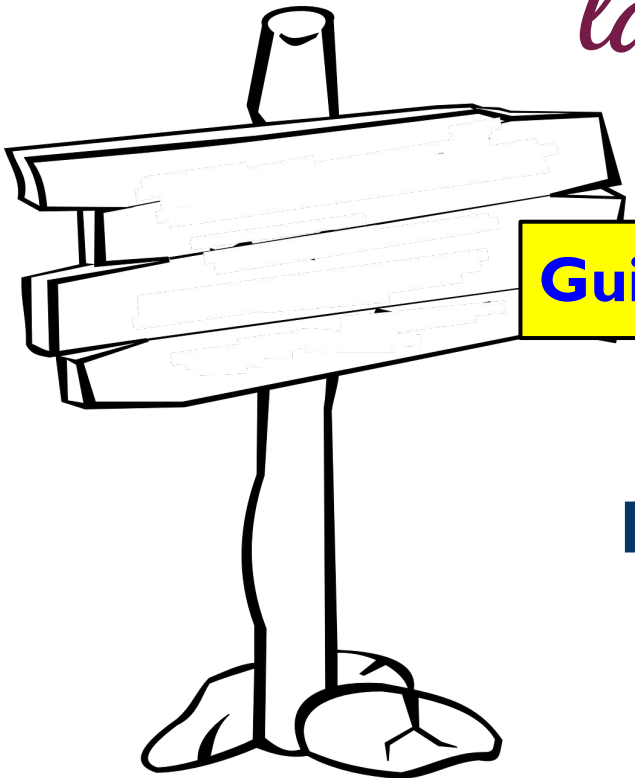
'Investigating the nature of language itself'



Guided Textual Analysis



How to prepare for Paper 1

- Paper 1 is an unseen, externally assessed exam.
- At **SL**, you will have **75 minutes** to write an analysis essay on **one** of the unseen language texts provided to you.
- At **HL**, you will have **135 minutes** to write analysis essays on **both** of the unseen language text provided to you.
- The unseen texts are identical for both SL and HL.
- The texts may be complete texts or extracts from larger works.
- Each of the texts are accompanied by a **guiding question** which encourages, but does not limit, your inquiry. It is very helpful in focusing your analysis but it is **optional**. If you choose not to use it, you should provide your own line of argument that provides focus to your response.

(Source: *IBDP Language A: Language and Literature Guide for first teaching in 2019*)

Overview from IB

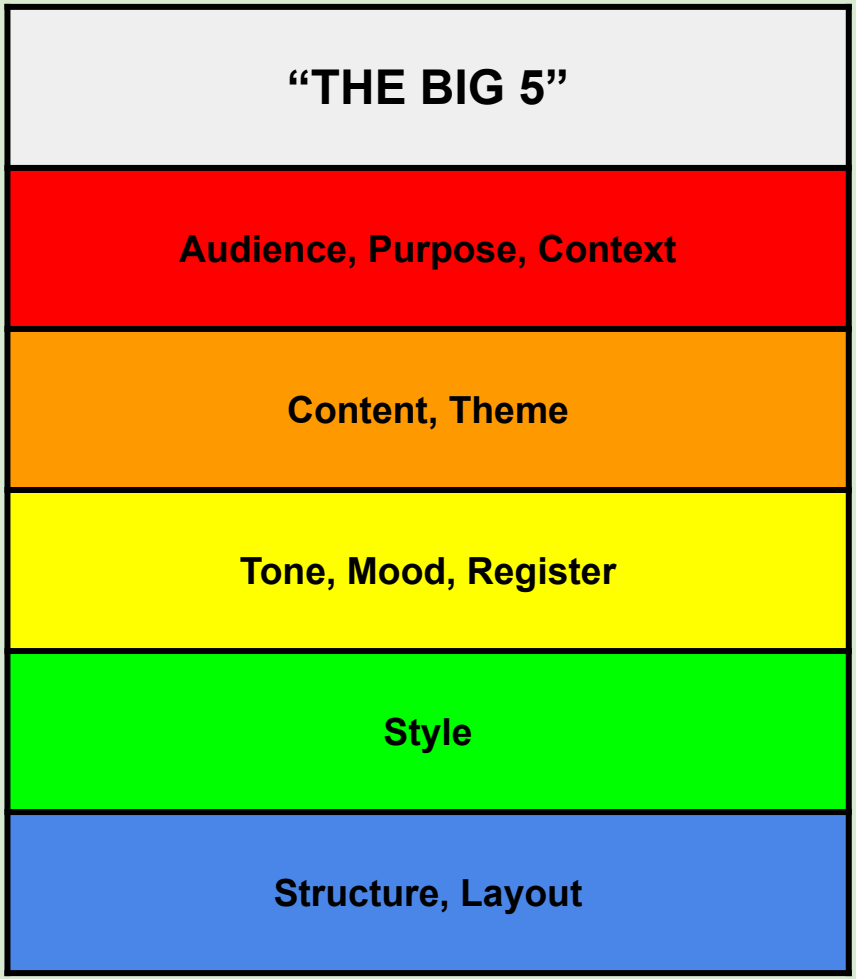
Paper 1 study is based on **non-literary texts in a variety of media**. By examining communicative acts across form and textual type, students investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include: {see table} **among others**. (Course Guide page 7)

