

Assessment Language A: language and literature teacher support material

 [\(flat-tsm.xql?doc=d_1_a1lan_tsm_1105_1b_e\)](#)

Example 2: Paper 1 – SL

Please note the paper used to generate this sample was presented to the student in colour, and the student has commented on this in response. However, at present, the paper 1 exam **will not make use of colour; students will be presented with black and white papers only**. This situation is under regular review and may change in the future.

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“Where to stay”. 5 November 2010. http://www.wheretostay.com/caribbean/antigua_and_barbuda/guide-c4-Antigua_and_Barbuda.html.

Examiner’s comments

Criterion	A	B	C	D	Total
Marks available	5	5	5	5	20
Marks awarded	4	5	4	4	17

In paper 1, SL students are required to write an analysis on one previously unseen text, commenting on audience, purpose, the significance of any contexts provided and the use of linguistic and literary devices. Structure and use of text type should also be addressed.

Criterion A: Understanding of the text

This criterion assesses the student's understanding of the text, its type and purpose, as well as possible contexts. The sample shows a good understanding of the text. The student realizes that this is a web page, that it is intended to persuade the reader to visit this particular location, and that it integrates various techniques to augment that persuasion. The student comments on audience. **That the text is intended for richer people looking for a "unique holiday spot" is supported by direct references to the text, but a bit closer analysis would also have revealed the "comfy hideaways favored by sailors" and opened, perhaps, a more detailed discussion of audience.** The **contrasts between the two islands and the manner in which this was expressed in the advertisement could have been explored further as well.** Nevertheless, this student offers many valuable observations and these observations are generally well supported, with an understanding of how **features of the text type (background, white space, type size, colour and links) shaped that meaning.**

Criterion B: Understanding of the use and effects of stylistic features

This criterion assesses the student's understanding of how stylistic features construct meaning. This particular response shows an awareness of several **stylistic features used in the web page**: “In the third paragraph the advertisement includes a phrase (rugged mountain peaks ideal for island overviews) and **above the text a photo has been placed with a link for overviews.** **The shaping of the text is noted**: “The background of the text is blue. The blue being the color of the sea and therefore indirectly connected to the sea, contributing to the overall image. The background contains no larger picture and there is an effective use of white space to keep the reader focused on the important information.” **The utility of the website is noted**: “Because of it being a website **the structure is also different in that it has pictures that function as links**

both at the bottom and top of the page. The fact that the text at times directly refers to the picture and further information can be gained by accessing one of the links is convenient for the reader.” There is also exploration of imagery, diction, alliteration and other language devices. The student is careful to link the various techniques to their impact on the reader. Overall, there is a very good awareness of the use of stylistic features and a good understanding of their effects.

Criterion C: Organization and development

This criterion assesses the organization and coherence of the response as well as how well the argument has been developed. This response demonstrates a well-balanced and developed argument. The student offers a clear overview of the text and keeps a close focus on its intent and influence on the reader. There is an introduction stating the student's ideas on audience and purpose, a body containing support and analysis of the text, and a conclusion stating the student's observations on the text and its success. The ideas move, mostly, coherently from one point to the next, and there is adequate development of the argument. At times the ideas could have been shaped a bit more succinctly or given greater depth of development.

Criterion D: Language

This criterion assesses the student's use of language in the response, as well as choice of register, style and terminology. In this sample the language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction, despite a few lapses. Register and style are consistently appropriate to the task. Use of selected vocabulary to describe particular items in the text, for example, “links”, “images”, “warm and relaxing colors” and “closed the deal”, adds to the clarity and effectiveness of the response.



[Stimulus material \(PDF\)](#)

http://xmltwo.ibo.org/publications/DP/Group1/d_1_a1lan_tsm_1105_1b/pdf/ex02_extract_en.pdf



[Student work \(PDF\)](#)

http://xmltwo.ibo.org/publications/DP/Group1/d_1_a1lan_tsm_1105_1b/pdf/ex02_SW_en.pdf



[Examiner's comments](#)

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