



Diploma Programme  
Programme du diplôme  
Programa del Diploma

**English A: language and literature – Higher level – Paper 1**  
**Anglais A : langue et littérature – Niveau supérieur – Épreuve 1**  
**Inglés A: Lengua y Literatura – Nivel Superior – Prueba 1**

Monday 9 November 2020 (afternoon)  
Lundi 9 novembre 2020 (après-midi)  
Lunes 9 de noviembre de 2020 (tarde)

2 hours / 2 heures / 2 horas

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**Instructions to candidates**

- Do not open this examination paper until instructed to do so.
- Question 1 consists of two texts for comparative analysis.
- Question 2 consists of two texts for comparative analysis.
- Choose either question 1 or question 2. Write one comparative textual analysis.
- The maximum mark for this examination paper is [20 marks].

**Instructions destinées aux candidats**

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- La question 1 comporte deux textes pour l'analyse comparative.
- La question 2 comporte deux textes pour l'analyse comparative.
- Choisissez soit la question 1, soit la question 2. Rédigez une analyse comparative de textes.
- Le nombre maximum de points pour cette épreuve d'examen est de [20 points].

**Instrucciones para los alumnos**

- No abra esta prueba hasta que se lo autoricen.
- En la pregunta 1 hay dos textos para el análisis comparativo.
- En la pregunta 2 hay dos textos para el análisis comparativo.
- Elija la pregunta 1 o la pregunta 2. Escriba un análisis comparativo de los textos.
- La puntuación máxima para esta prueba de examen es [20 puntos].

2. Analyse, compare and contrast the following two texts. Include comments on the similarities and differences between the texts and the significance of context, audience, purpose and formal and stylistic features.

Text C

## Helen Clark's Eulogy for Sir Edmund Hillary<sup>1</sup>

On 29 May 1953 a young New Zealander stood on top of Mount Everest with his climbing companion Tenzing Norgay.

That young man was Edmund Hillary, soon to be knighted<sup>2</sup>, and to become the most famous New Zealander of our time.

- 5 Sir Ed's achievement on that day cannot be underestimated.

Anaphor . He went to a height and a place no man had gone before.

He went there with 1950s, not 21st Century, technology.

He went there with well-honed climbing skills, developed in New Zealand, Europe, and Nepal itself.

- 10 But above all, he went there with attitude, with a clear goal, with courage, and with a determination to succeed.

That attitude, Sir Ed's can-do pragmatism, and his humility as the praise flowed for him over the decades, endeared Sir Ed to our nation and made him an inspiration and a role model for generations of New Zealanders.

- 15 Today we all mourn with Lady Hillary, with Peter and Sarah and all Sir Ed's extended family, knowing that their loss is personal and profound, and valuing their willingness to share this farewell with us all.

We mourn as a nation, because we know we are saying goodbye to a friend.

- 20 Whether we knew Sir Ed personally a lot, a little, or not at all, he was a central part of our New Zealand family.

My parents and grandparents' generation followed Ed's adventures.

Those of us who cannot remember the news of that great climb grew up knowing of the man and the legend, as today's children do.

And how privileged we were to have that living legend with us for 88 years.

- 25 Prior to Sir Ed's conquest of Everest, the mountain had often been described as the Third Pole. It had defeated fifteen previous expeditions. Reaching the summit seemed to be beyond mere mortals. It was considered one of our world's last great challenges.

So when the news broke of the ascent by Ed Hillary, a beekeeper from New Zealand, and Tenzing Norgay, a Sherpa<sup>3</sup> from Nepal, it made headlines around the world. This was one of 30 the defining moments of the twentieth century, and earned these two brave men their place in history.

A: NZ ppl.  
other countries.

→ P<sub>1</sub>: reflect on achievements  
P<sub>2</sub>: mourn loss

There then followed many other achievements of note.

Earlier this month, the fiftieth anniversary was observed of Sir Ed's journey to the South Pole when he became the first person to make the land crossing since Amundsen and Scott.

35 → *Himself*  
In Kiwi<sup>1</sup> style, Sir Ed did the crossing on a tractor.

From the early 1960s, Sir Ed began the work which is his living legacy, founding the Himalayan Trust dedicated to the wellbeing of the Sherpa people in the high mountain valleys of Nepal, and supporting the education of their children and the development of health services.

40 Sir Ed lent his prestige as patron to so many good causes. Schools and other institutions, organisations and facilities bear his name with great pride.

And Sir Ed also served our country with distinction as High Commissioner to India, based in New Delhi with accreditation to his much-loved Nepal.

45 Sir Ed described himself as a person of modest abilities. In reality he was a colossus. He was our hero. He brought fame to our country. We admired his achievements and the great international respect in which he was held.