Article	**Instructions**	**Speech**	**Interview**	**Guidebook**
Infographic	**Blog**	**Travel article**	**Letter**	**Screenplay**
Photo	**Advert**	**Poster**	**Manifesto**	**Parody**
Recipe	**Encyclopaedia**	**Diary**	**Broadcast**	**Animation**

Analyse

Your primary goal in this course is to **analyse** language and literary text. To analyse means to: b*reak down in order to bring out the essential elements or structure. To identify parts and relationships, and interpret information to reach conclusions.* (IBO)

- The **'Big 5' model** gives a comprehensive framework, with guiding questions, on how to break down a text. Other similar routines include CAMPS, TAPS etc, but they are all essentially the same. Find what works for you.
- **CSI** is a routine for systematically chunking, summarising and inquiring into texts.
- When annotating, underline / highlight key parts and techniques used within a text. Label the language technique. Try to identify patterns by connecting these observations.
- Look at this sample annotated text, then try one of your own in response to this stimulus text.



The Big 5

This is a method of analysis that presents five lenses through which you can look at texts. Not all texts are the same in nature, you will find some lenses more useful than others when analysing different texts. Since analysing texts is a skill, the more you practise, the better you will become and the more you will see.

There are several questions that you can ask of any text. The Big 5 apply to almost all types of texts:

1. **Audience (purpose) - Who does the text target? What does the author wish to achieve through the text?**
2. **Content - What is literally 'happening' in the text? What is it about? What are the main ideas of the text?**
3. **Tone (mood) - How does the text make you and/or the target audience feel? Describe the atmosphere of the text.**
4. **Stylistic devices - How does the author use language to convey a sentiment or message? What kinds of linguistic tools does he/she employ?**
5. **Structure - How is the text organised, literally (i.e. layout/formatting)? What kinds of structural elements of a particular text type do you see?**

Context, Audience, Purpose

Once you have established the text type and purpose, you should then consider the **context** and **audience**.

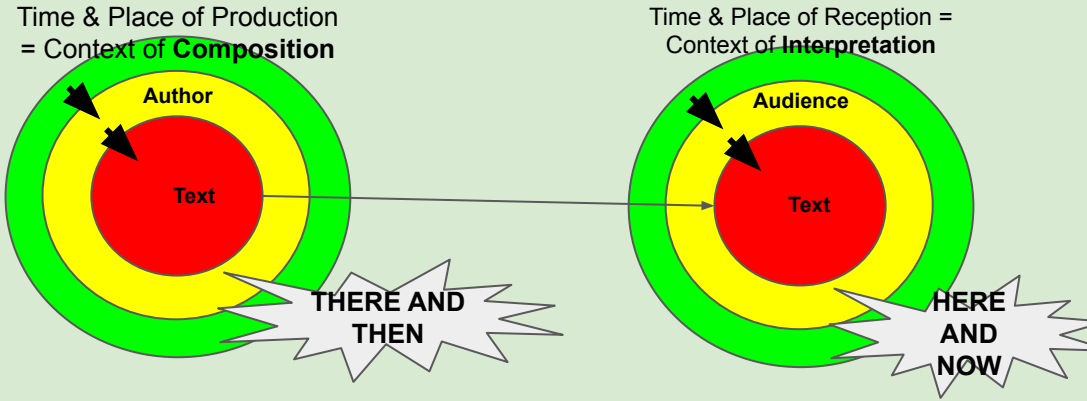


Context:

- When and where was the text produced? How does the context of composition influence its content and form?
- Who was the author? How does the author's situation and worldview influence the text?

