

Paper 1 SL – Sample 2.1 – Poverty

The text is about poverty and what a human living in poverty undergoes. It is directed to the rich people or people who are wealthier to tell them, show them what exactly poverty is like. It says poverty is "dirty, smelly with no proper underwear on and with the stench of my rotting teeth near you." It is a hard life as we understand through these lines. The author tells the audience, "Put yourself in my dirty, worn out, ill-fitting shoes and hear me." He tells the audience to listen to him, to think about his position in poverty. The purpose of this text is to make people aware of the people in poverty.

From line 5 onwards, the writer, Jo Goodwin Parker explains what kind of life a person leads when in poverty. It is living in dirty mattresses, as money has to be saved to buy diapers. It is living in a smell of urine, sour milk, spoiled food. The writer goes on to tell where these smells come from. It is because of the rotting garbage, refrigerator that is not working. The author then goes on explaining poverty and relating it to dirt. He says poverty is washing dishes with no soap as you need money to buy soap but money has to be saved for the baby's diapers. Next she thinks about poverty in terms of staying up all night, insects in food, all over the place, hoping that it never rains, as baby's diapers won't dry, seeing your children with runny noses forever. Because of all these, you ask help. She also explains that getting help is not easy as you have to tell the whole story over and over to many people and explaining the shame of poverty is never any easier at the next place. At last she tells the readers to look at other people like me with an angry heart, anger that will help you and help me.

The writer uses the text in the form of present tense. This focuses the audience on the current situation, gripping more attention. The whole text is in direct speech. For example: "You ask me what is poverty? Listen to me. Here I am, dirty, smelly and with no proper underwear on and with the stench of my rotting teeth near you." This line in the direct speech has more impact on the audience. It brings the audience a clear image of poverty. This use of direct speech, present tense directed right at the audience is powerful in this text.

The stylistic device of personification is used throughout the text. Poverty is personified as dirt, asking for help, hoping that it doesn't rain, staying up all night, cooking without food and cleaning without soap. Other devices like juxtaposition and simile are also used. Juxtaposition is used when she says, "poverty is dirt," and then tells "clean clothes coming from clean house." The connotation is literal. The writer tells us everything about the conditions of living in poverty, the outcomes of living in poverty. She does not represent the situation in a symbolic way.

This text creates a mood of sympathy toward the poor people living and creates a feeling of sympathy by telling the audience about the situation a person is in when asking for help. The writer shares his experience with creates this mood.

English Ib Sl November 2paper 1

Leslie Stephen, Sir Sidney Lee



English Ib Sl November 2paper 1:

IB Chinese B SL (Standard Level) 2022 November Paper 1 Writing DAVID YAO, IB Chinese B SL Standard Level

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Writing is a fundamental skill in Paper 1 where students are tasked with crafting well structured coherent texts in response to prompts that reflect real world scenarios and cultural contexts This course is dedicated to enhancing students ability to express themselves fluently and accurately in written Chinese a skill that is critical for both academic success and effective communication in daily life The writing section often poses challenges due to the need for precision in grammar vocabulary and structure as well as the ability to convey ideas clearly and persuasively To address these challenges this course offers intensive practice in key areas such as organizing thoughts expanding vocabulary and mastering various writing formats ranging from formal letters and reports to personal reflections and narratives Each writing task is aligned with the types of questions students will encounter on the actual exam ensuring that they become familiar with both the format and the expectations The course materials are carefully curated to reflect the themes and topics central to the IB curriculum such as cultural diversity social issues global challenges and personal relationships Each module is structured to gradually build students writing skills starting with foundational grammar and vocabulary exercises and progressing to more complex writing tasks that encourage creative and critical thinking In addition to writing practice the course provides essential tips for time management planning and editing all aimed at helping students improve their overall performance in the writing section By the end of this intensive revision students will have developed the confidence and proficiency needed to tackle Paper 1 with clarity and precision preparing them not only for the exam but also for more advanced levels of Chinese study

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