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English A: language and literature – Standard level – Paper 1
Anglais A : langue et littérature – Niveau moyen – Épreuve 1
Inglés A: lengua y literatura – Nivel medio – Prueba 1

Tuesday 3 November 2015 (morning)
 Mardi 3 novembre 2015 (matin)
 Martes 3 de noviembre de 2015 (mañana)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Write an analysis on one text only.
- It is not compulsory for you to respond directly to the guiding questions provided. However, you may use them if you wish.
- The maximum mark for this examination paper is **[20 marks]**.

Instructions destinées aux candidats

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Rédigez une analyse d'un seul texte.
- Vous n'êtes pas obligé(e) de répondre directement aux questions d'orientation fournies. Vous pouvez toutefois les utiliser si vous le souhaitez.
- Le nombre maximum de points pour cette épreuve d'examen est de **[20 points]**.

Instrucciones para los alumnos

- No abra esta prueba hasta que se lo autoricen.
- Escriba un análisis de un solo texto.
- No es obligatorio responder directamente a las preguntas de orientación que se incluyen, pero puede utilizarlas si lo desea.
- La puntuación máxima para esta prueba de examen es **[20 puntos]**.

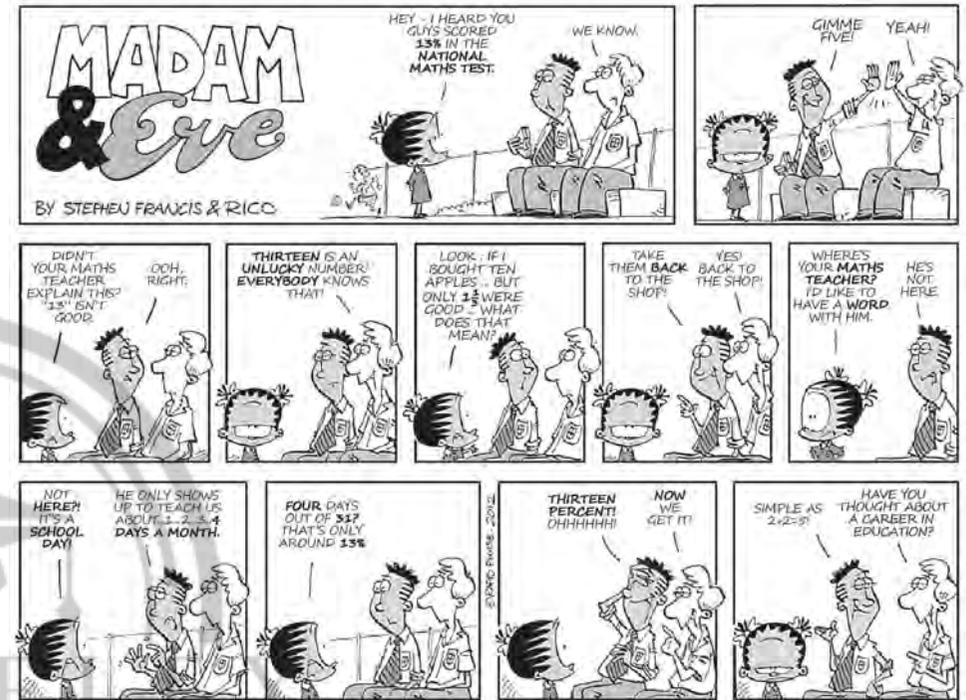
Write an analysis on **one** of the following texts. Include comments on the significance of context, audience, purpose and formal and stylistic features.

Text 1

Removed for copyright reasons

Text 2

Removed for copyright reasons



“Madam & Eve” written by Stephen Francis and illustrated by Enrico Schacherl, *Mail & Guardian* (2012), www.madamandeve.co.za. Used with permission.

- In what ways do the pictures convey ideas that would be difficult to express in few words?
- Comment on how irony is used in this cartoon.
- How does point of view contribute to humour/amusement in this article?
- Comment on the ways in which the writer attempts to challenge the reader's perception of the world.

Marking notes Remarques pour la notation Notas para la corrección

November / Novembre / Noviembre 2015

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

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 1

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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.

Text 1

This question asks candidates to analyse "Every Dog Should Own a Man", from an article by Corey Ford published in 1952 in *This Week Magazine*, a Sunday insert for numerous US newspapers.

