



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

ANSWER SHEET
FEUILLE DE RÉPONSES
HOJA DE RESPUESTAS

Please complete the boxes/Veuillez remplir les cases/Llene los recuadros

Número de convocatoria del alumno

0 0 5 3 4 9

Sheet number
Feuille n°
Hoja núm.



AB02

A - 5 20
B - 5 20
C - 5 20
D - 5

Question
Question
Pregunta

Examiner
Examinateur
Examinador

1. In this speech, we see Hillary Clinton addressing the UN with regards to the situation of women around the world ~~world~~ in order to empower and help them. This is seen from her use of language ~~to~~ to convince the world leaders of the plight of oppressed women so as to persuade them to do something to help ~~them~~ these women. ~~the~~ repetition use of sub

O.K. She first begins on a more personal note, using anecdotes of ~~her~~ ~~her~~ the occasions in which she has met women in different geographical regions - Asia, Europe, ~~At~~ Africa and the Western Hemisphere. She uses repetition of the words "I have met" to emphasize the reality of these situations of women in various parts of the world. ~~She~~ She then proceeds to provide a ~~narrowed~~ ^{broadened} perspective of women in terms of ~~their~~ their roles, ~~in~~ ^{which are} both domestic and societal ^{as well as political}. She goes about this in an order of increasing importance, beginning with domestic roles of ~~the~~ them coming together "in their village to discuss nutrition, family planning,

Good Grade



and baby care." She ~~then~~ then brings this up to a societal level of parents being ^{reassured} ~~comforted~~ by "creative, safe and nurturing after-school centers" and ~~the~~ subsequently ~~on~~ to a political level where women are "helping build a new democracy."

Clinton uses this method of ~~that~~ gradually elevating the role of women in order ~~to~~ to ease the listeners into this idea of women being ^{important figures} ~~of importance~~ in the ~~our~~ world. She then works her way back down to a societal level where women are "working everyday to promote literacy and better health" and ^{to a} ~~a~~ domestic level of creating "a livelihood for themselves and their families". This way, by ~~building up and~~ ^{gradually} increasing and then decreasing the standing of women in their countries, ~~the~~ the listeners are able to follow her flow of thought and be more receptive towards her ideals of women being empowered. It is also ^{important} ~~noted~~ that she ends on a rather high note, with women "trying to keep children alive in the aftermath of Chernobyl" to ~~to~~ maintain the respect for women by ~~the~~ ~~those~~ ^{you} present at the conference.

Additionally, her aim of mentioning various areas of the world ^{is} ~~to~~ to put forth the idea that although ~~a~~ women are present in different countries, they are facing different situations and are working towards ^{improving} ~~making~~ ~~their~~ the lives of themselves and those



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1. around them. ^{what logos}

In the following paragraph ^{new} Clinton ^{which} makes use of statistics to ^{justify} her stand. Her use of ~~non~~ numerical figures such as "more than half the world's population" ~~and~~ "70% of the world's poor" and "two-thirds of those who are not taught to read and write" show her use of ^{pathos} by stirring up a sense ~~of~~ of injustice in the minds of the listeners. ~~However~~ However, she does not only appeal to emotion alone, but ~~comb~~ combines this with ^{logos} concrete figures to give the audience something more tangible to hold on to.

Here, we also see the use of repetition to ^{stress} ~~emphas~~ on the idea of women being oppressed by society. She continually repeats the word "women" and the word "not" to show the ~~dead~~ lack of respect and recognition faced by women. This is further highlighted through her diction, ~~in~~ which she uses words ~~as~~ such as "unnoticed" and "unheard".



In this speech, we also see the use of juxtaposition to bring across the ~~the~~ concept of ~~the~~ oppression. Clinton presents two scenarios — one where women are able to carry on with ~~their~~ ~~done~~ in their own domestic capacities along with the mention of bigger roles such as running companies and countries; the other ^{scenario} ~~one~~ is one where women are deprived of basic rights such as those of education and voting. The stark contrast provided by Clinton serves to shock the audience as well as to show the great disparity between what women in ~~different~~ different situations can and cannot do.

Good

The idea of oppression is further emphasized upon through the use of ~~strong~~ words with strong negative connotations such as "denied", ~~force~~ "forced" and "barred".

Moreover, the contrast between the ~~portrayals~~ ^{portrayals} of women would evoke some form of discomfort in the audience, ~~from~~ from hearing about women being nurturing and capable to being ~~shut~~ shut off and ostracized by society.

As such, the constant depiction of the sad plights of women would have a sort of ^{1c.} nagging effect on ~~the~~ those at the World Congress, urging them to act on the injustice against women.

In the last three paragraphs of the speech, ~~then~~ Clinton uses a rather different approach to persuade the world leaders to help women around the world.



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1. She ~~uses~~ highlights the potential capabilities of women and elevates the appeal of empowering women. Again there is the use of repetition, where the word "speak" is used to give recognition to women. "speak" also ties in with paragraph ~~th~~ seven, where Clinton ^{states} ~~is~~ ~~states~~ that "The great challenge of this conference is to give voice to women... whose words go unheard". Hence, it seems to provide a ^{solution and conclusion} ~~conclusion~~ ~~th~~ ~~to the~~ to the issue of women being unnoticed and undermined despite their abilities.

There is also the use of glittering generalities to show the ideals that can be achieved through giving women more respect and opportunities. Words like "truth", "respect", ~~the~~ "deserves" and "dignity" also present these shining ideals of what can and should be in the case of women who are looked down upon by society.

Furthermore, by depicting women as strong through ~~a~~ examples of them "fighting for good schools" and



"Working ~~the~~ all night", the audience would be moved to support these women through their struggles. This is further emphasized ~~by~~ when Clinton says that "Every woman deserves the chance to realize her God-given potential." The word "God-given" ~~also~~ is also used as a transfer of authority, as God ~~is~~ is one ~~that~~ whom people respect and revere, hence causing people to think that the empowerment of women is supported by God, and therefore should be supported by them as well.

Brilliant

Finally, Clinton ~~chose~~ chooses to end ~~strongly~~ ^{with} strong diction that once again urges the ~~the~~ world leaders to act on the oppression ~~of~~ of women. Her use of ~~the~~ "human rights" ~~is~~ is to appeal to ~~country~~ world leaders supportive of America, ~~which~~ a free country where human rights ^{viewed to be} are of great ~~import~~ importance.

Moreover, she looks to the future by saying that the conference aims to allow women to "take greater control over their own destinies". In this way, she suggests a shared vision ~~in~~ as to persuade the audience to go along with her way of thinking. She then continues to state that ~~governments~~ ^{governments} have a "responsibility to protect and promote internationally recognized human rights." This is an empowering and important statement, which gives greater authority to governments and may even slightly pressurize them to



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1. Help the women in their countries. The fact that these rights of women are also "internationally recognized" would also urge governments to do what they should do in their authoritative capacities.

In conclusion, Clinton ^{uses} ~~port~~ varying portrayals of women as strong yet oppressed, and important yet ~~was~~ unnoticed. In addition to her use of linguistic tools such as repetition and diction, ^{she} ~~to~~ influences and ^{persuades} ~~persuade~~ governments to support the rights of women, a ~~can~~ cause she strongly believes in.



