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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. Discuss the significance of particular times, places or events from real life, either mentioned or implied, in the **two** works you have studied.
2. How do the **two** writers you have studied foreshadow events or ideas to come later in their works, and what is the effect of such foreshadowing?
3. Discuss whether or not the endings/conclusions of the **two** works you have studied are satisfactory.
4. Appearances can be deceptive. Discuss the relevance of this statement in regard to the **two** works you have studied.
5. Pride can lead to failure and self-destruction or to accomplishment and self-fulfillment. Discuss the presentation of pride and its consequences in the **two** works you have studied.
6. To what effect is contrast and/or juxtaposition used in the **two** works you have studied?

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

Thursday 2 November 2017 (afternoon)
Jeudi 2 novembre 2017 (après-midi)
Jueves 2 de noviembre de 2017 (tarde)

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

Instructions to candidates

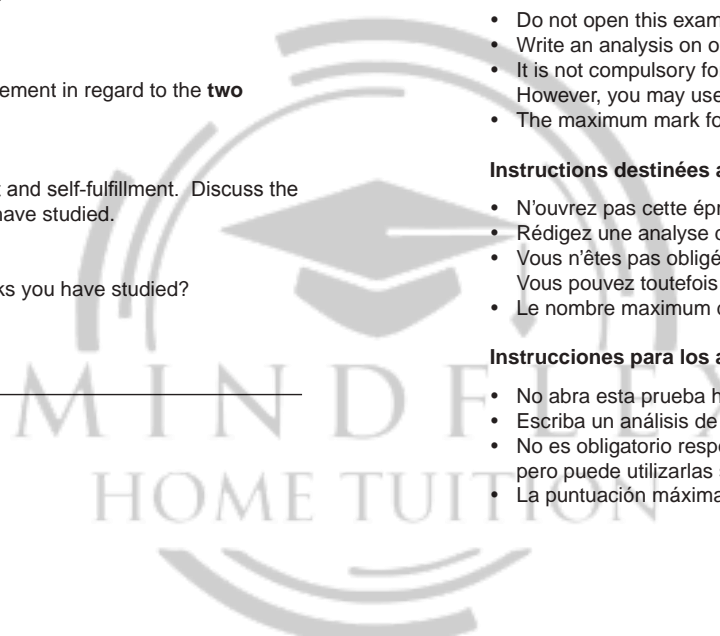
- Do not open this examination paper until instructed to do so.
- Write an analysis on one text only.
- It is not compulsory for you to respond directly to the guiding questions provided. However, you may use them if you wish.
- The maximum mark for this examination paper is **[20 marks]**.

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.

- How are rhetorical and figurative devices used to engage the listener?
- What assumptions are made and what values are implied in this talk?

Text 1

The Pleasure of Books

The habit of reading is one of the greatest resources of mankind; and we enjoy reading books that belong to us much more than if they are borrowed. A borrowed book is like a guest in the house; it must be treated with punctiliousness, with a certain considerate formality.

5 You must see that it sustains no damage; it must not suffer while under your roof. You cannot leave it carelessly, you cannot mark it, you cannot turn down the pages, you cannot use it familiarly. And then, some day, although this is seldom done, you really ought to return it.

10 But your own books belong to you; you treat them with that affectionate intimacy that annihilates formality. Books are for use, not for show; you should own no book that you are afraid to mark up, or afraid to place on the table, wide open and face down. A good reason for marking favorite passages in books is that this practice enables you to remember more easily the significant sayings, to refer to them quickly, and then in later years, it is like visiting a forest where you once blazed a trail. You have the pleasure of going over the old ground, and recalling both the intellectual scenery and your own earlier self.

15 Everyone should begin collecting a private library in youth; the instinct of private property, which is fundamental in human beings, can here be cultivated with every advantage and no evils. One should have one's own bookshelves, which should not have doors, glass windows, or keys; they should be free and accessible to the hand as well as to the eye. The best of mural decorations is books; they are more varied in color and appearance than any wallpaper, they are more attractive in design, and they have the prime advantage of being separate personalities, so that if you sit alone in the room in the firelight, you are surrounded with intimate friends. The knowledge that they are there in plain view is both stimulating and refreshing. You do not have to read them all. Most of my indoor life is spent in a room containing six thousand books; and I have a stock answer to the invariable question that comes from strangers. "Have you read all of these books?" "Some of them twice." This reply is both true and unexpected.

