

Marking notes

Remarques pour la notation

Notas para la corrección

November / Novembre / Noviembre de 2023

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
Appeal
Elements of the text significant for analysis
<ul style="list-style-type: none"> • the use of imagery (nature, green colour, low-angle shots of elephants in which many are eating <i>etc.</i>) to complement and support the written text • the manner in which the text functions as an appeal through the use of pathos, emotive language and the passive voice (“was captured”, “imported” <i>etc.</i>) • the use of informative language (facts, statistics <i>etc.</i>) and an infographic with simplified figures and icons to provide information, enhance tone, and appeal to the audience • the use of capitalisation (“Veterinarian”, “Caregiver”, “YOU” <i>etc.</i>), bold font and enlarged quotation to draw the reader’s attention • the use and effect of anthropomorphism (e.g., the characterisation of the “geriatric residents” with human names, “arthritis” and “stiff joints”) • the use of photographs (Tange, Billie, Billie’s trunk reaching for watermelon, Minnie, Debbie) to emphasize the elephants’ unique personalities • the use of anecdote and narrative voice to underline the message of the text and encourage contribution to the charity • the sense of familiarity created with the audience through the tone (the subtle appeal of a personal letter from the CEO, the shortening of the organisation’s name to “The Sanctuary” <i>etc.</i>) • the manner in which an atmosphere of security and safety is created through the allusion to a care home for the elderly (“residents”, “Caregiver”, “safe haven” <i>etc.</i>) • the inclusion of transactional details and structural elements to underline the legitimacy and reliability of the text (e.g., columns, sub-titles, enumeration) • the self-praising nature of the text (“well-maintained”, “restaurant-grade”, “gold-standard” <i>etc.</i>) highlighting the Sanctuary’s superior approach to animal care juxtaposed with the broader issue of wild animals in captivity • the addition and effect of the logos of accredited animal-care organizations (Association of Zoos and Aquariums and Global Federation of Animal Sanctuaries) to increase the credibility of The Elephant Sanctuary.

2.

Text type
Sports column
Elements of the text significant for analysis
<ul style="list-style-type: none"> • the manner in which a distinct tone and narrative voice is created in the text through the author’s appreciation for the sport of netball and criticism of Australian sporting culture (e.g., negative representation of sporting fans and of certain sports such as UFC) • the use of image and text to represent netball as a dynamic and vibrant sport apparent in the vivid action and colour of the image (Higher-ability candidates may highlight the static nature of players in the image and how this is used to further criticise the failure of Australia’s other more high-status sports) • the use of informal language, colloquialisms and idioms such as “Aerial Ping-Pong” and “cop a spray” to engage the audience and generate humour • the use of quotation and exclamation throughout the text to engage the audience in the topic as well as create a stereotypical image of the average Australian sporting fan • the use of rhetorical question in the title and the text to encourage participation in the debate and provide a reflection on Australian sporting culture • the use and effect of figurative language such as extended metaphor, personification and simile (“the favourite child... its siblings”, “like hens’ teeth” <i>etc.</i>) • the use of “we” and “our” to build a rapport with the audience and evoke a sense of commonality and ownership over the sport of netball • the use of direct address (e.g., “you should get down...”) to encourage audience participation while highlighting the local nature of the text • the use of short sentences to intensify the sharpness of the tone (“we all like it” <i>etc.</i>) • the use and effect of informative language common to a sports report (e.g., the nickname of national team, the name and time of the national competition, where it is being televised) • the use of irony and humour to criticise current sporting culture in Australia (e.g., imagery of the UFC fighter punching the author, netball having “a merry old time”) • the use of patriotism to stoke national pride (e.g., “our national hearts”, “our national team”) along with the suggestion of an Australian sporting family • the manner in which the author does not provide a satisfactory answer to the question posed in the title and how this affects the meaning of the text.
