

Marking notes
Remarques pour la notation
Notas para la corrección

November / Novembre / Noviembre 2016

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

Higherlevel
Niveau supérieur
Nivelsuperior

Paper / Épreuve / Prueba 1

5 pages/páginas

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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 notes ne sont que simples lignes directrices pour aider les examinateurs lors de la notation. Elles ne peuvent en aucun cas être considérées ni comme un ensemble de réponses fixe et exhaustif, ni comme des approches de notations 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 de respuestas y enfoques fijos y detallados 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 essay, “Are you Hausa?”, by Maryam Garba posted on The African Essayist blog site to an Encyclopaedia Britannica entry on “Hausa,” two different perspectives on what being Hausa might mean.

An adequate to good analysis will:

- discuss some of the commonalities of the two texts, such as how they both provide information about the Hausa people, their culture and their way of life
- discuss some of the differences between the two texts, such as personal v. impersonal, insider v. outsider, focus on detailed information v. reflection
- comment on the audiences that these texts would appeal to: the rather generic audience of an encyclopedia seeking quick and concise information and the reader of an African blog site who would likely be an African interested in and desirous of sharing experiences/ideas with others in similar situations.
- comment on the purposes of the two texts: a blog essay to encourage the reader to think about identity in general as opposed to the encyclopedia entry which is designed specifically to offer factual information
- examine some of the characteristics or formal features of the two text types: an essay embedded in a blog site, the personal and participatory nature of the contributions to it, its emphasis on the present and the future, on ‘critical thinking’, intelligence, innovation and achievement while the encyclopedia mainly refers both textually and visually to the Hausa people’s past and traditions about which it provides information on various aspects
- examine some of the stylistic features of the blog essay such as use of first person, personal anecdote, Hausa terms, questions to the writer and to her readers as well as the emphasis throughout on definitions and on the shifting nature of answers to the questions she is asked frequently
- examine some of the stylistic features of the encyclopedia entry such as use of concise information, embedded links, lists, impersonal voice, categorical statement

A good to excellent analysis may also:

- comment in greater detail on the comparison of the two texts, perhaps seeing how one informs and deepens the meaning of the other and exploring the resulting ironies
- comment in greater detail and in greater depth on the visuals and what they add to the overall meaning of each of the texts
- discuss in greater detail the characteristics or formal features of the two text types, blog site and encyclopedia entry, with reference to audience and context
- discuss in more detail some of the stylistic features of the texts drawing attention perhaps to the very different ways in which they help readers to understand a society that may be unfamiliar to them (for example, the emphasis on the personal and the international in text A, the culturally-specific and ethnological focus of text B)

2. Text C and text D

This question asks candidates to compare an advertisement for a 1947 Chevrolet with an advertisement for the 2007 Chevrolet Volt.

An adequate to good analysis will:

- discuss some of the commonalities of the two ads, such as the strong reliance on the visual, the car as the center of interest, the use of bold headers and smaller accompanying text, the emphasis on nature/world, the use of a narrative, references to the engine, *etc*
- discuss some of the differences of the two ads such as the impact of the digitally altered photograph as opposed to the drawings in the older ad, the lengthy discussion of the qualities and ‘bigness’ of the 1947 Chevrolet (using a variety of literary devices such as repetition, alliteration, direct address, *etc*) as opposed to the more concise language of the modern ad (Chevy, the Chevy logo, Volt) with its emphasis on the environment and economy told through the images of the world lovingly held in hands and the simple electrical cord on the car
- comment on the audiences these ads would appeal to: potential new car buyers who want the newest and best, but with the predominantly male focus in 1947 as opposed to the gender neutral statements of the modern ad, with the first ad appealing to the outdoorsman, family man, or average professional man who wants the most for the least money, while the second ad appeals to the environmentally conscious and risk-takers willing to try something new
- comment on the purposes of the two ads: the first to persuade and inform the consumer in several ways as to why the 1947 Chevrolet best suits his needs and the second to challenge the consumer to look at something new (revolutionary) and exciting
- discuss the cultural implications that can be discerned by looking at two ads from the same car company that were published in two very different periods of time.

A good to excellent analysis may also:

- comment in greater detail on the comparison between the two texts, examining more closely both visuals and text: for example, in text C, the running narrative of “People are Saying ...” with the associated drawings, the details of the main picture; in text D, the implications of the modern ad’s ‘Charge the Battery. Change the World.’, the lightning bolt above the car, the world/hands image in the background; and, crucially, exploring more thoroughly how each conveys its assumptions about what is ‘newest and best’
- comment more closely on the layout of the two ads: the uses of fonts and punctuation and how these impact the meaning, the overall use of space, the movement of the reader’s eye, *etc*
- consider more closely the contexts and the intended audiences of these two ads including for example the ways in which they might appeal to men and women, or to Americans in particular (e.g., the appeal to patriotism in both texts)
- discuss more fully the differences in the use of language and style in the two ads. Comment for example on the parallel structure and lengthy, but familiar address of the first ad as opposed to the concision of the second, perhaps exploring the irony that the second ad can build on the long tradition of Chevrolet advertising (such as evidenced in the earlier ad) to create new energy by having a Chevy “revolution”
- explore in more depth the cultural implications that can be discerned by looking at ads from different epochs.