



International Baccalaureate®
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Group 2 / Groupe 2 / Grupo 2

English B

Anglais B

Inglés B

English ab initio

Anglais ab initio

Inglés ab initio

Higher level and standard level

Niveau supérieur et niveau moyen

Nivel Superior y Nivel Medio

Specimen papers 1 and 2

Spécimens d'épreuve 1 et d'épreuve 2

Exámenes de muestra, prueba 1 y prueba 2

For first examinations in 2013

Pour les premiers examens en 2013

Para primeros exámenes en 2013

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Higher level and standard level
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Specimen papers 1 and 2
Spécimens d'épreuve 1 et d'épreuve 2
Exámenes de muestra, prueba 1 y prueba 2

For first examinations in 2013
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ENGLISH B – HIGHER LEVEL – PAPER 1
ANGLAIS B – NIVEAU SUPÉRIEUR – ÉPREUVE 1
INGLÉS B – NIVEL SUPERIOR – PRUEBA 1

SPECIMEN PAPER
SPÉCIMEN D'ÉPREUVE
EXAMEN DE MUESTRA

1 h 30 m

TEXT BOOKLET – INSTRUCTIONS TO CANDIDATES

- Do not open this booklet until instructed to do so.
- This booklet contains all of the texts required for paper 1.
- Answer the questions in the question and answer booklet provided.

LIVRET DE TEXTES – INSTRUCTIONS DESTINÉES AUX CANDIDATS

- N'ouvrez pas ce livret avant d'y être autorisé(e).
- Ce livret contient tous les textes nécessaires à l'épreuve 1.
- Répondez à toutes les questions dans le livret de questions et réponses fourni.

CUADERNO DE TEXTOS – INSTRUCCIONES PARA LOS ALUMNOS

- No abra este cuaderno hasta que se lo autoricen.
- Este cuaderno contiene todos los textos para la prueba 1.
- Conteste todas las preguntas en el cuaderno de preguntas y respuestas.

TEXT A

THE BENEFITS OF GREEN LIVING



Green living is increasingly becoming a way of life. More and more people change their routines to embrace a healthier lifestyle that can really protect the environment and the world we live in. The food we eat and the air we breathe are the most important benefits to living green. However, we must be able to live in a way that we do not deliberately violate the laws of nature. In other words, going green is useless if we do not do this actively and by example.

Being able to maintain a green home is extremely important for our health and standards of living. New homes are built with the use of new technologies to improve the construction of greener structures. These practices aim at reducing the overall impact of building on human health and the environment.

Organic gardening is beneficial because it provides fresh vegetables and fruits which, in turn, help our bodies stay healthy. By avoiding the use of chemicals, not only do you grow organic, healthy products in your garden, but also you preserve the water from contamination when these harmful products are washed away in a rainstorm. The contaminated water contaminates the fish, which harms people and animals as they eat it.

Recycling is one of the most important benefits of green living. In effect, recycling is more than replacing plastic bags with cloth ones and keeping aluminium cans out of the garbage. It is an entire process that includes the collection of recyclable materials, their process into raw materials and their manufacture into new materials. However, in the context of a household, it's a good start to avoid plastic bags and aluminium cans.



As the recycling industry is becoming increasingly sophisticated, more and more items are manufactured from recycled materials. Manufacturing new materials from recycled materials requires less energy than using raw materials because recycled materials have already been processed.

Green living has value if each one of us turns the thoughts of green living around and teaches our children how to live green. By showing a sustained commitment to protect the environment and ourselves, we will be able to conserve the forests and protect the endangered species so that future generations find a place to live on this planet. Greenhouse emissions are stabilized so that global warming possibly slows down.

To support the cause of a greener lifestyle, we need to unplug the equipment we don't use; close the taps tightly; print documents both sides; use compact fluorescent lamps; refurbish our furniture; shop locally; eat all our food; use cloth shopping bags. With small steps we can make giant changes provided we actively support green living.

TEXT B

CAPTURING THE “REAL” SHERLOCK HOLMES

Produced by Warner Bros Pictures, Sherlock Holmes returns to the big screen. Robert Downey Jr injects a fresh and modern edge to the character, while drawing inspiration from the original. The result is a completely modernised, fashionable detective who is as keen to use his fists as his intellect when taking on London’s bad guys.



Picture Sherlock Holmes in your mind – the curling pipe, the tweed cape and the ever-present deerstalker hat. This iconic image has become the norm for all subsequent detectives. It even decorates the wall tiles of Baker Street underground station. However, this image comes not from the original stories by Arthur Conan Doyle but from later film and TV adaptations.

The latest motion picture, with Downey Jr as a stylish Holmes and Jude Law as the dependable helper Dr Watson, sets itself apart by throwing much of this heritage away. The deerstalker – which was never mentioned by Conan Doyle – does not feature. Everything about Holmes and Watson is deduced from the original stories. What emerges is a more complicated and “human” Holmes, and a smarter, more confident Watson.

The idea to update Holmes by taking him back to his roots came from story writer and producer Lionel Wigram, a lifelong fan of the tales. Wigram is no stranger to adapting a much-loved literary icon to the screen – his recent credits include serving as executive producer on the past two Harry Potter films. With Holmes, he wanted to bring the character to a modern audience, without losing the essence of Conan Doyle’s originals.

“As I re-read the Holmes adventures, I saw in my mind’s eye a very different character to the one portrayed more commonly,” he says. “I saw less of an inflexible Victorian or Edwardian gentleman and more of a damaged, vulnerable man. Yes, he’s a genius with great energies for catching criminals. But he’s also likely to spend two weeks recovering on his couch afterwards.”

Although the film might stray from the popular image, everything about the new-look Sherlock is present in the books. For example, in the first Holmes story, *A Study in Scarlet*, the detective is noted as an “expert boxer and swordsman”, yet we rarely see these skills. In Wigram’s screen version, by contrast, the physical side of the character is emphasised, with Holmes expending his energies in a bout of bare-knuckle boxing.

Wigram admits to learning more about Holmes every time he reads the books, and the same can be said of the film. The recreated world of Sherlock Holmes is so rich in detail as to bring viewers back time and again. As Holmes himself would argue: “The little things are infinitely the most important.”

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Turn over / Tournez la page / Véase al dorso

TEXT C

GENDER ROLES APPEAR IN MODERN PARENTING

Is becoming a parent the surest way to reinforce traditional gender roles or a powerful means of redefining what it means to be a mother or a father?

New books by Canadian researchers offer completely contradictory opinions on gender roles and parenting: One argues that parenting can force even the most reasonable and modern of couples to revert to traditional roles, while another suggests that the rare, but growing, number of couples who swap traditional roles are actually practising a parenting style that recognizes no gender boundaries. They are both raising the same interesting question – whether mothering and fathering are naturally linked to gender, rather than tasks, and whether, as one of the authors puts it, they can ever be “de-gendered.”

It is a thoroughly modern dilemma best expressed by the dozens of Canadian couples interviewed for research: the 42-year-old mother who is the primary breadwinner but frets, “Am I going to be just like those men who don’t know their kids? Am I just going to be a man in a skirt?”; the stay-at-home father who does all the household tasks and yet is still “managed from a distance” by his working wife; the woman who returns to her part-time job when her baby is less than two months old, partly to get out of the house, partly “to push her husband to do more baby care”; the young mother who realizes she’s suddenly taken on the full burden of the housework, in part, she says, “because of my image of what the housewife does.”



In her book, *How Couples Become Parents: The Creation of Gender in the Transition to Parenthood*, Bonnie Fox argues that parenthood is often the first time many young men and women confront a social world still organized around gender divisions after leading remarkably similar lives in terms of educational attainment, jobs and even sexual behaviour, and despite coming to it expecting an equal division of labour. “On average, the couples in the study probably entered parenthood with a stronger commitment to sharing the work and the responsibilities than is usual. Nevertheless,” she says, “most of them developed the gender patterns typical in Canadian families”, that is, mothers as primary caregivers, fathers as breadwinners; mothers doing housework and child care, fathers often on the margins.

Gillian Ranson, a sociologist at the University of Calgary, [- X -] happens to most new parents, but her book, *Against the Grain*, [- 29 -] on those who avoid convention in their domestic arrangements: the couples “who in a variety of ways, [- 30 -] conventional divisions of labour in their families and often, in the process, with traditional understandings of mothering and fathering as well”, she writes. “And they [- 31 -] a world no longer well served by the traditional family model, a world in which family life [- 32 -] balancing act or a permanent do-it-yourself project.”

TEXT D

TELEVISION

The most important thing we've learned,
 So far as children are concerned,
 Is never, NEVER, NEVER let
 Them near your television set –
 5 Or better still, just don't install
 The idiotic thing at all.

In almost every house we've been,
 We've watched them gaping at the screen.
 They loll and slop and lounge about,
 10 And stare until their eyes pop out.
 (Last week in someone's place we saw
 A dozen eyeballs on the floor.)
 They sit and stare and stare and sit
 Until they're hypnotised by it,
 15 Until they're absolutely drunk
 With all that shocking ghastly junk.

Oh yes, we know it keeps them still,
 They don't climb out the window sill,
 They never fight or kick or punch,
 20 They leave you free to cook the lunch
 And wash the dishes in the sink –
 But did you ever stop to think,
 To wonder just exactly what
 This does to your beloved tot?

25 It rots the sense in the head!
 It kills imagination dead!
 It clogs and clutters up the mind!
 It makes a child so dull and blind
 He can no longer understand
 30 a fantasy, a fairyland!
 His brain becomes as soft as cheese!
 His powers of thinking rust and freeze!
 He cannot think – he only sees!

“All right!” you'll cry. “All right!” you'll say,
 35 “But if we take the set away,
 What shall we do to entertain
 Our darling children? Please explain!”
 We'll answer this by asking you,
 “What used the darling ones to do?”
 40 “How used they keep themselves contented
 Before this monster was invented?”
 Have you forgotten? Don't you know?

We'll say it very loud and slow:
 THEY ... USED ... TO ... READ!
 45 They'd READ and READ,
 AND READ and READ, and then proceed
 To READ some more.
 Such wondrous, fine, fantastic tales
 Of dragons, gypsies, queens, and whales
 50 And treasure isles, and distant shores
 Where smugglers rowed with muffled oars,
 And pirates wearing purple pants,
 And sailing ships and elephants,
 And cannibals crouching “round the pot”,
 55 Stirring away at something hot.
 (It smells so good, what can it be?
 Good gracious, it's Penelope.)

Oh, books, what books they used to know,
 Those children living long ago!
 60 So please, oh please, we beg, we pray,
 Go throw your TV set away,
 And in its place you can install
 A lovely bookshelf on the wall.
 Then fill the shelves with lots of books,
 65 Ignoring all the dirty looks,
 The screams and yells, the bites and kicks,
 And children hitting you with sticks–

Fear not, because we promise you
 That, in about a week or two
 70 Of having nothing else to do,
 They'll now begin to feel the need
 Of having something to read.
 And once they start – oh boy, oh boy!
 You watch the slowly growing joy
 75 That fills their hearts. They'll grow so keen
 They'll wonder what they'd ever seen
 In that ridiculous machine,
 That nauseating, foul, unclean,
 Repulsive television screen!
 80 And later, each and every kid
 Will love you more for what you did.