An adequate to good analysis will:

- consider the intended audience and the possible context in which this article was published
- consider the imaginary context of the article established by the point of view of a man who finds himself "owned" by his dog and in the "sincere" position of speaking from the dog's perspective, all of which occurs in a recognizable home setting in a fairly well-to-do situation (big overstuffed chair, living room, train trips, etc)
- discuss how point of view contributes to the humour of the article due to the fact that everything is "upside-down": the reversed sayings ("man-tired", "teach an old man new tricks") and the reversed situations (man being housebroken, man's pedigree, man being physically conditioned, etc)
- discuss elements of the article that might challenge the reader's perception of the world, or at least make him or her see it from the dog's point of view
- discuss the text type as a well organized article, its title then the step-by-step advice of what is necessary for a successful man-dog relationship, characterized by clear discussion points ear-marked by transition words and topic sentences, concluding with a punch line
- discuss the effects of the pictures and the caption as well as the context they convey
- discuss the use of the narrative voice as the man speaking for his dog and how this fits the overall humour of the piece: the tongue in cheek objective tone interspersed with subjective comments about himself and his setter
- recognize that the article's primary purpose is to amuse and entertain.

A very good to excellent analysis will also:

- offer a much more in-depth discussion of context and audience, seeing, perhaps, that the tone of the article carries many implications as to the lifestyle explored and the attitudes such a lifestyle invokes
- explore much more closely the narrative voice, for example the irony of the man speaking for dogs and the implications of this
- offer a more in-depth analysis of the article itself, possibly exploring how the writing style contributes to tone and how the clearly structured format ironically underpins the humour of the piece
- offer a sensitive exploration of the purpose of the article, seeing it perhaps as mockingly critical of dog owners, or as a reverse lesson on a person's relationship to his dog and an easing of some of the frustrations of training and keeping a dog
- consider other levels of understanding by readers in different contexts, commenting for example on gender stereotypes.

Text 2

This question asks candidates to analyse a *Madam and Eve* comic strip from 2012 written by Stephen Francis and illustrated by Enrico Schacherl.

An adequate to good analysis will:

- consider that this is a comic strip not so much for children as for adults who may have an interest in education
- consider some contextual elements of time and place as deduced from the comic strip itself: observations about the characters and the setting as well as the implied state of education at this time
- discuss how pictures can quickly and efficiently convey ideas and attitudes, eg a line of the brow, an eye or even eyelid, helping to convey the "story," or adding to characterization, a satirical point, etc
- discuss the role of dialogue in further revealing the characters of the little girl and the young men, the developing nature of the narrative, frame by frame, and the climactic impact of the final frame
- consider how the situation is humorous, indicating some elements that make the reader laugh or be amused, eg that the young men, though ignorant, have a human side that makes them somewhat endearing (high-five for failure, fear of the number 13, taking rotten apples back to the store, counting on fingers to four, and blithely assuming $2+2=5$), that a little girl wants to take the teacher to task, etc
- consider some of the aspects of irony, eg that the young girl is further advanced than the older students, that the test scores of the young men are in direct correlation to the teacher's presence in the classroom, the fact that the young men miss the little girl's points, the conclusion, etc
- consider the purpose of the comic strip as criticizing the status of education.

A very good to excellent analysis will also:

- consider more closely the contextual elements in the comic strip and the comment they make about education, for example gender stereotypes and the gender/age gap
- analyse in greater depth and detail the use of comic devices, both in the dialogue and the pictures
- analyse more insightfully the characterizations of the little girl and the two young men and how they contribute to the response writer and illustrator want to elicit from the reader
- offer further discussion of the use of irony
- offer a clear understanding of how humour is employed as a tool of criticism and, perhaps, offer a discussion of how the comic strip offers a gentle social satire.

Marking notes

Remarques pour la notation

Notas para la corrección

November / Novembre / Noviembre 2015

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

Higher level and standard level
Niveau supérieur et niveau moyen
Nivel superior y nivel medio

Paper / Épreuve / Prueba 2

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Context should be understood in the widest possible sense. It may include the social and/or historical setting of the work; it may include the context of a situation within the work and will certainly include contexts of production and reception of a work.

