

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre 2015

English / Anglais / Inglés A:
language and literature /
langue et littérature /
lengua y literatura

Higher level
Niveau supérieur
Nivel superior

Paper / Épreuve / Prueba 1

These marking notes are **confidential** and for the exclusive use of examiners in this examination session.

They are the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of the IB Assessment Centre.

Ces remarques pour la notation sont **confidentielles**. Leur usage est réservé exclusivement aux examinateurs participant à cette session.

Ces remarques sont la propriété de l'Organisation du Baccalauréat International. Toute reproduction ou distribution à de tierces personnes sans l'autorisation préalable du centre de l'évaluation de l'IB est **interdite**.

Estas notas para la corrección son **confidenciales** y para el uso exclusivo de los examinadores en esta convocatoria de exámenes.

Son propiedad del Bachillerato Internacional y **no** se pueden reproducir ni distribuir a ninguna otra persona sin la autorización previa del centro de evaluación del IB.

These notes to examiners are intended only as guidelines to assist marking. They are not offered as an exhaustive and fixed set of responses or approaches to which all answers must rigidly adhere. Good ideas or angles not offered here should be acknowledged and rewarded as appropriate. Similarly, answers which do not include all the ideas or approaches suggested here should be rewarded appropriately.

1. This question asks candidates to compare "The Monkey's Fiddle," a South African folktale of indeterminate origin, to an article, "The secret power of music education" by Anne Lierse from a Victorian Principals Association publication, *Leadership in Focus*, in September 2012, both of which examine the power of music.

An adequate to good analysis will:

- indicate that though these two text types are from very different times and places, they seem to have commonalities in their depictions/discussions of the power of music
- comment on the audience and purpose of the two texts as indicated by their internal contexts, provenances and text types, noting that the folktale is easily understood by a wide ranging audience that is entertained by its narrative, while the article is aimed at an educated and informed audience concerned with music education
- explore some of the characteristics of the folktale, (use of animals with human characteristics, vague indications of time and place, plain writing style, use of magic, inferred lesson, *etc*) and how the text conveys the power of music in a simple and amusing way
- comment on some of the characteristics of the article, (*eg*, picture, format, fonts, word choice, sentence structure, use of data and quotations from sources, its authoritative tone, *etc*) and discuss how such characteristics help to shape a forceful argument about the necessity of music in education.

A very good to excellent analysis may also:

- discuss further how the power of music is uniquely displayed in each text
- offer a more thorough analysis of the two text types, comparing and contrasting storytelling with the argumentative article and discussing the implications each has for time, place and audience
- compare the intuitive understandings offered in the tale in contrast to the explicit understanding that is offered in the article
- offer a convincing comparison/contrast of the power of music as conveyed by these two texts.

2. This question asks candidates to compare a July 19, 1869 journal entry by John Muir to a page from the *Thunderstorms, Tornadoes, Lightning... A Preparedness Guide* brochure, published by the US National Weather Service in 2013, both of which discuss the stages of a thunderstorm.

An adequate to good analysis will:

- comment on some of the similarities of the two texts, for example the intent to discuss the development, occurrence and dissipation of a thunderstorm; the offering of descriptive information; and an awareness in both texts of scientific elements
- comment on some of the differences between the two texts: the personal, imaginative nature of the journal as opposed to the straightforward, clearly depicted elements in the brochure; the use of imagery as opposed to images; linear narrative as opposed to bullet points, headings and illustrations
- explore some of the specifics of the journal: the personal narrative, the subjective nature of the account, the quite poetic use of language, *etc*
- explore some of the specifics of the brochure: its purpose and how that is conveyed by the way it is organized and illustrated
- discuss the differences in purpose in relation to the contexts in which the texts were produced.

A very good to excellent analysis may also:

- explore further the features of the journal, such as the anthropomorphism, the emphasis on sight and sound, the use of onomatopoeia, alliteration, repetition, complex sentence structure, *etc*
 - explore in greater depth the features of the brochure, such as page layout, the graphs, the contrast of specific data in the graph to the "life cycle" summary in the text, *etc*
 - compare and contrast the tone of the two texts, exploring further the nature of objective and subjective approaches to the dissemination of information
 - consider closely the 19th and 21st century contexts and the impact those contexts have on the reader's response.
-