Marking notes

Text 1

Text Type
Opinion Article
Elements of the text significant for analysis

- **use of structure and argument**: follows a problem-solution format; begins with critique of "off-the-shelf" AI and progresses to classify university responses and suggest tailored solutions
- **use of headings and subheadings** (e.g., "Innovators", "Stewards", "The hmm... crew") to structure the argument and reflect on institutional behaviour; each label carries connotative weight
- **use of diction to convey tone and stance**, e.g., "off-the-shelf", "trailblazers", "pondering"; combines corporate and academic language to appeal to a professional audience
- **use of tone**: informative and analytical with hints of irony and soft critique (e.g., "The hmm... crew"); creates distance without being harsh
- **use of visual formatting** (bold text, red-highlighted names, central italicised quote) to emphasise key points and draw reader attention
- **use of metaphor**: "off-the-shelf" to describe generic AI tools, implying a lack of nuance and unsuitability for higher education contexts
- **use of credibility and authority** through naming elite universities (Harvard, LSE, Carnegie Mellon) and referencing major tech companies (OpenAI, Microsoft, Google)
- **use of statistics and data** (e.g., "11% of institutions haven't even begun strategising") to support claims and establish urgency
- **use of hyperlinks** to external sources (e.g., Educause report) — adds transparency, encourages further reading, and aligns with academic conventions
- **use of syntax and sentence variation**: blends long, detailed explanations with short emphatic phrases (e.g., "Let's fix that.") for rhetorical effect
- **use of understatement and irony** (e.g., "probably a few others") when referencing elite institutions — suggests exclusivity with subtle humour
- **use of modality and conditionals** ("may", "might", "could") to maintain a

cautious, balanced tone and avoid absolute claims
- **use of space and visual organisation**: clear separation between categories of institutions, making the comparison easy to follow and evaluate
- **shifting point of view**: mostly third-person, but occasional inclusive references to "universities" and "we" to suggest shared responsibility
- **intended audience**: clearly aimed at higher education leaders, policymakers, and academic technologists — assumes familiarity with AI developments but encourages critical reflection

Text 2

Text Type
Infographic
Elements of the text significant for analysis

- **use of humour and characterisation** (e.g., Fort sniffing the ground in a space suit, P.A.L.'s polite robotic tone); humanises the science and creates reader engagement
- **use of analogy** (Mercury's day = almost two Earth months; temperature enough to "melt lead" and then drop to "−280°F") to simplify complex planetary science for general audiences
- **use of infographic-style explanation** (orbit diagram showing Mercury's slow rotation and long days); helps visualise abstract astronomical concepts
- **use of visual layout** (clear panel structure guiding reader from left to right); blends narrative with informative content seamlessly
- **use of different characters to represent points of view** (P.A.L. as the logical explainer; Fort and the dog as curious learners asking questions); allows exposition to occur naturally within the story
- **use of facial expressions and body language** (e.g., shocked faces at Mercury's heat); enhances visual storytelling and emotional connection
- **use of colour and contrast** (e.g., glowing yellow Sun vs cool grey Moon-like surface of Mercury); visual cues for heat, temperature extremes, and mood shifts
- **use of direct questions and answers** (e.g., "Why are those temperatures so extreme?"); mirrors educational dialogue or classroom discussion
- **use of scientific data in visual form** (table of "Day Length" across planets); reinforces learning and invites comparison
- **use of font styles and sizes** (bolded speech bubbles, visual emphasis on certain reactions or facts); contributes to tone and pacing
- **tone and voice**: mix of playful, humorous, and informative; makes science fun and memorable without losing accuracy
- **use of exaggeration and understatement** ("a mere 800°F", "don't worry — our imaginary suits are strong"); balances humour with learning
- **use of symbolic features** (Sun with orbit arrow; Mercury's rotation shown

clearly); simplifies astronomical movement through iconic visuals
- **educational purpose embedded in narrative** (characters land, explore, question, and learn); combines storytelling and factual explanation
- **use of invented technology (P.A.L.)** to deliver information in a friendly, non-intimidating way; functions as a stand-in for a teacher
- **use of imagined dialogue between characters** to scaffold scientific concepts in a conversational, accessible form