But above all, we loved Sir Ed for what he represented: a determination to succeed against the odds, humility, an innate sense of fair play, and a tremendous sense of service to the community, at home and abroad.

50 Sir Edmund Hillary's extraordinary life has been an inspiration to our small nation and to many beyond our shores.

As individuals, we may not be able to match Sir Ed's abilities or strength, but we can all strive to match his humanity and compassion for others.

His values were strong; they are timeless, and they will endure.

May Sir Edmund Hillary rest in peace.

Adapted from Prime Minister Helen Clark's tribute to Sir Edmund Hillary at his state funeral. Published in the *New Zealand Herald* (22 January 2008).

1 Sir Edmund Hillary: a New Zealand mountaineer, explorer and philanthropist (1919–2008)

2 knighted: honour bestowed by the monarch of the United Kingdom

3 Sherpa: local Himalayan guide

4 Kiwi: colloquial term for a New Zealander

Structure creates distinctive and permanent points.  
Authorial voice: uplifting to create a reflective tone on death (contrast the idea, symbolic).

② High moral language: ethos, create credibility.

③ inclusive language: a focus on family and beyond.



4 PAGES / PÁGINAS

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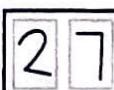
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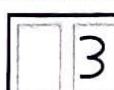
Example  
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Example  
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**C**

~~Speeches often con~~ Speeches often con

Authors aim to bring people together in their speeches and reflect on past events through a focus on structure and language. Prime

Minister Helen Clark's eulogy for the late Sir

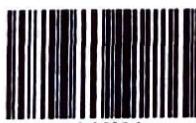
Edmund Hillary is a touching and reflective speech. Published in The New Zealand Herald in 2008, the tribute of the prime minister at the

time is primarily aimed at New Zealanders

as they mourn the loss of a New Zealand

figure and role model. The speech was

also aimed to targeted towards the entire world,

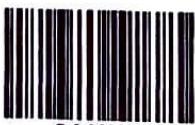


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as they reflect on this figure, and his immense contribution to society. From this, it may be noted that a primary purpose is to narrate the life of Sir Edmund, striking a nationalistic-nationalistic and reflective balance of emotions.

For the second both audiences, a secondary purpose is likely to reflect on the achievements of this figure Sir Edmund. The author Clark achieves these purposes through a careful and reflective spoken structure. Furthermore, a high modal register is not only fitting for the occasion, but also appeals to ethos to enhance both purposes. Finally, inclusive language may be said to be a critical component of personal tributes, falling in line with the New Zealander ethos of coming together, here & fulfilling



The primary purpose, as well as inviting outsiders to become part of a family, thus enhancing Clark's message.

Firstly, authors create ~~distinctive~~ speeches through which points may be made distinct and emphasised through a careful selection of structural devices. Most ~~prominently~~ prominently is the use of pause in Clark's speech. Clark achieves this pause through listing, such as "climbing skills, developed in New Zealand, Europe and Nepal it's self." This tricolon slows down the reading pace, and emphasises Sir Ed's "well-honed climbing skills." Moreover, a similar listing, "with attitude, with a clear goal, with courage, and with a determination to succeed," has impactful onomopoeia as to place an important



emphasis on each of the points in the list.

Additionally, the listing also slows down the pace of the speech, which when spoken out, will convey a tone of reflection a reflective tone, which invites the audience, whether the audience to join in and mourn Sir Ed's loss. Additionally, short sentences like "Sir Ed's achievements cannot be underestimated," and "May Sir Edmund Hillary rest in peace," aim to emphasize the distinct talking points of the speaker, and ensure that the reader has the audience has adequate time to themselves think about the significance of this death, which is befitting of both purposes. An added additional structural element of this text is the use of tone.

Primarily, the point tone is used, which is





4 PAGES / PÁGINAS

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Example  
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what may be expected of a tribute speech. It

open up with a # date, "On 29 May 1953,"

as to give the audience context and set a

feeling of time and chronology. As Clark

progresses through the life of Sir Ed, the past

tense remains as to maintain the reflective tone

mentioned prior, and also create a stark

contrast at the end of the text. Clark says "His

values were strong; they are tested; and they will

endure." These three references are not only encyclopedic,

but are also truncated and represent the

passing of time. This is the first cecutan or



which the speaker deviates from  
~~the~~ past tense, and the contrast that these  
three relatives make form a unifying bond with  
the reader, calling upon pathos to evoke a  
reflective emotion with the reader.

