

International Baccalaureate

Africa/Europe/Middle East
English B

Category
1

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English

Catherine Jouffrey

Teacher Training Workshop

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The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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SL Examination Paper



MARKSCHEME BARÈME DE NOTATION ESQUEMA DE CALIFICACIÓN

May / mai / mayo 2013

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 — HINGLISH

1. B
2. G
3. H
4. (outside the classroom) he was hearing so many (different Indian) languages (as well as English) / he heard them (spoken)
Accept other wording with the same meaning.
5. foreign
6. mixing two languages to make new words that don't already exist
Accept other wording with the same meaning.
7. make communication quicker / make sure that the other person understands what you are trying to say
Accept other wording with the same meaning.
8. originally
9. different
10. idea

TEXT A: [10 marks]

TEXT B — THE SYMBOLIC FISH EAGLE

NOTE: For the justification in questions 11 to 15, allow only the quotation as given, possibly with a few additional words, provided that they do not materially alter the meaning. Both true/false and quotation response must be correct for the mark.

11. False – mainly eat fish / (can also) feed on monkeys, lizards, frogs and terrapins
Accept answers with one or more of the listed animals.
12. True – (they are classified as) “kleptoparasites” / (they also) steal the prey (from other birds)
13. False – are not “eagle-eyed” / (they) cannot spot prey when they are soaring up (in the sky)
14. True – (Furadan, a highly toxic pesticide of which) a single grain (can kill a child)
15. True – (the eagles are) very particular about where they build nests (to breed)

16. A
17. I
18. C
19. F

20. soaring (up)
21. declining supplies of fish / overfishing / deforestation
*Do not accept poisoning.
Accept other wording with the same meaning.*
22. ban (the use of) Furadan / control fishing / control the cutting of trees
Accept other wording with the same meaning.

TEXT B: [12 marks]

TEXT C — TOKYO IN 2 HOURS: HYPERSONIC JET FLIGHTS BY 2050

23. C

24. E

25. G

26. C, E, H, I, L (*in any order*)

[5 marks]

27. hypersonic

28. London

29. B

30. C

31. B

TEXT C: [13 marks]

TEXT D — TEENS TEXTING BRING BACK LANGUAGES FROM THE EDGE OF EXTINCTION

32. D

33. A

34. E

35. the old (language)

36. Institute for Endangered Languages (of Corban University in Salem, Oregon)

37. young people

38. Dr Gregory Anderson
Accept any variation of the name.

39. A

40. B

41. D

TEXT D: [10 marks]

TOTAL: [45 marks]



22132228

**ENGLISH B – STANDARD LEVEL – PAPER 1**
ANGLAIS B – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS B – NIVEL MEDIO – PRUEBA 1Friday 3 May 2013 (afternoon)
Vendredi 3 mai 2013 (après-midi)
Viernes 3 de mayo de 2013 (tarde)

1 h 30 m

Examination code
Code de l'examen
Código del examen

2	2	1	3	-	2	2	2	8
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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 of the questions in the boxes provided. Each question is allocated [1 mark] unless otherwise stated.
- The maximum mark for this examination paper is [45 marks].

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 les cases prévues à cet effet. Sauf indication contraire, chaque question vaut [1 point].
- Le nombre maximum de points pour cette épreuve d'examen est [45 points].

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 las casillas provistas. Cada pregunta vale [1 punto] salvo que se indique lo contrario.
- La puntuación máxima para esta prueba de examen es [45 puntos].



0112

TEXT A — HINGLISH

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

Example: *Hinglish is formed by ...*

A

A. *combining Hindi and English.*

1. Aditya was pleased that ...

B. Hinglish is officially recognized.

2. As a word, *kunjipatal* is ...

C. the Indian Home Ministry rejected English.

3. The writer of the blog was concerned that Hindi speakers would not ...

D. mixing different Indian languages.

E. difficult to remember.

F. use English properly.

G. more difficult to use.

H. be able to use Hindi correctly.

Answer the following questions.

4. Name **one** way in which Aditya learned words in other languages.

.....

5. What word between lines 7 and 11 means “coming from outside”?

.....

6. In what way did the writer of the blog feel that Hinglish was not sensible?

.....



0212

7. According to the text, give **one** of the functions a language must serve.

.....

Find the words in the text which mean the following (lines 19–24).

Example: Correct

..... *right*

8. At an earlier time

.....

9. Other

.....

10. Concept

.....



0312

Turn over / Tournez la page / Véase al dorso

TEXT B — THE SYMBOLIC FISH EAGLE

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 males are smaller than the females.

Justification: the females are larger than the males

11. Fish Eagles always eat fish.

Justification:

12. Fish Eagles are thieves.

Justification:

13. Fish Eagles can hunt from great heights.

Justification:

14. A very small amount of Furadan can kill a child.

Justification:



0412

TRUE FALSE

15. The eagles are careful when choosing the trees on which they build their nests.

Justification:

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

Example: part (line 1) D

16. distinctive (line 2)

17. heavy (line 7)

18. perch (line 10)

19. talon (line 12)

A. characteristic

B. segment

C. sit

D. area

E. typical

F. claw

G. important

H. hook

I. weighty

J. land



0512

Turn over / Tournez la page / Véase al dorso

Answer the following questions.

20. The words “planed” (*line 7*) and “swoops” (*line 11*) describe the way the eagle can fly. What other word between lines 9 and 12 also describes the eagle’s flight?

.....

21. Aside from Furadan, name **one** of the dangers to the continuing existence of Fish Eagles.

.....

22. Name **one** way that the Zambian Government is trying to protect the Fish Eagles.

.....



TEXT C — TOKYO IN 2 HOURS: HYPERSONIC JET FLIGHTS BY 2050

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

Example: [- X -] **B**

23. [- 23 -]

24. [- 24 -]

25. [- 25 -]

- A. Reducing the distance
- B. *Faster than your hearing*
- C. Technology for ecology
- D. Running on air
- E. More engines = more speed
- F. Twice as fast as lightning
- G. Making times shorter
- H. More engines = a smoother landing

26. From statements A to L, select the **five** that are true according to text C. Write the appropriate letters in the boxes provided. [5 marks]

- A. *London to Tokyo flights will take about two hours.*
- B. Films will not be shown on the plane.
- C. Journeys will be too short to show entire films.
- D. Normal flights to Tokyo take 9 hours.
- E. The plane will have a see-through design.
- F. The color of the plane is normal.
- G. Like modern planes, it can carry hundreds of people.
- H. Seat numbers are limited.
- I. The fuel is environmentally friendly.
- J. Air pollution is a concern.
- K. The plane will cruise in the atmosphere.
- L. 30 miles above the earth there is no atmosphere.

Example: **A**



0712

Turn over / Tournez la page / Véase al dorso

Answer the following questions.

27. Which word in lines 5 to 7 is similar in meaning to “much faster than the speed of sound”?

.....

28. When the author refers to arrival times in Istanbul (line 22) and Sydney (line 24), where is the plane departing from?

.....

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

29. The rocket engines ...

- A. are used for cruising.
- B. take the plane into space.
- C. ignite the ramjets.
- D. take the plane up six miles.

30. Conventional engines are used ...

- A. when the aircraft is travelling at greatest height.
- B. when the aircraft begins to descend.
- C. for taking off and landing.
- D. for landing only.

31. Mr Botti knows that this type of plane ...

- A. will be ready to fly soon.
- B. has a high probability of flying.
- C. can fly with conventional engines.
- D. can use conventional fuels.



TEXT D — TEENS TEXTING BRING BACK LANGUAGES FROM THE EDGE OF EXTINCTION

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

32. Some people are cross about ...

33. Languages are renewed due to ...

34. Friends want to use ...

- A. teens sending personal codes.
- B. the Institute for Endangered Languages.
- C. languages that are dead.
- D. the use of shortened word forms in texts.
- E. their own secret language.
- F. people using strange languages.

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: whether or not <u>they</u> will (line 19)</i>	<i>“they”</i>	<i>... People between the ages of six and twenty-five</i>
35. and changed <u>it</u> into the new (line 20)	<i>“it”</i>	<i>.....</i>
36. in the same <u>department</u> (line 22)	<i>“department”</i>	<i>.....</i>
37. and use as <u>their</u> own (lines 23-24)	<i>“their”</i>	<i>.....</i>
38. <u>he</u> has high hopes (line 24)	<i>“he”</i>	<i>.....</i>



Turn over / Tournez la page / Véase al dorso

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

39. As soon as text messaging became popular, young people ...
- A. developed their own way of using it.
 - B. stopped using SMS.
 - C. changed it into something new.
 - D. refused to abandon their own languages.
40. Dr Anderson believes that young people refuse to ...
- A. use an old language by changing it.
 - B. use a language that is not used by their friends.
 - C. help researchers preserve endangered languages.
 - D. send text messages in dying languages.
41. Latin is ...
- A. a language suited to communicating by SMS.
 - B. a language used at the Institute for Endangered Languages.
 - C. a language forbidden in text messages.
 - D. a language that might grow to be fashionable.
-



1012

Please **do not** write on this page.

Answers written on this page
will not be marked.

Veillez **ne pas** écrire sur cette page.

Les réponses rédigées sur cette page
ne seront pas corrigées.

No escriba en esta página.

Las respuestas que se escriban en
esta página no serán corregidas.



1112

Please **do not** write on this page.

Answers written on this page
will not be marked.

Veillez **ne pas** écrire sur cette page.

Les réponses rédigées sur cette page
ne seront pas corrigées.

No escriba en esta página.

Las respuestas que se escriban en
esta página no serán corregidas.



1212



22132229



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

Friday 3 May 2013 (afternoon)
Vendredi 3 mai 2013 (après-midi)
Viernes 3 de mayo de 2013 (tarde)

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

Hinglish

Tuesday, 30 April 2013

3 comments



Talking about Hinglish 😊

5 Today I met Aditya for lunch at the Pavilion Café in downtown Mumbai. He was very excited about the Indian Home Ministry's decision to allow the use of Hinglish, a mixture of Hindi and English, rather than use the more difficult words in Hindi. He said that *kunjipatal* is much more complicated to say than "keyboard" and *sanganak* doesn't make as much sense as "computer" to most people.

10 I argued that people will lose their identities as Hindi speakers and no longer know their first language. My friend Aditya said that he'd grown up in Delhi and gone to a Hindi-speaking school; however, outside the classroom he was hearing so many different Indian languages as well as English that he supposed he didn't even realise how many foreign words, not just English, he used.

15 I still felt that mixing two languages to make new words that don't already exist is silly. Aditya almost agreed, but then insisted that *filmi*, for example, is a "good" word as it describes the dramatic situations typical of Bollywood films.

Aditya said that language is meant to make communication quicker as well as to make sure that the other person understands clearly what you are trying to say. He said that if a word is correct in Hindi, but nobody uses or understands it, what's the point of having it?

20 I think he's right! We have lots of words in English that were originally in different languages, look at "shampoo", which meant "rubbing" in Hindi, or "bungalow" or "pyjamas"!

So, I agreed with Aditya that Hinglish isn't such a bad idea – he even paid for lunch ... 😊 😊 😊

Until tomorrow, I need to study for my maths test now, good night!

Adapted from www.bbc.co.uk/news (2006)

TEXT B

The Symbolic Fish Eagle



The national bird of Zambia is the Fish Eagle. Found in almost every part of Africa, Fish Eagles have a distinctive call that has become a symbol of Africa. Oddly, the females are larger than the males which are between 63 and 65 cm in length. They mainly eat fish, but can also feed on monkeys, lizards, frogs and terrapins.

5 They are classified as “kleptoparasites” as they also steal the prey from other birds. They are able to catch fish of up to 1 kg in weight, although there are instances of heavy catches of up to 3 kg. The larger fish are not carried, but planed across the water’s surface.

