



English A: language and literature – Standard level – Paper 1
Anglais A : langue et littérature – Niveau moyen – Épreuve 1
Inglés A: lengua y literatura – Nivel medio – Prueba 1

Tuesday 3 November 2015 (morning)
Mardi 3 novembre 2015 (matin)
Martes 3 de noviembre de 2015 (mañana)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Write an analysis on one text only.
- It is not compulsory for you to respond directly to the guiding questions provided. However, you may use them if you wish.
- The maximum mark for this examination paper is **[20 marks]**.

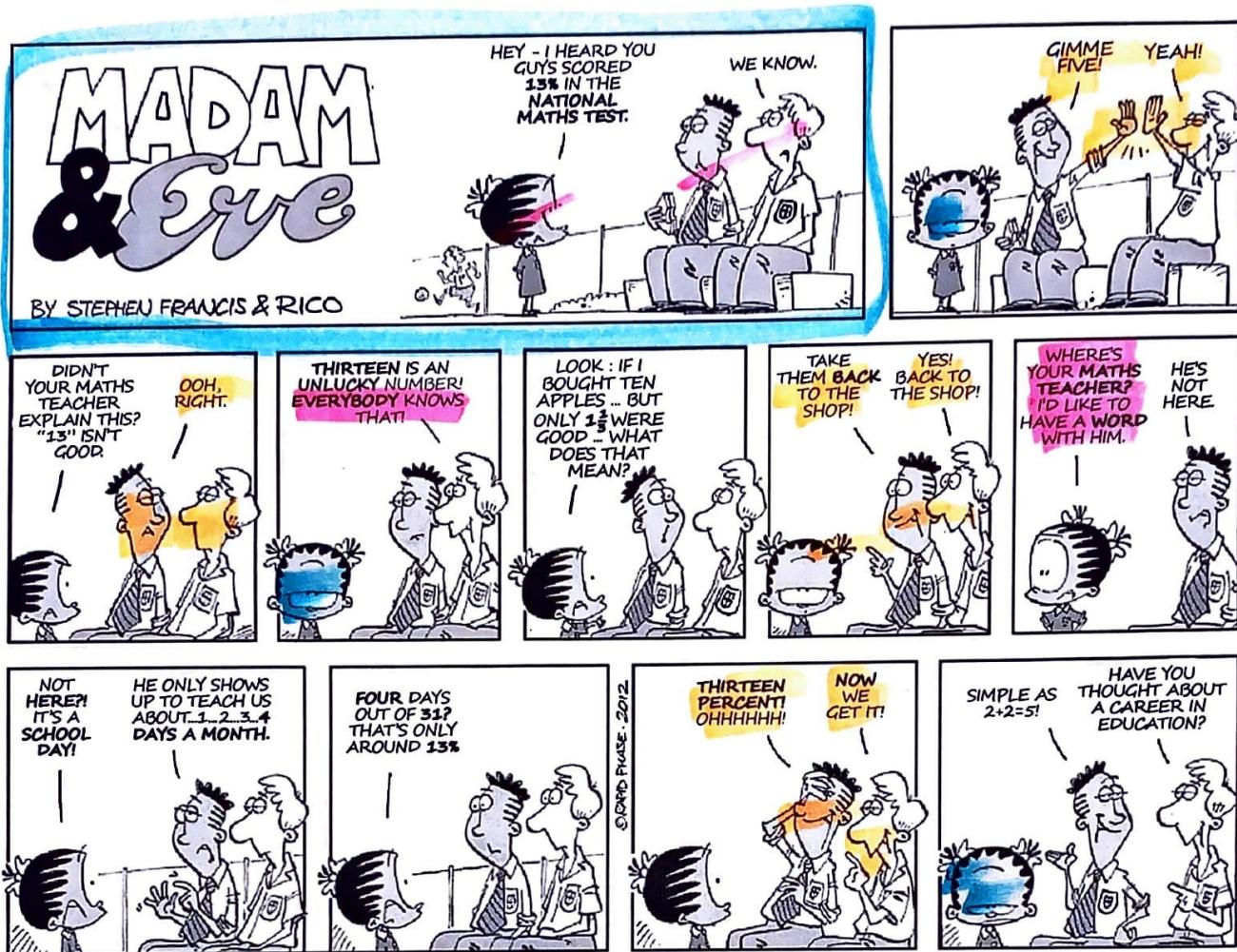
Instructions destinées aux candidats

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Rédigez une analyse d'un seul texte.
- Vous n'êtes pas obligé(e) de répondre directement aux questions d'orientation fournies. Vous pouvez toutefois les utiliser si vous le souhaitez.
- 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.
- Escriba un análisis de un solo texto.
- No es obligatorio responder directamente a las preguntas de orientación que se incluyen, pero puede utilizarlas si lo desea.
- La puntuación máxima para esta prueba de examen es **[20 puntos]**.