In addition to the notes below, responses should be structured with a logical sequence and development. Clear, varied and accurate language should be used, as well as appropriate register, style and terminology.

1. An adequate to good answer will identify a character or characters, or narrative voice in the works studied and discuss how the writers use that medium to explore a particular social or intellectual concern.

A good to excellent answer may offer more detailed and nuanced examples and explore with greater sophistication how the writers use characters or narrative voice to explore social/intellectual concerns.
2. An adequate to good answer will offer a definition of happiness, perhaps differing from work to work, and discuss what the works seem to say about the ability to achieve happiness.

A good to excellent answer may offer a more insightful definition of happiness and engage in a more thorough discussion of what the works convey about the pursuit of happiness.
3. An adequate to good answer will select various stylistic features from the works studied and discuss how such features might add to or detract from a work's popularity over time, or from a work's wider appeal.

A good to excellent answer may offer a more detailed and knowledgeable awareness of stylistic features from the works studied and offer a more insightful discussion of how such features might add to or detract from a work's popularity over time or a work's wider appeal.
4. An adequate to good answer will establish in what manner the works studied could be explicitly or implicitly considered works of protest and offer a discussion of how such protest is presented within the works.

A good to excellent answer may offer a sharper awareness of what is being explicitly or implicitly protested in the works studied and give a more nuanced discussion of how the writers have used various literary features to convey such a sense of protest.
5. An adequate to good answer will identify 'families' in the works studied and explore how the interactions between them lead to an understanding of the differences and similarities between the cultures they represent.

A good to excellent answer may offer a more in-depth view of the way families are representative of different cultures and explore in more detail how such depictions enable the reader/audience to understand various cultural nuances.

6. An adequate to good answer will identify instances of irony in the works studied and discuss the purpose to which such instances were employed.

A good to excellent answer may offer a sharper and more fully developed discussion of the irony in the works studied, exploring, perhaps, how such instances enhance the overall effect of the work.



English A: language and literature – Standard level – Paper 2
Anglais A : langue et littérature – Niveau moyen – Épreuve 2
Inglés A: lengua y literatura – Nivel medio – Prueba 2

Wednesday 4 November 2015 (afternoon)
 Mercredi 4 novembre 2015 (après-midi)
 Miércoles 4 de noviembre de 2015 (tarde)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

Instructions to candidates

- Do not turn over this examination paper until instructed to do so.
- Answer one essay question only. You must base your answer on both of the part 3 works you have studied.
- You are not permitted to bring copies of the works you have studied into the examination room.
- The maximum mark for this examination paper is **[25 marks]**.

Instructions destinées aux candidats

- Ne retournez pas cette épreuve avant d'y être autorisé(e).
- Traitez un seul sujet de composition. Vous devez baser votre réponse sur les deux œuvres de la troisième partie que vous avez étudiées.
- Vous n'êtes pas autorisé(e) à apporter des exemplaires des œuvres que vous avez étudiées dans la salle d'examen.
- Le nombre maximum de points pour cette épreuve d'examen est de **[25 points]**.

Instrucciones para los alumnos

- No dé la vuelta al examen hasta que se lo autoricen.
- Conteste una sola pregunta de redacción. Base su respuesta en las dos obras estudiadas de la parte 3.
- No está permitido traer copias de las obras estudiadas a la sala de examen.
- La puntuación máxima para esta prueba de examen es **[25 puntos]**.

Answer **one** essay question only. You must base your answer on both of the part 3 works you have studied. Answers which are **not** based on a discussion of both part 3 works will **not** score high marks. Your answer should address the ways in which language and context contribute to your reading of each work.

1. How have writers used narrative voice and/or characterization to explore a social or intellectual concern in the **two** works you have studied?
2. Discuss the pursuit of happiness in the **two** works you have studied.
3. In what ways may a work's stylistic features (the writer's use of language, literary conventions, devices, etc.) add to or detract from its popularity over time? Discuss with reference to the **two** works you have studied.
4. To what extent could the **two** works you have studied be considered works of protest?
5. In what ways do the families depicted in the **two** works you have studied help you to understand cultural similarities and differences?
6. Irony can be used for either humorous or tragic effect. To what purpose has irony been employed in the **two** works you have studied?