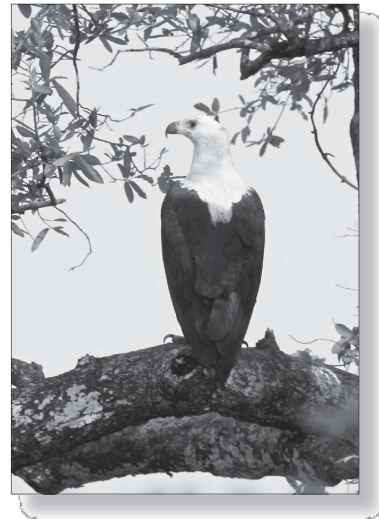
10 Contrary to popular belief, the Fish Eagles are not “eagle-eyed” as they cannot spot prey when they are soaring up in the sky. Rather, the Fish Eagle will perch on a tree near the water’s edge, from where it swoops down and catches the prey with its wicked talon.

When a Fish Eagle mates, it mates for life and the pair often share their catches.

15 All is not well with the Fish Eagle: in some countries, the eagles are under threat from Furadan, a highly toxic pesticide of which a single grain can kill a child. The poisoning is a result of local herdsmen feeding Furadan to fish in the hope of poisoning crocodiles who eat their goats when they come to the water to drink.

20 Further threats to their existence are the declining supplies of fish caused by overfishing and deforestation, as the eagles are very particular about where they build nests to breed.

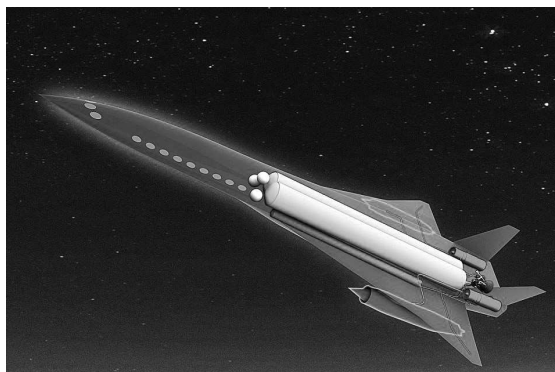
25 The Zambian Government is now taking steps to ban the use of Furadan and to control fishing and the cutting of trees.



The Lowdown (2011)

TEXT C

Tokyo in 2 hours: Hypersonic jet flights by 2050



A quick trip

Anyone taking this new aircraft on the London to Tokyo route should not expect any in-flight entertainment – you’d reach your destination before the titles finished.

[- X -]

5 The futuristic, transparent jet would take a little more than two hours to complete the trip as, using three sets of engines, it cruises at the hypersonic velocity of 5000 kph (3125 mph) – more than four times the speed of sound – and will carry up to 100 passengers.

[- 23 -]

10 It would be one of the world’s cleanest aircraft, powered by biofuels made of seaweed, making it one of the world’s most eco-friendly aircraft. Innovation and technology director Jean Botti said that the plane would fly just above the top of the atmosphere at about 48 km (30 miles).

[- 24 -]

15 Once at a suitable height, the pilot would engage a pair of rocket engines which would propel the aircraft to much higher speeds and soar above the atmosphere, allowing a final set of engines known as ramjets to be utilised. The cruising altitude will be just over 30 miles above the earth and Mr Botti told us that for conventional passenger jets it is around six miles. “We have been working on this project for long enough now to know that it is viable.” After a smooth glide to come down, the conventional engines will reignite to enable landing.

[- 25 -]

20 At cruising speed, the plane – dubbed ZEHST, for Zero Emission Hypersonic Transportation – could fly from London to Malaga in southern Spain in just 20 minutes. A flight to Istanbul would take 30 minutes and the plane could reach the east coast of the US in around one hour. It would reduce by some nine hours the flying time to Tokyo, while the journey to Sydney would take around three-and-a-half hours. But don’t rush to book tickets just yet – the plane will not
25 make its first commercial flight for about 35 years!

The Telegraph (2011)

TEXT D

Teens texting bring back languages from the edge of extinction

While some may complain about the possible death of the English language because of texting abbreviations (LOL!¹), teenagers all over the world have actually kept endangered languages intact through SMS² messages.

5



Text messages written in regional, endangered languages by teens in Mexico and the Philippines are examples of languages reborn. Research into language renewal was carried out by Samuel Herrera, head of the linguistics laboratory at the Institute of Anthropological Research in Mexico City.

10

“Almost as soon as text messaging exploded on the world stage as a means to reach anyone, anywhere and anytime, young people began to find a way to make it more exclusive and develop their own code to use on the popular devices,” he wrote.

15

Professor Adam Michaelson, the director of the Institute for Endangered Languages of Corban University in Salem, Oregon, says that somewhere between the ages of six and twenty-five, people make a definitive decision as to whether or not they will stay or break with a language. The fact that they have taken the old and changed it into the new is something that not only makes sense, but also drives the continuation of culture. In fact, according to Dr Gregory Anderson, who is a researcher in the same department, young people need to be the ones reviving a dying language. This is, of course, the language that they will nurture and use as their own. For this reason, he has high hopes for the future.

20

“If the language isn’t being used by their peer group, then they reject it outright,” Anderson concluded.

25

So, while some text messages may seem like a foreign language — like “nom nom”³ — some may actually be in languages considered nearly gone. Who knows, maybe Latin will become popular? Only time will tell.

Adapted from www.nbcnews.com (2012)

¹ LOL: laughing out loud
² SMS: short message service
³ nom nom: delicious food



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

May / mai / mayo 2013

ENGLISH / ANGLAIS / INGLÉS B

**Standard Level
Niveau Moyen
Nivel Medio**

Paper / Épreuve / Prueba 2

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

*These notes are intended to define the **top** mark of the scale in this examination. The phrase, "a good answer", is intended to refer to scripts which are likely to be placed in the 9 to 10 band (5 for criterion C) of descriptors. Scripts should be marked proportionately lower to the degree to which they fail to meet these requirements.*

*In each case, good answers will meet **most**, though not necessarily **all**, of the following requirements.*

Word count

At SL, students are required to write a minimum of 250 words. Failure to write the minimum number of words will result in a 1-mark penalty under criterion A. There is no penalty for exceeding 400 words: the whole text should be taken into consideration in the award of marks.

Criterion A – Language

A good answer will have few language gaps, and slips or flaws rarely affect meaning.

Language

Not all errors have the same importance, and examiners should bear this in mind. Some errors affect the communication of meaning significantly, and others do not. Also, some errors indicate a fundamental lack of command of the language, while others may simply indicate a moment of forgetfulness.

SLIPS – mistakes at all levels of difficulty, but erratic and occasional – *eg* the candidate normally forms past tenses well, but occasionally forgets “-ed”

FLAWS – errors occur more regularly, particularly in certain structures – *eg* past tenses are formed correctly quite often, but are not really reliable, and there may be basic confusions (*eg* past simple versus present perfect)

GAPS – some structures are rarely correct, or simply don't appear – *eg* the past tenses are needed, but do not appear.

1. Cultural diversity

Many of your friends have decided to have tattoos, but you disagree as this could have future negative consequences both socially and professionally. Write an article for the local newspaper’s Teen Talk section explaining your thoughts.

A good answer:

Criterion B – Message

- will clearly explain the context of teenagers and current trends
- will take a negative view of tattooing
- will describe future consequences, both social and professional, of having tattoos. If only one of the required elements is covered, the message should be judged as “partially communicated” (*ie* no more than **[6 marks]** should be awarded)
- will present the argument in a persuasive manner
- will use paragraphing and cohesive devices which structure the development of ideas effectively
- may support the case with personal experiences.

Criterion C – Format

- will adopt an informal to semi-formal register
- will have tone and style appropriate for teenagers (*eg* lively, direct, immediate)
- will engage and involve the teenage readers
- will have a distinct introduction, development and conclusion
- will have a title
- may have the name of the writer; this should be rewarded.

2. Customs and traditions

A friend from a different country and culture has written to tell you that he/she has been invited for a weekend to celebrate a special event in your country but has no idea what will happen! Write a set of guidelines explaining what will take place and what he/she should do.

A good answer:

Criterion B – Message

- will clearly identify the specific event
- will provide a clear explanation of what will happen, what the friend should do and when
- will provide supporting details, such as appropriate clothing, gifts, *etc.*

Criterion C – Format

- will adopt an informal to semi-formal register
- will set out the guidelines clearly, for example, bullets, sub-headings, numbering, *etc*
- will help the reader by anticipating difficulties
- may be in the framework of a letter or email
- may have flashes of humour.

3. Health

The local government in your town has decided to give free medical care to people who do not smoke; however, people who do smoke will be required to pay for all their medical care. Write a letter to your local government representative expressing your viewpoint on this matter.

A good answer:

Criterion B – Message

- will present a clear and reasoned argument **either** for **or** against **or** balanced will give examples as evidence
- will use paragraphing and cohesive devices which structure the development of ideas effectively
- may make persuasive use of appropriate personal experience
- may use an opposing argument for rebuttal purposes; this should be rewarded.

Criterion C – Format

- will adopt a formal register
- will adopt a suitably serious tone
- will incorporate the aspects of a formal letter: sender's name and address, date, opening and closing salutations.

4. Leisure

Parents who attend their children's competitive sports events are the best of fans, yet it could be argued that this puts more pressure on the children. As the captain of a sports team, you have been asked to speak at the Parent-Teacher Association's monthly meeting about this situation. Write your speech.

A good answer:

Criterion B – Message

- will present the ideas in a clear, sequential manner
- will acknowledge the parents' standpoint
- will use paragraphing and cohesive devices which structure the development of ideas effectively
- may use the captain's personal experience effectively.

Criterion C – Format

- will address the audience and keep contact with them throughout the speech
- will set out to catch the audience's attention at the beginning, and leave a clear impression at the end
- will adopt a semi-formal to formal register
- will adopt an engaging tone, involving the audience in the issue which concerns them
- will use rhetorical devices (for example, addressing the audience, flashes of humour, rhetorical questions, repetition).

5. **Science and technology**

Film directors frequently use computers to change the scenes they film. Cloudy days are modified to blue skies and sunshine, for example. Your teacher has set the weekly essay on this topic and the title is: “Computer Improvements to Films: More enjoyable or cheating?” Write the essay.

A good answer:

Criterion B – Message

- will introduce the topic clearly
- will mention both aspects, enjoyment and cheating, but may cover one more fully than the other
- will take a definite stance **or** be balanced
- will use paragraphing and cohesive devices which structure the development of ideas effectively
- may cite examples of computer enhancement of films; this should be rewarded.

Criterion C – Format

- will adopt a semi-formal to formal register
 - will have a distinct introduction, development and conclusion
 - will have a title
 - may use the first person, provided that the focus is on the arguments.
-



22132230



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

Friday 3 May 2013 (afternoon)
Vendredi 3 mai 2013 (après-midi)
Viernes 3 de mayo de 2013 (tarde)

1 h 30 m

INSTRUCTIONS TO CANDIDATES

- Do not turn over this examination paper until instructed to do so.
- Choose one task. Each task is worth *[25 marks]*.
- The maximum mark for this examination paper is *[25 marks]*.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

- Ne retournez pas cette épreuve avant d'y être autorisé(e).
- Choisissez une tâche. Chaque tâche vaut *[25 points]*.
- Le nombre maximum de points pour cette épreuve d'examen est *[25 points]*.

INSTRUCCIONES PARA LOS ALUMNOS

- No dé la vuelta al examen hasta que se lo autoricen.
- Elija una tarea. Cada tarea vale *[25 puntos]*.
- La puntuación máxima para esta prueba de examen es *[25 puntos]*.

