**What part of the syllabus does paper 1 cover?**

Since paper 1 is based on unseen texts, it is not based on any one part of the syllabus. The skills students need in order to sit this paper need to be taught throughout the entirety of the course. The teaching of a variety of text types—helping students look closely at the individual aspects of the text and how they influence meaning, and exploring how reasonable assumptions regarding context might be made from various textual clues—is essential to success in this assessment.

**Could the text types that appear in paper 1 be ones not studied in my class?**

Yes, it is possible that the student may not have encountered the text type, or even types, offered in the paper. Therefore, it is extremely important that, as knowing how to analyse a wide range of text types, students should be adept at the skills of analysis in such a manner that they can apply them to any situation.

**Could the text type be visual?**

Yes, visual texts are to be expected. At HL one of the paired texts could be totally visual.

**What elements of context might students be expected to observe?**

Students should be able to determine purpose and intended audience and perhaps issues of time and place. The origin for all texts will be given. Students should be able to spot ideological positions and forms of bias regarding topics such as gender, power, ethnicity. Elements that manipulate the reader (satire, persuasion, jargon) should be noted as well.

**Will the paired texts at HL be linked?**

Yes, the pairing will have some evident point of comparison such as the intended audience, the intent of the texts, a topic or thematic point, a narrative stance, features of a genre.

**Will literary texts be used in paper 1?**

Literary texts could form part of a pairing for HL.

**What sort of text types could be found on the HL paper?**

The HL paper could have any of the texts types offered above, as well as a variety of literary text types (poem, extract from play, novel or short story) or visual texts such as a press photograph or cartoon, to mention only a few.

**What is the suggested format for a comparative essay?**

Any format is acceptable and teachers may need to offer a variety of plans as one plan may not suit every student or every set of texts. However, students need to be aware that "comparative analysis" means an analysis of both similarities and differences and that the treatment of the two texts must be "balanced", meaning that the two texts receive equal treatment.

**What is meant by "stylistic features" in criterion B of the assessment criteria?**

Stylistic features include any techniques employed by writers or creators of texts. For example, a visual text may "foreground" a particular object, use contrast of lights and darks, position objects so as to move the eye in a particular way, or offer emotional appeal. Written texts may make use of literary devices, rhetorical devices, tone, techniques of persuasion, structures such as outlines or paragraphs, graphics, a variety of fonts. What is essential is that students not only note various stylistic features, but also explore their effects on the reader.