

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo de 2021

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

Standard and higher level
Niveau moyen et supérieur
Nivel Medio y 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 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
Article
Elements of the text significant for analysis
<ul style="list-style-type: none"> • the evocative description of the setting parallels the love of the food, whilst the lively tone of the introduction draws the reader in • the presentation of food as linked to family and culture • the presentation of food as cross cultural and also able to traverse social groups • the sensory description of ‘cool breezes’ and ‘tamarind mango trees’ romanticises the tandoori food and as such creates a sense of nostalgia around it (as does the black and white image at the top of the article: if included) • the use of language and stylistic features including diction, imagery and sonic effects, such as sibilance, are used to create a colourful and multi-dimensional image of an Indian community • the use of the plural pronoun ‘we’ creates a sense of a shared experience: as such the language is used to convey ideas about Indian culture and tandoori cooking as part of its historical heritage and also a meal that brings people together • this article contains both historical background whilst also being instructive, this parallel structure proves educational on a number of levels and is therefore effective in broadening the readers ‘eating’ horizons • the use of verbs to describe the specificity of the cooking processes shows the care taken to cook this food correctly and in keeping with traditions, this extends the idea of tandoori food being part of Indian heritage and how it is thought about in a nostalgic way • the description of the meat being lean and cooked in a healthy way appeals to audiences as much today as when it was first written • through the description of the use of alternatives to a tandoor oven, this article offers broad appeal to anyone wanting to cook their own tandoori food • gustatory imagery is used for ‘mild herbal flavour’ to appeal to a Westernized palate • the structure of the article is designed to move across a range of aspects of Indian culture • the use of tone ranges between informative, nostalgic and lyrical, conveying the richness of the Indian culture • the choice of diction used in this article, whilst linked to Indian food is more closely aligned with the lexical set of food more broadly, as such it seems to make this food seem accessible to all • the use of language to convey ideas about Indian culture and how this is represented in tandoori cooking as part of its historical heritage and also a meal that brings people together • the use of diction such as ‘tender and moist, imbued with a sweet smoky aroma’ creates a strong sensory image combined with an opulence that is created through the combined use of the tricolon and sibilance • the shift in tone at the end of the article is worthy of note: going from descriptive and lyrical to factual. • Remember: Context is not assessed in Paper 1. In itself, it is not a choice or feature. If addressed, it must link clearly to the analysis of choices/features and/or interpretation of implications

2.

Text type
Infographic
Elements of the text significant for analysis
<ul style="list-style-type: none"> • the green boxes represent steps – these signal an increase in activity at the same time as the children increase in years, the use of images and layout here is effective in reinforcing the message to be increasingly active as you get older. Extended analysis here might consider the concept of getting fit one ‘step at a time’, thus conveying the message that you can build fitness • use of colour: is used in a similar way to a traffic light system, green conveys health, amber conveys the priorities (time active and to get very young children moving more), whilst red are the areas we need to take care of, our heart and baby health • font, the use of bold in the initial boxes, highlights the results of these actions, whilst also drawing our attention to the imperative tricolon that conveys the importance of the message/instruction in this infographic • the simplicity of the images enable access to this text by all ages and cultures, as the message is universally intelligible. It is also, notably accessible by the targeted age group – and the fun images allow caregivers to communicate to young children through drawing on the images as models of what children need to do • the asexual characters are gender neutral and in turn universally encourage all children to be more active • the minor heading connects the link between physical activity, wellbeing and happiness • the minor heading also infers that being fit is part of being ready for school, and in turn introduces a sense of societal pressure. Extended arguments here might consider the role of the Government in driving forward their agenda of improving health and fitness in society • the images focus on social benefits/skills of fitness activities, with many images containing more than one person • ambiguity of “every movement counts”: this could be applicable at any and all levels of fitness, as such, the phrase is timeless whilst making even small differences seem valuable • chosen 180 minutes rather than 3 hours – implies it is more attainable • the positioning of the benefits of exercise at the top of the page prioritise this as most important • the disproportionately large clock face infers time is moving on, the amber colour acts as a warning, together could be read as a time to act. Combined with the imperative tone, there is a sense of urgency here • discussions on audience reactions could range from being simplistically useful, to intrusively patronising • there is scope for students to analyse the ‘bigger picture’ here and the agenda behind this infographic; considering that whilst this appears simplistic and child friendly, the real message is about a much more serious societal health crisis • the structure of the text itself lends itself to being read (like a prose text) in as much as readers will begin at the left and read to the right, whilst the growing columns of boxes shows the increasing fitness levels, arguably conveying this as a natural progression. • Remember: Context is not assessed in Paper 1. In itself, it is not a choice or feature. If addressed, it must link clearly to the analysis of choices/features and/or interpretation of implications