Roald Dahl, *Charlie and the Chocolate
 Factory*, Penguin (1964)

TEXT E

TEXTING ON THE MOVE

Lexi bumped into someone at the mall. Curtis crashed into a parking meter. Ryan tripped over a bag at the airport. You’ve probably seen it, and maybe you’ve even laughed: people can end up in ridiculous situations when they text and walk at the same time.

Believe it or not, people can also get hurt.

The American College of Emergency Physicians warns people about texting on the move. Emergency room (ER) doctors who treat people like Curtis, who cracked his ribs in his encounter with the parking meter, say that we need to be more cautious about when and where we text.

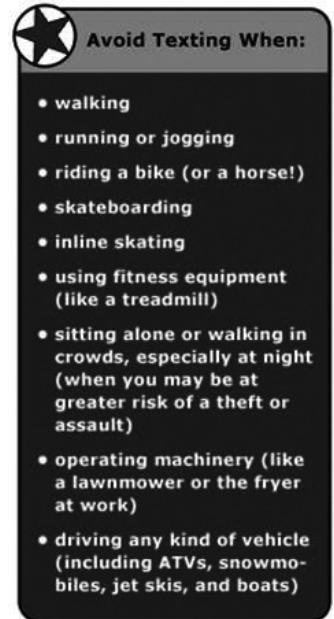
What’s the Big Deal?

The problem is multitasking. No matter how young and alert we are, the human brain just isn’t capable of doing several things at once and giving full attention to all of them. So you can get into some major danger if you try to text in situations that require your full focus.

When you text you’re thinking about what to say, concentrating on what your thumbs are doing, and reading constantly incoming messages rather than paying attention to what you’re doing or where you’re going, and that significantly increases the risk of your getting hurt or injuring others.

It doesn’t matter if you can text without looking at the keypad. Even if texting feels like second nature, your brain is still trying to do two things at once – and one of them is bound to get less attention.

Texting also prevents you from paying close attention to what’s going on around you, something that’s especially important in situations where you need to have your guard up, like walking home after dark. Your reaction time is also likely to be much slower if you’re texting.



When Texting Turns Tragic

Texting while walking can even be fatal. We know this because police and other authorities sometimes use walkers’ phone records to check for phone and text activity in the seconds and minutes before a fatal accident. As for driving while texting (DWT), people who text while behind the wheel are focusing their attention, and often their eyes, on something other than the road. In fact, DWT can be more dangerous than driving under the influence of alcohol or drugs.

Tips for Texting

It’s hard to live without texting. So the best thing to do is manage how and when we text. Here are three ways to make sure your messaging doesn’t interfere with your focus or your life:

1. Always put your phone in an easily accessible place, like a specific pouch or pocket in your backpack or purse so it’s easy to find.
2. If you need to text right away, stop what you’re doing or pull off the road.
3. Turn off your phone completely when you’re doing anything that requires your full attention like operating a machine or using the treadmill. That way there’s less temptation to answer calls or texts.

To avoid an injury – whether it’s a cut on your face or a bruise to your ego – or a horrible tragedy, try to use your best judgment. Text only when you’re not putting yourself or others in harm’s way. And if you’re riding in a car with a driver who is texting, ask him or her to stop or try not to ride with that person again.



ENGLISH B – HIGHER LEVEL – PAPER 1
ANGLAIS B – NIVEAU SUPÉRIEUR – ÉPREUVE 1
INGLÉS B – NIVEL SUPERIOR – PRUEBA 1

SPECIMEN PAPER
 SPÉCIMEN D'ÉPREUVE
 EXAMEN DE MUESTRA

1 h 30 m

Candidate session number
 Numéro de session du candidat
 Número de convocatoria del alumno

0	0								
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QUESTION AND ANSWER BOOKLET – INSTRUCTIONS TO CANDIDATES

- Write your session number in the boxes above.
- Do not open this booklet until instructed to do so.
- This booklet contains all the paper 1 questions.
- Refer to the text booklet which accompanies this booklet.
- Answer all the questions in the spaces provided. Each question is allocated *[1 mark]* unless otherwise stated.

LIVRET DE QUESTIONS ET RÉPONSES – INSTRUCTIONS DESTINÉES AUX CANDIDATS

- Écrivez votre numéro de session dans la case ci-dessus.
- N'ouvrez pas ce livret avant d'y être autorisé(e).
- Ce livret contient toutes les questions de l'épreuve 1.
- Référez-vous au livret de textes qui accompagne ce livret.
- Répondez à toutes les questions dans l'espace réservé à cet effet. Sauf indication contraire, chaque question vaut *[1 point]*.

CUADERNO DE PREGUNTAS Y RESPUESTAS – INSTRUCCIONES PARA LOS ALUMNOS

- Escriba su número de convocatoria en las casillas de arriba.
- No abra este cuaderno hasta que se lo autoricen.
- Este cuaderno contiene todas las preguntas de la prueba 1.
- Consulte el cuaderno de textos que acompaña a este cuaderno.
- Conteste todas las preguntas en los espacios provistos. Cada pregunta vale *[1 punto]* salvo que se indique lo contrario.

TEXT A — THE BENEFITS OF GREEN LIVING

Answer the following questions.

1. How is being green becoming a way of life?

.....

2. Which word in lines 1 to 7 is similar in meaning to “on purpose”?

.....

3. State the goal of using new technologies to help construct green buildings.

.....

4. How can contamination of water be avoided while gardening?

.....

Choose the correct phrases to complete the sentences. Base your answers on information as it appears in lines 17 to 31.

Example: *Water is contaminated when chemicals ...*

..... are washed away in a rainstorm.

5. Since recycled materials have already been processed, ...

.....

6. When we preserve forests and protect endangered species ...

.....

7. Global warming might decrease when ...

.....

Answer the following question.

8. From statements A to J, select the **four** that are true according to text A. Write the appropriate letters in the boxes provided. [4 marks]

- A. *More and more people are adopting green habits.*
- B. Constructing green buildings does not have an impact on our standard of living.
- C. People and animals are negatively affected when chemicals are used in gardening.
- D. An essential element in green living is recycling.
- E. An example of recycling is using cloth bags instead of plastic ones.
- F. We do not find many recycled products because the process is sophisticated.
- G. A green lifestyle is adopted solely by adults.
- H. In order to live green, we need to stop using electric equipment at home.
- I. Living green does not require people to change their daily routines.
- J. By performing simple actions, we can promote green living.

Example: A

TEXT B — CAPTURING THE “REAL” SHERLOCK HOLMES

Answer the following questions.

9. Which phrase in lines 1 to 6 proves that the “new” Holmes has some characteristics taken from the original one?

.....

10. How does the new *Sherlock Holmes* film represent Holmes?

.....

11. Name **one** clothing item the stereotypical character of Sherlock Holmes wears.

.....

Complete the following table by indicating to whom or to what the word/s underlined refer/s.

<i>In the phrase ...</i>	<i>the word/s ...</i>	<i>refer/s to ...</i>
<i>Example: <u>It</u> even decorates ... (line 9)</i>	“It”	<i>... the iconic image of Sherlock Holmes ...</i>
12. sets <u>itself</u> apart ... (line 12)	“itself”
13. <u>which</u> was never mentioned ... (line 13)	“which”
14. back to <u>his</u> roots ... (line 16)	“his”
15. fan of <u>the tales</u> ... (line 17)	“the tales”
16. <u>his</u> recent credits (line 18)	“his”

The sentences below are either true or false. Tick [✓] the correct response then justify it with a relevant brief quotation from the text. Both a tick [✓] and a quotation are required for one mark.

TRUE FALSE

Example: The new Sherlock Holmes is not a reproduction of the old one.

Justification: injects a fresh and modern edge to the character

17. Sherlock Holmes’s stereotypical image has been described by Arthur Conan Doyle.

Justification:

18. The “new” Dr Watson appears to have better self-assurance.

Justification:

19. Lionel Wigram aimed to change the nature of the original Holmes.

Justification:

20. The original Holmes is immune to danger in Wigram’s opinion.

Justification:

21. The original Holmes is a skilled sportsperson.

Justification:

22. Wigram has learned everything there is to learn about Holmes’s character.

Justification:

TEXT C — GENDER ROLES APPEAR IN MODERN PARENTING

Choose the correct answer from A, B, C, D. Write the letter in the box provided.

23. The new Canadian literature regarding parenthood and gender roles is described as ...
- A. inconsistent.
 - B. traditional.
 - C. persuasive.
 - D. interesting.
24. The phrase “primary breadwinner” (*line 12*) means ...
- A. main employer.
 - B. main wage payer.
 - C. most important family member.
 - D. highest earner.
25. The text mentions that some stay-at-home fathers are ...
- A. criticized by their wives.
 - B. told what to do by their wives.
 - C. ignored by the mothers.
 - D. doing everything for their children.
26. Bonnie Fox argues that when young men and women become parents ...
- A. they realize how similar their lives are.
 - B. they assume traditional parenting roles.
 - C. they argue about their roles as parents.
 - D. society does not accept them as they are.
27. In a conventional Canadian family, fathers ...
- A. play an important role in their children’s lives.
 - B. work inside and outside the house.
 - C. are hardly involved in their children’s lives.
 - D. do all the housework but are left on the margins.

Answer the following question.

28. Which **two** views regarding parenting and gender roles are discussed in the text? [2 marks]

(a)

(b)

Which phrases go in the gaps (lines 29 to 34)? Choose the phrase from the list and write the letter in the boxes provided.

Example: [- X -] **F**

29. [- 29 -]

30. [- 30 -]

31. [- 31 -]

32. [- 32 -]

- A. broke with more
- B. had become a daily
- C. argues that acceptance
- D. are doing this in
- E. puts less emphasis on
- F. **agrees that convention**
- G. focuses instead
- H. had steered away from
- I. are coming to it expecting
- J. accepted more

TEXT D — TELEVISION

Answer the following questions.

33. Television is described as “the idiotic thing” (*line 6*). Give another phrase in the text between lines 9 to 19 which describes television.

.....

34. Give **two** phrases which appear in lines 1 to 19 that describe how children watch television. *[2 marks]*

Example: gaping at the screen

(a)

(b)

35. From statements A to D, select **two** reasons why mothers prefer to allow their children to watch television. Write the appropriate letters in the boxes provided. *[2 marks]*

A. It allows mothers to undertake leisure activities.

B. It keeps children from climbing down the windows.

C. It decreases children’s quarrels.

D. It allows mothers to do chores.



Find the word in the right-hand column that could meaningfully replace one of the words on the left.

Example: install (line 5) **D**

36. punch (line 19)

37. tot (line 24)

38. clogs (line 27)

- A. blocks
- B. releases
- C. adolescent
- D. **put in**
- E. soothe
- F. hit
- G. child
- H. controls

Answer the following question.

39. How does the poet describe television in lines 39 to 47?

.....

Choose the correct answer from A, B, C, D. Write the letter in the box provided.

40. The poet writes "THEY ... USED ... TO ... READ!" (line 44) in capital letters to ...

- A. emphasize reading as a pastime.
- B. emphasize how entertaining the poem is.
- C. make a contrast with watching TV.
- D. help the reader understand the poem.

Answer the following questions.

41. Which word in lines 49 to 53 is opposite in meaning to "loud"?

.....

42. Give **two** words/phrases the poet uses to describe the change in children's attitude towards reading "in about a week or two" (line 69). [2 marks]

(a)

(b)

TEXT E — TEXTING ON THE MOVE

Which words go in the gaps? Choose the words from the list and write them below.

