

Identifying the Context, Audience, Purpose, Requirements Choosing a Text Type

Promote the programme and describe the different activities in which students will be participating. (HL M17)

✳️ Brochure

5. To protect students from cyberbullying, your school introduced a surveillance system that allows it to monitor everything students do online during school hours. As the President of the Student Council, you and your fellow council members are concerned about this surveillance and want the school principal to reconsider. You decide that you need to explain why senior students at your school oppose the use of this surveillance system and suggest alternative ways in which the school can protect students from cyberbullying. (HL M17)

✳️ Proposal

formal letter/email

6. You are currently on holiday in an English-speaking country, and you are impressed by the ways in which this country enables people with disabilities to participate fully in society. You were so impressed with what you saw, that you want to discuss it with someone. Explain what you have observed, why you are so impressed, and how you think some of what you saw could be implemented in your home country. (HL N17)

✳️ Email

7. A famous English-speaking author recently visited your town. The author's books are very popular with young people. As a junior reporter for the local newspaper, you spoke with the author. You'd like your classmates to hear about what motivates the author to write and why their work appeals to a teenage audience. (HL N17)

✳️ Interview

8. While on a school exchange in an English-speaking country, you attended a conference on the difficulties faced by communities trying to maintain customs and traditions in a rapidly changing world. It left a person impact on you, and you would like to reflect on it so as to better understand your own feelings on the issue. You decide to express your personal experiences with the issues raised and compare and contrast them to what you heard in the conference. (HL N17)

✳️ Diary

Stimulus 7

Behind Maria Lee and Her Works:

A Star Among the Youths

The popular science fiction author, famous for her bold imaginative novels, ~~share~~^{shares} her motives for writing and ~~explained~~^{explains} how she managed to capture teenagers.

By Amy May

January 21st, 2020

subject-verb agreement

Despite Maria Lee's long trip to our town, she still appears energetic. ~~and~~ The cheerful vibes she has ^{S.V.} gives me an idea about where her creativity comes from and a glimpse of her talent.

verb tense consistency

When asked about her inspirations and what keeps her writing, she simply ~~replied~~^{replies} that it ~~was~~^{is} for fun. To elaborate on this, she moves on to talk about her pure desire to share her random ideas that ~~come~~^{come} up in dreams.

~~I had~~ ~~I've had~~ some wonderful dreams. She ~~recalls~~^{remembers} ~~how she~~ is always amazed by the incredible imaginations in her dreams. Writing is just a way for her to play around with those ideas, expand on them and share with others. "I realized that people didn't see how beautifully or how ^{adv} deeply a simple idea can develop," she said. That is her starting point, but what motivates her more is what she sees happening in the world. Having seen teenage problems, she ~~is~~^{is} determined to ~~send out~~^{convey} messages about ~~enjoying~~ life, friendship, etc.

← better for longer lists, not used so much in articles

Maria Lee ^{expresses} expressed her concerns about teenagers losing human contact and turning towards virtual world online, ~~In her works,~~ as well as writes about teenagers without enough emotional support in their more and more stressful lives. In her works, these ~~these~~ topics are central. "Probably I would

I thought she does this?

punctuation -
you've started
a new sentence

still write novels for teenagers if I didn't have my amazing dreams. She emphasizes how these real life problems pushed her towards writing. Supporting young people in their ~~hard~~ difficult times and giving them ~~a wild new future that~~ ^{some delightful entertainment} are, indeed, some of the top ~~the~~ motives.

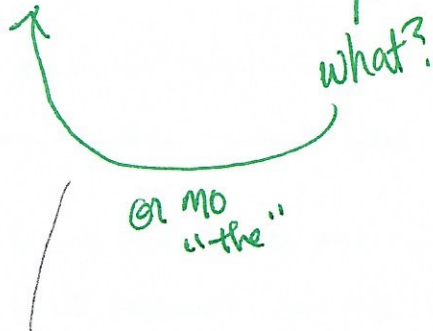
Why is Maria Lee particularly successful though? As a new fan of her works, I curiously asked her about her own thoughts. ~~Two things,~~ "In my mind, two things ^{punctuation} ~~are~~ are important." she holds up two fingers. "how ~~realistic~~ ^{unrealistic} my stories are, and how realistic they are." ~~Her explanation for the former is that, she~~ The most special feature of her works is that she develops her sci-fi ideas based on ~~the most cutting~~ ^{cutting-edge} the newest ~~cut~~ ^{edge-cutting} science and technology. ~~unconventional setting and futuristic elements~~ ^{Nothing} really can be more attractive to teenagers than ~~the~~ ^{the} unconventional setting and futuristic elements in her works. About the part of being realistic, she points out that although the futuristic elements seem far away from ~~us~~, all her characters and stories connect to teenagers' lives in some way. She thinks of her sci-fi world as an alternative reality for adventurous teenagers who cannot fulfill their dreams yet. Her characters are ordinary, relatable people ~~with~~ who face challenges and grow gradually through their experiences. ~~They are~~ ^{just like teenagers} They are like peers that grow with teenage readers and reassure ^{that they} ~~that~~ the readers ^{can} overcome hardship in their lives.

