

Marking notes
Remarques pour la notation
Notas para la corrección

May / Mai / Mayo 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. The War for Kindness – Podcast

Text type
Podcast
Elements of the text significant for analysis
<ul style="list-style-type: none"> • theme of empathy as a rewarding challenge (oxymoron/paradox in title of podcast, “The War for Kindness,” reinforces this idea) • genre: podcast as oral text (informal tone, conversational language, such as “anyone can do this,” etc.) • the use of everyday language, despite the status of the speakers, makes the conversation accessible and inclusive and invites the listener to feel part of the discussion • structure of text/how speakers build their case for empathy • the fact that Santos and Zaki are professors/doctors adds credibility • stylistic features used to bolster argument i.e., the use of facts/statistics adds reliability • persuasive nature of text and implicit purpose/double intention of marketing Zaki’s book • instructive/didactic nature of text • the text within the podcast logo/cover forms the image of a smiling face; yellow colour reinforces happiness and positivity • language equates empathy with humanity: “people are waiting for a chance to be human” • positive semantic field: “positive,” “boost to our well-being,” “caring,” “happier,” “less stressed,” “less depression” “remarkable,” “powerful,” “cultivate” • negative semantic field: “war,” “uphill battle,” “cruel,” “exhausted,” “fractured,” “hate,” “disconnection,” “yelling,” “judging,” “debating,” “frustration,” “tears,” “racist,” “awful” • the use of violent imagery, “giant tire fire,” reflects how group belonging can quickly and dangerously turn to social division; implication that empathy equates with peace • the use of anecdotal evidence adds accessibility and credibility • the use of historic evidence shows trends over time; time references in text show devolution of empathy • use of pronouns “we” and “you” show inclusivity and suggest responsibility • discussion of social media (Facebook), 7th grade, university, and parents appeals to younger audience; mentioning 1979 and marriages appeals to older audience • the use of the word “cultivate” suggests a growth-mindset and encourages a listener response • the use of the phrase, “which is not easy,” models empathy for the listener • personal details about the author’s life, work, and experience sets an intimate tone (“my friend”) as though the speakers and the listeners were all friends.

2. Saving Money Infographic

Text type
Infographic
Elements of the text significant for analysis
<ul style="list-style-type: none"> • possible audiences and how the text appeals to them: young vs old; masculine vs feminine; more monied/financially literate to less monied/financially illiterate • simplistic images appeal visually to a younger audience • emojis are relatable and resemble what is used in text-messaging • takeaway meals and coffee speak to young(er) adults while reference to wine speaks to older audience; people can begin saving at any age • effect of two hands belonging to two different individuals and possible interpretations (human touch, one hand as savers and one as Foresters, different ages and professions, etc.) • structure of text: at first, the infographic seems only informative/instructional/didactic— basing its appeal in supposedly scientific information/advice about savings; it is only at the end that its advertising/persuasive aspect appears; this method helps to draw a broader/more general audience before making a sales pitch • this infographic appears on a website, which would indicate that readers have already clicked on the site, expressing initial interest in the company or in savings strategies; the strategy to not include an advertising appeal until the end helps to build trust with potential new friendly society members • tone of text is friendly, kind, and helpful, reinforcing congeniality/collegiality of friendly society • suggestions for how to save money (from moving money at the start of pay period to moving money at end of pay period) appeals to those with different spending habits • focusing on the word “free” allows Foresters members to feel they are getting a “deal” • use of green colour to represent growth, money, wealth, or luck • use of yellow/gold colour to represent happiness, positivity, wealth, etc. • contrasts in colour - colour yellow/gold contrasts with secondary pastel colours, allowing gold to direct the eyes on the page and showcase what’s most important and different shades of green) • simple, familiar icons and symbols rich in meaning allow for quick takeaways (e.g., image of pig for savings and clock representing the passing of time) • words such as “research,” “neuroscience,” and “strategy” suggest scientific authority • sources listed at bottom bolster credibility • opening statistic (57% of savers feel optimistic) is weak: if 57% of savers feel optimistic, 43% of savers, then, do not feel optimistic; could undermine credibility • tip that successful savers don’t save for a specific purpose (under number 3) stands in conflict with image of money earmarked for specific savings goals of travel, car, house, etc. (under number 2); could undermine credibility • gold coins in small, unorganized piles at beginning of infographic turn into large, organized pile at end of infographic (shows visual of savings accrual); plus and minus signs reinforce this • facial expression of pig is happy, reinforcing positive representation of the need to save • the three-stage approach models saving and makes saving seem as simple as 1-2-3 (reductional approach) • use of pronoun “you” speaks directly to the reader and promotes engagement • language devices such as imperatives, rhetorical questions, and call to action • arrows and vertical lines direct the readers’ gaze and flow of information.