Text 2



"Madam & Eve" written by Stephen Francis and illustrated by Enrico Schacherl, *Mail & Guardian* (2012), www.madamandeve.co.za. Used with permission.

- In what ways do the pictures convey ideas that would be difficult to express in few words?
- Comment on how irony is used in this cartoon.

⇒ social satire : education

girl looking at reader.

- ① structure: clear information, / Bow, He name setting, capital letters.
- ② \$ words working in tandem with visual features to create deeper meaning . =
- ③ symbolic irony to create a satirical overview of society . => 13 Maths.



4 PAGES / PÁGINAS

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Example
Ejemplo

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Example
Ejemplo

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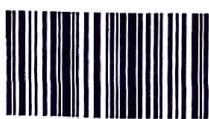
Cartoons are frequently used by authors to convey deep meaning about social issues, often more effectively than text. "Madam and Eve" is a cartoon that comments on the way in which society views education. The main characters involve two young men and a young girl, girl who takes ironic precedence in terms of maturity. This satirical cartoon is likely directed primarily at older adults, particularly those who may help make the international education practice that is ever-prominent and harmful to society. The cartoon primarily exists as a warning sign to the next generation current generation of adults who



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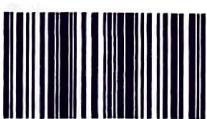


one or have created an environment wherein their own children cannot access adequate support and education. The text, therefore, aims to shed light on these issues as a ~~from~~ secondary purpose, whilst attempting to inflict ~~enough~~ feelings of accountability upon the reader. The author, Stephen Francis, achieves these purposes through a careful interwoven ~~of~~ selection of stylistic and structural elements within the text's visual elements. Moreover, the relatively limited number of words used ~~can~~ convey enhanced meaning when working in tandem with the such visual elements, and the deeply symbolic selection within the text appeal to its satirical nature, hence enhancing ~~its~~ the ability of Francis to create urgency to the ~~appalling~~ critical issues.



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Firstly, a clever regard for the structural aspects of texts, & particularly cartoons, is important to ensure the reader can be most impacted by ~~a few or number of~~ ^{the least} words. Francis' cartoon, Madam and Eve contains eleven squares, divided into three rows. Each square addresses the ~~the~~ advancing time of the same setting in which the characters are in. This chronological presentation of ideas is readable and easy to follow, and lets the reader experience, in real time, the dialogue between the three characters. In addition, ~~between~~ on the first row, each box on its respective row is uniformly sized, meaning the presented information is ~~recently~~ presented with an intuitive symmetry, making the text easier to follow. This, ~~uniquely~~, makes the reader more able to focus on the deeper ~~satirical~~ satire conveyed by the text,



which will later be explored. The aforementioned uniformity is also enhanced by the black and white color palette, which symbolizes both that this is an age-old issue, and that there is a clear right-and-wrong, as the saying "black and white" often depicts. Additionally, the fact that the ~~two~~ white-haired character per character with white hair occasionally sticks out from his frame is symbolic for how this is a real issue within the life of the reader, and is not just ~~an~~ a humorous cartoon. Within the structure of each box, power positions are clearly ~~been~~ laid out, with the young girl occupying the lower-left focal point, and the two older boys occupying that in the top right. This creates a clear power dynamic between the ~~two~~ ~~charac~~ three characters, wherein the





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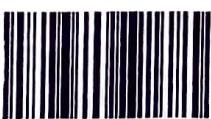
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educational irony is emphasized. This structural choice also places the reader as a mid-level, impartial observer of the ~~best~~ shocking conversation, making them realize that they should be more than merely this observer. Here, the reader is called to action, not only through observing the structural placement of the characters, but additionally their own structural placement within each of the cartoon's stills. A final structural observation is in the use of capital and bolded letters within the dialogue. Intonation in the characters' voice is denoted through bolded words like "THIRTEEN," "UNLUCKY," and "EVERYBODY."

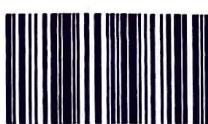


This way, the reader adds a ~~the~~ dimension of ~~the~~ time to his test, on top of the existing textual and visual features, which has a ~~great~~ ^{large} impact on the reader's perception of the conveyed ideas. Therefore, the presented scenarios like clarity and application of the conveyed message, structure can be said to play an undeniably important role in Francis' cartoon, helping him achieve his ambitious purpose.