Another key to her success is that she keeps a young mind herself. She shares her experience of talking to teenagers, ~~finding~~ ^{being} interest being open to new ideas and thus writing about what really captures her readers. When most people are still alien to new teenage cultures like VR gaming, ~~and~~ she has already incorporated them in her books. "I think I strive to be a friend of teenagers, not an author who only lectures them on life lessons," ~~she laughed~~



singular

The author keeps exploring her potentials in writing. She is planning to widen her ~~sci-fi~~ world to the middle Ages and let future clash with traditions. ~~Of course she~~. This endless exploration into new ideas is probably the most important for her popularity ~~success~~ among teenagers.



{ ... is probably most important for her popularity ...
... is probably the most important reason for her popularity ...

ok

2 goals:

Make sure verb tense is consistent ✓

Make sure punctuation is correct when quoting sentences ✓

27 - Author popular with young people

Embedded interview

Title: Star Author Maria Lee Shares

Her Motivation and How ~~she~~ works

Motivation

Capture Young People

Pure desire to share ~~thoughts~~ my dreams

Star Author Maria Lee Explains Her Works

To record and play around with my random thoughts/ideas

Star Author

To inspire more stories and to send messages about life

~~Stories~~ Behind Maria Lee and Her

Work - Star Author Among the Young
~~man~~ The popular author, famous for her bold imaginative sci-fi novels, shares her motives and explains how she manages to capture ~~young people~~ teenagers.

Why their work appeals to a teenage audience

"Unrealistic" Creativity

having a young mind herself
knowing what interests teenagers

Unconventional story lines and ~~elements~~

futuristic future elements -

"Realistic" - Real life elements

Messages

main characters are all teenagers - show growth
emotions in the stories - Adventure real thoughts & challenges
connections to teenage life hardship

"Alternative reality"

The Author keeps exploring

widening her ~~road~~ world of fiction

She's planning to write about ~~the~~ middle Ages

encountering future technology - the clash between old and new

Incorporate some teenage exciting elements

Name: [REDACTED]

Date: 26/05/20

Criterion A: Language

How successfully does the candidate command written language?

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-3	Command of the language is limited. Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.
4-6	Command of the language is partially effective. Vocabulary is appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
7-9	Command of the language is effective and mostly accurate. Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.
10-12	Command of the language is mostly accurate and very effective. Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.

Criterion A Mark: 11

Strengths: Entertaining language with great personal style and voice, good use of complex structures, and strong and wide-ranging vocabulary make your writing very effective.

Areas for Improvement:

- consistency in verb tense when talking about the interview taking place (either past or present tenses are fine, not a mix)
- check your punctuation with quotations.

Name: [REDACTED]

Date: 26/05/20

Criterion B: Message

To what extent does the candidate fulfill the task?

- How relevant are the ideas to the task?
- To what extent are ideas developed?
- To what extent do the clarity and organization of ideas contribute to the successful delivery of the message?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-3	The task is partially fulfilled. Few ideas are relevant to the task. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.
4-6	The task is generally fulfilled. Some ideas are relevant to the task. Ideas are outlined, but are not fully developed. Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.
7-9	The task is fulfilled. Most ideas are relevant to the task. Ideas are developed well, with some detail and examples. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.
10-12	The task is fulfilled effectively. Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples. Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.

Criterion B Mark:12

Strengths: Not only are ideas relevant, but they're interesting. Great flow, style, and consideration of detail. Well-structured.

Areas for Improvement:

Name: [REDACTED]

Date: 26/05/20

Criterion C: Conceptual understanding

To what extent does the candidate demonstrate conceptual understanding?

- To what extent is the choice of text type appropriate to the task?
- To what extent are register and tone appropriate to the context, purpose and audience of the task?
- To what extent does the response incorporate the conventions of the chosen text type?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	Conceptual understanding is limited. The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.
3-4	Conceptual understanding is mostly demonstrated. The choice of text type is generally appropriate to the context, purpose and audience. The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response. The response incorporates some conventions of the chosen text type.
5-6	Conceptual understanding is fully demonstrated. The choice of text type is appropriate to the context, purpose and audience. The register and tone are appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.

Criterion C Mark:6

Strengths: Good job including article features; tone and style makes the reader involved and interested; good references to the interview.

Areas for Improvement:

Overall Mark: 29/30 97% 7