25 There are of course no friends like living, breathing, corporeal men and women; my devotion to reading has never made me a recluse. How could it? Books are of the people, by the people, for the people. Literature is the immortal part of history; it is the best and most enduring part of personality. But book-friends have this advantage over living friends; you can enjoy the most truly aristocratic society in the world whenever you want it. The great dead are beyond our physical reach, and the great living are usually almost as inaccessible; as for our personal friends and acquaintances, we cannot always see them. Perchance¹ they are asleep, or away on a journey. But in a private library, you can at any moment converse with Socrates or Shakespeare or Carlyle or Dumas or Dickens or Shaw or Barrie or Galsworthy. And there is no doubt that in these books you see these men at their best. They wrote for you. They "laid themselves out," they did their ultimate best to entertain you, to make a favorable impression. You are necessary to them as an audience is to an actor; only instead of seeing them masked², you look into their innermost heart of heart.

Radio address by William Lyon Phelps³ (6 April, 1933) USA

¹ perchance: perhaps

² masked: playing a part

³ William Lyon Phelps: (1865–1943), US university professor, literary critic, author and popular speaker

Text 2



Oxford Dictionaries 'Word Of The Year' Is ... An Emoji?

By Meera Daloz on November 17, 2015

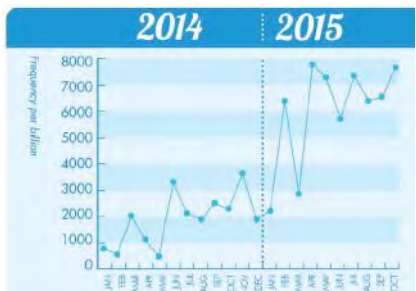
OCSS NCSS-1 News # 3 Videos 1-4 Word Search Favorites Embed Email Print



[© Oxford University Press]

We all know that life without emojis, (*the small digital icons that we use ad nauseam*) would be extremely boring. Hence, it is only fitting that the editors of the **prestigious** Oxford English Dictionary chose 🤔 – The emoji with the tears of joy as its “Word of the Year” for 2015.

- 5 The company that announced its unusual word choice on November 16th said that it was picked over several other traditional **contenders**. Among them were “**refugee**”, “**sharing economy**” and “**on fleek**”. However, it was this simple emoji that **resonated** with the editors because it appeared to best describe the “**ethos**, mood, and preoccupations of 2015.”



[© Oxford University Press]

- 10 They also thought that this was a good year to pay **homage** to the emoji. For though they have been around since the late 1990s, the use of the digital icons and the word that describes them, has escalated sharply this year. Besides, emojis are now used by people of all ages, not just teenagers.

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250 comments
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163 comments

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- 15 Also, though the word stems from the Japanese language – e (*picture*), **You Might Also Like...**
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 - Microscopic Images Reveal The Beauty Of Human Tears
 - Newsflash! Adorkable Is Now A Legitimate Word!
 - The Crunch Of An Apple And The Fizz Of A Soda? Yum!
 - Hello Kitty Begins Her 40th Birthday Celebrations By Declaring She Is Not A Cat!
 - This Tiny Iron Fish May Help Prevent Global Anaemia



[Source: PA Photos Limited]

- 20 As to how they selected 🤔 from the thousands of emojis that are available? The company says that they partnered with a leading mobile technology company SwiftKey to determine the most popular emoji. Turns out that “tears of joy” is the most used icon. According to SwiftKey, 🤔 made up 17% of all emojis used in the U.S.A and an **astounding** 20% in the **United Kingdom**!
- 25 Though this is the first time the Oxford University Press has selected an image for its “word of the year”, it is not the first time they have tried to **incorporate** modern **lingo** into their 150-year-old publication. In 2013, in **recognition** of the growing popularity of self-portraits, the editors selected “selfie”, for the “Word of the Year”!



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Article Comprehension (5 questions)

1. What is Oxford Dictionary's 'Word of the Year'?

Vocabulary in Context

“The company that announced its unusual word choice on November 16th said that it was...”

Vocabulary

ad nauseam astounding contenders
ethos homage incorporate lingo on fleek prestigious recognition refugee resonated sharing economy

Geography

United Kingdom!

Comments

1064 Comments

Name

Leave a comment.

Post [Sign in](#) to use your custom avatar.

swbat 11 months ago
I really think that emoji shouldn't be the word of the year because I think that the word minecraft should because everyone loves minecraft

emily
I liked the point of this video I also love emoji it was a great video

Gabne
I love emojis! They are my favourite thing! I even made chocolate emoji lollipops!

Excerpt from www.dogonews.com

- * www.dogonews.com: online network that allows 10 to 14-year-olds to engage with digital media “in a fun, safe and social environment”
- In what ways do the layout and design of this web page engage younger readers?
 - How do the news item and the associated activities on the web page teach both subject



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

Standard level
Niveau moyen
Nivel medio

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.

Text 1

This question asks candidates to analyse a radio address given by William Phelps, an American educator, literary critic, author and popular speaker, on April 6, 1933.

