

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

**May / Mai / Mayo de 2019**

**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

Both texts are sports news reports about Usain Bolt's last 100m race in London in August 2017. Both were published on the same day, one in a "quality" newspaper, *The Guardian*, the other in *The Sun*, a "tabloid".

An adequate to good analysis will:

- identify the texts as two different reports about the same event in two different newspapers
- state that the common purpose of the articles is to report on a sporting event, a world 100m race final
- identify the target audience as readers of the two UK papers and comment on possible differences between the two groups of readers
- make some comparative comments about the illustrations, particularly with regard to how each paper has chosen to visually represent the outcome of the race.
- comment on the differences of content emphasis, for example the focus in text B on Gatlin the "cheat" and what he said after the race and in text A on Bolt, the challenge he faced and how he acted in defeat
- make some comments on some of the following differences of style and diction between the two texts: the different headline styles, sentence and paragraph lengths, complexity of diction, use of reported speech, imagery, metaphor, similes, hyperbole, alliteration, onomatopoeia.

A good to excellent analysis may also:

- refer to the conventions of the sports report text type and comment on the extent to which each article gives the reader an account of the race, considering perhaps reasons why the actual race is not reported in much detail in either article
- analyse in more detail the content of both articles, pointing out ways in which the accounts of the race and editorial choices about content differ, for example noticing the strong emphasis on the crowd's reaction and the interpretation of it in text B, the emphasis on Bolt's preparation for the race and his reaction to the result in text A
- comment in more detail on the editorial choice of visual image to accompany the text (a video still of the finishing line with all the runners in text A and a photographic still of the victor and one other runner – a British one – in text B) and comment on the possible reasons for these differences
- analyse in more detail the stylistic differences between the texts relating these to the readership of the two papers; for example, notice particularly the literary and cultural allusions in text A and the emotive language and predominance of reported speech in text B
- note the differences in the links offered on the two websites to indicate potential readership (e.g. Business, Lifestyle vs. Showbiz, Motors)
- compare and contrast in particular how the two runners are described in the two reports.

## 2. Text C and text D

Text C is an online article from *The New Yorker* reporting on the creation of a new women-only taxi cab company in New York while Text D, from a fundraising website, is an appeal for donations to finance a similar service being created in Pakistan.

An adequate to good analysis will:

- identify both texts as being about a new taxi service for women
- make observations about differences between the text types and their purposes: an online article that informs and entertains and a webpage that informs and appeals for funds
- make some observations about the different audiences the texts are aimed at and the different contexts that the texts describe
- notice some differences between the structural elements of the two texts: for example, the use of narrative and reported dialogue in text C; sections with subheadings and bullet points, the use of repetition in text D
- make some observations and comment on the way the two texts visually present their points of view to the reader, contrasting perhaps the focus on the woman passenger in text C and the focus on women driving in text D
- make some comments about the differences in diction, tone and style between the two texts, giving examples, perhaps, of the factual, the anecdotal, the informal or colloquial in text C, the more formal diction, logical expository style and persuasion of text D
- observe and perhaps comment on the fact that while text C is about a service that has been set up and funded, text D's focus is on raising funds in order to launch a new service for women.

A good to excellent analysis may also:

- recognize that as well as being about a new taxi service for women, both texts are more generally about the theme of the emancipation and empowerment of women
  - make more detailed observations and comments about the different text types, their specific purposes and the audiences they are likely to appeal to
  - comment on the dual focus on women as drivers and women as passengers in the two texts
  - comment on the effects of the lengthy dialogue and the focus on details in C
  - make more detailed comments about the nature of the two texts and their structure, observing perhaps that while text C is an example of interview reportage by an individual female journalist writing from her own personal point of view, text D aims to present in a succinct, logical and persuasive way the collective voice of an organization
  - analyse in more detail the differences in diction, tone and style between the two texts, perhaps further contrasting the informal, entertaining style of text C and the militant and more formal prose style of text D and contrasting perhaps also the significance of the predominant use of the past tense in the first and the future in the second
  - analyse in more detail how the two main images are used to complement the content of the two texts – but in very different ways – as well as how visual elements and layout are used to appeal to and influence the potential donor in text D
  - comment on some of the similarities between the two initiatives, though more significantly on the contrasts between the situations and the contexts described in the two texts, such as the very different ways women and their social and cultural contexts are referred to in both texts
  - comment on how men and their attitudes to women are represented in the two texts.
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