



**MARKING NOTES  
REMARQUES POUR LA NOTATION  
NOTAS PARA LA CORRECCIÓN**

**November / novembre / noviembre 2010**

**ENGLISH / ANGLAIS / INGLÉS A2**

**Higher Level  
Niveau Supérieur  
Nivel Superior**

**Paper / Épreuve / Prueba 1**

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## Higher Level, paper 1

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 not be so heavily penalized as to distort appreciation of individuality.

### SECTION A

This question invites the candidate to consider two texts about The Kokoda Trail. Text 1 is an advertisement promoting reasons to walk the Kokoda Trail, while text 2 is part of a magazine article which describes the inherent dangers involved.

A barely satisfactory comparative commentary will:

- note that both texts are about the Kokoda Trail but explored from different perspectives
- note the different genre
- comment on the different purpose and audience associated with each text
- mention at least one or two stylistic devices in each text.

A better comparative commentary may also:

- discuss key stylistic elements: for instance, imperatives; names; descriptions; exotic visual imagery, historical allusions found in text 1; hyperbole, imagery, capitalization, simile, statistics, enumeration and formal register found in text 2
- discuss and explain the upbeat/reassuring/comforting tone of text 1 as compared to the concerned somewhat alarmist tone evident in text 2
- comment in more detail on the language style apparent in both texts and relate this to purpose
- comment on how imagery is used to advance a reader's interest in walking the Kokoda Trail in text 1, but used to the opposite effect in text 2
- comment on the function of the narrative viewpoints: the use of second person in text 1 compared to third person in text 2.

The best comparative commentaries may also:

- more thoroughly explore the language style evident in both texts
- consider the titles of each text
- note that both texts are written in a persuasive manner but achieve different purposes
- examine the structure of text 1 and how this contributes to its persuasive purpose
- compare and contrast the didactic nature of texts 1 and 2
- comment in more detail on the tone of both texts and what effect this has on audience.

## SECTION B

This question invites candidates to compare an excerpt from an autobiographical memoir and a poem, both of which are concerned with a child-father relationship.

A barely satisfactory comparative commentary will:

- note the different genres: one is an autobiographical memoir, one a poem
- note that the narrator in both texts is referring to their father
- comment on the structure of each text
- mention at least one or two stylistic devices in each text *e.g.* anecdote and dialogue in text 3, simile and alliteration in text 4.

A better comparative commentary may also:

- discuss the language style evident in both texts. Text 3 is lively and more playful, while text 4 is formal, almost ceremonial
- recognize that the narrator in text 3 is male and the narrator in text 4 is female and perhaps that the father in each text is a doctor
- comment in some detail on stylistic devices
- comment on point of view in each text and the effect this has on the reader
- comment on the nature of the relationship in text 3 as compared to text 4
- discuss the tone evident in each text *e.g.* admiring, witty or resigned in text 3; restrained, cautious, even respectfully solemn in text 4.

The best comparative commentaries may also:

- discuss in more detail the relationship between the narrator and their father: the hint of regret in text 4 (without much affection) as compared to deep affection and admiration in text 3
  - comment in further detail on stylistic devices *e.g.* description, juxtaposition, irony in text 3; use of meter, rhyme scheme and the multiple meaning of “slipping” in text 4
  - discuss the way wit and hyperbole is used to characterize the father in text 3 while respectful distance is used to characterize the father in text 4
  - consider the relationship between tone and meaning in both texts
  - note that text 3 describes the relationship (past tense) through recall, while text 4 describes the relationship (present tense) through the aging process.
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