Secondly, the author uses vast amounts of high  
modal language, in a bid to establish their  
own creator credibility, but also to emotionally  
persuade the ~~the~~ listener of Sir Ed's ~~other~~ significant  
achievements. This may be seen in lines 6 and 7,  
where Clark <sup>says</sup> writes "He went ~~there~~ to a height  
and a place no man had gone before," followed by  
"He went there with 1950s, not 21st century  
technology". Here, Clark uses anaphora to emphasize  
and contrast Sir Ed's Everest climb with what  
may, within context, be seen as



ten difficult and challenging. Furthermore, the use of words like "height," "place" and "no man" aim to & convey the ~~gr~~ colossal achievement through strong description and high modality. In addition, Clark uses personal anecdote, "My Parents and grandparents' generation followed Ed's adventures," where she deviates marginally from the high modal sister aforementioned, by referring to herself, and referring to Sir Ed in a more personal manner, as if he was a close family member, an persuasive idea that Clark is likely trying to appeal to. Again, the author continues to display great awe for Sir Ed with high words that convey deep, hintically significant, and often dramatic connotations such as "the men and the legend" and "beyond mere mortal." In this way, Sir. Ed is likely



portrayed as a hero, and a crucial part of history. Importantly, this will help fulfill both purposes, as the listener may not only mourn Sir Ed's # death, but also come to understand, once again, his unimaginable achievement. Clark emphasizes this with her signature description of the "Third Pole," which, like before, paints a vivid picture of struggle, hardship, but in the end a significant achievement. Moreover, near the end of her speech Clark contains two jokes in the line "Sir Ed described himself as a person of modest abilities. In reality, he was a colossus." The short and stark sentence appeals to <sup>the</sup> clarke's pugnacious element of Clark's speech, and establishes Sir Ed as more of a hero, particularly through the strong,





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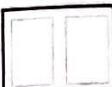
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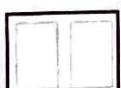
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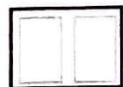
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and significant connotations of the word "colosus".



In addition to this, many of the aforementioned techniques used by Clark represent not only her ability to portray Sir Ed in a grandiose manner, but also the effort to build onto her own credibility. The advanced vocabulary and formal, high modal, yet personal register ensure that the reader may come to trust Clark, and embrace her strong words in an open and reflective manner. It may, therefore, be said that Clark's high modal language helps establish her credibility and achieve her purposes.



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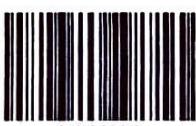
Finally, a symbolic gesture to launch an idea of togetherness and family may go a odd significant meaning to the deeper meaning an audience member receives from the text. During her speech, Clark establishes herself, Sir Ed, and the the audience at the funeral, and all other listeners, as part of a great New Zealand family. Often, ~~those~~ such symbolic together togetherness is communicated through the "Kiwi style," as was ~~said~~ said by Clark in the speech. This idea of togetherness, particularly during a time of mourning, can be seen in the statement, "we mourn as a nation, because we know we are saying goodbye to a friend." A strong emotional response, developed through ~~position~~, is created due to the ~~idea~~ connotations and deeper meaning of



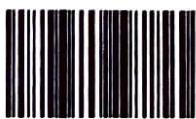
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a friend. As was mentioned prior, the "Kiwi" idea is that the entire nation is a family, hence displaying mutuality for this use of pathos, and emphasizing the united idea that Clark is attempting to display.

Moreover, "And how privileged we were to have that living legend with us for 88 years," is a clear display of inclusive language, meaning even the prime minister is humbled to have been able to live during alongside Sir Ed. This line displays an earnest will to recognize the "living legend," using ethos to when displaying her own awe, and pathos when attempting to extract awe as a sense of awe from the audiences. In addition to this idea of togetherness and family, Clark also personifies Mount Everest, saying that "it had defeated fifteen previous expeditions," whereby



euphemism is used to remain clear of the emotionally challenging idea of "death" at a funeral. Combining this sense of a great, almost supernatural challenge, with that of the brave Sir Edmund is ~~a~~ a key element to this speech, and goes to unite humanity in a way, such that the audience may realize how important people like Sir Ed are in ensuring humanity may keep moving forward. This is confirmed by Clarke's ~~the~~ statement "we can all strive to match his humanity and compassion for others," which may be regarded as the overall "thesis" statement for the speech, fulfilling both purposes, and also carrying out the aspirational dreams and wishes of Sir Ed. In these ways, the appeal



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to an idea of togetherness is critically important in developing faith, and ensuring the audience understand Sir Ed's great achievements.

In conclusion, Clarke's concise appeal to structure in her speech, as well as at high modal register, creates a persuasive tone, as the ~~emphasis~~ + persuades the audience of Sir Ed's significant achievements and life. Furthermore, a focus on togetherness and ~~as~~ a kiwi family, works to carry out Sir Ed's vision, and unite the audience in a time of mourning.

