

In the table below 'Total Mark' records the mark scored by this candidate.
'Max Mark' records the Maximum Mark available for the question.

Examiner:	005273
Paper:	M17ayengSP1E0XXXX
Paper Total:	16 / 20
Question	Total / Max Mark Mark
Criterion A	4 / 5
Criterion B	5 / 5
Criterion C	3 / 5
Criterion D	4 / 5

Example
Exemple
Ejemplo

27

27

Example
Exemple
Ejemplo

3

3

Text 1 is a ^{magazine} features article titled "The Journey of a Lifetime", which was printed in the Nov 2015 edition of the magazine, New Scientist. Being a ^{features} ~~article~~ ~~the~~ article, the text revolves around a topic which is ~~is~~ relevant or interesting to the ~~the~~ target audience ~~in this~~ which, in this case, is about the journey of a water molecule from ~~the~~ a comet that smashed into the Earth 4 billion years ago, to the page which the readers are holding as they read it. As this article is dated 14 Nov 2015, we ~~we~~ can infer that the text was produced in modern contemporary times ^{when} ~~where~~ printed magazine articles are still relevant and widespread. This is because the article references itself in the printed form, as the destination of the water is ~~is~~ "this page", showing us that the text was intended to be printed in physical form.

The target audiences of the text are ~~peop~~ the readers of New ~~Scientists~~ Scientist or ~~peo~~ people who enjoy reading the works of Alok Jha, the author of the text who also published a book called The Water Book. This is because ~~the~~ the article would be



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~~is easily accessible to these groups of people~~ is easily ~~access~~ accessible to the frequent readers of New Scientist, - as this text was the cover story of that edition of the magazine, ~~and because~~ On the other hand, the

people who are interested in the works of Alok Jha, or more generally, people who are interested in the history of water, might actively ~~seek~~ seek out this article or be motivated to read ~~the~~ the text. Given this

target audience, the purpose of this text is to inform the readers about the history of water on ~~the~~ Earth, and make them realize how relevant ~~and~~ this history is to them.

Through ~~a~~ the use of a medley of stylistic and rhetorical devices, Jha is able to ~~effectively~~ ~~successfully~~ allow the text to achieve this purpose.

The register of this text is ~~conventional~~ as it is conventional, mannerly, and professional. This ~~is~~ can be seen by ~~how~~ the author the constant and ~~ubiquitous~~ ubiquitous ~~use~~ use of ~~jargon~~ science jargon, such as "DNA", "cell membrane", or ~~using~~ "cellulose".

This gives the text a sense of professionalism, ~~which~~ which causes the readers to trust the author and the information provided. ~~By~~ By using this formal register, the author is able to ^{better} captivate ^{and inform} the readers ~~using~~ ~~the~~ ~~image~~ ~~imagery~~ as they will feel



and allow them to focus on the content without as the author seems more reputable and professional, thus allowing it to achieve the text to achieve its purpose. The text also utilizes an informative and professional tone to much of the same effect, as the text is clear and ~~straight~~ ~~straightforward~~ scientific, ^{allowing} ~~causing~~ the readers to ~~better~~ follow and learn from the article, ^{more effectively} thus allowing it to better inform the readers about the history of water on Earth, allowing the text to achieve its purpose.

The diction used throughout the text also allows the article to effectively achieve its purpose. In addition to the aforementioned scientific jargon used, the ^{writer} ~~author~~ also makes use of temporal diction, or words related to time, such as "billions of years", "700 million violent years later", or "from 3.8 billion years ago".

By using these time intervals, the writer is able to allow the readers to realize the ~~time~~ ~~scale~~ scale of the timeframe of the history of water, ~~and~~ as well as the magnitude of the journey of the water molecule. Because of this temporal diction, the readers are able to ~~understand~~ ~~just~~ put into perspective or just how long ~~the~~ the journey of ~~the~~ ~~water~~ is, ~~forcing them~~ which allows them to understand more about the history of water. This temporal diction is also complimented with the author's use of diction related to journey, such as describing the reader as a ~~traveler~~



"weary traveller," or using the words ~~experi~~
 "experienced" ~~or~~ and "travelled". By using
 this type of diction, the ~~is able to transport~~
 is able to emphasize the ~~long journey~~ length
 of the ~~jour~~ history of water, allowing
 the reader to ~~picture~~ realize ~~the~~ just how
 long this journey the water molecule took
 to be on the page they are reading, allowing
 the content to resonate with the readers,
 thus allowing the article to achieve its
 purpose.

