

**Marking notes**  
**Remarques pour la notation**  
**Notas para la corrección**

**November / Novembre / Noviembre de 2018**

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

**Higher level  
Niveau supérieur  
Nivel superior**

**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 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 a personal account by Daniel Carruthers of a cycling competition in Taiwan, from [cyclingtips.com](http://cyclingtips.com) in 2012, to an infographic by Jonathan Hart for the Atlanta Bicycle Coalition, a nonprofit organization promoting all aspects of cycling in the city of Atlanta Georgia, in 2012.

An adequate to good analysis will:

- note that although the idea of promoting cycling is common to both texts, this theme is explored in different ways (e.g. point of view, format, length, tone, *etc*)
- comment on the audience and purpose of the two text types, the personal account on [cyclingtips.com](http://cyclingtips.com) is targeting a specific audience of active cyclists with the intent to encourage cyclists to participate in future KOM races, while the infographic addresses the general public, primarily in Atlanta Georgia, with an aim of promoting cycling and public health
- explore some of the features of the personal account: use of first person, substantial introduction of self and situation, use of cycling jargon/argot, use of imagery and figurative language, use of a photograph, close focus on one event, *etc*
- explore some of the features of the infographic: heading, use of colour, layout, graphic elements, grid-like format, eye-appeal, third-person point of view, facts and figures, brief and succinct language, use of secondary sources to add credibility, *etc*
- address ways in which the different text types shape meaning for different audiences.

A good to excellent analysis may also:

- note the use of both positive and negative imagery in Text A and a purely positive focus in Text B
- analyse the types of appeal used in Text A to encourage people to do the race and in Text B to persuade people to take up cycling
- comment on the attention paid in Text B to both the individual and the community
- comment on the balance between the informative and persuasive purposes of the two texts
- comment on the relevance of geographical location (i.e. Taiwan, Georgia, USA) to audience and purpose
- offer a more thorough and detailed analysis of the visual aspects of the two texts
- compare and contrast the views of cycling proposed in the two texts
- show a nuanced understanding of how the divergent text types shape meaning.

## 2. Text C and text D

This question asks candidates to compare a Filipino legend of unknown origins about the waling-waling orchid to an article in a local Philippine website, Doon Po Sa Amin, about the significance of the waling-waling orchid to the Philippines in 2017.

An adequate to good analysis will:

- consider that both text types deal in some way with the significance of the waling-waling orchid: both consider the orchid of interest and value to the Filipino people, but each is unique in audience and purpose
- consider some of the contrasts between the two texts: old versus new, fiction versus fact, myth versus science, *etc*
- consider the style and technique of the legend in Text C: story-telling tradition (originally oral, set “long, long ago”); narrative accounting for a naturally occurring phenomenon; the use of archetypes: rich and powerful king, poor fisherman, and delicate and beautiful daughter, *etc*
- consider the style and technique of Text D: use of large photo of the orchid, heading relating orchid to a queen, the use of a list, use of introduction to lay context, use of detail, description, history, citing of authority, figurative language, conclusion with an appeal to the public, *etc*.

A good to excellent analysis may also:

- offer a closer comparison/contrast of these two text-types with regard to audience and purpose
  - offer a more detailed and insightful discussion of the style and techniques used in Text C: for instance, use of pronouns (*e.g.* “our”); the way in which the conclusion both destroys and immortalizes the daughter; depictions of beauty; and the representation of individuals and groups with regard to gender and/or class
  - offer a more detailed and insightful discussion of the style and techniques used in Text D: for instance, short, accessible chunks of equal-length text under bold subheadings; scientific language, *etc*.
  - discuss overlapping features of the texts: for example, how both texts mention specific places in the Philippines; and how both explore themes of protection and conservation (the ancient legend and the modern article are both concerned with conserving something that is unique to their homeland).
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