

# **Marking notes**

## **Remarques pour la notation**

## **Notas para la corrección**

**May / Mai / Mayo de 2024**

**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
Blog
Elements of the text significant for analysis
<ul style="list-style-type: none"><li>• extended metaphor of bees links picture and written text throughout the blog</li><li>• tone: personal, informal, playful, and encouraging but also challenging, authoritative, assertive, commanding, and instructive</li><li>• alliteration (“brains behave like a beachball filled with bees”; “from Edison to Einstein”)</li><li>• tricolons / polysyndeton (“exercise <i>and</i> learn Spanish <i>and</i> go out for pizza”; “Google <i>and</i> Amazon <i>and</i> Facebook”)</li><li>• references to famous and successful people and companies</li><li>• bold headings, italics, short sentences, short paragraphs</li><li>• synthetic personalization/pronoun use (“you”/ “we”)</li><li>• attention-grabbing title (uses cliché of “follow your dreams”) but prefaces it with a conditional/negative and imperative verb use, which adds interest and challenge</li><li>• call-to-action</li><li>• irony: “curse” of the great idea; “put it off” (ironic to be pushing procrastination to achieve success)</li><li>• playful use of scientific language, mathematical formulas, and graphs to create logos, conveying the serious underlying message that these tips can work like a science if followed</li><li>• simple cartoon images with simple colour palette simplifies message</li><li>• bulleted list with action points</li><li>• structural features: subheadings, banner with navigation bar, juxtaposition of pictures and words, problem-solution narrative</li><li>• audience of blog: assumption is that readers see career “success” as their goal; the blog targets this readership</li><li>• irony of such an audience seeking self-help, or a wider point about society’s reliance on technology and experts to guide our lives.</li></ul>

2.

Text type
Comic
Elements of the text significant for analysis
<ul style="list-style-type: none"> <li>• use of a comic to convey accessibly and economically scientific information</li> <li>• narrative style is used in both text and image</li> <li>• first panel sets up story and raises interest in the topic; middle panel conveys scientific information; last panel concludes story with humorous note</li> <li>• drawings distinguish and suggest different nationalities (highlighting international quality of space work)</li> <li>• largest image is of astronaut with a tee shirt and disheveled hair with strange device on forehead; piques curiosity</li> <li>• colour: blue in middle panel colour of the sky; green and pink dialogue help reader keep track of who is speaking and also suggest stereotypical gender in machines</li> <li>• imagery: last image shows EPM greyed out in background like a gravestone –insinuating the “grave” effects of not sleeping</li> <li>• inclusivity: EPM is depicted to be wearing lipstick, making the two machines comply with stereotypical depictions of male and female; people of different racial backgrounds are also represented in drawings</li> <li>• personification of robots humanizes the experiment and makes science seem fun</li> <li>• readers can relate/empathize with Biolab robot who finds scientific information boring which can offer comic relief as they continue to read on</li> <li>• icons of sunsets and daily human activity simplify the concept of circadian rhythms, making the science accessible and relatable</li> <li>• Biolab is shown sleeping with drool coming out of its mouth (along with Zzzzzs) to play with the idea that a scientific lecture is boring, while ultimately sending the message that it is not</li> <li>• use of storytelling to engage readers</li> <li>• opening dialogue of MP3 player piques interest, increases relatability, and demystifies</li> <li>• storytelling done through the “voices” of machines</li> <li>• bold words: break up chunks of text and focus reader’s attention on most important points</li> <li>• humour: points out the irony of Biolab falling asleep while EPM is talking about the importance of sleep (reinforcing the need for sleep); the term “spaced out” is used as a humorous pun to elicit concern for Astronaut Kanai and build interest for readers.</li> </ul>

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