-style-type: none"> <li>• the use and effect of visual features (especially the vivid imagery, colour, contrasting colors, characterisation, captions <i>etc</i>)</li> <li>• the use of informative language (facts, examples, quotes, short simple sentences such as “This was a disaster” <i>etc</i>) to appeal to both emotion and reason</li> <li>• the manner in which tone is used to both inform and influence the audience (can comment on humour, imagery, and the use of informal language such as “goo”)</li> <li>• the use of point of view (particularly the singular to first person plural, the generalisation of experience and the use of pronoun) and self-reflection to emphasize a serious message</li> <li>• the integration of information and the adventure narrative to draw attention to the complex issue of climate change</li> <li>• the use of diction to highlight the drama and tension of the narrative (<i>eg</i> active verb phrases such as, “churning darkness”, “spat out”, “I ran screaming”)</li> <li>• the use of personification to create tension and sympathy in the audience</li> <li>• the use of the complex metaphor of war “with ourselves” to highlight the self-destructive nature of human dependency on plastic</li> <li>• the use of the motif of transformation in underlining the moralising nature of the text</li> <li>• use of weather to create a foreboding atmosphere</li> <li>• increasing sense of scale (thousands to millions) highlighting an escalating crisis and fostering a sense of urgency.</li> </ul>

2.

Text type
Article
Elements of the text significant for analysis
<ul style="list-style-type: none"> <li>• the use of narrative and imaginative story-telling to illustrate the rich background of an otherwise taken for granted vegetable</li> <li>• the use of structure (paragraphing, creative sub-titles, rhythm <i>etc</i>) to build a complex argument about modern culture, inviting the audience to slow down and appreciate nature</li> <li>• the use of a light, playful tone in order to deliver information in an accessible, interesting way</li> <li>• the use of informative language and complex scientific, historical, and etymological information to highlight the didactic purpose of the text</li> <li>• the use of humour and conversational style (informal language, simple sentence structure, hypophora, exclamations and interjections eg, “OK, not exactly”) to invite the reader into the discussion</li> <li>• the use and effect of figurative language such as simile, hyperbole, rhetorical question <i>etc</i></li> <li>• the manner in which the journey of the personified cauliflower is juxtaposed to the practical function of the cauliflower as food and the effect this has on the audience</li> <li>• the use and effect of diction to highlight the elevated (“superstar”), yet “humble” status of the cauliflower</li> <li>• the title, particularly the word “Ode”, lending a poetic and reverent quality to the article</li> <li>• the allusion to Thanksgiving to emphasize and encourage a sense of gratitude.</li> </ul>