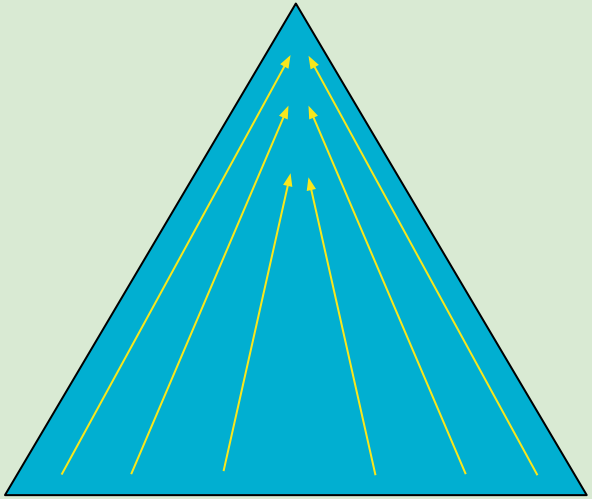
Audience:

- Who is the text aimed at and how can you tell? (Consider age groups, genders, ethnicities, interest-groups, professions, sub-cultures etc.)



What key language features help the author achieve intended PURPOSE?

*Central **purpose***



Sub-purposes or ideas / means / techniques
that the text achieves this central purpose (for example? tone, literary devices etc...)

Once you have established the central purpose (or purposes of the text), you should focus on those **structural and stylistic elements of language that help the author achieve this purpose**.

For example, in a piece of travel writing, the author's ultimate goal is to **communicate their experience** about visiting a certain place and perhaps **persuade** the reader to visit. In order to do this, the author may:

- *recount* what they did (past tense, first person perspective, active verbs)
- *describe* what they saw (proper nouns, emotive adjectives, figurative language)
- *instruct* the reader on what to do when if they should visit (imperative verbs).
-

This is a skill that only develops through practice, so make sure to do this often throughout the course. This resource is a good, basic starting point.



See next slide for a suggested Big 5 answer framework.

Source link (Inthinking)

Big 5 analysis

Audience / purpose - Who does the text target? What does the author wish to achieve through the text?	This text targets Malaysian families who do not have a lot of money. The purpose of this ad is to sell cheap, small cars to those who, until now, could only afford motorcycles. The writer uses a non-standardized form of English, which is most likely understood by Malaysians and contains influences from the Malaysian language.
Content / theme - What is literally 'happening' in the text? What is it about? What are the main ideas of the text?	Content-wise, the ad depicts an unsafe situation with 5 people on one motorcycle. It shows the safe alternative mode of transportation, a Tata Nano, along with some persuasive text. Thematically speaking, one could say that the ad is about the importance and affordability of safe transportation.
Tone / mood - How does the text make you and/or the target audience feel? Describe the atmosphere of the text.	At first the tone of the text is quite ominous, reminding the reader of Malaysian traffic laws and the dangers of the road. This could put the reader in a wary mood. However, later the reader comes away with a sense of empowerment, as he/she is reminded of how affordable the solution to this problem is.
Stylistic devices - How does the author use language to convey a sentiment or message? What kinds of linguistic tools does he/she employ?	The text is very direct, as it refers to 'you'. Lines like "You can afford it" activate the reader. It makes use of the problem / benefit device often found in ads. Although the image makes use of bright, uplifting colors, the expression on the woman's face is rather disconcerting. This juxtaposition might capture the audience's attention.
Structure - How is the text organized, literally (i.e. layout/formatting)? What kinds of structural elements of a particular text type do you see?	The text has all of the common structural devices of an ad. It has a heading ('Change the burden'), a copy (the main text), a prominent image (the 5 people on a motorcycle), and a signature (the Tata Nano in the lower right hand corner).

Task: prepare a Big 5 framework which could be used in an essay-style answer to David Sexton's book review of *The Bees*.

Audience / purpose - Who does the text target? What does the author wish to achieve through the text?	
Content / theme - What is literally 'happening' in the text? What is it about? What are the main ideas of the text?	
Tone / mood - How does the text make you and/or the target audience feel? Describe the atmosphere of the text.	
Stylistic devices - How does the author use language to convey a sentiment or message? What kinds of linguistic tools does he/she employ?	
Structure - How is the text organized, literally (i.e. layout/formatting)? What kinds of structural elements of a particular text type do you see?	

Building academic vocabulary

Advanced thinking requires advanced vocabulary. How many times have you been frustrated at having a vague thought, yet not being able to clearly articulate it with the right word? Words give us the power to focus our thoughts, so it is important to continue developing vocabulary.

For the paper 1, you should continue to develop your vocabulary in terms of:

- **Tone and mood** vocabulary
- **Active verbs** (things that texts / language techniques ‘do’)

Again, the best way to do this is practice by using the linked resources to stretch your vocabulary when practising analytical writing.

