



**MARKING NOTES
REMARQUES POUR LA NOTATION
NOTAS PARA LA CORRECCIÓN**

November / novembre / noviembre 2014

**ENGLISH / ANGLAIS / INGLÉS A:
LANGUAGE AND LITERATURE /
LANGUE ET LITTÉRATURE /
LENGUA Y LITERATURA**

**Higher Level
Niveau Supérieur
Nivel Superior**

Paper / Épreuve / Prueba 1

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Question 1

This question asks candidates to compare a diary entry by Samuel Pepys, September 2, 1666 to a home page news report, “Conditions cool as fires devastate Tasmania” from the online Australian Broadcasting Corporation news service, January 4, 2013, both of which concern accounts of incidents caused by a devastating fire.

An adequate to good analysis will:

- discuss some of the commonalities of the two texts, such as the coverage of the fire, the inclusion of first-hand accounts, the giving of locations and conditions of the fire, the significance of wind and water
- discuss some of the things that clearly distinguish one text from the other, such as the differences in time and place and the resulting cultural/contextual implications, the personal and narrative nature of the diary account as opposed to the more objective third person news account, and the differences of purpose and audience that are implied by “diary” and “news service”
- examine the two text types, noting some techniques of each (*eg*, manner of indicating time and place, points of view, use of language, organization of information, titles, headings, links, photographs, *etc*) and discussing the differences in the effects these techniques create
- consider what a devastating fire reveals about the human predicament in two different cultures.

A good to excellent analysis may also:

- consider further the commonalities of the texts, observing, perhaps, that in both instances human intervention is at a disadvantage against the powers of nature, that the emotive power of the texts is vested in personal accounts, and that there is a clear distinction between the point of view of those involved in the peril (the Lord Mayor and David from Primrose Sands) and those out of harm's way (Pepys and ABC news writer)
- offer a more thorough and detailed analysis of the two text types noting for example that the diary entry uses highly descriptive diction, active verbs, transitions marked by “so” that build in intensity and noting, perhaps, that the news article is structured around the title with a balance of good news and bad news, and that the pictures, the “Gallery” and the other embedded links open up the account, as do the multiple points of view
- offer a detailed analysis of the contexts of the two texts considering, perhaps, the differences of handling a crisis in a culture dependent on orders from a king and a privileged few, as opposed to a culture where there are community services and media to assist people
- offer a more thorough consideration of audience and purpose, taking note of the fact that the diary was published more than 100 years after the writer’s death.

Question 2

This question asks candidates to compare a cartoon essay by Darryl Cunningham from *Science Tales: Lies, Hoaxes, and Scams* (2012), to letters to the editor on “Dire Predictions About Climate Change” from *The New York Times*, 15 May 2012, both of which explore climate change.

An adequate to good analysis will:

- note the commonalities of the two texts, such as the focus on climate change, the controversy over global warming, the attempt on the part of all to persuade the reader to a particular point of view, the global nature of the problem, the use of point of view and perspective to make a case, *etc*
- note some of the distinctions between the two texts, such as the use of a cartoon as a vehicle to explore the ideas of climate change as opposed to the juxtaposition of opinions in the letters of the op-ed column, the explanatory approach of the cartoon as opposed to the use of assertion in the opinion letters, but assertions which collectively offer a somewhat balanced range of opinions held by the newspaper readers, the more “entertaining” or calm approach of the cartoon as opposed to the much more heated nature of the letters to the editor, and the more pointed discussion of economic concerns in the op-ed letters than the implications about the role of economics in the cartoon
- comment on the shared contexts of time and place for these two texts
- discuss the two text types, analyzing some features of each and the effects of those features in regard to audience and purpose, *eg*, the cartoon as “essay,” the sense of “voice,” the use of picture, perspective and scale to convey meaning, captions, use of a stimulus, prose style, format, tone, single versus multiple points of view, *etc*
- discuss some of the issues evident in the cartoon and the letters: individualism, environmentalism, capitalism, education, self-interest versus global interest, *etc*, and the way they are presented
- discuss differences of purpose as deduced from the effects of the features of the two text types.

A good to excellent analysis may also:

- consider the juxtaposition of these two text types, that while the newspaper may hope to offer “balance” in its editorial choice of which letter to print in order to include an array of opinions about a controversial issue, the letters may seem to underscore the early premise of the cartoon essay, that forming opinions on local or current issues is not helpful when discussing a topic of enormous global and temporal implications
- offer a more thorough and perceptive analysis of the techniques (and their effects) of the two text types, considering that the cartoon offers a variety of approaches (voice, pictures, drawings, statistics, details, *etc*) and perspectives (local/global, past/present, far/near, forest/ skyscrapers, *etc*) creating numerous layers of meaning, and considering the individual style, tone and bias of the letters to the editor
- examine in greater depth and detail the contexts of the two texts and what these contexts imply about the issue of climate change

- offer a more detailed and perceptive interpretation of audience and purpose: perhaps commenting on the title of Cunningham’s book, or the fact that in the cartoon audience is implied to be the reader, but also a smiling child and a penguin, expanding the possible purposes of the text, and perhaps that while the op-ed piece clearly focuses on readers of *The New York Times* editorial pages, the positions of some of the writers may suggest further impacts.
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