



ANSWER SHEET
FEUILLE DE RÉPONSES
HOJA DE RESPUESTAS

Candidate session number / Numéro de session du candidat / Número de convocatoria del alumno									
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(75)

Question
Question
Pregunta

Examiner
Examinateur
Examinador

Text 1.

an extract from a	
The text is a speech made by Hillary Clinton,	
Former First Lady of United States of America, and in 1995,	
Beijing, China. The context of the speech is about women	
rights and how women have suffered from the non-existent	
rights. The purpose of the speech is to educate the UN and the	
people of the world of the sufferings faced by women. It is also	
encourages women to stand up for their rights and governments	
around the world to accept their responsibility to protect and	
promote internationally recognized human rights. The	
Hillary Clinton uses stylistic and linguistic devices to bring across this	
intended purpose, she makes use of the ethos, pathos and	
logos in the viewers too.	
The venue of the speech adds greater meaning	
to the speech. China is a country which does not exercise gender	
equality as much, as men are seen and believed to be more	
important. Most Chinese families are proud to have sons and	
not daughters. Furthermore, 1995	

not for all



~~The first~~ Hillary Clinton uses the linguistic feature of repetition in her opening paragraphs, ^{This is to} ~~to~~ emphasize her point that women all around the world are doing their part to help society. She repeats the phrase "I have met", six times. The constant repetition of this phrase followed by an act of good will by woman, ^{evokes} ~~creates~~ the ethos in listeners that her words are credible, ^{start} ~~and~~ This ^{gains} ~~creates~~ therefore ^{encourages} the interest of the listeners ^{and attention} to continue ~~listen~~ listening. More over Hillary Clinton brings us all ^{over} ~~the~~ the world, in her repetition of ~~the~~ her meeting different woman. She brings the listeners from "Indonesia" to "Belo Belau and Ukraine". This ^{an idea of the feeling} ~~creates a feel~~ that these acts of good from woman are all over and widespread. Thus this has an effect on the ^{on feeling} ~~paths~~ of readers, as they ~~feel~~ have an ~~emotion~~ that women play such an important role world wide.

How is a suitcase?
Feeling of what?

Good allusion

Furthermore the phrase "I have met", is a possible reference to a popular speech by Martin Luther King, "I have a dream". Since the start of both speeches ~~are~~ ^{re} repeats a phrase, "I have met" and "I have a dream" several times followed by an example. Thus by using this similar structure, listeners who were ^{convinced} ~~etected~~ by the Martin Luther King's speech, will ~~transfer~~ this same emotion to Hillary Clinton's speech. Thus it is a use of pathos, as it stirs ~~at~~ this emotion ~~in~~ the listeners for equal rights, Instead of rights for blacks, it is ^{for the} rights for women.





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AB02

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The speech also uses ~~glittering generalities~~ ^{irony} to convince readers that Hillary Clinton used the stylistic device of ~~contrast~~ to emphasize her points in each of her speech. She begins her paragraph with an idea but ends it with ^{irony} a ~~contrasting~~ ^{contrasting} idea.

In the seventh paragraph, she loads the listeners with facts, "women are 70% of the world's poor, and two-thirds of those who are not taught to read and write." "women comprise more than half the world's population". These facts emphasize the importance as half the ~~world's~~ ^{population} are women. ~~and this~~

However right after ^{she uses an analogy} ~~it contrasts this idea~~ facts that are ironic. ^{logic}

Although ~~the~~ women are widespread, the work they do "is not valued". Thus this irony emphasizes that ~~little action is being done to give~~ ^{there is} little rights for women, and that women are just taken for sake by society.

Hillary Clinton also used an important rhetorical device in her speech, ^{irony} ~~hyperbole~~ to emphasize a certain idea she is trying to bring across to her listeners. There are many uses of ^{irony} ~~hyperbole~~ in her speech.

One of her uses of ^{irony} ~~hyperbole~~ in the ~~seventh~~ ^{eighth} paragraph where she



fully the good acts women emphasize the ~~suffering~~ of women, do followed by how they suffer. She starts the paragraph with "women around the world are giving birth, raising children, cooking meals..." This gives the image of women being such important people in the world and have such great value. ~~However~~ Furthermore the listing makes this idea stick in the minds of the ^{listeners} ~~readers~~. However this is contrasted by the listing of women suffer and are second class citizens. "Women are also dying from diseases that should have been prevented or treated; they are watching their children succumb to malnutrition caused by poverty and economic ~~depression~~ deprivation..." Thus ~~the~~ by listing the ^{sufferings} ~~negatives~~ after the positives of the women, it evokes the purpose in women ~~that~~, to feel for women, as for ^{as} much ^{good} as they do they suffer due to inequality.

Hillary Clinton's choice of words, ^{Diction} ~~lexis~~, is also important in conveying a certain idea she is trying to in her speech. Words such as "unnoticed", "unheard", "not valued" ~~and~~ "denied", all bring across this idea that women are ~~second class~~ and are not important to society. It really emphasizes the situation thus encouraging listeners and governments to change.

Hillary Clinton also gives ~~her~~ herself an identity and uses plain folk to relate to listeners more effectively. "As an American, I want to speak up for women in my own country". She portrays herself as ~~a~~ ~~an~~ a woman part of women who suffer in America. She is their voice. Thus ~~she~~ she makes herself part of the normal women





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in America. This makes it much more personal and relatable.

