

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

**May / Mai / Mayo de 2018**

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

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

**Paper / Épreuve / Prueba 1**

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The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut
	Caret – indicates omission.	
	Incorrect point – indicates factual inaccuracies or misinterpretations.	
	Ellipse that can be expanded.	
	Horizontal wavy line that can be expanded – indicates language errors / incoherence.	
	Highlight tool that can be expanded.	
	On page comment – justifies application of assessment criteria.	
	Unclear content or language.	
	SEEN - every scanned page must be annotated or marked as SEEN.	
	Good Response/Good Point.	
	Vertical wavy line that can be expanded – indicates irrelevance / going off the point.	

You **must** make sure you have looked at all pages. Please put the **SEEN** annotation on any blank page, to indicate that you have seen it.

When using the *On Page Comments* annotation, please keep the following in mind:

- Avoid covering the candidate’s own writing. This can be done by writing your comments in the margins then running the arrow attached to the ‘on-page comment’ annotation to the appropriate place.
- Provide all comments in the target language.
- You may provide summative comments at the end of the script, but please do NOT record numerical marks on the scripts.

### 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.

## Text 1

The text is an editorial from the online *Washington Times*, July 15 in response to recent shark attacks on the east coast of the USA coinciding with “Shark Week” on the Discovery Channel.

An adequate to good analysis will:

- identify that the text type is an editorial (or opinion) on a website and show knowledge of some of its conventions
- identify the target audience as, for example, readers of the *Washington Times* or web-users interested in shark attacks, “Shark Week” or sharks generally
- recognize that the context and the reason the editorial was written is the coincidence of shark attacks on bathers with the transmission of a series of TV programmes about sharks
- show a general understanding of the key purpose: to persuade readers that the fear of sharks is irrational and due to media coverage of shark attacks and to human attitudes to sharks generally
- make some comments about the way the editorial is structured
- give some examples of the type of arguments the editorial uses to persuade readers to agree with its point of view. Perhaps refer to the way the editorialist takes the side of the shark and tries to put the phenomenon of human reactions to shark attacks into historical perspective
- comment on how the diction and tone lends a persuasive edge to the piece, for example: the statistical arguments, the references to historical context, the assertions (“nobody’s fault”), the criticism of the media’s obsession with blood
- comment on the critical yet humorous tone of the editorial, referring, for example to cultural allusions, pathos, hyperbole, parenthetical remarks, use of slang
- include some comment about the layout and design, for example: the title, tabs, social media logo as well as the image and its caption

A good to very good analysis may also:

- demonstrate greater familiarity with the text type and some of its conventions (for example: impersonal style, link to current news of concern to readers, clear exposition of the problem, arguments supported by facts, unequivocal expression of opinion, criticism)
- demonstrate deeper insight into the target audience, for example, an educated reader, as indicated by the level of language and with some awareness of pop culture, etc.
- show understanding of wider aspects of the context, for example, awareness of the ecological impact, the internet context, the historical context, the modern need for entertainment
- show understanding of how the editorial combines news of recent shark attacks with a criticism of sensationalist media coverage as well as of the attitudes of television viewers
- comment more perceptively on the structure of the text in terms of the conventions of editorials
- make more detailed comments on the type of arguments the editorial uses to persuade readers, with particular emphasis perhaps on the way it relativizes the current news by putting the phenomenon of shark attacks into historical perspective; its mockery of human folly; its defence of the shark
- analyse in greater depth the way diction and tone is used, particularly humour, to make the opinion of the *Washington Times* clear to the reader and to entertain, for example, commenting perhaps on the use of hyperbole and its effects on the reader
- comment further on the title, noticing, for example both the use of alliteration, of wordplay and irony, and perhaps on the odd choice of illustration and caption used.

## Text 2

The text, in the form of an “insider’s guide”, is taken from a Tasmanian tourist website advertising adventure holidays to young people.

An adequate to good analysis will:

- identify type of website, its general promotional purpose and target audience (people looking to escape from their busy/stressful lives; possibly young professionals seeking adventure)
- analyse the interplay of image, layout and language, for example, how the images support the purpose, contribute to the sense of wonder and mystery conveyed
- recognise that the writer’s tone is both awestruck and reassuring, and that the text seeks to convey wonder to readers about the world inside (for example, through the use of superlatives, statistics, historical perspective), in contrast with the assumptions made about the hectic lives they lead in the world outside (for example, through comic exaggeration and contrast)
- comment on the effect of the use of pronouns (you, we) and on other features of persuasive writing (hyperbole, simile, alliteration)
- comment on the way language is used to inform as well as to persuade (facts, explanations)
- comment on the headline, banner, tabs, including the first image, the writing on it and how these features support the purpose

A good to very good analysis may also:

- make more detailed comments about the type of website, its participative nature (“map your story”, “insider’s guide”) and the audience it seeks to appeal to
  - comment on the context, for example, the internet context, the ecological, the socio-historical
  - give more detailed consideration to the interplay of text and image, paying particular attention perhaps to analysis of the first image and its invitation to “Enter Tasmania’s Labyrinth”, to the use of colours, to the contrast within and between images as well as to the contrasts used in the text itself (for example, between the modern world and the world of nature, between present and distant past, outside and inside, surface and depth, dark and light)
  - make more detailed comments about the structure, layout and visual features of the guide and the way they attract the reader
  - make more detailed comments on the writer’s diction and style, including tone, that clearly show the assumptions she is making about the target audience and their expectations
  - analyse in more detail the stylistic features and persuasive devices used by the writer, for example: the address used; enumeration; the metaphor of medicine; references to Australian culture; historical allusions, the connotations of “labyrinth”.
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