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

1. Cultural diversity

Many of your friends have decided to have tattoos, but you disagree as this could have future negative consequences both socially and professionally. Write an article for the local newspaper’s Teen Talk section explaining your thoughts.

2. Customs and traditions

A friend from a different country and culture has written to tell you that he/she has been invited for a weekend to celebrate a special event in your country but has no idea what will happen! Write a set of guidelines explaining what will take place and what he/she should do.

3. Health

The local government in your town has decided to give free medical care to people who do not smoke; however, people who do smoke will be required to pay for all their medical care. Write a letter to your local government representative expressing your viewpoint on this matter.

4. Leisure

Parents who attend their children’s competitive sports events are the best of fans, yet it could be argued that this puts more pressure on the children. As the captain of a sports team, you have been asked to speak at the Parent-Teacher Association’s monthly meeting about this situation. Write your speech.

5. Science and technology

Film directors frequently use computers to change the scenes they film. Cloudy days are modified to blue skies and sunshine, for example. Your teacher has set the weekly essay on this topic and the title is: “Computer Improvements to Films: More enjoyable or cheating?” Write the essay.

SL Paper 1



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Diploma Programme answer cover sheet

<p>ENGLISH B</p> <p>SL</p> <p>PAPER ONE</p> <p>03 May 2013 (afternoon)</p>

Invigilator only: Candidate absent (insert ✖ if applicable)

Candidate	
Section or option	Question
	all

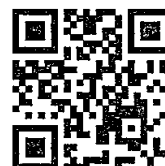
Instructions to the candidate:

- Check the details in the box above. If any detail is incorrect, inform the invigilator of the examination.
- Complete the candidate box (on the left) with the section(s)/option(s) and question(s) answered. If all questions have been answered, state ALL.
- In the boxes below, write down the number of answer booklets and sheets of graph paper attached to this cover sheet.
- Using the string tag provided, attach this cover sheet to the front of your work, with any graph paper attached at the back.
- Do not write on or shade in any QR code on this cover sheet.

Number of answer booklets attached

Number of sheets of graph paper attached

E 0



2

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22132228



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

Examination code
Code de l'examen
Código del examen

2	2	1	3	-	2	2	2	8
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Friday 3 May 2013 (afternoon)
Vendredi 3 mai 2013 (après-midi)
Viernes 3 de mayo de 2013 (tarde)

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

1 h 30 m

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 boxes provided. Each question is allocated [1 mark] unless otherwise stated.
- The maximum mark for this examination paper is [45 marks].

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 les cases prévues à cet effet. Sauf indication contraire, chaque question vaut [1 point].
- Le nombre maximum de points pour cette épreuve d'examen est [45 points].

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 las casillas provistas. Cada pregunta vale [1 punto] salvo que se indique lo contrario.
- La puntuación máxima para esta prueba de examen es [45 puntos].



0112

10 pages/páginas

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TEXT A — HINGLISH

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

Example: Hinglish is formed by ...

A

A. combining Hindi and English.

1. Aditya was pleased that ...

B

B. Hinglish is officially recognized.

2. As a word, kunjipatal is ...

G

C. the Indian Home Ministry rejected English.

3. The writer of the blog was concerned that Hindi speakers would not ...

H

D. mixing different Indian languages.

E. difficult to remember.

F. use English properly.

G. more difficult to use.

H. be able to use Hindi correctly.

Answer the following questions.

4. Name one way in which Aditya learned words in other languages.

going to a Hindi speaking school
by hearing many different Indian language outside the class room.

5. What word between lines 7 and 11 means "coming from outside"?

foreign

6. In what way did the writer of the blog feel that Hinglish was not sensible?

mixing two languages to make new words that don't already exist is silly.



7. According to the text, give **one** of the functions a language must serve.

..... to make communication quicker

Find the words in the text which mean the following (lines 19–24).

Example: Correct

..... right

8. At an earlier time

..... originally

9. Other

..... different

10. Concept

..... idea



0312

Turn over / Tournez la page / Véase al dorso

TEXT B — THE SYMBOLIC FISH EAGLE

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 males are smaller than the females.*

Justification: *the females are larger than the males*

11. Fish Eagles always eat fish.

Justification: *They mainly eat fish*

12. Fish Eagles are thieves.

Justification: *they also steal the prey from other birds*

13. Fish Eagles can hunt from great heights.

Justification: *they cannot spot prey when they are soaring up in the sky*

14. A very small amount of Furadan can kill a child.

Justification: *a single grain can kill a child*



0412

TRUE FALSE

15. The eagles are careful when choosing the trees on which they build their nests.

Justification: .. eagles are very particular about where they build nests ..

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

Example: part (line 1)

D

~~A~~ characteristic

16. distinctive (line 2)

A

B. segment

~~C~~ sit

17. heavy (line 7)

I

~~D~~ area

E. typical

18. perch (line 10)

C

F. claw

19. talon (line 12)

F

G. important

H. hook

~~I~~ weighty

J. land



0512

Turn over / Tournez la page / Véase al dorso

Answer the following questions.

20. The words “planed” (*line 7*) and “swoops” (*line 11*) describe the way the eagle can fly. What other word between lines 9 and 12 also describes the eagle’s flight?

.....soaring.....

21. Aside from Furadan, name **one** of the dangers to the continuing existence of Fish Eagles.

.....de forestation.....

22. Name **one** way that the Zambian Government is trying to protect the Fish Eagles.

.....ban the use of Furadan.....



0612

TEXT C — TOKYO IN 2 HOURS: HYPERSONIC JET FLIGHTS BY 2050

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

Example: [- X -] B

~~A.~~ Reducing the distance

~~B.~~ *Faster than your hearing*

23. [- 23 -] C

~~C.~~ Technology for ecology

24. [- 24 -] D

D. Running on air

E. More engines = more speed

25. [- 25 -] G

~~F.~~ Twice as fast as lightning

~~G.~~ Making times shorter

H. More engines = a smoother landing

26. From statements A to L, select the **five** that are true according to text C. Write the appropriate letters in the boxes provided. [5 marks]

A. *London to Tokyo flights will take about two hours.*

~~B.~~ Films will not be shown on the plane.

C. Journeys will be too short to show entire films.

~~D.~~ Normal flights to Tokyo take 9 hours.

~~E.~~ The plane will have a see-through design.

F. The color of the plane is normal.

G. Like modern planes, it can carry hundreds of people.

H. Seat numbers are limited.

I. The fuel is environmentally friendly.

J. Air pollution is a concern. ✕

K. The plane will cruise in the atmosphere. ✕

L. 30 miles above the earth there is no atmosphere.

Example: A

E

C

H

I

L



0712

Turn over / Tournez la page / Véase al dorso

Answer the following questions.

27. Which word in lines 5 to 7 is similar in meaning to “much faster than the speed of sound”?

.....hypersonic.....

28. When the author refers to arrival times in Istanbul (line 22) and Sydney (line 24), where is the plane departing from?

.....London.....

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

29. The rocket engines ...

- A. are used for cruising.
- B. take the plane into space.
- C. ignite the ramjets.
- D. take the plane up six miles.

30. Conventional engines are used ...

- A. when the aircraft is travelling at greatest height.
- B. when the aircraft begins to descend.
- C. for taking off and landing.
- D. for landing only.

31. Mr Botti knows that this type of plane ...

- A. will be ready to fly soon.
- B. has a high probability of flying.
- C. can fly with conventional engines.
- D. can use conventional fuels.



TEXT D — TEENS TEXTING BRING BACK LANGUAGES FROM THE EDGE OF EXTINCTION

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

- 32. Some people are cross about ...
- 33. Languages are renewed due to ...
- 34. Friends want to use ...

- ~~A.~~ teens sending personal codes.
- ~~B.~~ the Institute for Endangered Languages.
- C. languages that are dead.
- ~~D.~~ the use of shortened word forms in texts.
- E. their own secret language.
- ~~F.~~ people using strange languages.

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

In the phrase ...	the word/s ...	refer/s to ...
Example: whether or not <u>they</u> will (line 19)	"they"	... People between the ages of six and twenty-five ...
35. and changed <u>it</u> into the new (line 20)	"it"	... the old language ...
36. in the same <u>department</u> (line 22)	"department"	... the institute for endangered language ...
37. and use as <u>their</u> own (lines 23-24)	"their"	... young people ...
38. <u>he</u> has high hopes (line 24)	"he"	... Dr. Gregory Anderson ...



0912

Turn over / Tournez la page / Véase al dorso

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

39. As soon as text messaging became popular, young people ...

- A. developed their own way of using it.
- B. stopped using SMS.
- C. changed it into something new.
- D. refused to abandon their own languages.

A

40. Dr Anderson believes that young people refuse to ...

- A. use an old language by changing it.
- B. use a language that is not used by their friends.
- C. help researchers preserve endangered languages.
- D. send text messages in dying languages.

B

41. Latin is ...

- A. a language suited to communicating by SMS.
- B. a language used at the Institute for Endangered Languages.
- C. a language forbidden in text messages.
- D. a language that might grow to be fashionable.

D



1012

Please **do not** write on this page.

Answers written on this page
will not be marked.

Veillez **ne pas** écrire sur cette page.

Les réponses rédigées sur cette page
ne seront pas corrigées.

No escriba en esta página.

Las respuestas que se escriban en
esta página no serán corregidas.



1112

Please **do not** write on this page.

Answers written on this page
will not be marked.

Veillez **ne pas** écrire sur cette page.

Les réponses rédigées sur cette page
ne seront pas corrigées.

No escriba en esta página.

Las respuestas que se escriban en
esta página no serán corregidas.



1212



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Diploma Programme answer cover sheet

<p>ENGLISH B</p> <p>SL</p> <p>PAPER ONE</p> <p>03 May 2013 (afternoon)</p>

Invigilator only: Candidate absent (insert ✕ if applicable)

Candidate	
Section or option	Question

Instructions to the candidate:

- Check the details in the box above. If any detail is incorrect, inform the invigilator of the examination.
- Complete the candidate box (on the left) with the section(s)/option(s) and question(s) answered. If all questions have been answered, state ALL.
- In the boxes below, write down the number of answer booklets and sheets of graph paper attached to this cover sheet.
- Using the string tag provided, attach this cover sheet to the front of your work, with any graph paper attached at the back.
- Do not write on or shade in any QR code on this cover sheet.

Number of answer booklets attached

Number of sheets of graph paper attached

E 0



2

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Cardiff CF23 8GL, UNITED KINGDOM



M13/2/ABENG/SP1/ENG/TZ0/XX/Q



22132228

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

Friday 3 May 2013 (afternoon)
Vendredi 3 mai 2013 (après-midi)
Viernes 3 de mayo de 2013 (tarde)

1 h 30 m



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Examination code
Code de l'examen
Código del examen

2	2	1	3	-	2	2	2	8
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Candidate session number
Numéro de session du candidat
Número de convocatoria del alumno

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 boxes provided. Each question is allocated *[1 mark]* unless otherwise stated.
- The maximum mark for this examination paper is *[45 marks]*.

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 les cases prévues à cet effet. Sauf indication contraire, chaque question vaut *[1 point]*.
- Le nombre maximum de points pour cette épreuve d'examen est *[45 points]*.

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 las casillas provistas. Cada pregunta vale *[1 punto]* salvo que se indique lo contrario.
- La puntuación máxima para esta prueba de examen es *[45 puntos]*.



0112

10 pages/páginas

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TEXT A — HINGLISH

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

Example: Hinglish is formed by ...

A

A. combining Hindi and English.

1. Aditya was pleased that ...

B

B. Hinglish is officially recognized.

2. As a word, kunjipatal is ...

G

C. the Indian Home Ministry rejected English.

D. mixing different Indian languages.

3. The writer of the blog was concerned that Hindi speakers would not ...

H

E. difficult to remember.

F. use English properly.

G. more difficult to use.

H. be able to use Hindi correctly.

Answer the following questions.