Secondly, cartoons often frequently convey deeper meaning using words in tandem with yet visual features. Francis largely does this fulfills this idea through the clever use of facial expressions of characters, combined with punctuation or implied intonation of words. For example, the cartoon begins with the ~~little~~ girl saying "Hey Hey - I heard you guys scored 13% in the national maths test!" This, combined



with the boys relatively dull and unphased facial expressions conveys a sense of shock, as the connotations of such a low score, regardless of the symbolic meaning of the number thirteen, are only negative. The visual image of the two boys, eating a sandwich with curvature lines around their cheeks and half-closed eye-lids creates irony, as if a comparison is made between the relative intelligence, and expected intelligence of older versus younger students. This juxtaposition is further enhanced by the text, which creates the comparison through relative speech length. The ~~two~~ short, ~~staccato~~ sentences of the boys ~~feature~~ such as "Yes! back to the shop" and "Hes not here," tooty work in conjunction with the visual contrast to emphasize the lack of intelligence in the two boys. In this way, a sense of pathos is developed as the



reader not only feels sorry for the young girl, who needs will need to deal with these issues, but they also feel sorry for the two boys. This lack of intelligence is by no fault of their own, however. Eisner is likely attempting to use the aforementioned contrast in order to highlight deeper societal issues, whereby the boys symbolize a general umbrella for society. In addition, smirking expressions in stills such as^{that is} "the high-five one" is supported by the short, punctual statements of "GIMME FIVE!" and "YEAH!", whereby a cordless attitude is conveyed to the reader. At the same time as the sound waves are shown, & with empathy, the young girl looks towards the reader with a judgmental and distinguished facial expression. In this way, the reader, too, is brought into the idiocy that is





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Example
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conveyed by the visual features and textual linguistic features aforementioned. A similar tone is carried out with penile thoughts, such as the facial expressions conveyed underneath "OONIGHT."

This range of emotions from the main character, Wolfe, are indicative of the limited education

He receives, and clearly & conveys deeper societal

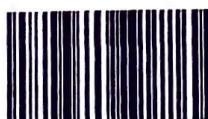
issues to the reader through linguistic and visual

features.

Finally, text frequently rely on irony to build up

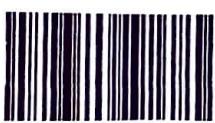
irony through symbolism, eventually leading toward

deeper satirical meaning being formed. Francis'



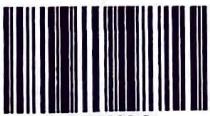
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Cartoon places emphasis on mathematics in order to satirically comment on the flawed education system. He likely uses maths as it is a logical and clear symbol of both cognitive ability, as well as it being something most adult readers would be familiar with. By a large part the continual reference to the number "13" is an allusion to ~~current~~ superstition supernatural ideas of unlucky numbers like 13. Hence, the reader will understand the cultural allusion reference, thereby receiving the accompanying negative connotations thereof. The author intellectually challenges the reader by presenting the number thirteen in a variety of ways: "13", "13", "THIRTEEN", "1 $\frac{1}{3}$ " out of "TEN", and "13" days "FAR DAYS OUT OF 31." Each of these different representations of the unlucky number satirically



04AX02

Comments on the prominence of the rigid negative education system within society. The overarching idea of nihilism, thereby calls the reader to action whilst subtly emphasising the secondary purpose of gaining awareness. Additionally, the aforementioned element of ironic contrast between the cognitive ability of the two groups of characters is emphasised by the innocent symbolism of the yang girl. She was a deliberate choice of the author, as he attempts to emphasise the damage the education system is doing to minds, like hers, full of potential. Finally, the dialogue, "simple as $2+2=5$ " is another ~~further~~ ^{more} satirical reference to the boy's cognitive ability. The clear deficit in logical ~~and~~ coherence exists to evoke a sense of disgust from the reader for the manner in which the education system



is in. The reader is meant to reflect on the potential "career in education", which symbolizes the irony of the issue: the cycle will repeat and the problem propagate until societal change is undertaken. Like many cartoons, this one conveys chronological timeliness by showing the deep irony in raising future educators to be uneducated, hence calling on change from the reader. Here, symbolism is of paramount importance in conveying societal issues in a satirical manner.

In conclusion, Francis' ~~the~~ satirical cartoon uses ~~are~~ carefully selected structural features, as well as a side-by-side combination of visual and textual features to convey urgency for the doctoral issue and call for change. The broader, symbolic nature of the text, particularly



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turn the logical, mathematical perspective into the reader in a timeless, chronological leap, in which they come to understand the text's satirical nature. In this way, it becomes clear that cartoons can be successfully used to convey a wide range of societal issues.



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