

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo 2016

**English / Anglais / Inglés A:
language and literature /
langue et littérature /
lengua y literatura**

**Higher level
Niveau supérieur
Nivel superior**

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 notes ne sont que simples lignes directrices pour aider les examinateurs lors de la notation. Elles ne peuvent en aucun cas être considérées ni comme un ensemble de réponses fixe et exhaustif, ni comme des approches de notations 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 de respuestas y enfoques fijos y detallados 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. Text A and text B

The common theme of the two texts is the damage we are doing to our environment. The first text is a webpage version of a brochure produced by an Australian NGO concerned about the future well-being of mankind. The second is an extract from the webpage of an American political cartoonist that includes a three-frame cartoon.

An adequate to good analysis will:

- recognize the text types and the main purposes of the introduction to the brochure of Text A and the webpage with cartoon strip of Text B as well as referring to authors, potential audiences and contexts
- identify the common theme of the texts whilst drawing attention to some significant differences, for example, make some comment on the crisis situation depicted by the cartoonist and contrast it perhaps with the forward planning envisaged by the authors of the brochure, or recognize the pessimism and cynicism of Text B, the emphasis on understanding and collective action in Text A, or other significant differences of approach to the problem in the two texts
- make some observations about the very different diction, style or register of Text A and Text B drawing attention to examples of the serious, informative and persuasive nature of Text A in contrast to the satire of the cartoon strip, the interrogative mode of its caption and perhaps the cynicism of the reader's comment in Text B
- make some comparative comment about the structure of the texts including their visual features and what these contribute to reception of the texts (for example, those that encourage dialogue with readers as well as text layout, banners, logos, sidebar, *etc*) in both texts
- perhaps make some concluding comment about the strikingly different responses to the common theme presented in these two texts.

A good to excellent analysis may also:

- make more detailed comments about audience, purpose and context
- summarize more fully how the two texts approach the topic and comment in more detail on how differently they respond to the damage we are doing to our environment, contrasting, for example, the collaborative, caring, "biosensitive" approach promoted in Text A with the selfish panic depicted in Text B
- make more detailed observations about the differences between the language and the style of the two texts as well as between the two distinct voices in Text B
- make more detailed observations and comments about some of the structural, visual and layout features of the texts, commenting more fully for example on details in the cartoon strip and their effects, or on the header and menu of the FFF webpage
- offer some comparative comment about the contrast between these proactive and reactive responses to the dangers the planet faces.

2. Text C and text D

The common theme of the two texts is what both authors see as the coming revolution of the poor against the rich. Both texts are warnings, the first in the form of a poem from the perspective of the poor in America in 1916, the second an opinion piece in the form of a memo taken from an online political magazine in 2014 by an American plutocrat.

An adequate to good analysis will:

- identify the nature of the two texts (poetic and journalistic) and the common theme of inequality between rich and poor leading to revolution. Recognize and give examples of some of the ways in which both texts warn
- make some comparisons about how the poor and the rich are represented in the two texts; contrast the two first-person points of view and note some of the ways in which their approaches to the common theme differ. Summarize the message that each text has for readers
- make observations about some of the differences in historical and social context
- make some observations about the similarities and differences of the means used to convey a message, referring for example in Text C to the use of direct address, to the prose style and to some of the poetic devices such as personification in Text C, to the idiomatic, personal and conversational style of Text D, and more generally to the very different styles of diction
- make some comment about the structure of the poem and the visual features of Text D, particularly the effect of its main image.

A good to excellent analysis may also:

- explore in more detail what makes for very different points of view by relating the texts to their contexts. Note that while the poem focuses on exploitation, the online article emphasizes inequality. Note also the similarities: both texts put strong emphasis on the potential power of the people and on the way history repeats itself
 - referring to context, examine in more detail the very different forms used to convey a message of warning, considering more fully the effects of poem layout and webpage visual features. Identify more precisely what audiences they may be intended for
 - comment further on the stylistic aspects of both texts, for example on the tone of the two texts, the rhythm of the free verse style, the enumeration, capitalization of nouns, *etc*, in Text C, on the image of the pitchfork, the use of autobiographical elements, historical precedents, statistics, quotations, *etc* in Text D
 - offer a comment for example about the contemporary relevance of the common theme or about the effect of the warnings on the reader
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