Text E highlights the importance of avoiding texting while in [- X -]. According to the article, not only do people end up [- 43 -], they may also get hurt. Health organizations warn that people need to pay more attention to when and where they text as [- 44 -] may be one of such an action’s consequences. Multitasking is [- 45 -] as the reason why texting while moving is dangerous, for it prompts [- 46 -] at the mental level while being [- 47 -] occupied.

- | | | | |
|-------------------|-------------|---------------|------------|
| ACTIVELY | EMBARRASSED | INJURY | PHYSICALLY |
| ABSENT-MINDEDNESS | IDENTIFIED | LABORED | PROMOTED |
| DEAD | INATTENTION | MOTION | WOUND |

*Example: [- X -] **motion***

43.

44.

45.

46.

47.

Answer the following questions.

48. How does being preoccupied with texting affect your well-being and that of others?

.....

49. How does your brain react to doing two things simultaneously?

.....

50. Why is it of utmost importance to avoid texting when you walk home at night?

.....

51. To what is driving while texting (DWT) compared?

.....

52. When does it become crucial to deactivate our phones?

.....

Choose the correct answer from A, B, C, D. Write the letter in the box provided.

53. The main purpose of the text is to ...

- A. help people avoid texting while moving.
- B. develop awareness concerning the dangers of DWT.
- C. increase awareness concerning texting when moving.
- D. convince the reader of how harmful texting is.





**MARKSCHEME
BARÈME DE NOTATION
ESQUEMA DE CALIFICACIÓN**

**SPECIMEN PAPER
SPÉCIMEN D'ÉPREUVE
EXAMEN DE MUESTRA**

ENGLISH / ANGLAIS / INGLÉS B

**Higher Level
Niveau Supérieur
Nivel Superior**

Paper / Épreuve / Prueba 1

The answers given in this markscheme contain the essential information that candidates are expected to provide in order to gain full marks for each question.

Where appropriate, the information may be expressed in phrases other than those indicated, but full marks may only be awarded if all the necessary information is given.

Incomplete answers should be marked as directed.

Do not use half marks.

Unless otherwise indicated no marks are to be awarded or deducted for use of language: linguistic errors should only be taken into account if communication is severely impaired and the answer is incomprehensible to a normal speaker of the language.

Assistant Examiners are requested to wait until they are contacted by their team leader before beginning the marking (see the examiners instructions for further details).

Les réponses données dans ce barème de notation contiennent l'essentiel de ce qu'on demande aux candidats pour qu'ils puissent obtenir la note maximum pour chaque question.

Les réponses peuvent être formulées différemment mais la note maximum ne sera attribuée que si le contenu de la réponse est exact.

Les réponses incomplètes seront notées selon les indications données.

En aucun cas, des demi-points ou des fractions ne doivent être attribués.

À moins d'une indication spécifique, aucun point ne sera ni ajouté ni ôté pour l'utilisation de la langue : les erreurs linguistiques ne seront prises en considération que si elles nuisent sérieusement à la communication et rendent ainsi la réponse incompréhensible.

Les examinateurs assistants sont priés d'attendre d'être contactés par leur chef d'équipe avant de commencer leurs corrections (voir les instructions aux examinateurs pour de plus amples détails).

Las siguientes respuestas contienen la información esencial que los alumnos han de proporcionar para conseguir la máxima puntuación en cada pregunta.

En ocasiones, esta información puede expresarse de manera distinta a la indicada, pero para conseguir la máxima puntuación se han de mencionar todos los detalles requeridos.

Las respuestas incompletas deberán corregirse de la manera indicada en las instrucciones.

No utilice fracciones de puntos.

A menos que se indique lo contrario, no se deben añadir ni restar puntos por la calidad en el uso de la lengua: los errores lingüísticos sólo se tomarán en cuenta si la comunicación queda seriamente perjudicada o si la respuesta resulta incomprensible.

Se pide a los examinadores asistentes que esperen a ser contactados por su examinador líder de equipo antes de iniciar la corrección (para más información, refiéransen a las instrucciones para los examinadores).

- *One mark is allocated per question unless otherwise indicated.*
- *Sauf indication contraire, chaque question vaut un point.*
- *Cada pregunta vale un punto, a menos que se indique algo distinto.*

TEXT A — THE BENEFITS OF GREEN LIVING

1. more and more people change their routines to embrace a healthier lifestyle
Accept other wording with the same meaning.
2. deliberately
3. reducing the overall impact of building on human health and the environment
Accept other wording with the same meaning.
4. by avoiding the use of chemicals
5. manufacturing new materials (from recycled materials) requires less energy
6. future generations find a place to live on this planet
Accept other wording with the same meaning.
7. greenhouse emissions are stabilized
8. C, D, E, J (*in any order*) **[4 marks]**

TEXT A: [11 marks]

TEXT B — CAPTURING THE “REAL” SHERLOCK HOLMES

9. drawing inspiration from the original
10. (completely) modernised, fashionable detective (who is as keen to use his fists as his intellect when taking on London’s bad guys)
11. tweed cape / deerstalker (hat)
Do not accept “curling pipe”.
12. (the) latest motion picture / the new *Sherlock Holmes* film
13. (the) deerstalker
14. (Sherlock) Holmes / Mr Holmes
15. original (Sherlock Holmes) stories
16. (Lionel) Wigram / Mr Wigram

NOTE: For the justification in questions 17 to 22, allow only the quotation as given, possibly with two additional words, provided that they do not materially alter the meaning. Both true/false and quotation response must be correct for the mark.

17. False – this image comes not from the original stories/was never mentioned by Conan Doyle
18. True – more confident Watson
19. False – without losing the essence of Conan Doyle’s originals / taking him back to his roots
20. False – more of a damaged, vulnerable man
21. True – expert boxer (and swordsman)
22. False – learning more about Holmes every time he reads the books

TEXT B: [14 marks]

TEXT C — GENDER ROLES APPEAR IN MODERN PARENTING

23. A

24. D

25. B

26. B

27. C

28. (a) parenting which reinforces traditional gender roles/reverts to traditional roles } (in any order) [1 mark]
- (b) parenting style that recognizes no gender boundaries } [1 mark]

Accept other wording with the same meaning.

29. G

30. A

31. D

32. B

TEXT C: [11 marks]

TEXT D — TELEVISION

33. (shocking) ghastly junk

34. Any *two* from:

loll and slop and lounge about / stare until their eyes pop out / sit and stare and stare and sit / hypnotised by it

[2 marks]

35. C, D (*in any order*)

[2 marks]

36. F

37. G

38. A

39. (this) monster

40. A

41. muffled

42. Any *two* from:

(feel) the need (of having something to read) / growing joy / (grow) so keen

[2 marks]

TEXT D: [13 marks]

TEXT E — TEXTING ON THE MOVE

- 43. embarrassed
- 44. injury
- 45. identified
- 46. inattention
- 47. physically

For questions 48 to 52 accept other wording with the same meaning.

- 48. it increases the risk of getting hurt or injuring others
- 49. one of them is bound to get less attention / it gives less attention to one of the two things you're doing
- 50. you need to have your guard up / your reaction time is slower
- 51. driving under the influence of alcohol or drugs
- 52. when doing anything which requires (our) full attention
- 53. C

TEXT E: [11 marks]

TOTAL: [60 marks]



ENGLISH B – HIGHER LEVEL – PAPER 2
ANGLAIS B – NIVEAU SUPÉRIEUR – ÉPREUVE 2
INGLÉS B – NIVEL SUPERIOR – PRUEBA 2

SPECIMEN PAPER
SPÉCIMEN D'ÉPREUVE
EXAMEN DE MUESTRA

1 h 30 m

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Section A: choose one task.
- Section B: write a personal response to the stimulus provided.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Section A : choisissez une tâche.
- Section B : rédigez une réponse personnelle au document présenté.

INSTRUCCIONES PARA LOS ALUMNOS

- No abra esta prueba hasta que se lo autoricen.
- Sección A: elija una tarea.
- Sección B: escriba una respuesta personal al estímulo provisto.

SECTION A

Complete *one* of the following tasks. Write 250 to 400 words.

1. Cultural diversity

You are a student at an international school in an English-speaking country. Write an article to be published in your school magazine on how your experience at the international school will affect your future job prospects. Write your article.

2. Customs and traditions

Last summer you spent three months in an English-speaking town where you observed how local teenagers spend their leisure time after school and decided to post your observations on a travel blog. Write your blog entry.

3. Health

Social isolation can be considered a problem for today's teenagers. In class, you have been asked to give a speech to your classmates informing them about the problem. Write the text of your speech.

4. Leisure

Have new technologies affected sports? Write an e-mail to a friend in which you tell him/her how new technologies have affected the world of sports.

5. Science and technology

Your school has launched a campaign to save energy. Write a letter to your school's administration suggesting ways in which your school can save energy.

SECTION B

Based on the following stimulus, give a personal response and justify it. Choose any text type that you have studied in class. Write 150 to 250 words.

We put more emphasis on celebrating our parents (Mother’s Day, Father’s Day, *etc.*) than we do on respecting them. Still, “respect for one’s parents is the highest duty of civil life”.

Source: <http://thinkexist.com>



**MARKING NOTES
REMARQUES POUR LA NOTATION
NOTAS PARA LA CORRECCIÓN**

**SPECIMEN PAPER
SPÉCIMEN D'ÉPREUVE
EXAMEN DE MUESTRA**

ENGLISH / ANGLAIS / INGLÉS B

**Higher Level
Niveau Supérieur
Nivel Superior**

Paper / Épreuve / Prueba 2

SECTION A

These marking notes give additional information for marking paper 2. When marking both sections, keep in mind that subject specific knowledge and vocabulary, as well as candidates' personal opinions, are not being assessed.

1. Cultural diversity

A good answer:

- will adopt a semi-formal to formal register
- will have an eye-catching title and the name of the author
- will begin with an appropriate introduction
- will make the writer's viewpoint clear
- will address the topic and give specific examples of how learning in a culture other than one's own will affect job prospects.

2. Customs and traditions

A good answer:

- will adopt a semi-formal to informal register
- will be reflective
- will emphasize how teenagers in the English-speaking town spend their leisure time after school in a manner which is different from that of the candidate
- may identify similarities/differences between customs in the Anglophone culture and the candidate's culture
- will look like a typical blog (first person narration, date, *etc.*)
- will not use textese (*e.g.* 4 for four/for and u for you) but may use emoticons (*e.g.* :) , :().

3. Health

A good answer:

- will adopt a semi-formal to informal register
- will conform to the conventions of a speech
- will directly address the audience
- will adopt a serious tone
- will be informative
- may give recommendations on how to combat isolation
- may use examples drawn from personal experience or with which classmates can identify; this should be rewarded.

4. Leisure

A good answer:

- will adopt an informal register
- will include the formal aspects of an e-mail (greeting, closing salutation, *etc.*)
- will explore the topic
- may give specific examples drawn from the world of sports (viewpoints of athletes and/or spectators, *etc.*); this should be rewarded
- may mention the writer's opinion in the conclusion.

5. Science and technology

A good answer:

- will adopt a formal register
- will adopt a formal letter format (address(es), the date, greetings, closing salutation, *etc.*)
- will clearly state the purpose of the letter at the beginning
- will mention why it is important to save energy
- will describe the suggestions in detail.

