

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

May / mai / mayo / 2006

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 candidates to compare an extract from an autobiography and an appeal for contributions, both dealing with the theme of children who do not have the opportunity to learn to read.

A barely satisfactory comparative commentary may:

- note that both passages are about children who are prevented from learning to read
- call attention to the different genres: one a personal history, the other an appeal
- mention some stylistic features of each text.

A better comparative commentary may:

- be more specific about the shared theme: challenges to literacy posed by poverty or by slavery
- note that (a) is a narrative about an individual; (b) a persuasive letter about a global problem affecting many people
- note the use of the first person in (a) and the first and second person in (b) and show some awareness of the effects of these points of view
- discuss stylistic devices in more detail, *e.g.* metaphor in (a), figures in (b)
- perhaps note that literacy is a problem for some people today and was also a problem for some people in 1845
- note the positive outcome implied or felt in both texts, learning to read in text (a) and seeing literacy as a reachable goal in text (b).

The best comparative commentaries may:

- discuss the effects of stylistic devices and organization in terms of the intention of each text
- talk about the persona in (a), and his relationship with others and with his environment
- discuss the persuasive techniques of (b)
- perhaps note and discuss possible reasons why Douglass learned to read without the help for which funds are requested in (b)
- discuss Douglass's determination to read and how it comes through and consider individual effort as opposed to outside encouragement and help
- comment on the impact of the different eras, as suggested by the texts.

SECTION B

This question invites candidates to compare an extract from an essay on the importance of science with a magazine article on events planned to celebrate the World Year of Physics.

A barely satisfactory comparative commentary may:

- note that both passages show a positive attitude toward science
- call attention to the different genres and purposes of the two texts
- make some mention of the stylistic features of each text.

A better comparative commentary may:

- note that both passages are about the importance of science
- demonstrate awareness of the texts' different audiences
- call attention to some particular stylistic devices: *e.g.* metaphor and repetition in (a), geographic references and use of the imperative in (b)
- call attention to the popular journalistic tone of (b) – even though it is from a specialized periodical – in contrast with the more academic tone of (a).

The best comparative commentaries may:

- note that (b) is developed in terms of lists, while (a) builds an argument
 - note that both have elements of persuasion but while (a) is a persuasive argument (b) is more promotional in nature
 - discuss the effect of stylistic devices
 - compare the authors' perspectives and note the lack of scientific jargon in both texts and what this indicates.
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