

MARK SCHEME

English A L&L Paper 1 TZC

General Assessment Criteria & Marking Guidelines

- **Total Marks:** 40 Marks (20 Marks per Guided Analysis).
- **Time:** 2 hours 15 minutes.
- **Assessment Rubric (Applied independently to each text analysis):**
 - **Criterion A: Language, structure, and text type** (5 marks)
 - **Criterion B: Understanding and interpretation** (5 marks)
 - **Criterion C: Analysis and evaluation** (5 marks)
 - **Criterion D: Focus and organization** (5 marks)

TEXT 1: Comic Strip ("Ecollusion" by Nina Paley)

Guiding Question: *How and to what effect are text and image used in this comic strip?*

General Notes for Examiners

Candidates should analyze how text and visual elements interact to create satirical meaning regarding corporate "greenwashing" and consumer self-deception. Accept any insightful, well-supported analysis that addresses the relation between text and visual mode.

Key Potential Points of Analysis

1. Structure, Framing, and Visual Layout

- **Panel Layout & Progression:** The sequential structure guides the reader from the realization of a problem (the burden of stuff/consumerism) to a corporate solution, and ultimately to a satirical critique.
- **Top Banner Visual Motif:** The initial header displays everyday material objects (lamp, TV, mug, shoe, keyboard, teddy bear) labeled as "STUFF!". The cartoonish, exploding text establishes an overwhelming material presence.
- **Visual Framing of Corporate Intervention:** The middle section introduces "STUFFCORP" and the "ECO-STUFF™" seal, utilizing bold typography and radiant background rays to mimic high-energy advertising campaigns.

2. Interaction of Text, Imagery, and Satire

- **Internal Conflict vs. Consumer Realization:** The protagonist's speech bubble ("BUT GIVE UP CONSUMING?! DO I HAVE TO?!") visually captures personal reluctance, setting up the vulnerability that advertisers exploit.
- **Irony & Greenwashing:**
 - The transition from standard products to "eco-" alternatives (e.g., *eco-lamp*, *eco-tv*, *eco-gadget*) shows identical items merely receiving green labels and higher price tags (\$\$).

- The text directly mocks consumer naive optimism ("OOOH... PRETTY!", "I'M HELPING THE ENVIRONMENT!") juxtaposed with identical visual products.
- **Punchline / Conclusion:** The final asterisk note ("*THE LITTLE BITTY MARKUP THAT PAYS FOR A GREAT BIG DELUSION!*") explicitly links the corporate strategy (markup) with consumer psychological denial (delusion).

TEXT 2: Concert Review ("AYO National Music Camp 2024: Concert Review 1")

Guiding Question: *How and to what effect does the text use descriptive language?*

General Notes for Examiners

Candidates should focus on how Caitlin Annesley uses rich, vivid, dynamic, and sensory descriptive language to elevate a youth orchestra performance to professional acclaim.

Key Potential Points of Analysis

1. Diction, Sensory Imagery, and Metaphorical Language

- **Violent/Kinetic Imagery:** Words like "*rollercoaster*", "*G-force*", "*shocking*", "*frightening intensity*", and "*gut-punch*" evoke high energy, force, and physical impact. This redefines high-culture orchestral music as thrilling and visceral.
- **Contrast in Tone & Texture:**
 - Contrast between the aggressive performance of Ligeti ("*earth-shattering*", "*brazen energy*") and the string ensemble ("*delicately ethereal*", "*gorgeous sound*").
 - **Analogy:** The Alexander Orchestra performance described as a "*brisk morning run*" vs. the "*evening calm*" of the Brislan ensemble emphasizes structural variety.

2. Rhetorical Devices and Perspective/Purpose

- **Opening Framing (Adjective Triad):** Opening with quoted buzzwords ("World-class", "Amazing", "Virtuosic") creates a frame of reference that the author immediately validates through the review.
- **Subversion of Stereotypes:**
 - The phrase "*It's good for a youth orchestra*" is introduced as a condescending stereotype.
 - The short, punchy concluding lines ("*That's not just good for a youth orchestra. It's good for an orchestra.*") deliver a decisive statement on the musicians' skill level.
- **Institutional Alignment:** The enthusiastic, celebratory language serves the broader organizational context of the Australian Youth Orchestra blog, promoting young artistic excellence.

IB PAPER 1 ASSESSMENT RUBRIC (Descriptors Summary)

Criterion A: Language, structure, and text type (5 Marks)

- **4–5:** Precise and nuanced choice of terminology; command of relevant formal and stylistic aspects; insightful understanding of text type conventions.
- **2–3:** Adequate choice of terminology; basic understanding of formal/stylistic aspects and text conventions.
- **0–1:** Little or no relevant terminology; negligible understanding of text type conventions.

Criterion B: Understanding and interpretation (5 Marks)

- **4–5:** Insightful and convincing interpretation; excellent support using relevant citations/textual references; clear comprehension of subtle meanings.
- **2–3:** Satisfactory interpretation; general understanding supported by appropriate references.
- **0–1:** Superficial understanding; frequent misinterpretations or lack of direct evidence.

Criterion C: Analysis and evaluation (5 Marks)

- **4–5:** Perceptive evaluation of authorial choices (textual/visual/descriptive techniques) and their explicit/implicit effects on the audience.
- **2–3:** Adequate analysis of textual features and their general effect.
- **0–1:** Description rather than analysis; purely summary-based.

Criterion D: Focus and organization (5 Marks)

- **4–5:** Structure is logical, cohesive, and tightly focused on the guiding question (or chosen focus); seamless transitions throughout.
- **2–3:** Generally organized structure with basic continuity; mostly focused on the prompt.
- **0–1:** Disorganized, lacking logical sequence or clear focus.