SECTION B

A good answer:

- will adopt a certain type of text and adhere to its conventions
 - will make the writer's viewpoint clear
 - may personalize the issue by providing examples drawn from the candidate's own experience
 - may draw comparisons (similarities and differences) between practices in an Anglophone culture and the candidate's culture.
-



ENGLISH B – STANDARD LEVEL – PAPER 1
ANGLAIS B – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS B – NIVEL MEDIO – PRUEBA 1

SPECIMEN PAPER
SPÉCIMEN D'ÉPREUVE
EXAMEN DE MUESTRA

1 h 30 m

TEXT BOOKLET – INSTRUCTIONS TO CANDIDATES

- Do not open this booklet until instructed to do so.
- This booklet contains all of the texts required for paper 1.
- Answer the questions in the question and answer booklet provided.

LIVRET DE TEXTES – INSTRUCTIONS DESTINÉES AUX CANDIDATS

- N'ouvrez pas ce livret avant d'y être autorisé(e).
- Ce livret contient tous les textes nécessaires à l'épreuve 1.
- Répondez à toutes les questions dans le livret de questions et réponses fourni.

CUADERNO DE TEXTOS – INSTRUCCIONES PARA LOS ALUMNOS

- No abra este cuaderno hasta que se lo autoricen.
- Este cuaderno contiene todos los textos para la prueba 1.
- Conteste todas las preguntas en el cuaderno de preguntas y respuestas.

TEXT A

AUSTRALIA'S TASMANIAN DEVIL DECLARED ENDANGERED

Australia's Tasmanian devil, the world's largest surviving marsupial¹ carnivore, will be listed as endangered because of a contagious and deadly cancer, the Australian government said.



5 "This disease has led to the decline of about 70 percent of the Tasmanian devil population since the disease was first reported in 1996," Environment Minister Peter Garrett said in a statement.

10 Devil facial tumour disease, which is spread through biting, kills the animals usually within three months by growing over their faces and mouths, preventing them from eating.

Early European settlers named the lively animal the devil for its terrifying screeches, dark appearance, and reputed bad temper which, along with its steel-trap jaw, made it appear incredibly fierce.

15 The animals were previously listed as vulnerable, and Garrett said the change in status to endangered would give them greater protection under national environment law.

"Fortunately, strong action is being taken to find out more about this disease and to stop its spread," he said.

20 The Australian government has committed 10 million Australian dollars (7.5 million US dollars) over five years to a programme aimed at saving the devil, including research into the disease and support for captive and wild populations, he said.

The species is restricted to the island state of Tasmania after competition from the dingo² led to its extinction on mainland Australia.

25 It is Australia's largest marsupial carnivore after the extinction last century of its distant cousin, the Tasmanian tiger.

© AFP 2010

Image: http://en.wikipedia.org/wiki/GNU_Free_Documentation_License

¹ marsupial: an animal carried and nursed in its mother's pouch because it is born in an immature state

² dingo: Australian wild dog

TEXT B

COMPULSIVE TEXTING PUSHES FRIEND'S BUTTONS

Dear Miss Manners,

May 13, 2009

Now that people are encouraged to turn off their cell phones in restaurants and movie theaters, the custom is to communicate with text messages.

5 I have a friend whom I get together with only about four times a year because of our busy schedules. We meet for dinner and shopping or for a few days at the beach. I look forward to catching up with her, and I assume she will give me her full time and attention.

10 Unfortunately, thanks to text messaging, this is no longer the case. Last summer, when we were at the beach having dinner, she was preoccupied with her phone. She stared at it constantly. She sent and returned e-mails even at the beach. She liked a new guy and was hoping to hear from him, so she was always checking her phone, even while chatting with me. The same thing happened at the movies a few months ago. My friend was texting another friend about our activities.

15 I want to say something to her so that she realizes her behavior makes me feel ignored, but I don't know what to say. Everyone except me seems to be obsessed with their cell phones these days.

Could you please advise me on the correct manners for the use of cell phones and text messaging, and could you also help me deal with my cell phone-obsessed friend?

Ignored

Dear Ignored,

May 15, 2009

20 Here we go again. Every time there is a new toy, people imagine that it is not covered by existing etiquette rules and therefore they feel free to use it to annoy other people.

So it was with cellular telephones. And, as you point out, people still need to be reminded not to use their telephones to violate the old rules against disturbing others with noise and ignoring people who have a claim on their attention.

25 Well, guess what? Texting also comes under the latter rule. Nobody sympathizes more than Miss Manners with the tedium of having to make this point to people who aren't paying attention. You could patiently explain that the idea of those jaunts* is to get away from your ordinary demands so that you can enjoy each other's company undisturbed. You could propose specific times for checking in with others so that you can also have time together free of virtual visiting with others.

30 But if she looks at you vaguely while keeping her fingers on her telephone keyboard, Miss Manners suggests that you rethink this year's beach outing. It cannot be entertaining for you to be with someone who isn't really there.

Miss Manners

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* jaunts: outings

TEXT C



SURVIVING CYBERBULLYING

Nearly half of all teens have been the victims of what's come to be called "cyberbullying". According to several recent studies, it's a problem that is on the rise. The good news is that our awareness of cyberbullying and what works to prevent it is growing even faster.

[- X -]

Cyberbullying is the use of technology to annoy, threaten, embarrass, or target another person. Online threats or "flames" (rude texts, IMs*, or messages) count. So does posting personal information or videos designed to hurt or embarrass someone else.

[- 21 -]

Because of the role technology plays in our lives, there is often no place to hide from bullies. Online bullying can happen at home as well as school (even in the coffee shop or any place where people go online). And it can happen 24 hours a day. Sometimes, online bullying, like other kinds of bullying, can leave people at risk for serious problems: Stress from being in a constant state of upset or fear can lead to problems with mood, energy level, sleep, and appetite. It can also make someone feel jumpy, anxious, or sad.

[- 22 -]

There are probably as many reasons as there are bullies themselves. Sometimes, what seems like cyber-bullying may be accidental. The impersonal nature of text messages, IMs, and e-mails makes it very hard to detect a sender's tone, and one person's joke could be another's insult. Intentional online bullying can be a sign that the bully is feeling hurt, frustrated, or angry, and is lashing out at others.

[- 23 -]

If you're being bullied, harassed, or teased in a hurtful way – or know someone who is – there is no reason to suffer in silence. In fact, you absolutely should report upsetting IMs, e-mails, texts, *etc.*

Tell someone

Most experts agree: the first thing to do is tell an adult you trust. This is often easier said than done. Teens who are cyberbullied may feel embarrassed or reluctant to report a bully. But bullying can become worse, so speak up until you find someone to help.





Walk away

That tip you've heard about walking away from a real-life bully works in the virtual world too. Knowing that you can step away from the computer (or turn off your phone) allows you to keep things in perspective and focus on the good things in your life. Ignoring bullies is the best way to take away their power. Sometimes ignoring a bully isn't easy to do – just try the best you can.

Report it to your service provider

Sites like Facebook, MySpace, or YouTube take it seriously when people use their sites to post cruel or mean stuff or set up fake accounts. If users report abuse, the site administrator may block the bully from using the site in future.



Block the bully

Most devices have settings that allow you to electronically block the bully or bullies from sending notes. If you don't know how to do this, ask a friend or adult who does.

Don't respond

Resist the urge to "fight back". In some cases, standing up to a bully can be effective, but it's also more likely to provoke the person and escalate the situation.

Be safe online

Password protect your cell phone and your online sites, and change your passwords often. Be sure to share your passwords only with your parent or guardian.

[- 24 -]

If you see a friend acting as a cyberbully, take him or her aside and gently talk about it. Perhaps there's a reason behind the bullying and you can help your friend think about what it is.



* IM: instant message

TEXT D

SUCCESSFUL HOMESCHOOLING

There are many benefits to homeschooling children: as costs of private schools continue to climb, homeschooling is a more affordable option; homeschooling allows more educational flexibility and can be scheduled conveniently around other family activities; and the curriculum and learning environment can be tailored to suit your child's individual needs.

5 When you decide to homeschool your child, you must have a clear curriculum, plan,
and goals. Homeschooling allows you a great deal of flexibility, in that you can teach a
child something in many different ways, and teach many different things for a given subject.
However, this very flexibility can also be your downfall if not handled properly, as you
10 run the risk of providing an inconsistent education that leaves your child rating below his or
her peers.

Setting a clear educational plan means you have a better chance for effective homeschooling.
To set your plans and goals, it is a good idea to first take a look at your child's standard curriculum
for his or her grade in a public or private school. See what the standard expectations are for a
given subject level and then set your targets, timeline and curriculum for your child. Once you
15 have decided what your child is going to learn, you can choose how your child will learn best.

Homeschooling also requires discipline, as it can be difficult to draw a distinction between
home and schooling at home. There are plenty of distractions in any household and when
you get busy you may be tempted to try and multitask, that is, to educate your child and
also do some other chores at home. Parents may even be tempted to give an assignment to
20 their child and then leave to complete some other activities. By doing so, you are sending a
negative message that his or her schooling is not a high priority for you, and this will seriously
undermine the child's attitude towards his or her own education. So make sure to do household
duties in "after-school" hours and when "school is in", you and your child are both focusing
100 percent on learning. This will communicate to your child that education is important and
25 a top priority.

Homeschooling not only allows you to tailor education to your child's individual needs,
something that is lacking in both the private and public school systems; it also allows
you and your child to learn together, thus helping to create a valuable learning experience,
30 and also to strengthen family bonds.



www.articlecity.com (2006)

Image: Arvind Balarman / FreeDigitalPhotos.net

http://www.freedigitalphotos.net/images/view_photog.php?photogid=1058



ENGLISH B – STANDARD LEVEL – PAPER 1
ANGLAIS B – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS B – NIVEL MEDIO – PRUEBA 1

SPECIMEN PAPER
 SPÉCIMEN D'ÉPREUVE
 EXAMEN DE MUESTRA

1 h 30 m

Candidate session number
 Numéro de session du candidat
 Número de convocatoria del alumno

0	0								
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QUESTION AND ANSWER BOOKLET – INSTRUCTIONS TO CANDIDATES

- Write your session number in the boxes above.
- Do not open this booklet until instructed to do so.
- This booklet contains all the paper 1 questions.
- Refer to the text booklet which accompanies this booklet.
- Answer all the questions in the spaces provided. Each question is allocated *[1 mark]* unless otherwise stated.

LIVRET DE QUESTIONS ET RÉPONSES – INSTRUCTIONS DESTINÉES AUX CANDIDATS

- Écrivez votre numéro de session dans les cases ci-dessus.
- N'ouvrez pas ce livret avant d'y être autorisé(e).
- Ce livret contient toutes les questions de l'épreuve 1.
- Référez-vous au livret de textes qui accompagne ce livret.
- Répondez à toutes les questions dans l'espace réservé à cet effet. Sauf indication contraire, chaque question vaut *[1 point]*.

CUADERNO DE PREGUNTAS Y RESPUESTAS – INSTRUCCIONES PARA LOS ALUMNOS

- Escriba su número de convocatoria en las casillas de arriba.
- No abra este cuaderno hasta que se lo autoricen.
- Este cuaderno contiene todas las preguntas de la prueba 1.
- Consulte el cuaderno de textos que acompaña a este cuaderno.
- Conteste todas las preguntas en los espacios provistos. Cada pregunta vale *[1 punto]* salvo que se indique lo contrario.

TEXT A — AUSTRALIA’S TASMANIAN DEVIL DECLARED ENDANGERED

Complete the following phrases with information as it appears in lines 1 to 14 of the text.