An adequate to good analysis will:

- identify the likely audience of the radio address from the provenance and internal contextual elements
- show some understanding of the specific nature of the text type within its historical, social or cultural context
- make some comments characterising the speaker and identify what might be the purpose or purposes of his talk
- analyse some of the rhetorical and figurative devices used by Phelps to engage his listening audience, specifically: repetition, analogy, simile, metaphor, extended metaphor, enumeration; his use of images and his diction; his viewpoint (direct address to the listener, use of personal anecdote, literary and cultural allusions, etc.); structure (the organisation of the argument, the deductive strategy, syntax, punctuation); the effects of sound devices (repetition, alliteration, rhythm); tone and register
- refer to some of the assumptions about the audience that the speaker is making: that the listener enjoys reading, has acquired numerous books, has a comfortable living space with room for books, etc. Refer to some of the values implied: that owning a book is preferable to borrowing one, that books should be "used" and revisited as a measure of self, that books bring pleasure on many levels, that books are immortal, that books are a personal link to great thinkers of the past, that writers are dependent upon their readers, that reading is a social activity, that books are superior to corporeal friends, etc.)

A good to very good analysis may also:

- offer a more perceptive understanding of the contextual elements within the speech that reveal characteristics of the author, his purpose(s) and the time and place he is speaking
- offer a more informed understanding of radio broadcasting, the likely radio audience or other aspects of the historical, social or cultural context
- comment on the relevance of the talk today, including perhaps a comparison of its effects on readers past and present
- offer a more thorough and detailed understanding of the rhetorical and figurative devices used by Phelps and how they engage listeners and shape meaning
- offer a more detailed analysis of the assumptions made and the values implied
- consider more closely the clear, logical organization of the speaker's argument perhaps referring to its persuasiveness.

Text 2

This question asks candidates to analyse a “news” web page from DOGO news, an online media network for students aged 10–14 from 2015

An adequate to good analysis will:

- identify the likely audience of this web page as seen from the provenance material and the internal contextual elements
- identify from contextual elements the overall purpose of this web page, recognizing that it is likely to be read as part of a school (educational) activity (as seen, for example, by the option for either “teacher” or “kids” and the choice of topics to click on)
- analyse some of the linguistic features of the text such as sentence structure, diction, rhetorical questions, punctuation, voice and tone
- analyse some of the features of the layout and design of the web page (the world header, the highlighting of vocabulary, the use of colour, pictures and other graphics, video, interactive elements and links, sidebar options, comprehension questions, vocabulary game, student comments, etc) in terms of their attractiveness and accessibility to younger readers
- analyse the educational nature of the web page through the manner in which it is presented: direct address to engage the reader, suggested books and comprehension questions (reading skills), the integration of vocabulary words within a more informal use of language (language skills), the use of a frequency graph (math skills), applied links (research skills), references to the UK and other international news (geography/social science), the Oxford Dictionary process, visual, listening, and computer skills, etc.
- make some comment on the structure and organization that shows how the news item achieves its primary didactic purpose of explaining how and why ‘emoji’ was chosen as word of the year.

A good to very good analysis may also:

- offer a more insightful analysis of contextual elements relating to audience and purpose, showing a clear awareness of the text’s educational relevance for both students and teachers as well as aspects of its entertainment value
- offer a more detailed analysis of the linguistic features of the news item and the associated activities presented, bringing out clearly the ways in which language is used in an engaging way that is appropriate to the audience, including perhaps comment on the advertising, the references to pet animals or the comments section for example
- offer a more thorough and insightful analysis of the layout and design of the web page, giving a convincing account of the ways in which the features of this design might appeal specifically to an audience of 10-14 year-olds, referring perhaps to uses of humour (e.g., the ‘tears of joy’ that punctuate the news item, the photographic image)
- offer a more sophisticated analysis of text type and subject matter, showing how this web page engages students on various educational levels so as to improve both their knowledge and understanding of various academic subjects and their related skills
- make more detailed comments about the structure and organization of the news item.

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

Friday 3 November 2017 (morning)
Vendredi 3 novembre 2017 (matin)
Viernes 3 de noviembre de 2017 (mañana)

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. Many works are concerned with human suffering. How has this concern been expressed in a way that engages audiences of various times and/or places in the **two** works you have studied?
2. Tension often builds to a critical point in a piece of literature. How is tension created in the **two** works you have studied and for what purpose?
3. Explore the presentation and significance of jealousy in the **two** works you have studied.
4. In what ways do the form and content of the **two** works you have studied reflect the time and place in which they were written?
5. What techniques did your **two** writers use to convey the "thoughts" of their characters, narrators or speakers and to what effect?
6. In what ways have your **two** writers explored the role of the individual within society and what conclusions might be drawn from these explorations?