Another rhetorical device used in the text
 is the use of second person voice, as well as
 the ~~lack~~ lack of personal pronouns? in the
 body of the text. In the introduction of the
 article, the author ~~use~~ constantly uses second
 person pronouns, such as "you've", "you",
 and "your". This allows the text to ~~draw~~
 ~~draw~~ to establish a connection with the
 reader, encouraging them to continue
 reading. However, ~~at~~ in the body of the
 text, there is a distinct lack of pronouns
 used, only being used ~~when it is~~ used
 in "our molecule". This ~~is a~~ drastic ~~shift~~
 ~~causes~~ change shifts the focus of the
 article from the reader in the introduction
 onto the single water molecule which the
 ~~text~~ text follows. In a sense, the reader is
~~transported back in time, and follows the~~
 This compliments the imagery used throughout
 the body in the form of the personification
 of the water molecule, such as the



□ molecule "sitting motionlessly" ~~at~~ on the page at the end of the text. ~~the~~ These devices work together to ~~a~~ allow the reader to focus on the water molecule's journey, ~~as~~ and visualize its action, in a ~~sense~~ sense, transporting them back in time to follow the molecule on its long and tedious journey. ~~As this~~ Because of this, the reader is able to understand the history of water more in depth, as they ~~would~~ are able to connect ~~as with~~ and resonate with the ~~the~~ water molecule, as it travels through its 4 billion long journey from the comet, through the dinosaur, and onto the ~~the~~ very page they are reading, ~~forcing~~ ^{this forces} them to realize just how relevant this information is to them, as they ~~under~~ experience the ~~the~~ journey of the single water molecule at the end of the last ~~sent~~ ~~sentence~~ sentence, this allowing the ~~at~~ text to achieve its purpose of informing the readers of the history of water on Earth and how relevant it is to each of them.

□ The structure and organization of ideas also adds to the effectiveness of the text.



In the introduction, ~~the text~~ to the article, the ~~text~~ text sets the scene for the rest of the article, explaining how "Many of the trillions of atoms in your body were forged in the cores of stars", ~~eluding~~ eluding to the origin and journey of the water molecules. ~~At~~ This introduction ~~is~~

~~also~~ also includes a visual image on the right, which shows the silhouette of a person made of celestial bodies, which reflects the ~~content~~ content of the introduction and further forces the reader to realize how relevant this topic is to them as they are, like the image, made of these celestial fragments in the form of ~~water~~ water molecules. ~~At~~ Below the introductory

the writer provides details of the journey which the readers are about to embark on, stating the traveller, origin, destination, and duration of the journey. This information further sets the scene of the journey, allowing the reader to better ~~visualize~~ connect and understand the journey of the water molecule.

This compliments the body of the article, as ~~the~~ it details the water molecule's journey in chronological order, thus allowing the reader to better visualize and follow the water molecule on ~~its~~ its journey from the comet onto the page. ~~By~~ This allows the text to better resonate with the readers, as they ~~become~~ become more and more connected with the



journey of the single water molecule. As the journey ~~starts at the~~ ends at the very end of the text, with the water molecule currently "sitting" on the page they are reading, it gives ~~the reader as a sense as~~ makes the reader feel as though they are up to date, with the water molecule and the reader's futures ~~is~~ both left unwritten

and ~~is~~ unknown. ~~the~~ By ending the article on this note, the reader would be more likely to feel more connected with the water molecule, as they are both at the same point of their journey, thus causing the reader to ~~feel more~~ ~~come~~ understand just how relevant the history of water is, as they are, like the ~~same~~ ~~situation~~ visual image, made up of water molecules, thus allowing the text to achieve its purpose.

In conclusion, through the careful use of a selection of stylistic and rhetorical devices, Jha ~~is~~ ^{was} able to allow the text to effectively achieve its purpose of informing the readers about the history of water, and the connection/relevance between this history and the readers themselves.