Example: *The world’s largest surviving marsupial carnivore is ...*

..... *the Tasmanian devil.*

1. Since 1996, the Tasmanian devil population ...

.....

2. A sick animal dies because ...

.....

3. The Tasmanian devil was given its name by ...

.....

Answer the following questions.

4. Which phrase in lines 1 to 4 suggests that the Tasmanian devil is becoming a scarce animal?

.....

5. To what does the word “which” (*line 13*) refer?

.....

6. Why is the Tasmanian devil found only on the island state of Tasmania?

.....

7. Which animal was Australia’s largest meat eater in the twentieth century?

.....

The sentences below are either true or false. Tick [✓] the correct response then justify it with a relevant brief quotation from the text. Both a tick [✓] and a quotation are required for one mark.

TRUE FALSE

Example: The Tasmanian devil is the largest marsupial meat eater in the world today.

Justification: world’s largest surviving marsupial carnivore

8. The Tasmanian devil’s illness is transmittable and fatal.

Justification:

9. The Tasmanian devil’s sickness is air-transmitted.

Justification:

10. Listing the Tasmanian devil as an endangered animal will preserve it.

Justification:

11. 10 million Australian dollars were spent five years ago on saving the devil.

Justification:

12. The devil’s wild populations will not be included in the government’s effort to save the devil.

Justification:

TEXT B — COMPULSIVE TEXTING PUSHES FRIEND’S BUTTONS

Answer the following questions.

- 13. Which word in lines 1 to 5 is similar in meaning to “practice”?
.....

- 14. To what does the word “case” in “this is no longer the case” (*line 7*) refer?
.....

- 15. What does Ignored, in the letter to Miss Manners, mean by “The same thing happened” (*lines 10 to 11*)?
.....

- 16. Which phrase in lines 9 to 15 shows that Ignored feels she is different from other people?
.....

- 17. To which rule does “the latter rule” (*line 24*) refer?
.....

- 18. According to Miss Manners, why do people go out with their friends?
.....

- 19. According to Miss Manners, what should Ignored do if her friend does not stop texting while in her company?
.....

20. From statements A to H, select the **three** that are true according to text B. Write the appropriate letters in the boxes provided. [3 marks]

- A. *Many people text because they have to keep their phones on silent in public places.*
- B. People are absent-minded when they are sitting with their friends.
- C. People feel ignored when their friends text while talking to them.
- D. People do not often know how to tell their friends they are upset with them.
- E. People rarely use modern technology to annoy other people.
- F. People should pay attention to their manners when using technological devices.
- G. People should be honest about why they go out with their friends.
- H. People should ignore someone who is occupied with texting while with friends.

Example: A

TEXT C — SURVIVING CYBERBULLYING

Match the headings with the paragraphs in the text. Write the appropriate letter in the boxes provided.

Example: [- X -] **C**

21. [- 21 -]

22. [- 22 -]

23. [- 23 -]

24. [- 24 -]

- A. If a friend is a bully
- B. Help the bully
- C. *What counts as cyberbullying?*
- D. What to do
- E. Cyberbullying is on the rise
- F. Why do people do it?
- G. Where to hide from bullies
- H. Virtual acts, real consequences
- I. Suffering in silence

Choose the correct answer from A, B, C, D. Write the letter in the box provided.

25. Sending rude messages is ...
- A. considered cyberbullying.
 - B. excluded from cyberbullying.
 - C. not like sending rude instant messages (IMs).
 - D. not embarrassing for bullied people.
26. Sleeplessness and lack of appetite are ...
- A. results of cyberbullying.
 - B. indicators that a person is sad.
 - C. reasons why cyberbullying occurs.
 - D. definite outcomes of bullying.
27. A person's tone ...
- A. can be easily identified in IMs.
 - B. cannot be sensed in IMs.
 - C. is often personal in IMs.
 - D. is sometimes unplanned in IMs.
28. The first step to take when you are being cyberbullied is to ...
- A. ignore the person who is causing you distress.
 - B. report the incident to your Internet company.
 - C. tell a grown-up in whom you have confidence.
 - D. block the bully, yet suffer in silence.
29. When you report cyber bullying, you are ...
- A. taking away the bully's power.
 - B. helping the bully as well as yourself.
 - C. fighting the desire to hurt the bully back.
 - D. preventing the bully from using certain sites again.
30. If you suspect your friend is acting as a bully, you should ...
- A. report him/her to your guardian or teacher.
 - B. calmly discuss the issue with him/her.
 - C. see why he/she is being a bully.
 - D. help him/her become a better person.

TEXT D — SUCCESSFUL HOMESCHOOLING

Find the word in the right-hand column that could meaningfully replace one of the words on the left.

Example: affordable (line 2) **D**

31. climb (line 2)

32. conveniently (line 3)

33. tailored (line 4)

- A. modified
- B. freely
- C. raised
- D. reasonably priced**
- E. escalate
- F. easily
- G. raise
- H. expensive

Answer the following questions.

34. Give **one** compulsory aspect parents need to consider when they homeschool their children.

.....

35. What happens when a homeschooled child’s education is not consistent?

.....

36. What should parents do before they set an educational plan to homeschool their children?

.....

37. Which word in lines 16 to 21 is similar in meaning to “tasks”?

.....

38. The word “you” (line 21) refers to ...

.....

39. What must parents and children do during homeschooling time?

.....

40. The word “something” (line 27) refers to ...

.....

Match the first part of the sentence with the appropriate ending on the right. Write the appropriate letter in the boxes provided.

**Example: One of the benefits of
homeschooling is that ...**

C

41. When parents decide to home-
school their children ...

42. Parents and children find it difficult
when ...

43. Parents and children enjoy
homeschooling when ...

- A.** they should opt for multitasks.
 - B.** they should have a clear program.
 - C.** *it is cheaper for parents.*
 - D.** they study at home and do their homework.
 - E.** they are grateful because they were forced to read.
 - F.** they try to understand the difference between home and homeschooling.
 - G.** they realize how it reinforces their relationship.
-



**MARKSCHEME
BARÈME DE NOTATION
ESQUEMA DE CALIFICACIÓN**

**SPECIMEN PAPER
SPÉCIMEN D'ÉPREUVE
EXAMEN DE MUESTRA**

ENGLISH / ANGLAIS / INGLÉS B

**Standard Level
Niveau Moyen
Nivel Medio**

Paper / Épreuve / Prueba 1

The answers given in this markscheme contain the essential information that candidates are expected to provide in order to gain full marks for each question.

Where appropriate, the information may be expressed in phrases other than those indicated, but full marks may only be awarded if all the necessary information is given.

Incomplete answers should be marked as directed.

Do not use half marks.

Unless otherwise indicated no marks are to be awarded or deducted for use of language: linguistic errors should only be taken into account if communication is severely impaired and the answer is incomprehensible to a normal speaker of the language.

Assistant Examiners are requested to wait until they are contacted by their team leader before beginning the marking (see the examiners instructions for further details).

Les réponses données dans ce barème de notation contiennent l'essentiel de ce qu'on demande aux candidats pour qu'ils puissent obtenir la note maximum pour chaque question.

Les réponses peuvent être formulées différemment mais la note maximum ne sera attribuée que si le contenu de la réponse est exact.

Les réponses incomplètes seront notées selon les indications données.

En aucun cas, des demi-points ou des fractions ne doivent être attribués.

À moins d'une indication spécifique, aucun point ne sera ni ajouté ni ôté pour l'utilisation de la langue : les erreurs linguistiques ne seront prises en considération que si elles nuisent sérieusement à la communication et rendent ainsi la réponse incompréhensible.

Les examinateurs assistants sont priés d'attendre d'être contactés par leur chef d'équipe avant de commencer leurs corrections (voir les instructions aux examinateurs pour de plus amples détails).

Las siguientes respuestas contienen la información esencial que los alumnos han de proporcionar para conseguir la máxima puntuación en cada pregunta.

En ocasiones, esta información puede expresarse de manera distinta a la indicada, pero para conseguir la máxima puntuación se han de mencionar todos los detalles requeridos.

Las respuestas incompletas deberán corregirse de la manera indicada en las instrucciones.

No utilice fracciones de puntos.

A menos que se indique lo contrario, no se deben añadir ni restar puntos por la calidad en el uso de la lengua: los errores lingüísticos sólo se tomarán en cuenta si la comunicación queda seriamente perjudicada o si la respuesta resulta incomprensible.

Se pide a los examinadores asistentes que esperen a ser contactados por su examinador líder de equipo antes de iniciar la corrección (para más información, refiéransen a las instrucciones para los examinadores).

- *One mark is allocated per question unless otherwise indicated.*
- *Sauf indication contraire, chaque question vaut un point.*
- *Cada pregunta vale un punto, a menos que se indique algo distinto.*

TEXT A — AUSTRALIA’S TASMANIAN DEVIL DECLARED ENDANGERED

1. has decreased/declined (by 70 percent)
2. they are prevented from eating / it cannot eat / it is starved
Accept other wording with the same meaning.
3. early European settlers
4. (will be) listed as endangered
5. terrifying screeches, dark appearance, and reputed bad temper
All three are needed to gain the mark.
6. because competition from the dingo led to its extinction on mainland Australia
Accept other wording with the same meaning.
7. the Tasmanian tiger

NOTE: For the justification in questions 8 to 12, allow only the quotation as given, possibly with two additional words, provided that they do not materially alter the meaning. Both true/false and quotation response must be correct to gain the mark.

8. True – a contagious and deadly (cancer) / spread through biting, kills the animals usually within three months
9. False – which is spread through biting
10. True – (status to endangered) would give them greater protection (under new environmental law)
11. False – had committed (10 million Australian dollars) over five years
12. False – support for (captive and) wild populations

TEXT A: [12 marks]

TEXT B — COMPULSIVE TEXTING PUSHES FRIEND’S BUTTONS

13. custom
14. (catching up with friends and) assuming friends will give people their full time and attention
Accept other wording with the same meaning.
15. always checking her phone (even when chatting with me) / checking the phone while chatting with friend / texting another friend while with people
Accept other wording with the same meaning.
16. everyone except me
17. ignoring people who have a claim on their attention
18. to get away from their ordinary demands so that they can enjoy friends’ company undisturbed
19. she should rethink her beach outing with this friend
20. C, F, G (*in any order*) *[3 marks]*

TEXT B: [10 marks]

TEXT C — SURVIVING CYBERBULLYING

21. H

22. F

23. D

24. A

25. A

26. A

27. B

28. C

29. B

30. B

TEXT C: [10 marks]

TEXT D — SUCCESSFUL HOMESCHOOLING

- 31. E
- 32. F
- 33. A

- 34. (a) clear curriculum / (a) plan / goals
- 35. leaves their children rating below his or her peers / children lag behind their peers
- 36. take a look at child's standard curriculum for his or her grade in a public or private school / see what the standard expectations are for a given subject level
- 37. chores / activities
- 38. parents
- 39. focus 100 % on learning
- 40. tailoring education to your child's individual needs

- 41. B
- 42. F
- 43. G

TEXT D: [13 marks]

TOTAL: [45 marks]



ENGLISH B – STANDARD LEVEL – PAPER 2
ANGLAIS B – NIVEAU MOYEN – ÉPREUVE 2
INGLÉS B – NIVEL MEDIO – PRUEBA 2

SPECIMEN PAPER
SPÉCIMEN D'ÉPREUVE
EXAMEN DE MUESTRA

1 h 30 m

INSTRUCTIONS TO CANDIDATES

- Do not turn over this examination paper until instructed to do so.
- Choose one task.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

- Ne retournez pas cette épreuve avant d'y être autorisé(e).
- Choisissez une tâche.