4. Name one way in which Aditya learned words in other languages.

Aditya was used to hearing many languages outside of school (through) which is how he learned words in those languages.

5. What word between lines 7 and 11 means "coming from outside"?

...foreign...

6. In what way did the writer of the blog feel that Hinglish was not sensible?

He felt that mixing two languages to make new words that don't already exist is silly.



0212

7. According to the text, give one of the functions a language must serve.

According to the text language is meant to make communication quicker.

Find the words in the text which mean the following (lines 19-24).

Example: Correct

..... right

8. At an earlier time

.... originally

9. Other

.. different

10. Concept

... idea



0312

Turn over / Tournez la page / Véase al dorso

TEXT B — THE SYMBOLIC FISH EAGLE

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 males are smaller than the females.

Justification: the females are larger than the males

11. Fish Eagles always eat fish.

Justification: "...but can also feed on monkeys, lizards..."

12. Fish Eagles are thieves.

Justification: "...They are classified as kleptoparasites as they also steal prey."

13. Fish Eagles can hunt from great heights.

Justification: "...they cannot spot prey when they soaring up in the sky."

14. A very small amount of Furadan can kill a child.

Justification: "...of which a single grain can kill a child."



0412

TRUE FALSE

15. The eagles are careful when choosing the trees on which they build their nests.

Justification: "...as...the eagles...are...very particular about where they build nests to breed!"

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

Example: part (line 1)

D

A. characteristic

16. distinctive (line 2)

E

B. segment

17. heavy (line 7)

I

C. sit

D. area

18. perch (line 10)

C

E. typical

F. claw

19. talon (line 12)

F

G. important

H. hook

I. weighty

J. land



0512

Turn over / Tournez la page / Véase al dorso

Answer the following questions.

20. The words “planed” (line 7) and “swoops” (line 11) describe the way the eagle can fly. What other word between lines 9 and 12 also describes the eagle’s flight?

.....“soaring”.....

21. Aside from Furadan, name **one** of the dangers to the continuing existence of Fish Eagles.

..Deforestation..is..mentioned..as..a..danger..to..the..continuing..existence..of..Fish..Eagles..

22. Name **one** way that the Zambian Government is trying to protect the Fish Eagles.

..Banning..the..use..of..Furadan.....



0612

TEXT C — TOKYO IN 2 HOURS: HYPERSONIC JET FLIGHTS BY 2050

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

Example: [- X -] B

23. [- 23 -] C

24. [- 24 -] E

25. [- 25 -] G

- A. Reducing the distance
- B. *Faster than your hearing*
- C. Technology for ecology
- D. Running on air
- E. More engines = more speed
- F. Twice as fast as lightning
- G. Making times shorter
- H. More engines = a smoother landing

26. From statements A to L, select the five that are true according to text C. Write the appropriate letters in the boxes provided. [5 marks]

- A. *London to Tokyo flights will take about two hours.*
- B. Films will not be shown on the plane.
- C. Journeys will be too short to show entire films.
- D. Normal flights to Tokyo take 9 hours.
- E. The plane will have a see-through design.
- F. The color of the plane is normal.
- G. Like modern planes, it can carry hundreds of people.
- H. Seat numbers are limited.
- I. The fuel is environmentally friendly.
- J. Air pollution is a concern.
- K. The plane will cruise in the atmosphere.
- L. 30 miles above the earth there is no atmosphere.

Example: A

C

E

I

L

H



0712

Turn over / Tournez la page / Véase al dorso

Answer the following questions.

27. Which word in lines 5 to 7 is similar in meaning to “much faster than the speed of sound”?

.....^uhypersonicⁿ.....

28. When the author refers to arrival times in Istanbul (line 22) and Sydney (line 24), where is the plane departing from?

.....London.....

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

29. The rocket engines ...

- A. are used for cruising. A
- B. take the plane into space.
- C. ignite the ramjets.
- D. take the plane up six miles.

30. Conventional engines are used ...

- A. when the aircraft is travelling at greatest height. C
- B. when the aircraft begins to descend.
- C. for taking off and landing.
- D. for landing only.

31. Mr Botti knows that this type of plane ...

- A. will be ready to fly soon. B
- B. has a high probability of flying.
- C. can fly with conventional engines.
- D. can use conventional fuels.



TEXT D — TEENS TEXTING BRING BACK LANGUAGES FROM THE EDGE OF EXTINCTION

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

- | | | |
|--------------------------------------|---|--|
| 32. Some people are cross about ... | D | A. teens sending personal codes. |
| 33. Languages are renewed due to ... | A | B. the Institute for Endangered Languages. |
| 34. Friends want to use ... | E | C. languages that are dead.
D. the use of shortened word forms in texts.
E. their own secret language.
F. people using strange languages. |

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

In the phrase ...	the word/s ...	refer/s to ...
Example: whether or not <u>they</u> will (line 19)	"they"	... People between the ages of six and twenty-five
35. and changed <u>it</u> into the new (line 20)	"it"	..... language
36. in the same <u>department</u> (line 22)	"department"	Institute for Endangered Languages of Carban University
37. and use as <u>their</u> own (lines 23-24)	"their"	... a dying language
38. <u>he</u> has high hopes (line 24)	"he"	... Dr. Gregory Anderson



Turn over / Tournez la page / Véase al dorso

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

39. As soon as text messaging became popular, young people ...

- A. developed their own way of using it.
- B. stopped using SMS.
- C. changed it into something new.
- D. refused to abandon their own languages.

A

40. Dr Anderson believes that young people refuse to ...

- A. use an old language by changing it.
- B. use a language that is not used by their friends.
- C. help researchers preserve endangered languages.
- D. send text messages in dying languages.

B

41. Latin is ...

- A. a language suited to communicating by SMS.
- B. a language used at the Institute for Endangered Languages.
- C. a language forbidden in text messages.
- D. a language that might grow to be fashionable.

D



1012

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Las respuestas que se escriban en
esta página no serán corregidas.



1112

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will not be marked.

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ne seront pas corrigées.

No escriba en esta página.

Las respuestas que se escriban en
esta página no serán corregidas.



1212

Candidate Marks Report

Series : M13 2013

This candidate's script has been assessed using On-Screen Marking. The marks are therefore not shown on the script itself, but are summarised in the table below.

Centre No :	Assessment Code :	ENGLISH B SL PAPER ONE in ENGLISH
Candidate No :	Component Code :	P1(ENG)TZ0
Candidate Name :		

In the table below 'Total Mark' records the mark scored by this candidate.
'Max Mark' records the Maximum Mark available for the question.

Examiner:	
Paper:	M13abengSP1E0XXXX
Paper Total:	43 / 45
Question	Total Mark / Max Mark
Q1	1 / 1
Q2	1 / 1
Q3	1 / 1
Q4	1 / 1
Q5	1 / 1
Q6	1 / 1
Q7	1 / 1
Q8	1 / 1
Q9	1 / 1
Q10	1 / 1
Q11	1 / 1
Q12	1 / 1
Q13	1 / 1
Q14	1 / 1
Q15	1 / 1
Q16	1 / 1
Q17	1 / 1
Q18	1 / 1
Q19	1 / 1
Q20	1 / 1
Q21	1 / 1
Q22	1 / 1
Q23	1 / 1
Q24	0 / 1
Q25	1 / 1
Q26	5 / 5
Q27	1 / 1
Q28	1 / 1
Q29	0 / 1
Q30	1 / 1
Q31	1 / 1

Examiner:	
Q32	1 / 1
Q33	1 / 1
Q34	1 / 1
Q35	1 / 1
Q36	1 / 1
Q37	1 / 1
Q38	1 / 1
Q39	1 / 1
Q40	1 / 1
Q41	1 / 1



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Diploma Programme answer cover sheet

<p>ENGLISH B</p> <p>SL</p> <p>PAPER ONE</p> <p>03 May 2013 (afternoon)</p>

Invigilator only: Candidate absent (insert ✖ if applicable)

Candidate	
Section or option	Question
	all

Instructions to the candidate:

- Check the details in the box above. If any detail is incorrect, inform the invigilator of the examination.
- Complete the candidate box (on the left) with the section(s)/option(s) and question(s) answered. If all questions have been answered, state ALL.
- In the boxes below, write down the number of answer booklets and sheets of graph paper attached to this cover sheet.
- Using the string tag provided, attach this cover sheet to the front of your work, with any graph paper attached at the back.
- Do not write on or shade in any QR code on this cover sheet.

Number of answer booklets attached

Number of sheets of graph paper attached

E 0



2



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22132228



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

Examination code
Code de l'examen
Código del examen

2	2	1	3	-	2	2	2	8
---	---	---	---	---	---	---	---	---

Friday 3 May 2013 (afternoon)
Vendredi 3 mai 2013 (après-midi)
Viernes 3 de mayo de 2013 (tarde)

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

1 h 30 m

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 boxes provided. Each question is allocated [1 mark] unless otherwise stated.
- The maximum mark for this examination paper is [45 marks].

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 les cases prévues à cet effet. Sauf indication contraire, chaque question vaut [1 point].
- Le nombre maximum de points pour cette épreuve d'examen est [45 points].

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 las casillas provistas. Cada pregunta vale [1 punto] salvo que se indique lo contrario.
- La puntuación máxima para esta prueba de examen es [45 puntos].



0112

10 pages/páginas

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TEXT A — HINGLISH

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

Example: Hinglish is formed by ... A

1. Aditya was pleased that ... 1 B

2. As a word, kunjipatal is ... 1 G

3. The writer of the blog was concerned that Hindi speakers would not ... 1 H

- A. combining Hindi and English.
- ~~B.~~ Hinglish is officially recognized.
- ~~C.~~ the Indian Home Ministry rejected English.
- D. mixing different Indian languages.
- E. difficult to remember.
- F. use English properly.
- ~~G.~~ more difficult to use.
- H. be able to use Hindi correctly.

Answer the following questions.

4. Name **one** way in which Aditya learned words in other languages.

going to a Hindi speaking school
 by hearing many different Indian language outside the class room.

1

Conceded. Despite 'language' being singular, it is obviously a slip

5. What word between lines 7 and 11 means "coming from outside"?

foreign

1

6. In what way did the writer of the blog feel that Hinglish was not sensible?

mixing two languages to make new words that don't already exist is silly.

1



7. According to the text, give **one** of the functions a language must serve.

..... to make communication quicker

1

Find the words in the text which mean the following (lines 19–24).

Example: Correct

..... right

8. At an earlier time

..... originally

1

9. Other

..... different

1

10. Concept

..... idea

1



0312

Turn over / Tournez la page / Véase al dorso

TEXT B — THE SYMBOLIC FISH EAGLE

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 males are smaller than the females.*

Justification: *the females are larger than the males*

11. Fish Eagles always eat fish.

Justification: They mainly eat fish

1

12. Fish Eagles are thieves.

Justification: they also steal the prey from other birds

1

13. Fish Eagles can hunt from great heights.

Justification: they cannot spot prey when they are soaring up in the sky

1

14. A very small amount of Furadan can kill a child.

Justification: a single grain can kill a child

1



0412

TRUE FALSE

15. The eagles are careful when choosing the trees on which they build their nests.

Justification: eagles are very particular about where they build nests



✓ 1

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

Example: part (line 1) D

16. distinctive (line 2) 1 A

17. heavy (line 7) 1 I

18. perch (line 10) 1 C

19. talon (line 12) 1 F

- ~~A~~ characteristic
- B. segment
- ~~C~~ sit
- ~~D~~ area
- E. typical
- F. claw
- G. important
- H. hook
- ~~I~~ weighty
- J. land



0512

Turn over / Tournez la page / Véase al dorso

Answer the following questions.

