

Paper 1:

The IB English Language and Literature Paper 1 is renowned for arguably being the most challenging exam, due to its unpredictability. Students are expected to write an analytical response answering a guiding question on texts that they have never seen before. Instead of panicking or starting with your response immediately, students should complete a brief TAPS on the text they are presented with. The following table exemplifies how this can be done (Due to the short length of the exam, the TAPS you complete should be significantly shorter):

*Go to next page.

Infographic Title	Tone	Audience	Purpose	Structure
The benefits of learning languages	The tone of this infographic is relatively positive and encouraging. This is supported by the choices of words “Sexiest” as well as “Intelligence” which both imply a positive interpretation as they have connotations of beauty (Mental and physical). This is also reinforced by the fact that the text uses pink which has connotations of love and positivity. The writer alludes to the fact that being monolingual places you below bilingual individuals in society in terms of attraction and relative intelligence levels.	The target audience of this infographic is students and teenagers. Although the infographic does not directly state this, it is hinted at through the inclusion of celebrities that are popular among teenagers and also through the ‘Travel’ sections which directly talks about the benefits this has on students. The author does not directly state the target audience as this enables a wider audience to read the text, although it was not explicitly created for them.	The purpose of this infographic is to persuade students to undertake the challenge of learning a new language. The writer makes the purpose clear by commending and also exaggerating the benefits that bilingual speakers have compared to monolingual speakers, consequently trivialising monolingual speakers. The language and colours used are mostly positive and this gives us an indication of the purpose as they magnify the benefits of bilingualism.	The infographic follows a top-to-bottom visual pathway which allows the text to flow in an instructive and coherent manner helping the reader to navigate through the information. The author zooms into statistics and at a sentence level uses very short sentences to allow the text to flow smoothly but also to put emphasis on what is being said (Concise). Some of the ideas that are being developed through this are that bilingualism is heavily associated with intellectual superiority.

Paper 2:

Unlike Paper 1, the IB English Language and Literature Paper 2 enables students to demonstrate their knowledge and understanding about works they have covered throughout the course. Nevertheless, it is still regarded as a difficult exam seeing as quotes and techniques have to be memorized and slightly altered in order to fit the guiding

question asked on the exam. Students are expected to compare and contrast two of the works they have studied, closely analysing the similarities as well as the differences present in the works. The following paragraphs on *Medea* and *Wolf-Alice* demonstrate how you can analyse the similarities in both texts and integrate them seamlessly in your response to achieve a 7 (The similarities are in yellow):

Similarly to *Wolf-Alice*, *Medea* presents societal conflicts arising from a divergence from norms and gender stereotypes, as minor setbacks in *Medea's* journey. Following Jason's decision to remarry, *Medea* is left in a "wretched and miserable state" implying that she experiences great sadness and anger. This emotional temperament coupled with the fact that she is "Alone in Corinth, a foreigner" augment her societal alienation. Moreover, her divergence from predetermined gender norms results in her being labelled as an "ignorant woman" as well as having a "temper on her that is vile and violent". The diction of "vile" insinuates that she is ruthless and aggressive. Therefore, this leads Creon deciding to exile her since "she cannot be trusted", giving rise to the first conflict of the play—the rejection and exclusion from society as a result of not fitting in. However, it is through her warrior mindset, epitomized by her combative language that she overcomes this conflict. She exclaims that she will "not be judged", demonstrating bravery as well as confidence through this succinct and punchy syntax. Furthermore, she reiterates that she would "sooner stand behind a shield in battle three times than give birth once". The diction of "shield" and "battle" particularly highlight this newly developed warrior mindset, underscoring this increased individual agency within her that arose from the conflict. Therefore, it accentuates the significance of conflict, caused by herself, in enabling her to augment her resilience and individual agency as well as strength. As a result, conflict acts as a catalyst for self-improvement within the characters, being easily superable and resolvable. Consequently, it can be said that conflicts are presented as limitedly influential in impeding protagonists up until this moment in the narrative, serving no ulterior purpose other than facilitating character development despite their prominence in the narrative. *Wolf-Alice* reinforces this notion through its exploration of the impacts of external conflict on the heroine.