INSTRUCCIONES PARA LOS ALUMNOS

- No dé la vuelta al examen hasta que se lo autoricen.
- Elija una tarea.

Complete **one** of the following tasks. Write 250 to 400 words.

1. Cultural diversity

You are in an English-speaking country taking summer courses to improve your English. Write an e-mail to a friend back home, sharing the experience of being in a classroom full of students from different nationalities.

2. Customs and traditions

As part of your CAS programme, you have recently attended a party which was organized by exchange students. You have been advised to write an entry in your CAS journal in which you describe the party and the food offered.

3. Health

More and more young people are thinking of undergoing cosmetic surgery to improve their appearance. Your teacher has set this as the topic of your next essay. Write the essay discussing the pros and cons of cosmetic surgery.

4. Leisure

As the editor of your school newspaper, you have been asked to write a brochure to promote your class senior-year trip to a seafront town. In the brochure, you should list the activities planned and suggest what items of clothing and equipment your classmates should bring.

5. Science and technology

Your IB Diploma Programme coordinator has forbidden the use of electronic sources in your extended essay. Write a letter to your coordinator explaining why you believe the use of electronic sources should be allowed.



**MARKING NOTES
REMARQUES POUR LA NOTATION
NOTAS PARA LA CORRECCIÓN**

**SPECIMEN PAPER
SPÉCIMEN D'ÉPREUVE
EXAMEN DE MUESTRA**

ENGLISH / ANGLAIS / INGLÉS B

**Standard Level
Niveau Moyen
Nivel Medio**

Paper / Épreuve / Prueba 2

These marking notes give additional information for marking paper 2. When marking the paper, keep in mind that subject specific knowledge and vocabulary, as well as candidates' personal opinions, are not being assessed.

1. Cultural diversity

A good answer:

- will adopt an informal register
- will have an appropriate greeting with personal news
- will adopt a style that has a light, friendly touch
- will describe how the candidate benefited from a classroom with students from different nationalities
- will adopt an e-mail format: some kind of greeting and farewell, *etc.*

2. Customs and traditions

A good answer:

- will adopt a semi-formal register (this is a CAS journal entry; the register needs to be a little more formal than that used in a personal diary entry)
- will include the date
- will describe the party (where, what happened, who attended) and what food was served
- will be reflective
- may have flashes of informality.

3. Health

A good answer:

- will have a title
- will adopt a semi-formal to formal register
- will address the importance of this issue
- will include formal aspects of an essay (introduction, body and conclusion with supporting details and examples)
- will discuss the pros and cons of cosmetic surgery
- may personalize the topic somewhat; this should be rewarded.

4. Leisure

A good answer:

- will incorporate aspects of a brochure: bullets, sub-headings, *etc.*
- will adopt a semi-formal to informal register
- will attempt to encourage students to go on the trip
- will clearly explain the planned activities
- will list the items students should bring
- may have flashes of humour; this should be rewarded.

5. Science and technology

A good answer:

- will adopt a formal register
 - will strongly express the candidate's point of view and justify it
 - may devote some space to the opposing viewpoint but refute it; this should be rewarded
 - may give personal examples; this should be rewarded
 - will adopt the letter format
 - will not use textese (*e.g.* 4 for four/for and u for you).
-



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English ab initio
Anglais ab initio
Inglés ab initio

Standard level
Niveau moyen
Nivel Medio

Specimen papers 1 and 2
Spécimens d'épreuve 1 et d'épreuve 2
Exámenes de muestra, prueba 1 y prueba 2

For first examinations in 2013
Pour les premiers examens en 2013
Para primeros exámenes en 2013

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English ab initio standard level paper 1 specimen question and answer booklet

Anglais ab initio – Épreuve 1 du NM : spécimen d'épreuve (livret de questions et réponses)

Cuaderno de preguntas y respuestas del examen de muestra de la prueba 1 del Nivel Medio de Inglés ab initio

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English ab initio standard level paper 2 specimen marking notes

Anglais ab initio – Épreuve 2 du NM : spécimen de remarques pour la notation

Notas para la corrección del examen de muestra de la prueba 2 del Nivel Medio de Inglés ab initio

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ENGLISH AB INITIO – STANDARD LEVEL – PAPER 1
ANGLAIS AB INITIO – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS AB INITIO – NIVEL MEDIO – PRUEBA 1

SPECIMEN PAPER
SPÉCIMEN D'ÉPREUVE
EXAMEN DE MUESTRA

1 h 30 m

TEXT BOOKLET – INSTRUCTIONS TO CANDIDATES

- Do not open this booklet until instructed to do so.
- This booklet contains all of the texts required for paper 1.
- Answer the questions in the question and answer Booklet provided.

LIVRET DE TEXTES – INSTRUCTIONS DESTINÉES AUX CANDIDATS

- N'ouvrez pas ce livret avant d'y être autorisé(e).
- Ce livret contient tous les textes nécessaires à l'épreuve 1.
- Répondez à toutes les questions dans le livret de questions et réponses fourni.

CUADERNO DE TEXTOS – INSTRUCCIONES PARA LOS ALUMNOS

- No abra este cuaderno hasta que se lo autoricen.
- Este cuaderno contiene todos los textos para la prueba 1.
- Conteste todas las preguntas en el cuaderno de preguntas y respuestas.

TEXT A

FIRE SAFETY

Part 1 What to do when you arrive at a hotel

In every hotel you stay at make sure you know what to do in an emergency.

5

- Check where the nearest fire exits, alarms, and fire extinguishers are to your room. Know how to get to them even at night.
- Practise opening and closing your room window.
- Know where your room key is at all times.

Part 2 If you are sure there is a fire ...

10

- dial zero and telephone the hotel operator who will alert the Fire Department;
- give them your room number;
- explain the situation.

Part 3 If you decide to leave your room ...

15

- touch your room door: if it is hot, **DO NOT** open it;
- if it is not hot, take your room key and go to the nearest fire exit;
- stay under any smoke that may be in the corridor;
- **DO NOT** take the elevator (lift). Use the stairs and close the door at the top of the stairs behind you;
- go downstairs and out of the building if possible.

If you leave your room but discover that you cannot go down and out of the building, use your judgment: can you get to the roof or go back to your room?

20

Part 4 If you decide to stay in your room or have to go back there ...

25

- fill the bath with water;
- wet the sheets in it and then put them around the door to stop the smoke from coming into the room;
- sit or lie on the ground if there is smoke in the room;
- keep a wet cloth over your nose and mouth;
- pour water over the doors and walls if they are hot;
- stay calm.

TEXT B



Community Volunteers

- ❶ Volunteers do many things to help our community. Society understands that they are important and gives some volunteers awards and honours. But people do not often volunteer in order to get awards and honours. Most volunteers are people who work hard and we do not even notice them. In fact, the reason for volunteering or the task the volunteer does are not important. We want to thank all volunteers for giving their time and energy to society. Without those people, our great country (just voted the most peaceful nation on earth – congratulations New Zealand!) would not be what it is today.
- ❷ Research shows that there is a direct link between a satisfied population and the number of people doing voluntary work. It also shows that it is the voluntary work which causes this happiness or satisfaction. Voluntary work helps the community to come together. Crime is much lower in cities where a lot of voluntary work is done.
- ❸ It is amazing what people do for free, not expecting anything in return. How about [–X–] to a charity? Or to your local school? Or to some kind of environmental cause – like [–12–]? Often what is needed is something that most of us could do, a simple action that could save someone's life or help them fight an illness, like [–13–]. Or perhaps you can work at your local school with its Breakfast Club, [–14–] to start the day with a healthy meal.
- ❹ What can you do for your community? That is our challenge to you.

Clipboard Issue 107, Hubbard Foods Ltd, www.hubbards.co.nz

Image: Luigi Diamanti / FreeDigitalPhotos.net

http://www.freedigitalphotos.net/images/view_photog.php?photogid=879

TEXT C

A FILM REVIEW: REVOLUTIONARY ROAD



- 1 ① Leonardo DiCaprio and Kate Winslet play the roles of Frank and April Wheeler, a young couple who are bored by their ordinary life in the suburbs. They want to lead interesting lives but April is unhappy with her role as a housewife and Frank does not like his job.
- 5 ② The film “Revolutionary Road” is based on a novel by Richard Yates. The film takes place in the 1950s and shows a marriage which is failing. The elegant film sets and costume design help to make the audience believe in the story and to make them better understand the couple’s situation.
- 10 ③ Background music appears and disappears at the perfect moments. It helps to create tension in some scenes. Music only appears where it would appear in real life – an element that is not present in many movies. Silence adds to the tension during arguments.
- 15 ④ The talented actors Kate Winslet, Leonardo DiCaprio, Michael Shannon, and Kathy Bates all give extraordinary performances that bring the story alive. The principal actors have already worked together (on the film “Titanic”) and it shows on the screen. The dialogue is believable and entertaining. Shannon won a well-deserved supporting-actor award for his performance as the Wheelers’ mentally ill neighbour.
- 20 ⑤ [- X -], there are two complaints. [- 23 -], Kate Winslet’s American accent sounds unnatural. Leonardo DiCaprio’s violent scenes [- 24 -] feel melodramatic. [- 25 -] the film definitely deserved more Oscar nominations than it received.
- 25 ⑥ Even if the story of this film is sad and depressing, it’s still a must-see [- 26 -] it helps us to better understand the human experience. Unlike other films with similar stories, the Wheelers’ arguments are realistic and the ending is unhappy (but not without a surprise). All in all, the excellent writing, acting, and directing help create a remarkable film. Although weak in some parts, the fascinating story and talented group of actors make it a success.

TEXT D

Education in Fiji

P
A
R
T

O
N
E

At high school

Hard work brings good results

Hundreds of young high school students went to the Examination Office yesterday for their Fiji Junior Certificate results. Student, Loretta D, cried after receiving her marks.

“I passed and I’m very happy because I’ve done much better than in my exam results during the year,” she said.

“I’ll be taking a technology-science course at university and I hope one day to work for the United Nations. I just want to do something to help people.”

Another very happy student, Bettylyn M, said her hard work and sacrifices had finally been worthwhile.

“I’m pleased with my results even though I expected more,” she said.

“I studied every day and sacrificed many things to get these marks. I would like to be a pilot.”

The exams were taken at 162 centres by 14,177 students.

P
A
R
T

T
W
O

At university

The university promises quality education

The University of the South Pacific in Fiji will give students an excellent education and living experience, says the university vice-president Professor Rajesh Chandra.

“We believe in giving really high quality programs. Qualified and in many cases very well-known professors and lecturers teach them. Professors from international universities examine these programs. These courses of study will help students to find work in today’s society and will help them to be successful in their lives. Students from the University of the South Pacific graduate with qualifications which are internationally recognized.”

Professor Chandra said students would have opportunities to experience living and studying in other countries as part of the student exchange program. He added that even if it is not easy to get jobs, it is easier to get jobs with a degree from the University of the South Pacific.