20. The words “planed” (*line 7*) and “swoops” (*line 11*) describe the way the eagle can fly. What other word between lines 9 and 12 also describes the eagle’s flight?

soaring

✓ 1

21. Aside from Furadan, name **one** of the dangers to the continuing existence of Fish Eagles.

de forestation

✓ 1

22. Name **one** way that the Zambian Government is trying to protect the Fish Eagles.

ban the use of Furadan

✓ 1



TEXT C — TOKYO IN 2 HOURS: HYPERSONIC JET FLIGHTS BY 2050

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

- Example: [- X -] B
- ~~A.~~ Reducing the distance
 - ~~B.~~ **Faster than your hearing**
 - 23. [- 23 -] C 1
 - 24. [- 24 -] D 0
 - 25. [- 25 -] G 1
- ~~C.~~ Technology for ecology
 - ~~D.~~ Running on air
 - E. More engines = more speed
 - ~~E.~~ Twice as fast as lightning
 - ~~G.~~ Making times shorter
 - H. More engines = a smoother landing

26. From statements A to L, select the **five** that are true according to text C. Write the appropriate letters in the boxes provided. [5 marks]

- A. London to Tokyo flights will take about two hours.
- ~~B.~~ Films will not be shown on the plane.
- C. Journeys will be too short to show entire films.
- ~~D.~~ Normal flights to Tokyo take 9 hours.
- ~~E.~~ The plane will have a see-through design.
- F. The color of the plane is normal.
- G. Like modern planes, it can carry hundreds of people.
- H. Seat numbers are limited.
- I. The fuel is environmentally friendly.
- J. Air pollution is a concern. ✗
- K. The plane will cruise in the atmosphere. ✗
- L. 30 miles above the earth there is no atmosphere.

- Example: A
- 1 E
 - 1 C
 - 1 H
 - 1 I
 - 1 L



Turn over / Tournez la page / Véase al dorso

Answer the following questions.

27. Which word in lines 5 to 7 is similar in meaning to “much faster than the speed of sound”?

.....hypersonic.....

1

28. When the author refers to arrival times in Istanbul (line 22) and Sydney (line 24), where is the plane departing from?

.....London.....

1

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

29. The rocket engines ...

- A. are used for cruising. A
- B. take the plane into space.
- C. ignite the ramjets. 0
- D. take the plane up six miles.

30. Conventional engines are used ...

- A. when the aircraft is travelling at greatest height. C
- B. when the aircraft begins to descend.
- C. for taking off and landing. 1
- D. for landing only.

31. Mr Botti knows that this type of plane ...

- A. will be ready to fly soon. B
- B. has a high probability of flying.
- C. can fly with conventional engines.
- D. can use conventional fuels. 1



TEXT D — TEENS TEXTING BRING BACK LANGUAGES FROM THE EDGE OF EXTINCTION

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

- | | | |
|--|--|---|
| <p>32. Some people are cross about ... <input type="text" value="D"/></p> <p>33. Languages are renewed due to ... <input type="text" value="A"/></p> <p>34. Friends want to use ... <input type="text" value="E"/></p> | <p><input checked="" type="checkbox"/> 1</p> <p><input checked="" type="checkbox"/> 1</p> <p><input checked="" type="checkbox"/> 1</p> | <p>A. teens sending personal codes.</p> <p>B. the Institute for Endangered Languages.</p> <p>C. languages that are dead.</p> <p>D. the use of shortened word forms in texts.</p> <p>E. their own secret language.</p> <p>F. people using strange languages.</p> |
|--|--|---|

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

In the phrase ...	the word/s ...	refer/s to ...
Example: whether or not <u>they</u> will (line 19)	"they"	... People between the ages of six and twenty-five ...
35. and changed <u>it</u> into the new (line 20)	"it"	... the old language ... <input checked="" type="checkbox"/> 1
36. in the same <u>department</u> (line 22)	"department"	... the institute for endangered language ... <input checked="" type="checkbox"/> 1
37. and use as <u>their</u> own (lines 23-24)	"their"	... young people ... <input checked="" type="checkbox"/> 1
38. <u>he</u> has high hopes (line 24)	"he"	... Dr. Gregory Anderson ... <input checked="" type="checkbox"/> 1



0912

Turn over / Tournez la page / Véase al dorso

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

39. As soon as text messaging became popular, young people ...

- A. developed their own way of using it.
- B. stopped using SMS.
- C. changed it into something new.
- D. refused to abandon their own languages.

40. Dr Anderson believes that young people refuse to ...

- A. use an old language by changing it.
- B. use a language that is not used by their friends.
- C. help researchers preserve endangered languages.
- D. send text messages in dying languages.

41. Latin is ...

- A. a language suited to communicating by SMS.
- B. a language used at the Institute for Endangered Languages.
- C. a language forbidden in text messages.
- D. a language that might grow to be fashionable.



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1212

Candidate Marks Report

Series : M13 2013

This candidate's script has been assessed using On-Screen Marking. The marks are therefore not shown on the script itself, but are summarised in the table below.

Centre No :	Assessment Code :	ENGLISH B SL PAPER ONE in ENGLISH
Candidate No :	Component Code :	P1(ENG)TZ0
Candidate Name :		

In the table below 'Total Mark' records the mark scored by this candidate.
'Max Mark' records the Maximum Mark available for the question.

Examiner:	
Paper:	M13abengSP1E0XXXX
Paper Total:	41 / 45
Question	Total Mark / Max Mark
Q1	1 / 1
Q2	1 / 1
Q3	1 / 1
Q4	1 / 1
Q5	1 / 1
Q6	1 / 1
Q7	1 / 1
Q8	1 / 1
Q9	1 / 1
Q10	1 / 1
Q11	1 / 1
Q12	1 / 1
Q13	1 / 1
Q14	1 / 1
Q15	1 / 1
Q16	0 / 1
Q17	1 / 1
Q18	1 / 1
Q19	1 / 1
Q20	1 / 1
Q21	1 / 1
Q22	1 / 1
Q23	1 / 1
Q24	1 / 1
Q25	1 / 1
Q26	5 / 5
Q27	1 / 1
Q28	1 / 1
Q29	0 / 1
Q30	1 / 1
Q31	1 / 1

Examiner:	
Q32	1 / 1
Q33	1 / 1
Q34	1 / 1
Q35	0 / 1
Q36	1 / 1
Q37	0 / 1
Q38	1 / 1
Q39	1 / 1
Q40	1 / 1
Q41	1 / 1



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Diploma Programme answer cover sheet

<p>ENGLISH B</p> <p>SL</p> <p>PAPER ONE</p> <p>03 May 2013 (afternoon)</p>

Invigilator only: Candidate absent (insert ✕ if applicable)

Candidate	
Section or option	Question

Instructions to the candidate:

- Check the details in the box above. If any detail is incorrect, inform the invigilator of the examination.
- Complete the candidate box (on the left) with the section(s)/option(s) and question(s) answered. If all questions have been answered, state ALL.
- In the boxes below, write down the number of answer booklets and sheets of graph paper attached to this cover sheet.
- Using the string tag provided, attach this cover sheet to the front of your work, with any graph paper attached at the back.
- Do not write on or shade in any QR code on this cover sheet.

Number of answer booklets attached

Number of sheets of graph paper attached

E 0



2

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Cardiff CF23 8GL, UNITED KINGDOM



M13/2/ABENG/SP1/ENG/TZ0/XX/Q



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

Friday 3 May 2013 (afternoon)
Vendredi 3 mai 2013 (après-midi)
Viernes 3 de mayo de 2013 (tarde)

1 h 30 m



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Examination code
Code de l'examen
Código del examen

2	2	1	3	-	2	2	2	8
---	---	---	---	---	---	---	---	---

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

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 boxes provided. Each question is allocated [1 mark] unless otherwise stated.
- The maximum mark for this examination paper is [45 marks].

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 les cases prévues à cet effet. Sauf indication contraire, chaque question vaut [1 point].
- Le nombre maximum de points pour cette épreuve d'examen est [45 points].

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 las casillas provistas. Cada pregunta vale [1 punto] salvo que se indique lo contrario.
- La puntuación máxima para esta prueba de examen es [45 puntos].



0112

10 pages/páginas

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TEXT A — HINGLISH

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

Example: Hinglish is formed by ... A

1. Aditya was pleased that ... 1 B

2. As a word, *kunjipatal* is ... 1 G

3. The writer of the blog was concerned that Hindi speakers would not ... 1 H

- A. combining Hindi and English.
- B. Hinglish is officially recognized.
- C. the Indian Home Ministry rejected English.
- D. mixing different Indian languages.
- E. difficult to remember.
- F. use English properly.
- G. more difficult to use.
- H. be able to use Hindi correctly.

Answer the following questions.

4. Name **one** way in which Aditya learned words in other languages.

Aditya was used to hearing many languages outside of school ~~(from)~~ which is how he learned words in those languages.
 1

5. What word between lines 7 and 11 means “coming from outside”?

“foreign”
 1

6. In what way did the writer of the blog feel that Hinglish was not sensible?

He felt that mixing two languages to make new words that don't already exist is silly.
 1



7. According to the text, give one of the functions a language must serve.

According to the text language is meant to make communication quicker.
✓ 1

Find the words in the text which mean the following (lines 19-24).

Example: Correct

..... right

8. At an earlier time

.... originally

9. Other

.. different

10. Concept

... idea



0312

Turn over / Tournez la page / Véase al dorso

TEXT B — THE SYMBOLIC FISH EAGLE

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 males are smaller than the females.

Justification: the females are larger than the males

11. Fish Eagles always eat fish.

Justification: "...but can also feed on monkeys, lizards..."

1

12. Fish Eagles are thieves.

Justification: "...They are classified as kleptoparasites as they also steal prey."

1

Two correct alternatives are provided.

13. Fish Eagles can hunt from great heights.

Justification: "...they cannot spot prey when they soaring up in the sky."

1

'are' is missing, but this does not affect the meaning.

14. A very small amount of Furadan can kill a child.

Justification: "...of which a single grain can kill a child."

1



0412

TRUE FALSE

15. The eagles are careful when choosing the trees on which they build their nests.

Justification: "...as...the eagles...are...very particular about where they build nests to breed!" 1

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

Example: part (line 1)

D

A. characteristic

B. segment

16. distinctive (line 2)

E

C. sit

17. heavy (line 7)

I

D. area

E. typical

18. perch (line 10)

C

F. claw

G. important

19. talon (line 12)

F

H. hook

I. weighty

J. land



0512

Turn over / Tournez la page / Véase al dorso

Answer the following questions.

20. The words “planed” (line 7) and “swoops” (line 11) describe the way the eagle can fly. What other word between lines 9 and 12 also describes the eagle’s flight?

.....“soaring”.....
 1

21. Aside from Furadan, name **one** of the dangers to the continuing existence of Fish Eagles.

..Deforestation..is..mentioned..as..a..danger..to..the..continuing..existence
of Fish Eagles.
 1

22. Name **one** way that the Zambian Government is trying to protect the Fish Eagles.

..Banning..the..use..of..Furadan.....
 1



0612

TEXT C — TOKYO IN 2 HOURS: HYPERSONIC JET FLIGHTS BY 2050

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

- Example: [-X-] B
- A. Reducing the distance
 - B. *Faster than your hearing*
 - 23. [-23-] C
 - 24. [-24-] E
 - 25. [-25-] A
 - D. Running on air
 - E. More engines = more speed
 - F. Twice as fast as lightning
 - G. Making times shorter
 - H. More engines = a smoother landing

26. From statements A to L, select the five that are true according to text C. Write the appropriate letters in the boxes provided. [5 marks]

- A. London to Tokyo flights will take about two hours.
- B. Films will not be shown on the plane.
- C. Journeys will be too short to show entire films.
- D. Normal flights to Tokyo take 9 hours.
- E. The plane will have a see-through design.
- F. The color of the plane is normal.
- G. Like modern planes, it can carry hundreds of people.
- H. Seat numbers are limited.
- I. The fuel is environmentally friendly.
- J. Air pollution is a concern.
- K. The plane will cruise in the atmosphere.
- L. 30 miles above the earth there is no atmosphere.