Likewise, in *Wolf-Alice*, conflicts also arise from individual flaws, yet they enable the heroine to become stronger mentally thereby allowing her to easily overcome them. Just like in *Medea*, the othering of *Wolf-Alice* is brought about by the fact that “she is ragged... walks on all fours” as well as the fact that she howls among the wolves although she “cannot howl”. The exclusionist diction of “lonely” matches that employed to describe *Medea* as she is labelled as an “outsider”. The effect of this othering and alienating diction connotes isolation and has the same effect across both works—societal

exclusion. Subsequently, the motif of exile is prevalent in both works, with the secluded mansion in *Wolf-Alice* symbolising and embodying this conflict between

society and outsiders due to its isolated nature and distance from other humans. However, *Wolf-Alice* subjugates this by blurring the conventions of identity, oscillating between human and wolf. The symbolism of the mirror as a gateway to humanity particularly empowers her by reinvigorating the notion of control and the control of her appearance. As a result, the symbolism of the mirror and *Medea*’s combative language both underscore their differences from society, permitting them to view the conflict as a mere, minor setback that only strengthens them. Therefore, in both texts conflict exists in the narrative and pervades the life of the protagonists, but it is presented as a tool for character development that only temporarily limits the characters. Additionally, it is presented as superable and resolvable in both texts, being not only created but also being subjugated by the characters—rather than being presented in a negative light, both texts accentuate the positive traits and reverberations it can give rise to. Having said that, subjugating conflict in *Wolf-Alice*—being a fairy-tale retelling—prompts the development of sympathy from the audience as they are immersed in the protagonist’s journey themselves. On the contrary, overcoming conflict in the Greek tragedy *Medea* has adverse consequences such as the aggravation of *Medea*’s detachment from audiences and death further in the narrative.

IO:

Although the IO does not impact your grade to the same extent as the Paper 1 and Paper 2, it is very important, nonetheless. Students typically find this type of examination as intimidating as the task of speaking for 15 minutes to your teacher may sound daunting. However, with a clear and focused global issue which you are passionate about, a literary and non-literary text which you enjoyed, and focused bullet points, the task immediately becomes much easier. Below this, you may view my global issue as well as how I structured my bullet points:

- **Intro:** This individual oral will focus on the global issue of: How upheaval fosters resilience within individuals... Upheaval in the form of trauma and colonialism, can act as a framework through which individuals develop resilience, transforming adversity into a catalyst for personal strength, development, and profound expression.
- 'Headfirst' encapsulates how upheaval in the form of trauma resulting from war and its consequences on women, stimulates the development of a stronger and more resilient female identity.
- One of the implications of developing resilience is increased individual agency, as highlighted by her imperative diction and authoritative tone evident throughout the entire poem.
- The metaphor of drowning in the sea, acts as a direct allusion to the consequences of trauma on those that do not thrive in the face of upheaval.
- In the context of the global issue, it suggests that Ocean Vuong recognizes that he could have never developed or discovered his resilient identity without subduing that upheaval with the help of his mother.

- This powerful image reveals how upheaval in the form of cultural oppression and colonialism fosters a defiance which typically results in the development of resilience.
- Hence, linking it back to the global issue, the photograph highlights how upheavals in the form of cultural and societal pressures may vitalise a defiance which develops resilience in addition to a confident personality.
- For instance, the individual agency of the women is limited as their ability to make autonomous choices such as how to pose and where to take the picture, is restricted.
- Withal, an upheaval of this sort can foster a prejudice against all individuals from the oppressing country, including the photographer, even though his intentions are good.
- **Conclusion:** Night Sky With Exit Wounds: It is through the techniques rhetorical questions, symbolism, diction, and metaphors that the positive and negative ramifications of upheaval in the form of war trauma on different individuals are explored. Femmes Algériennes: On the contrary...Posture, gaze, facial expressions, and clothing that the ramifications of upheaval in the form of colonialism and its repercussions on those being colonised and the colonialists are investigated.

HL Essay:

The HL Essay is an online essay that is completed exclusively by higher level students, meaning that higher level students are assessed on an extra component. This should be



viewed as an opportunity to improve your grade since this is the only assessment in which you can edit your work over an extended period of time. For this assessment, you should select a text which you thoroughly enjoyed. However, it is important to keep in mind that the text you choose to write about here may no longer be used for the IO or the Paper 2. By signing up to tutoring with me, you may view my own HL essay along with the examiner's comments.