ENGLISH AB INITIO – STANDARD LEVEL – PAPER 1
ANGLAIS AB INITIO – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS AB INITIO – NIVEL MEDIO – PRUEBA 1

SPECIMEN PAPER
 SPÉCIMEN D'ÉPREUVE
 EXAMEN DE MUESTRA

1 h 30 m

Candidate session number
 Numéro de session du candidat
 Número de convocatoria del alumno

0	0								
---	---	--	--	--	--	--	--	--	--

QUESTION AND ANSWER BOOKLET – INSTRUCTIONS TO CANDIDATES

- Write your session number in the boxes above.
- Do not open this booklet until instructed to do so.
- This booklet contains all the paper 1 questions.
- Refer to the text booklet which accompanies this booklet.
- Answer all of the questions in the spaces provided. Each question is allocated *[1 mark]* unless otherwise stated.

LIVRET DE QUESTIONS ET RÉPONSES – INSTRUCTIONS DESTINÉES AUX CANDIDATS

- Écrivez votre numéro de session dans les cases ci-dessus.
- N'ouvrez pas ce livret avant d'y être autorisé(e).
- Ce livret contient toutes les questions de l'épreuve 1.
- Référez-vous au livret de textes qui accompagne ce livret.
- Répondez à toutes les questions dans l'espace réservé à cet effet. Sauf indication contraire, chaque question vaut *[1 point]*.

CUADERNO DE PREGUNTAS Y RESPUESTAS – INSTRUCCIONES PARA LOS ALUMNOS

- Escriba su número de convocatoria en las casillas de arriba.
- No abra este cuaderno hasta que se lo autoricen.
- Este cuaderno contiene todas las preguntas de la prueba 1.
- Consulte el cuaderno de textos que acompaña a este cuaderno.
- Conteste todas las preguntas en los espacios provistos. Cada pregunta vale *[1 punto]* salvo que se indique lo contrario.



0109

TEXT A — FIRE SAFETY

1. From statements A to F, select the **two** that are true according to **part 1**. Write the letters, in any order, in the boxes. *[2 marks]*

- A. You must practise leaving the room through the window.
- B. There is a fire extinguisher in your room.
- C. You must know where the closest fire exit is.
- D. You must only use the fire exit at night.
- E. *The hotel is equipped with alarms.***
- F. You must always be able to find your room keys.

Example: **E**

Answer the following questions. Base your answers on parts 2 and 3.

2. What is the “situation” you must explain (*line 10*)?

.....

3. Which word in the text means “shut”?

.....

Choose the most appropriate response from the options below. Write the letter in the box.

4. “Use your judgment” (*line 19*) means that ...

- A. the Fire Department tells you what to do.
- B. the hotel operator tells you what to do.
- C. you decide to stay in your room.
- D. you decide what to do.



Each of the words below refers to someone or something in the text. In the space provided, indicate to whom or to what they refer.

<i>In the phrase ...</i>	<i>the word ...</i>	<i>relates to ...</i>
Example: <i>if it is hot, DO NOT open <u>it</u> ...</i> <i>(line 12)</i>	“it” <i>the door</i>
5. (you) have to go back <u>there</u> ... <i>(line 20)</i>	“there”
6. wet the sheets in <u>it</u> ... <i>(line 22)</i>	“it”
7. put <u>them</u> around the door ... <i>(line 22)</i>	“them”



TEXT B — COMMUNITY VOLUNTEERS

Based on **paragraph 1**, match the first part of the sentence in the column on the left with the appropriate ending on the right. Write the letter in the box. **NOTE:** there are more endings than you need.

Example: *Volunteers work ...*

C

8. Some volunteers win awards but ...

9. It is not important to know ...

10. If New Zealand did not have volunteers ...

- A.** why someone volunteers.
- B.** time and energy are needed.
- C.** *in many different ways to help the community.*
- D.** it would be a different country.
- E.** most volunteers are unknown.
- F.** they are thanked.
- G.** it would be peaceful.

Answer the following question. Base your answer on **paragraph 2**.

11. Name **two** of the advantages for a community where there is a lot of voluntary work. [2 marks]

(a)

(b)

From the list below, choose the phrase that best fits each gap in **paragraph 3**. Each phrase must be used only once. **NOTE:** there are more phrases than you need.

GIVING BLOOD

GIVING MONEY

HELPING THE ELDERLY

TREE PLANTING

GIVING LESSONS

HELPING CHILDREN

PLAYING MUSIC

VOLUNTEERING YOUR TIME

Example: [- X -] *volunteering your time*

12.

13.

14.



Choose the most appropriate response from the options below. Write the letter in the box.

15. This text encourages people to ...

- A. live in New Zealand.
- B. do voluntary work to win awards.
- C. volunteer in their community.
- D. work hard.



0509

Turn over / Tournez la page / Véase al dorso

TEXT C — A FILM REVIEW: REVOLUTIONARY ROAD

Answer the following questions. Base your answers on *paragraphs 1, 2 and 3*.

16. Where do the Wheelers live?

.....

17. Which words in **paragraph 2** tell us that Frank and April are not happy together?

.....

18. Which **two** elements in the film help to create suspense?

[2 marks]

(a)

(b)

The words in the left-hand column are taken from *paragraph 4*. Find the word in the right-hand column that is closest in meaning to one of the words on the left. Write the letter in the box. **NOTE:** there are more words than you need.

Example: talented (line 13)

C

A. main

19. extraordinary (line 14)

B. keen

C. **gifted**

20. principal (line 15)

D. enjoyable

E. realistic

21. believable (line 16)

F. boring

G. enthusiastic

22. entertaining (line 16)

H. amazing



From the list below, choose the word that best fits each gap in **paragraphs 5 and 6**. Each word must be used only once. **NOTE:** there are more words than you need.

- | | | | | |
|-------|---------|---------|--------------------------|------|
| AFTER | BECAUSE | FIRSTLY | NEXT | WHEN |
| ALSO | FINALLY | HOWEVER | ON THE OTHER HAND | THEN |

Example: [- X -] on the other hand

23.

24.

25.

26.



TEXT D — EDUCATION IN FIJI

*Answer the following questions. Base your answers on **part 1**.*

27. Why did students go to the Examination Office?

.....

28. Why is Loretta D very pleased?

.....

29. What will Loretta D’s ideal job let her do?

.....

30. Name **two** things that Bettylyn M had to do to pass the examination.

[2 marks]

(a)

(b)

31. What does Bettylyn M hope to do in the future?

.....



The sentences below are either true or false. Tick [✓] the correct answer. Based on **part 2**, justify your answer by using **words from the text**. Both parts are required for one mark.

TRUE FALSE

Example: *Students are well educated at the University of the South Pacific.*

Justification: . . . *The University of the South Pacific will give students an excellent education.* . . .

32. All teachers at this university are famous.

Justification:

33. Professors from the University of the South Pacific check the course content.

Justification:

34. A degree from the University of the South Pacific allows students to work outside Fiji.

Justification:

35. Students at the University of the South Pacific will be able to study abroad.

Justification:

36. With a degree from the University of the South Pacific a student will certainly find work.

Justification:





MARKSCHEME BARÈME DE NOTATION ESQUEMA DE CALIFICACIÓN

**SPECIMEN PAPER
SPÉCIMEN D'ÉPREUVE
EXAMEN DE MUESTRA**

ENGLISH / ANGLAIS / INGLÉS AB INITIO

**Standard Level
Niveau Moyen
Nivel Medio**

Paper / Épreuve / Prueba 1

The answers given in this markscheme contain the essential information that candidates are expected to provide in order to gain full marks for each question.

Where appropriate, the information may be expressed in phrases other than those indicated, but full marks may only be awarded if all the necessary information is given.

Incomplete answers should be marked as directed.

Do not use half marks.

Unless otherwise indicated no marks are to be awarded or deducted for use of language: linguistic errors should only be taken into account if communication is severely impaired and the answer is incomprehensible to a normal speaker of the language.

Assistant Examiners are requested to wait until they are contacted by their team leader before beginning the marking (see the examiners instructions for further details).

Les réponses données dans ce barème de notation contiennent l'essentiel de ce qu'on demande aux candidats pour qu'ils puissent obtenir la note maximum pour chaque question.

Les réponses peuvent être formulées différemment mais la note maximum ne sera attribuée que si le contenu de la réponse est exact.

Les réponses incomplètes seront notées selon les indications données.

En aucun cas, des demi-points ou des fractions ne doivent être attribués.

À moins d'une indication spécifique, aucun point ne sera ni ajouté ni ôté pour l'utilisation de la langue : les erreurs linguistiques ne seront prises en considération que si elles nuisent sérieusement à la communication et rendent ainsi la réponse incompréhensible.

Les examinateurs assistants sont priés d'attendre d'être contactés par leur chef d'équipe avant de commencer leurs corrections (voir les instructions aux examinateurs pour de plus amples détails).

Las siguientes respuestas contienen la información esencial que los alumnos han de proporcionar para conseguir la máxima puntuación en cada pregunta.

En ocasiones, esta información puede expresarse de manera distinta a la indicada, pero para conseguir la máxima puntuación se han de mencionar todos los detalles requeridos.

Las respuestas incompletas deberán corregirse de la manera indicada en las instrucciones.

No utilice fracciones de puntos.

A menos que se indique lo contrario, no se deben añadir ni restar puntos por la calidad en el uso de la lengua: los errores lingüísticos sólo se tomarán en cuenta si la comunicación queda seriamente perjudicada o si la respuesta resulta incomprendible.

Se pide a los examinadores asistentes que esperen a ser contactados por su examinador líder de equipo antes de iniciar la corrección (para más información, refiéransen a las instrucciones para los examinadores).

- *One mark is allocated per question unless otherwise indicated.*
- *Sauf indication contraire, chaque question vaut un point.*
- *Cada pregunta vale un punto, a menos que se indique algo distinto.*

TEXT A — FIRE SAFETY

1. C, F (*in any order*)

[2 marks]

2. the fire

3. close

4. D

5. (your) room

6. bath

7. sheets

TEXT A: [8 marks]

TEXT B — COMMUNITY VOLUNTEERS

8. E

9. A

10. D

11. *Award any two of the following.*
satisfied population (or happy population) / helps the community to come together
/ crime is lower **[2 marks]**

12. tree planting

13. giving blood

14. helping children

15. C

TEXT B: [9 marks]

TEXT C — A FILM REVIEW: REVOLUTIONARY ROAD

16. in the suburbs

17. a marriage which is failing

18. (a) (background) music { [1 mark]
(b) silence { (in any order) [1 mark]

19. H

20. A

21. E

22. D

23. firstly

24. also

25. however

26. because

TEXT C: [12 marks]

TEXT D — EDUCATION IN FIJI

27. to get their Fiji Junior Certificate results
28. she did much better than in her exam results during the year
29. (to) help people
30. *Award any two of the following.*
hard work / sacrifices / studied every day **[2 marks]**
31. (to) be a pilot
32. false – in many cases very well-known professors and lecturers teach
33. false – professors from international universities examine these programs
34. true – students ... graduate with qualifications which are internationally recognized
35. true – students would have opportunities to experience (living and) studying in other countries
36. false – (even if) it is not easy to get jobs, (it is easier to get jobs with a degree from the University of the South Pacific)

TEXT D: [11 marks]

TOTAL: [40 marks]



ENGLISH AB INITIO – STANDARD LEVEL – PAPER 2
ANGLAIS AB INITIO – NIVEAU MOYEN – ÉPREUVE 2
INGLÉS AB INITIO – NIVEL MEDIO – PRUEBA 2

SPECIMEN PAPER
 SPÉCIMEN D'ÉPREUVE
 EXAMEN DE MUESTRA

Candidate session number
 Numéro de session du candidat
 Número de convocatoria del alumno

1 hour / 1 heure / 1 hora

0	0								
---	---	--	--	--	--	--	--	--	--

INSTRUCTIONS TO CANDIDATES

- Write your session number in the boxes above.
- Do not open this examination paper until instructed to do so.
- The maximum mark is *[25 marks]* for this examination paper.
- Complete one task from section A (worth *[7 marks]*), and one task from section B (worth *[18 marks]*), using the spaces provided.
- At the end of the examination, indicate the numbers of both of the tasks answered in the candidate box on your cover sheet.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

- Écrivez votre numéro de session dans les cases ci-dessus.
- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- La note maximale est de *[25 points]* pour cette épreuve.
- Effectuez une tâche de la section A (qui vaut *[7 points]*) et une tâche de la section B (qui vaut *[18 points]*), en utilisant l'espace réservé à cet effet.
- À la fin de l'examen, indiquez le numéro des deux tâches que vous avez effectuées dans la case réservée au candidat sur votre page de couverture.