Example: A

C

E

I

L

H



0712

Turn over / Tournez la page / Véase al dorso

Answer the following questions.

27. Which word in lines 5 to 7 is similar in meaning to "much faster than the speed of sound"?

.....["]hypersonic["].....

1

28. When the author refers to arrival times in Istanbul (line 22) and Sydney (line 24), where is the plane departing from?

.....London.....

1

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

29. The rocket engines ...

- A. are used for cruising. A
- B. take the plane into space.
- C. ignite the ramjets. 0
- D. take the plane up six miles.

30. Conventional engines are used ...

- A. when the aircraft is travelling at greatest height. C
- B. when the aircraft begins to descend.
- C. for taking off and landing.
- D. for landing only. 1

31. Mr Botti knows that this type of plane ...

- A. will be ready to fly soon. B
- B. has a high probability of flying.
- C. can fly with conventional engines.
- D. can use conventional fuels. 1



TEXT D — TEENS TEXTING BRING BACK LANGUAGES FROM THE EDGE OF EXTINCTION

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

- 32. Some people are cross about ... D I A. teens sending personal codes.
- 33. Languages are renewed due to ... A I B. the Institute for Endangered Languages.
- 34. Friends want to use ... E I C. languages that are dead.
- D. the use of shortened word forms in texts.
- E. their own secret language.
- F. people using strange languages.

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

In the phrase ...	the word/s ...	refer/s to ...
Example: whether or not <u>they</u> will (line 19)	"they"	... People between the ages of six and twenty-five
35. and changed <u>it</u> into the new (line 20)	"it"	... language ... 0 ... too vague ...
36. in the same <u>department</u> (line 22)	"department"	Institute for Endangered Languages of Carban University <input checked="" type="checkbox"/> I
37. and use as <u>their</u> own (lines 23-24)	"their"	... a dying language ... 0
38. <u>he</u> has high hopes (line 24)	"he"	... Dr. Gregory Anderson ... <input checked="" type="checkbox"/> I



Turn over / Tournez la page / Véase al dorso

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

39. As soon as text messaging became popular, young people ...

- A. developed their own way of using it.
- B. stopped using SMS.
- C. changed it into something new.
- D. refused to abandon their own languages. 1

A

40. Dr Anderson believes that young people refuse to ...

- A. use an old language by changing it.
- B. use a language that is not used by their friends.
- C. help researchers preserve endangered languages.
- D. send text messages in dying languages. 1

B

41. Latin is ...

- A. a language suited to communicating by SMS.
- B. a language used at the Institute for Endangered Languages.
- C. a language forbidden in text messages.
- D. a language that might grow to be fashionable. 1

D



1012

Please do not write on this page.

Answers written on this page
will not be marked.

Veuillez ne pas écrire sur cette page.

Les réponses rédigées sur cette page
ne seront pas corrigées.

No escriba en esta página.

Las respuestas que se escriban en
esta página no serán corregidas.



1112

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1212

SL Paper 2



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Diploma Programme answer cover sheet

<p>ENGLISH B</p> <p>SL</p> <p>PAPER TWO</p> <p>03 May 2013 (afternoon)</p>

Invigilator only: Candidate absent (insert ✕ if applicable)

Candidate	
Section or option	Question
	1.

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- In the boxes below, write down the number of answer booklets and sheets of graph paper attached to this cover sheet.
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Number of answer booklets attached

Number of sheets of graph paper attached

E 0



2

International Baccalaureate
Peterson House, Malthouse Avenue,
Cardiff CF23 8GL, UNITED KINGDOM



**ANSWER BOOKLET
LIVRET DE RÉPONSES
CUADERNILLO DE RESPUESTAS**



8 PAGES / PÁGINAS

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

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0 1 0 2 0 3 0 4 0 5 0 6 0 7 0 8 0 9 1 0

If you make a mistake / Si vous faites une erreur / Si comete un error  

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Dans les cases suivantes, veuillez réécrire le numéro de la question,
par exemple : / En las siguientes casillas, escriba nuevamente el  
número de la pregunta, por ejemplo:



08AB01

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Tattoos becoming more and more popular, ~~even a~~ ~~many~~
but could have ~~not~~ ~~and~~ many negative consequences

SOCIALLY

- Themed tattoos could quickly become outdated and could limit you to a specific group of people to socialise with.
- Racist messages are extremely problematic and
- Tattoos are not accepted well worldwide
- Imagine growing old and having a tattoo!

PROFESSIONALLY

- People carrying tattoos often ~~perceived~~ ^{perceived} as less serious and this can reduce your employment opportunities in many ways
- Tattoos are still perceived as a characteristic of less educated and more primitive people, sometimes even associated with aggressive subgroups
 - ↳ Once perceived in such a way your employment opportunities can be greatly reduced



08AB02

THE DARK SIDE OF TATTOOS

Wesley Knifes
May 3rd 2013

Today tattoos are growing more and more popular. Many of my friends have decided for ones, some of them even for two or more. They indeed may look very fashionable at the moment, but tattoos also have potential negative impacts on our social and professional lives, especially later in life when people are struggling to build a successful career.

SOCIAL ISSUES

" One usually decides for a tattoo to impress their friends or simply their current social environment. Due to this tattoos are most often themed and this is ~~usually~~ ⁱⁿ to my opinion the biggest danger of tattoos. Some tattoos even contain racist or simply very violent messages and this could cause you a lot of problems later in life. Tattoos also often reflect your current ideals and values. ~~are~~ These most often change when you become ^{an} adult, but tattoo still says that you hate all religious people and that you belong to a particular subgroup. On the top of this, you should keep in mind that tattoos



08AB03

are not accepted everywhere ~~as~~ equally? ~~some~~ cultures indeed perceive them as ~~something~~ ^{of} something fashionable, but there are ~~some~~ cultures where merely a possession of a tattoo could cause you a lot of trouble.

IMPACT ON PROFESSIONAL LIFE

Beside hurting your social life tattoos can quickly become an issue when you are trying to get employed. I personally think that tattoos were and are still considered a characteristic of ^{mainly} poorly educated and more primitive people. It very much depends also on the theme of the tattoo, but once you ~~are~~ ^{get} perceived as a member of poor and primitive society you instantly become far less serious candidate in the eyes of the employers and your employment opportunities are greatly reduced.

~~Whether~~ Whether to have a tattoo or not is of course a free choice of every individual. In my opinion it is simply too risky to have one ~~as~~ because I see more negative than positive consequences of tattoos. It might happen that society will grow more and more tolerant towards tattoos in the future, but only time will tell.



08A604



A series of horizontal lines for writing, consisting of 25 evenly spaced lines across the page.



08AB06



Lined writing area consisting of 25 horizontal lines.



08AB08



Diploma Programme answer cover sheet

ENGLISH B

**SL
PAPER TWO**

03 May 2013 (afternoon)

Invigilator only: Candidate absent (insert ✕ if applicable)

Candidate	
Section or option	Question
	3

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Number of answer booklets attached

Number of sheets of graph paper attached

E 0

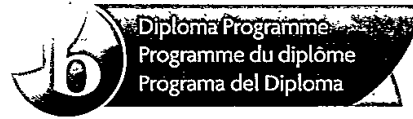


2





**ANSWER BOOKLET
LIVRET DE RÉPONSES
CUADERNILLO DE RESPUESTAS**



4 PAGES / PÁGINAS

Candidate session number / Numéro de session du candidat /

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INSTRUCCIONES PARA LOS ALUMNOS

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0 1 0 2 0 3 0 4 0 5 0 6 0 7 0 8 0 9 1 0

If you make a mistake / Si vous faites une erreur / Si comete un error



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0 2



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Germany

3rd May 2013

Central Government Office
An der Waldkrone 5
Hessen, Germany

Dear Sir / Madam,

I am very disappointed to hear that the government has issued a new policy to make smokers, their own medical care. As a smoker myself, I consider this as a cruel policy by government, and I regret the conclusion of the policy, as it is unfair, restricts the freedom of citizen, and it decreases the quality of citizen.

First of all, the policy is very unfair and ignores the situation of the country. ~~And~~ I read on the notices, that this policy was made in order to decrease the increasing budget of medical care by smokers. However, studies by National Survey to Hospitals has clearly show, that the medical cost of smoking has decreased by 20% in last three years, thanks to the improvement of medical technology. Moreover,



the number of diabetes and alcohol addiction has trippled in here two years, by increase in stress of in work, and sugary products over country, which resulted in 17% higher medical cost. ~~extra~~ It is potentially, 8 times the ~~medical~~ ^{cost of} medical care per population, and it is clearly ~~an~~ illogical for you to cut ~~the~~ free medical care for smokers just for that ~~reason~~ reason.

Moreover, ~~smoking~~ this policy is potentially ~~to~~ restrict the freedom of a person in the country, which is assured by the ~~basic~~ code 123 in Germany. This code is ~~the~~ ^{has} built the ~~modern~~ society, and ~~it~~ applies to all person in the country. Smoking is not illegal in ~~the~~ the country, and the policy is ~~potential~~ realistically an anti-smoking campaign by ~~NGO~~. ~~It is not fair for the policy~~ Hence, the policy is restricts the freedom of a person, and it should be stopped immediately.

Furthermore, the policy will decrease the quality of life ^{of people} of ~~smokers~~. Around 65% of the smokers ~~cost~~ ^{about} 30,000 Euro per year, which is sufficient to ~~most~~ ^{average} household in ~~our~~ ^{our} country. The expected medical cost is ~~around~~ ^{around} ~~500~~ ²⁰⁰ Euro per month, which ~~is~~ ^{is} ~~around~~ ^{around} 10% of ~~his~~ ^{total} income, after tax. ~~It is~~ ^{It will} ~~change~~ ^{change} the ~~life~~ ^{quality of} ~~of~~ ^{life} very badly, that they ~~may~~ ^{may} even not be ~~able~~ ^{able} to afford to live in their current home.

In conclusion, the policy is unfair, ~~restricts~~ ^{restricts} freedom of a person, and lowers the quality of life. ~~It is~~ ^{It is} very cruel for a government to discriminate certain groups in the country, and I would like to ask immediate re-evaluation to bring back the fairness and happiness to country. ~~Then~~ If you are to reduce the national budget, I would recommend you to cut budget of



04AB03

local police, as the crime rate has fallen so dramatically in just a few
~~years~~ years.

Yours faithfully,

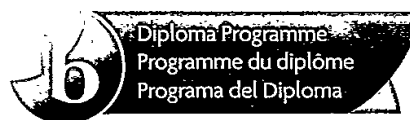
~ 370 words

(Question 3: Health)



04AB04

**ANSWER BOOKLET
LIVRET DE RÉPONSES
CUADERNILLO DE RESPUESTAS**



4 PAGES / PÁGINAS

Candidate session number / Numéro de session du candidat /
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número de la pregunta, por ejemplo:

0 2



04AB01

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Science and Technology

Outline

More enjoyable

- Story line is more important
- People ask for realistic (Atmosphere of movie)
- Am - Impression is different if the happy scene is cloudy
- Lots of work

Cheating

- ~~On~~ Our city
- Just computer X



04AB02

Tatsuki Fushimi

3rd May 2013

English / Ms. Gröbel

Computer Improvements to Films: More enjoyable or cheating?

In the era of technology, the computer system has been leading the development of human society in many fields including film industries. Film directors frequently integrate the computer to modify what is being captured by camera. The usage could make the movie more enjoyable, but at same time, it could ^{be considered as} cheat the audience.