Hillary Clinton also makes an effort to speak about ~~all~~ all the different types of women ~~suffering~~. She speaks about "Mothers" who suffer, "older women", working women and "women everywhere." She tries to target as much of the women as possible so that they feel that they are part of this group knowingly or unknowingly. She does this so that all women will fight for their right, now knowing the inequality they face. ~~By~~ Furthermore by saying "speaking to you today, I speak for them." ~~of these~~ Makes all the women groups come together with Hillary Clinton's voice, thus all of them are part of this speech.

In conclusion ~~the~~ Hillary Clinton effectively uses linguistic and stylistic devices such as repetition, irony, listing and referring to ~~being~~ her message that society and government need to be more equal and that women should fight for their rights ~~to~~ ^{of} equality.



This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



Anglo-Chinese School (Independent)

English Language and Literature Department

STANDARD LEVEL EXTERNAL ASSESSMENT PAPER 1 TEXTUAL ANALYSIS

Index Number: 5347

Marks

15
125



A: Understanding of the Text -To what extent does the analysis show an understanding of the text, its type and purpose and its possible contexts? - Are the comments supported by references to the text?	Achievement Level 0 - the work does not reach a standard described by the descriptors	Achievement Level 1 <u>Little understanding of the text</u> - little understanding of the text and context. - comments are not supported by references to the text.	Achievement Level 2 <u>Some understanding of the text</u> - some understanding of the text and context. - comments are sometimes supported by references to the text.	Achievement Level 3 <u>Adequate understanding of the text</u> - adequate understanding of the text and context. - comments are mostly supported by references to the text.	Achievement Level 4 <u>Good understanding of the text</u> - good understanding of the text and context. - comments are consistently supported by references to the text.	Achievement Level 5 <u>Very good understanding of the text</u> - very good understanding of the text and context - perceptive comments are supported by consistently well-chosen references to the text.
B: Understanding of the use and effects of stylistic features -To what extent does the analysis show awareness of how stylistic features of the text, such as language, structure, tone, techniques and style, are used to construct meaning? -To what extent does the analysis show understanding of the effects of stylistic features on the reader?	Achievement Level 0 - the work does not reach a standard described by the descriptors	Achievement Level 1 <u>Little awareness of the use of stylistic features</u> - little awareness or understanding of the use of stylistic features.	Achievement Level 2 <u>Some awareness of the use of stylistic features</u> - some awareness and understanding of the use of stylistic features.	Achievement Level 3 <u>Adequate awareness of the use of stylistic features</u> - adequate awareness of the use of stylistic features. - some understanding of their effects.	Achievement Level 4 <u>Good awareness of the use of stylistic features</u> - good awareness of the use of stylistic features. - adequate understanding of their effects.	Achievement Level 5 <u>Very good awareness of the use of stylistic features</u> - very good awareness of the use of stylistic features. - good understanding of their effects.
C: Organisation and development - How well organised and coherent is the analysis? -How well is the argument of the response developed?	Achievement Level 0 - the work does not reach a standard described by the descriptors	Achievement Level 1 <u>Little organisation</u> - little organisation - reliance on paraphrase and summary rather than analysis.	Achievement Level 2 <u>Some organisation</u> - some organisation - some coherence but may contain elements of paraphrase, summary and simple explanation. - little development of the argument.	Achievement Level 3 <u>Adequately organised</u> - adequately organised in a generally coherent manner. - some development of the argument.	Achievement Level 4 <u>Well organised</u> - well organised and mostly coherent. - argument is adequately developed.	Achievement Level 5 <u>Effectively organised</u> - effectively organised and coherent. - argument is well developed.

<p>D: Language -How clear, varied and accurate is the language? -How appropriate is the choice of register, style and terminology? ('register' refers to use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task)</p>	<p>Achievement Level 0 - the work does not reach a standard described by the descriptors</p>	<p>Achievement Level 1 <u>Language is rarely clear and appropriate.</u> - language is rarely clear and appropriate. - many errors in grammar, vocabulary and sentence construction. -little sense of register and style.</p>	<p>Achievement Level 2 <u>Language is sometimes clear /fairly accurate grammar</u> - language is sometimes clear and carefully chosen. -grammar ,vocabulary and sentence construction are fairly accurate though errors and inconsistencies are apparent. -the register and style are to some extent appropriate to the task.</p>	<p>Achievement Level 3 <u>Language is clear /Adequate degree of accuracy in grammar</u> - language is clear and carefully chosen. -an adequate degree of accuracy in grammar ,vocabulary and sentence construction despite some lapses. -the register and style are mostly appropriate to the task.</p>	<p>Achievement Level 4 <u>Language is clear/Good degree of accuracy in grammar</u> - language is clear and carefully chosen. -a good degree of accuracy in grammar ,vocabulary and sentence construction . -the register and style are consistently appropriate to the task.</p>	<p>Achievement Level 5 <u>Language is very clear /High degree of accuracy in grammar</u> - language is very clear , effective ,carefully chosen and precise. -a high degree of accuracy in grammar ,vocabulary and sentence construction . -the register and style are effective and appropriate to the task.</p>
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Name: _____

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Comments :

A fair attempt, watch the expressions