

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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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 comment** 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 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
Infographic
Elements of the text significant for analysis
<ul style="list-style-type: none">• the use of colour to reinforce the sense of movement towards an alternative mode of transport and an arguably more environmentally friendly method• the use of simplistic drawings to reiterate the ease of travelling short journeys• the use of urban settings to convey the relevance to city dwellers as much as rural areas• the use of a world map to convey the scale of this appeal• the use of graded colour to convey a sense of shift• the use of the images to reinforce the damage being done to the environment (darker smoke cloud)• the use of graphs visually reinforcing the reduction of CO₂ emissions and also the use of “megatonnes” and “trillion” to reinforce the scale of this issue• the use of images linked to the imperatives to clarify the message• the use of bold text and arrows to create a narrative structure that incorporates the images• the use of terminology regularly associated with global warming: “emissions”• the use of emotive language “we could avoid” “and save cities” to encourage readers to take action• the use of imperatives in the “six ways to change” to increase the force of the tone used here being aimed at the government driven infrastructure• the use of subtle witticism in the reference “shifting to cycling” with its play on the word “shifting” referencing both the upturn in gears and also the movement towards cycling by the intended audience• the use of “if” to highlight the conditionality of the change• the use of inclusive pronouns “if we shift to modest” which positions the reader as being part of a joint endeavour• the reference to the “potential” for change imposes only a subtle pressure on the reader and keeps them engaged with the optionality of taking action• the use of rhetorical techniques such as logos in the presentation of statistics and ethos in the banner at the base of the text which shows it to be a reliable source.

2.

Text type
Article
Elements of the text significant for analysis
<ul style="list-style-type: none"> • the use of the repeatedly negative “No” in the title immediately establishes an instructive tone whereas the use of personal pronouns later in the text are more persuasive in nature • the use of exclamative and reported speech: “Eat this! Don’t eat that!” recreates the sense of contradictory advice in circulation and the repeated use of the title “we first have to relearn the art of eating” is aimed at convincing the reader that this article will provide clearer answers for their dietary needs • the use of emotive language “comforting shadow” is persuasive in that the reader is likely to identify with this image • the reference to both “psychology as much as nutrition” is partially convincing as it seems to be based on reasoning beyond the obvious, although more able students may unpick this further to suggest that this is still not persuasive as there is not, at this stage in the article, any actual evidence of this • the author uses contrast to dispose of long held myths around food: “there’s a near-universal conviction that it is not possible to learn new tastes and shed old ones. Yet nothing could be further from the truth” • the use of casual idioms such as “it’s all up for grabs” helps this to appeal to the average person although more able students might dissect this further to engage with the persuasive nature of this statement suggesting that ultimately it is up to the individual to shape their food habits, as such this uses sub text to make the reader question their own choices • the use of scientific evidence is reassuring and appeals to the reader’s sense of logos: “In 2010, two consumer scientists argued that the taste preferences of childhood provided a new way of thinking about the causes of obesity” • more able students might discuss how placing the blame on food companies who create a self-perpetuating cycle is less persuasive as this sense of counter blame denounces the reader’s sense of responsibility. However, other students might reference the semantic field of language around negative food associations as undermining the food choices provided by these companies: “monotonous flavour”, “sweet and salty industrial concoctions” • the emotive use of “simple fact” that is linked to the title phrase, makes this article’s “point” seem as though it is the only correct one, as such this is persuasive by its nature • the use of humour and rhetoric towards the end of the article allows the reader to recognise their own actions in a way that is persuasive rather than discouraging: “Is broccoli really so terrible that it must be concealed from innocent minds?” • the final declarative sentence is aimed at establishing a new approach to food choice which is arguably persuasive in its use of “cleverer thing” and “consciously” which some students will be able to unpick as presenting those who follow this route as being more “present” and “intelligent” in their choices • the use of persuasive techniques such as voice and the first person plural to speak directly to the audience and create a sense of inclusion.