First of all, integration of computer can make the movie more enjoyable. Studies by Oxford University has shown that the audience of movie ~~look for reality~~ value the impression of the scene than how realistic it is. For example, ~~audience~~ audiences prefer the sunny and hot scenes to be a happy scenes, than the scenes of tragedy. ~~It is true that~~ If the scene was not modified, then ~~it~~ the impression of happiness that audience will get become less memorable, making the film less valuable. Moreover, ~~However, the story line of the~~ modification of weather will make it easier for ~~the~~ language learner to understand the story better, and ~~then~~ makes it more enjoyable.

Furthermore, there are number of people who prefer to see ~~the~~ computer improvements than bold ~~and~~ and unmodified movie. For example, in an action movies, explosion scenes are often ~~is~~ improved with helps of computer. ~~In the movie~~ The explosives required to "satisfy" action film fans ~~are often~~ can easily go up to ~~a~~ few tones, which ~~is~~ can cost millions. As audience asks for violent scenes, it is certainly not cheating to meet the order of audience, and use



04AB03

computers to improve the scenes.

Moreover, some people may argue that modification through computer is cheating, as they spend less time.

Moreover, producers could spend time to make the story better when they can change the scenes with computers. They do not need to wait or reschedule things to wait for perfect weather conditions, and thus, they can plan the schedule more efficiently and hence can spend more time on making the story better.

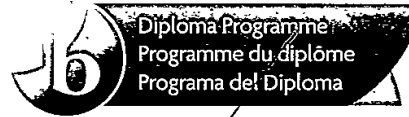
On the other hand, some audience may feel cheated when computer modification is used. For example, people in documentary films, people are desperate to see the truth by watching the movie. If, however, ~~computer~~ they used computer to "improve" the scenery, or exaggerate the ~~first~~ scene, then, they will be ~~cheating~~ betraying the audience and thus cheats on them to plant false impression on the ~~eye~~ documentary.

Furthermore,



04AB04

**ANSWER BOOKLET
LIVRET DE RÉPONSES
CUADERNILLO DE RESPUESTAS**



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If you make a mistake / Si vous faites une erreur / Si comete un error



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Dans les cases suivantes, veuillez réécrire le numéro de la question,
par exemple : / En las siguientes casillas, escriba nuevamente el
número de la pregunta, por ejemplo:

0 2





Health

Taunusstrasse 5710-331-4B
Eschborn, 65760, Hessen
Germany

3rd May 2013

Governmental Office
Main Street 10,
Eschborn 65760
Germany

Dear Sir/Madam,

I am very disappointed ~~It is my pleasure to hear that~~ to hear that the government has decided to make ~~I am delighted to hear~~ medical care for smokers similar to pay for their own medical care. It is unfair for a person with certain hobby to be discriminated and treated unfairly by democratic government. I request ~~the immediate~~ ^{revising} to re-evaluate the new policy, as the policy is not fair, ~~violating~~ ^{revising} the rights of freedom, and it makes the quality of the life worse.

First of all, the policy is not fair, as it is true that smoking is becoming a social ~~and~~ concern among the population of the country, however, making ~~smokers pay for their medical care~~ smokers pay for their medical care, is just because ~~the state is costing a lot of~~ ^{revising} some people say that it increases the national budget is unfair. Studies have shown that people ~~who take~~ smokers cost of medical care for smokers are ~~as much as~~ ^{revising} expensive as medical care for elderly, or people with diabetes. 75% of diabetes in our country is caused by ~~the~~ ^{revising} over consumption of sugary



products, or alcohol and they choose to do so as like the smokers did.
Moreover, the budget for alcohol deep addiction are taking ~~two~~
twice the ~~total~~ national budget than the smokers. ~~The ~~reduction~~ Melly~~
~~States~~ only smokers to pay ~~it~~ ~~but~~ just bear of national budget is
illogical, and if smokers are to pay for the medical care, so should
diabetes, elderly or alcoholics address when pay for it.

Moreover, making smokers to pay the medical care is a form of
campaign to ~~to~~ ban smoking in the country. Freedom of a person is
ensured by the laws in our country, ~~not~~ and smoking is not
an exception. Thus, encouraging this policy; ~~potentially~~ ~~may~~ ~~will~~ ~~restrict~~
the freedom, and here, ~~abolishes~~ the ~~fundamental~~ ~~free~~ ~~base~~ of the
country.

Furthermore, ~~not~~ the policy will decrease the quality of life for
number of people. It is assumed that the medical cost for a person can
rise up to 300 Euro per month, ~~on~~ ~~the~~ Average cost for a
cigarette costs 10 Euro ~~in~~ per month, and it is a burden for ~~an~~
average household who gets 30,000 Euro per year. ~~It is unrealistic,~~
It is very crucial for people to give up smoking, by decreasing the
quality of a family.

It is crucial for government to decrease the quality of life because
of smoking. ~~It is not a crime to sm~~



Candidate Marks Report

Series : M13 2013

This candidate's script has been assessed using On-Screen Marking. The marks are therefore not shown on the script itself, but are summarised in the table below.

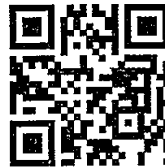
Centre No :	Assessment Code :	ENGLISH B SL PAPER TWO in ENGLISH
Candidate No :	Component Code :	P2(ENG)TZ0
Candidate Name :		

In the table below 'Total Mark' records the mark scored by this candidate. 'Max Mark' records the Maximum Mark available for the question.

Examiner:	
Paper:	M13abengSP2E0XXXX
Paper Total:	25 / 25
Question	Total Mark / Max Mark
Criterion A	10 / 10
Criterion B	10 / 10
Criterion C	5 / 5



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Diploma Programme answer cover sheet

<p>ENGLISH B</p> <p>SL</p> <p>PAPER TWO</p> <p>03 May 2013 (afternoon)</p>

Invigilator only: Candidate absent (insert ✕ if applicable)

Candidate	
Section or option	Question
	1.

Instructions to the candidate:

- Check the details in the box above. If any detail is incorrect, inform the invigilator of the examination.
- Complete the candidate box (on the left) with the section(s)/option(s) and question(s) answered. If all questions have been answered, state ALL.
- In the boxes below, write down the number of answer booklets and sheets of graph paper attached to this cover sheet.
- Using the string tag provided, attach this cover sheet to the front of your work, with any graph paper attached at the back.
- Do not write on or shade in any QR code on this cover sheet.

Number of answer booklets attached

Number of sheets of graph paper attached

E 0



2

International Baccalaureate
Peterson House, Malthouse Avenue,
Cardiff CF23 8GL, UNITED KINGDOM



**ANSWER BOOKLET
LIVRET DE RÉPONSES
CUADERNILLO DE RESPUESTAS**



8 PAGES / PÁGINAS

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

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0 1 0 2 0 3 0 4 0 5 0 6 0 7 0 8 0 9 1 0

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0 2



08AB01

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Tattoos becoming more and more popular, ~~even a~~ ~~many~~
but could have ~~not~~ ~~and~~ many negative consequences

SOCIALLY

- Themed tattoos could quickly become outdated and could limit you to a specific group of people to socialise with.
- Racist messages are extremely problematic and
- Tattoos are not accepted well worldwide
- Imagine growing old and having a tattoo!

PROFESSIONALLY

- People carrying tattoos often ^{stigmatised} perceived as less serious and this can reduce your employment opportunities in many ways
- Tattoos are still perceived as a characteristic of less educated and more primitive people, sometimes even associated with aggressive subgroups
- ↳ Once perceived in such a way your employment opportunities can be greatly reduced



08AB02

THE DARK SIDE OF TATTOOS

Title

Wesley Knifes
May 3rd 2013

Writer's name

Today tattoos are growing more and more popular. Many of my friends have decided for ones, some of them even for two or more. They indeed may look very fashionable at the moment, but tattoos also have potential negative impacts on our social and professional lives, especially later in life when people are struggling to build a successful career.

Accurate complex sentence.

Negative stance clearly taken

SOCIAL ISSUES ✓

" One usually decides for a tattoo to impress their friends or simply their current social environment. Due to this tattoos are most often themed and this is ~~usually~~ ⁱⁿ to my opinion the biggest danger of tattoos. Some tattoos even contain racist or simply very violent messages and this could cause you a lot of problems later in life. Tattoos also often reflect your current ideals and values. ~~are~~ These most often change when you become an adult, but tattoo still says that you hate all religious people and that you belong to a particular subgroup. On the top of this, you should keep in mind that tattoos



08AB03

are not accepted everywhere ~~as~~ equally? ~~some~~ cultures indeed perceive them as ~~something~~ ^{just} something fashionable, but there are ~~some~~ cultures where merely a possession of a tattoo could cause you a lot of trouble.

IMPACT ON PROFESSIONAL LIFE ✓

Beside hurting your social life tattoos can quickly become an issue when you are trying to get employed. I personally think that tattoos were and are still considered a characteristic of ^{mainly} poorly educated and more primitive people. It very much depends also on the theme of the tattoo, but once you ~~are~~ ^{get} perceived as a member of poor and primitive society you instantly become far less serious candidate in the eyes of the employers and your employment opportunities are greatly reduced.

~~Whether~~ Whether to have a tattoo or not is of course a free choice of every individual. In my opinion it is simply too risky to have one ~~as~~ because I see more negative than positive consequences of tattoos. It might happen that society will grow more and more tolerant towards tattoos in the future, but only time will tell. ✓

A Excellent handling of complex structures. Sophisticated and generally accurate language. B Clearly organised arguments supported by relevant examples. C A convincing article. The change to direct address of the reader ('you') is acceptable in the Teen Talk section. The ending is well expressed. This answer has the maximum mark and is, in fact, off the scale so less proficient scripts than this might still achieve 25.



08AB04



Lined writing area consisting of approximately 25 horizontal lines.





A large section of the page is filled with horizontal lines, providing a space for writing or data entry. The lines are evenly spaced and extend across most of the page width.



Candidate Marks Report

Series : M13 2013

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Candidate No :	Component Code :	P2(ENG)TZ0
Candidate Name :		

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Paper:	M13abengSP2E0XXXX
Paper Total:	23 / 25
Question	Total Mark / Max Mark
Criterion A	9 / 10
Criterion B	9 / 10
Criterion C	5 / 5



Diploma Programme answer cover sheet

ENGLISH B

**SL
PAPER TWO**

03 May 2013 (afternoon)

Invigilator only: Candidate absent (insert ✕ if applicable)

Candidate	
Section or option	Question
	3

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Number of sheets of graph paper attached

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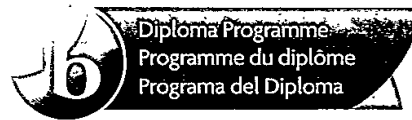


2





**ANSWER BOOKLET
LIVRET DE RÉPONSES
CUADERNILLO DE RESPUESTAS**



4 PAGES / PÁGINAS

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

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0 1 0 2 0 3 0 4 0 5 0 6 0 7 0 8 0 9 1 0

If you make a mistake / Si vous faites une erreur / Si comete un error



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número de la pregunta, por ejemplo:

0 2



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Germany

3rd May 2013

Central Government Office
An der Waldkrone 5
Hessen, Germany

Correct addresses, date and opening salutation.

Dear Sir / Madam,

I am very disappointed to ~~hear~~ hear that the government has issued a new policy to make smokers, their own medical care. As a smoker myself, I consider this as ~~as~~ a cruel policy by government, and I regret the ~~conclusion~~ conclusion of the policy, as it is unfair, restricts the freedom of citizen, and it decreases the quality of citizen. preview of args.