INSTRUCCIONES PARA LOS ALUMNOS

- Escriba su número de convocatoria en las casillas de arriba.
- No abra esta prueba hasta que se lo autoricen.
- La puntuación máxima para esta prueba es de *[25 puntos]*.
- Realice una tarea de la sección A (vale *[7 puntos]*) y una tarea de la sección B (vale *[18 puntos]*), usando los espacios provistos.
- Al terminar el examen, indique en la casilla del alumno de la portada del examen los números de las dos tareas realizadas.



SECTION A

Answer **one** of the following questions. Write **at least 50 words**.

1. Your school is organizing a “campaign for a healthy life”. Design a **poster** for the campaign with advice about:
- food
 - physical exercise
 - sleep
 - stress.



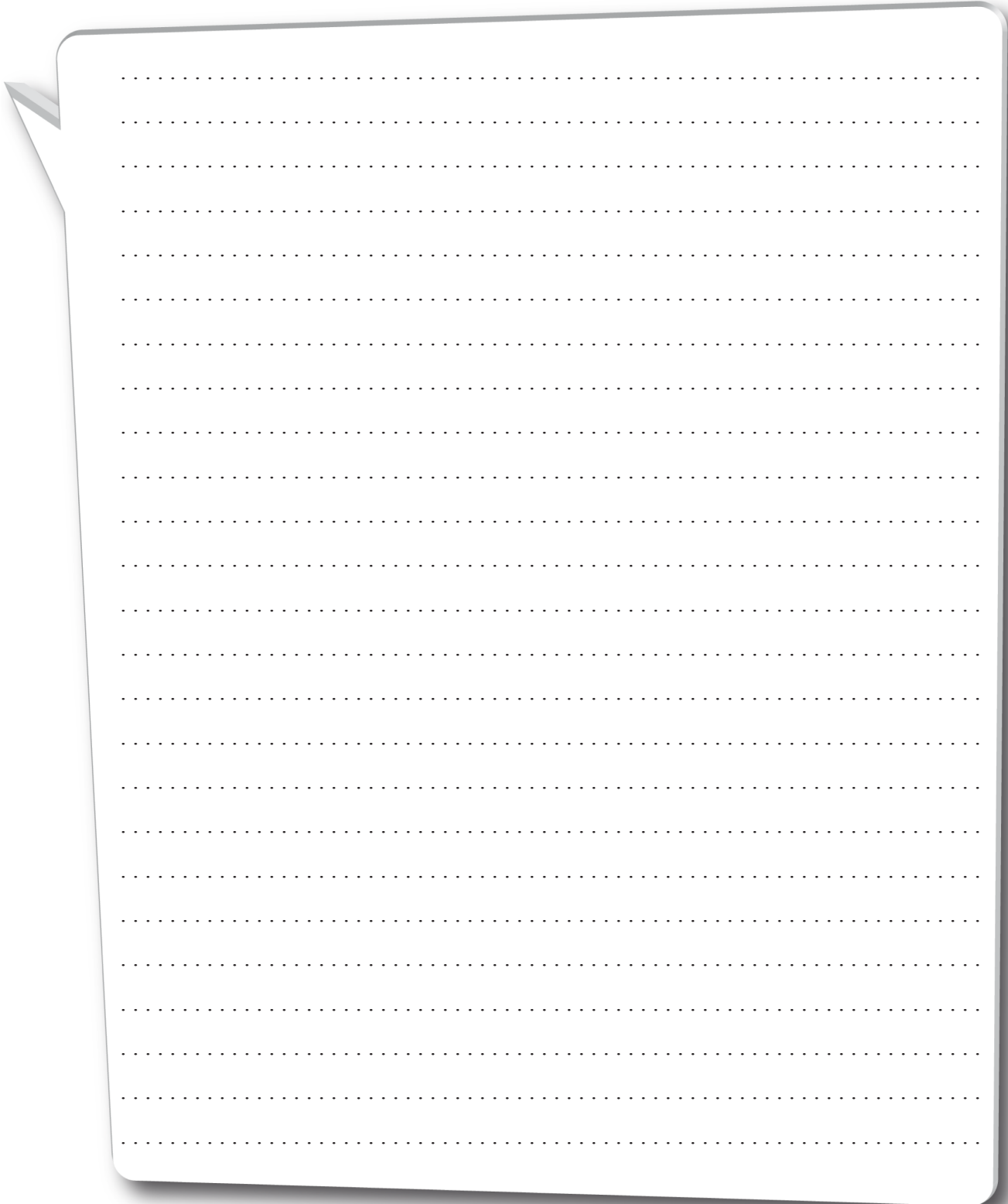
A large rectangular box with a black border, two pushpins at the top corners, and horizontal dotted lines for writing. The bottom right corner is folded over.



SECTION B

Answer **one** of the following questions. Write **at least 100** words.

- 3. Your teacher has asked you to speak about the disadvantages of using public transport. Write the text of your **speech**. Mention at least **three** disadvantages.





**MARKING NOTES
REMARQUES POUR LA NOTATION
NOTAS PARA LA CORRECCIÓN**

**SPECIMEN PAPER
SPÉCIMEN D'ÉPREUVE
EXAMEN DE MUESTRA**

ENGLISH / ANGLAIS / INGLÉS AB INITIO

**Standard Level
Niveau Moyen
Nivel Medio**

Paper / Épreuve / Prueba 2

SECTION A

1. **Criterion A: Language** (maximum [3 marks])

Please refer to the Language ab initio guide.

Does the candidate use spelling, vocabulary and grammatical structures correctly?

Vocabulary: health and lifestyle; giving advice.

Grammatical structures: a variety of verb tenses (present and future); the better candidates will use imperatives and recommendations: *you must; you should; it is important to ...*

Note: the text may still contain some grammatical errors in the highest mark band.

Criterion B: Message (maximum [3 marks])

Please refer to the Language ab initio guide.

Is all the relevant information conveyed?

food

physical exercise

sleep

stress

Criterion C: Format (maximum [1 mark])

Please refer to the Language ab initio guide.

Poster: to receive [1 mark] the candidate must include a title and **one** of the following: short paragraphs; sub-titles; list; contact details.

2. **Criterion A: Language** (maximum *[3 marks]*)
Please refer to the Language ab initio guide.

Does the candidate use spelling, vocabulary and grammatical structures correctly?

Vocabulary: travel; the individual.

Grammatical structures: a variety of verb tenses.

Note: the text may still contain some grammatical errors in the highest mark band.

Criterion B: Message (maximum *[3 marks]*)

Please refer to the Language ab initio guide.

Is all the relevant information conveyed?

three details about this person

where you met

what you have been doing together

what your future plans are

Note: future plans may refer to both people or only to the writer.

Criterion C: Format (maximum *[1 mark]*)

Please refer to the Language ab initio guide.

Blog: to receive *[1 mark]* the candidate must include a greeting and signature (first name).

SECTION B

3. **Criterion A: Language** (maximum *[8 marks]*)

Please refer to the Language ab initio guide.

Does the candidate use a range of vocabulary and grammatical structures?

Vocabulary: environment; transport; expression of opinion.

Grammatical structures: short, simple sentences: a variety of tenses but principally the present indicative. Stronger candidates may use rhetorical devices to persuade the audience: questions; exclamations; imperatives ...

Does the candidate show an awareness of the appropriate register for the task?

Register: formal or semi-formal.

Criterion B: Message (maximum *[8 marks]*)

Please refer to the Language ab initio guide.

Are the ideas well-developed?

Ideas: relevant, three examples and some details.

Emphasis on the disadvantages of public transport although advantages may be mentioned.

Is there evidence of a logical structure?

Introduction: refers to the audience and introduces the topic.

Development (2 or 3 paragraphs perhaps): examples of at least three disadvantages of public transport.

Conclusion: this may be the personal opinion of the candidate and/or solutions to the problems mentioned.

Are cohesive devices used effectively?

Cohesive devices: first, next ...; also, moreover ...; on the other hand, however ...

Criterion C: Format (maximum *[2 marks]*)

Please refer to the Language ab initio guide.

Does the candidate use the appropriate format?

Speech: form of address/opening greeting(s) and concluding remarks are required for *[2 marks]*.

4. Criterion A: Language (maximum *[8 marks]*)

Please refer to the Language ab initio guide.

Does the candidate use a range of vocabulary and grammatical structures?

Vocabulary: sport; the individual; future plans.

Grammatical structures: short, simple sentences: a variety of tenses.

Does the candidate show an awareness of the appropriate register for the task?

Register: formal or semi-formal.

Criterion B: Message (maximum *[8 marks]*)

Please refer to the Language ab initio guide.

Are the ideas well-developed?

Ideas: relevant, examples and details.

Is there evidence of a logical structure?

Introduction to explain who the athlete is and perhaps mention career highlights.

A series of at least three questions and answers – why s/he chose the sport; what s/he did to become a champion; future plans.

A conclusion (wishing the athlete luck in the future; thanking him/her for the interview ...).

Are cohesive devices used effectively?

Cohesive devices: first, next ...; also, moreover ...; on the other hand, however ...

Criterion C: Format (maximum *[2 marks]*)

Please refer to the Language ab initio guide.

Does the candidate use the appropriate format?

Interview: a title and a question-answer format are required for *[2 marks]*.

5. Criterion A: Language (maximum *[8 marks]*)

Please refer to the Language ab initio guide.

Does the candidate use a range of vocabulary and grammatical structures?

Vocabulary: leisure; the individual; employment.

Grammatical structures: short, simple sentences: a variety of tenses. First person text; stronger candidates may use rhetorical devices to persuade the Tourist Office: superlatives, exclamations ...

Does the candidate show an awareness of the appropriate register for the task?

Register: formal.

Criterion B: Message (maximum *[8 marks]*)

Please refer to the Language ab initio guide.

Are the ideas well-developed?

Ideas: relevant, examples and details.

Is there evidence of a logical structure?

Introduction: introduce yourself; explain the purpose of the letter.

Development: give reasons for employing you as a guide.

Conclusion: expression of hope and thanks.

Are cohesive devices used effectively?

Cohesive devices: first, next ...; also, moreover ...

Criterion C: Format (maximum *[2 marks]*)

Please refer to the Language ab initio guide.

Does the candidate use the appropriate format?

Letter: formal salutation, formal ending, date and a signature are required for *[2 marks]*.
