

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre 2017

**English / Anglais / Inglés A:
language and literature /
langue et littérature /
lengua y literatura**

**Higher level
Niveau supérieur
Nivel superior**

Paper / Épreuve / Prueba 1

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General marking instructions

These notes to examiners are intended only as guidelines to assist marking. They are not offered as an exhaustive and fixed set of responses or approaches to which all answers must rigidly adhere.

Good ideas or angles not offered here should be acknowledged and rewarded as appropriate. Similarly, answers which do not include all the ideas or approaches suggested here should be rewarded appropriately.

Of course, some of the points listed will appear in weaker papers, but are unlikely to be developed.

Instructions générales pour la notation

Ces remarques sont de simples lignes directrices destinées à aider les examinateurs lors de la notation. Elles ne peuvent en aucun cas être considérées comme un ensemble fixe et exhaustif de réponses ou d'approches de notation auxquelles les réponses doivent strictement correspondre.

Les idées ou angles valables qui n'ont pas été proposés ici doivent être reconnus et récompensés de manière appropriée.

De même, les réponses qui ne comprennent pas toutes les idées ou approches mentionnées ici doivent être récompensées de manière appropriée.

Naturellement, certains des points mentionnés apparaîtront dans les épreuves les moins bonnes mais n'y seront probablement pas développés.

Instrucciones generales para la corrección

El objetivo de estas notas para los examinadores es servir de directrices para ayudar en la corrección. Por lo tanto, no deben considerarse una colección fija y exhaustiva de respuestas y enfoques por la que deban regirse estrictamente todas las respuestas.

Los buenos enfoques e ideas que no se mencionen en las notas para la corrección deben recibir el reconocimiento y la valoración que les corresponda.

De igual manera, las respuestas que no incluyan todas las ideas o los enfoques que se sugieren en las notas deben valorarse en su justa medida.

Por supuesto, algunos de los puntos que se incluyen en las notas aparecerán en exámenes más flojos, pero probablemente no se habrán desarrollado.

1. Text A and text B

This question asks candidates to compare the National Geographic Traveller web page about the Taj Mahal to the official web page for the Taj Mahal by the government of the Indian state of Uttar Pradesh, both of which encourage visits to the Taj Mahal.

An adequate to good analysis will:

- indicate that both texts are web pages with their own unique characteristics: that both refer to the Taj Mahal in India and that both encourage travel to the Taj Mahal and offer reasons for doing so
- comment on the audience and purpose of the two texts as indicated by their internal contexts and provenances, noting that the National Geographic page is part of a larger collection of guides to World Heritage sites and thus appeals to a broader audience than the Indian page that is local in nature and appeals only to people interested in this one site
- explore the specific characteristics of each web page: comparing and contrasting the local focus in Text B on Uttar Pradesh, its events and activities as well as other characteristics of the page and its layout (colours, graphics, fonts, *etc*) to the World Heritage Site focus and the layout of the National Geographic page (white background, advertisements for National Geographic products, fonts, graphics, interactive opportunities, *etc*)
- explore the different approaches to the Taj Mahal offered by each website and consider how the techniques and style of writing used in these texts illustrate their respective purposes. Identify some examples of diction, syntax and other stylistic features such as the use of imperatives, repetition, punctuation and hyperbole.

A good to excellent analysis may also:

- offer a more thorough and insightful analysis of the characteristics of the two web pages considering both similarities and differences
- examine more closely the point of view of each web page and how considerations of audience and purpose shape the meaning of each text, possibly noting that Text B targets Indian citizens as well as foreigners or commenting on some of the cultural specificities that can be observed
- notice the emphasis on heritage, history and legend in Text A, beauty and emotion in Text B and comment perhaps that, in their different ways, they both create a romanticized image of the place
- analyse with greater sophistication how the writing style shapes the tone of each piece, clearly characterising it as more objective and formal in Text A, biased and informal in Text B and providing detailed examples of stylistic features and their effects
- comment on some of the subtleties of the dual functions of both websites as travel guide and promotional material.

2. Text C and text D

This question asks the candidates to compare a poem, “Words”, written by Edwin Thumboo and a blog by the president of a company on “Eight Hallmarks of a Healthy Communication Culture”.

An adequate to good analysis will:

- indicate that though these two text types are very different, they are both about the difficulties of communicating with others through language
- comment on the audience and purpose of the two texts as indicated by their internal contexts, provenances and text types, noting that Text C is literary in nature whilst Text D takes a more pragmatic, didactic approach to the topic and is written to appeal to a more specific audience
- explore how some of the poem’s various literary features establish meaning (narrative voice, the literal and metaphorical use of “words”, connotations and denotations, enumeration, parallels, repetitions, ambiguity, oxymoron, enjambment, italics, sound devices, use of pronouns, *etc*)
- explore the characteristics of the blog: the opening cartoon and how it functions (and how pictures might speak more clearly than words) and the presentation of the eight points, commenting on some aspects of Lee’s writing style (direct address, alliteration, citing of authorities, colloquialisms, metaphors, similes, puns, sentence structure, use of anaphora, *etc*).

A good to excellent analysis may also:

- look more closely at the nature of miscommunication as presented in the texts and analyse more thoroughly how it can impact both personal and business relationships
 - offer fuller understanding of the contexts of the two texts and how they shape the meaning of each text and meet the expectations of readers
 - offer a thorough analysis of the poem, engaging meaningfully with the numerous ambiguities of the text and offering a cogent understanding of the last line
 - offer a thorough analysis of Text D, showing insightful understanding of both the cartoon and its visual humour and the techniques employed in the presentation of the eight hallmarks of communication, perhaps focusing on style and tone, possibly seeing nuances of irony/humour
 - compare what is said in the two texts about the difficulties of using words to communicate, perhaps seeing evidence of these difficulties in the texts themselves.
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