First of all, ✓ the policy is ~~is~~ very unfair and ignores the situation of the country. ~~And~~ I read on the notices, that this policy was made ~~it~~ in order to decrease the increasing budget of medical ~~care~~ care by smokers. ~~But~~ However, studies by National Survey to hospitals has clearly show, that the ~~number~~ medical case of smoking has decreased by 20% in last three years, thanks to the improvement of medical technology. ✓



the number of diabetes and alcohol addiction has tripled in last two years, by increase in stress at work, and sugary products in country, which resulted in 17% higher medical cost. ~~extra~~ It is potentially, 8 times the ~~medical~~ ^{cost of} medical care per population, and it is clearly ~~an~~ illogical for you to cut ~~the~~ free medical care for smokers just for that ~~reason~~ reason.

Moreover, ~~starting~~ [✓] this policy is potentially ~~to~~ restrict the freedom of a person in the [✓] country, which is assured by the ~~basic~~ code 123 in Germany. This code is ~~the~~ ^{has} built the social security, and ~~it~~ applies to all person in the country. Smoking is not illegal in ~~the~~ the country, and the policy is ~~potential~~ ^{realistically} an anti-smoking campaign. ~~by~~ [✓] ~~it is not fair for the policy~~ [✓] Hence, the policy [✓] restricts the freedom of a person, and it should be stopped immediately.

Furthermore, the policy will decrease the quality of life ^{of people} of smokers. Around 65% of the smokers ~~cost~~ ^{about} 30,000 Euro per year, which is sufficient to ~~most~~ ^{average} household in ^{our} country. The expected medical cost is ~~around~~ ^{around} ~~500~~ ²⁰⁰ Euro per month, which ~~is~~ ^{is} ~~around~~ ^{around} 10% of ~~his~~ ^{total} income, after tax. ~~It is~~ ^{it} will ~~change~~ ^{change} the ~~life~~ ^{life} of ~~the~~ ^{the} ~~smoker~~ ^{smoker} ~~very~~ ^{very} badly, that they ~~may~~ ^{may} even not be ~~able~~ ^{able} to afford to live in their current home.

In conclusion, [✓] the policy is unfair, ^{restricts} ~~restricts~~ freedom of a Review of the three args and lowers the quality of life. ~~It is~~ ^{It is} very cruel for a government to discriminate certain groups in the country, and I would like to ~~ask~~ ^{ask} immediate re-evaluation to bring back the fairness and happiness to country. ~~Then~~ ^{Then} If you ~~are~~ ^{are} to reduce the national budget, I would recommend you to cut budget of



local police, as the crime rate has fallen so dramatically in just a few
~~years~~ years.

Yours faithfully,

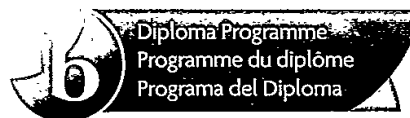
~ 370 words

(Question 3: Health)

A The meaning is always clear, though there are some errors. A wide range of vocabulary. B Clearly organised. Preview of arguments at the beginning and review at the end. Personalised. Relevant examples. The paragraphing adds to clarity. C Appropriate layout and formulas of a formal letter. Serious tone. The poor handwriting makes reading difficult but this must not influence the marks awarded.



**ANSWER BOOKLET
LIVRET DE RÉPONSES
CUADERNILLO DE RESPUESTAS**



4 PAGES / PÁGINAS

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

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0 2



04AB01

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Science and Technology

Outline

More enjoyable

- Story line is more important
- People ask for realistic (Atmosphere of movie)
- Am - Impression is different if the happy scene is cloudy
- Lots of work

Cheating

- ~~On~~ Our city
- Just computer X



04AB02

3rd May 2013

English / Ms. Gröbel

Computer Improvements to Films: More enjoyable or cheating?

In the era of technology, the computer system has been leading the development of human society in many fields including film industries. Film directors frequently integrate the computer to modify what is being captured by camera. The usage could make the movie more enjoyable, but at same time, it could ^{be considered as} cheat the audience.

First of all, integration of computer can make the movie more enjoyable. Studies by Oxford University has shown that the audience of movie ~~look for reality~~ value the impression of the scene than how realistic it is. For example, ~~audience to~~ audiences prefer the sunny and hot scenes to be a happy scenes, than the scenes of tragedy. ~~It is true that~~ If the scene was not modified, then ~~it~~ the impression of happiness that audience will get become less memorable, making the film less valuable. Moreover, ~~However, the story line of the~~ modification of weather will make it easier for ~~the~~ language learner to understand the story better, and ~~then~~ makes it more enjoyable.

Furthermore, there are number of people who prefer to see ~~the~~ computer improvements than bold ~~and~~ and unmodified movie. For example, in an action movies, explosion scenes are often ~~is~~ improved with helps of computer. ~~In the movie~~ The explosives required to "satisfy" action film fans ~~are often~~ can easily go up to ~~a~~ few tones, which ~~is~~ can cost millions. As audience asks for violent scenes, it is certainly not cheating to meet the order of audience, and use



04AB03

computers to improve the scenes.

Moreover, some people may argue that modification through computer is cheating, as they spend less time.

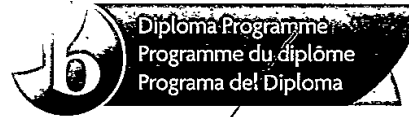
Moreover, producers could spend time to make the story better when they can change the scenes with computers. They do not need to wait or reschedule things to wait for perfect weather conditions, and thus, they can plan the schedule more efficiently and hence can spend more time on making the story better.

On the other hand, some audience may feel cheated when computer modification is used. For example, people in documentary films, people are desperate to see the truth by watching the movie. If, however, ~~computer~~ they used computer to "improve" the scenery, or exaggerate the ~~first~~ scene, then, they will be ~~cheating~~ betraying the audience and thus cheats on them to plant false impressions on the ~~eye~~ documentary.

Furthermore,



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LIVRET DE RÉPONSES
CUADERNILLO DE RESPUESTAS**



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- Su número de convocatoria y los números de las preguntas que responde deben completarse siguiendo el formato que se muestra más abajo.
- Antes de empezar el examen, escriba su número de convocatoria en las casillas de arriba. Si comete un error, pida al supervisor de examen un nuevo cuadernillo de respuestas.
- Escriba el número de la pregunta en las casillas al comienzo de cada respuesta. Si comete un error, rellene las casillas completamente y utilice las siguientes casillas disponibles, como se muestra más abajo. Escriba cada apartado de las respuestas, por ejemplo, (a), (b), (c), en las líneas provistas para ello.
- Deje una línea en blanco entre cada apartado de una respuesta.
- Al final del examen, coloque todas las hojas de papel milimetrado o del cuadernillo de respuestas que se hayan utilizado detrás de su examen.

0 1 0 2 0 3 0 4 0 5 0 6 0 7 0 8 0 9 1 0

If you make a mistake / Si vous faites une erreur / Si comete un error



In the next boxes, write the question number again, for example: /
Dans les cases suivantes, veuillez réécrire le numéro de la question,
par exemple : / En las siguientes casillas, escriba nuevamente el
número de la pregunta, por ejemplo:

0 2



© International Baccalaureate Organization



Health

Germany

3rd May 2013

Governmental Office
Main Street 10,
Eschborn 65160
Germany

Dear Sir/Madam,

I am very disappointed ~~It is my pleasure to hear that~~ to hear that the government has decided to make ~~I am delighted to hear~~ medical care for smokers. Smokers to pay for their own medical care. It is unfair for a person with certain hobby to be discriminated and treated unfairly by democratic government. I request ~~the immediate~~ ^{revising} to re-evaluate the new policy, as the policy is not fair, ~~violating~~ ^{restoring} the rights of freedom, and it makes the quality of the life worse.

First of all, the policy is not fair, as it is true that smoking is becoming a social ~~and~~ concern among the population of the country, however, making ~~smokers pay for their medical care~~ smokers pay for their medical care, is just because ~~the state is costing a lot~~ ^{is not} some people say that it increases the national budget is unfair. Studies have shown that people ~~who take~~ smokers cost of medical care for smokers are ~~as much as~~ not expensive as medical care for elderly, or people with diabetes. 75% of diabetes in our country is caused by ~~the~~ over consumption of sugary



products, ~~or alcohol~~ and they choose to do so ~~as~~ like the smokers did. Moreover, the budget for alcohol ~~deep~~ addiction are taking ~~two~~ twice the ~~total~~ national budget than the smokers. ~~The~~ ~~reduction~~ ~~of~~ ~~the~~ ~~only~~ ~~smokers~~ to pay ~~it~~ ~~but~~ just bears of national budget is illogical, and if smokers are to pay for the medical care, so should diabetes, elderly or alcoholics address when pay for it.

Moreover, making smokers to pay the medical care is a form of campaign to ~~to~~ ban smoking in the country. Freedom of a person is ensured by the laws in our country, ~~not~~ and smoking is not an exception. Thus, encouraging this policy; ~~potentially~~ ~~will~~ ~~resist~~ the freedom, and hence, ~~abolishes~~ the ~~fundamental~~ ~~free~~ ~~base~~ of the country.

Furthermore, ~~not~~ the policy will decrease the quality of life for number of people. It is assumed that the medical cost for a person can rise up to 300 Euro per month, ~~on~~ ~~the~~ ~~average~~ ~~cost~~ for a cigarette costs 70 Euro ~~in~~ per month, and it is a burden for ~~an~~ average household who gets 30,000 Euro per year. ~~It is unrealistic,~~ ~~it is~~ ~~very~~ ~~crucial~~ for people to give up smoking, by decreasing the quality of a family.

It is crucial for government to decrease the quality of life because of smoking. ~~It is~~ ~~not~~ ~~a~~ ~~crime~~ ~~to~~ ~~sm~~





A series of horizontal lines spanning the width of the page, intended for handwritten notes or answers.



SL Internal Assessment



Picture 26: The sky is the limit

Mirror, mirror on the wall who is the fairest of them all?

www.123rf.com



SL Written Assignment

Written assignment rationale

This written assignment will focus on global warming, and uses 3 articles as reference. This topic is linked to "Global Issues", which I studied in class. My written assignment is an email because it is a way of communicating between classmates. The email is authentic, and does not have to be formal. It contains some information and links that will be easy for the reader to access if he/she opens it from the computer, thus the email form. E-mails also do not need a long time to get to the recipients, and since the class discussion is going to be held on the next day, email seems to be the best option to transfer the information. The way that it is structured is that it starts with acknowledging the reader, John, the writer's classmate. Then one paragraph focuses on each article, and the email ends with a call for action.

Dear John,

I was doing my research on global warming for our physics class assignment, and then I came across these articles that said the opposite of what we have been told by the media about it. I think these articles could be an excellent source for our discussion in class tomorrow. We can shock our classmates with what we are going to present. So here I am going to tell you about some key arguments that I got from the articles.

One of the articles, called solar radiation global warming debunked, said that the excessive concentration of carbon dioxide in the atmosphere is actually reflecting the heat energy radiated from the sun back into space before it even enters the atmosphere. You know how the greenhouse effect works right? They say when the heat from the sun touches the Earth's surface, it is reflected back up to space but the greenhouse gases such as carbon dioxide absorb the heat energy and that causes global warming. But according to the article that I read, from the data collected using some equipment called SABER, 95 percent of the solar radiation is reflected back to space by CO₂ and NO in the upper atmosphere. So the contradiction is that CO₂ and NO are actually reflecting solar radiation rather than absorbing it.

Another article that I read has different opinion to that argument in the first article. The second article said that global warming did actually happen, but only until 13 years ago. The Earth temperature has remained stable since then. The observation was carried out by Professor Judith Curry who was the chair of the Department of Earth and Atmospheric Sciences at the Georgia Institute of Technology (Georgia Tech) in Atlanta.

After reading those two articles, I was not quite convinced whether what I had read was true. So I read this other article, which contains 5 scientific reasons that explain that global warming is not happening. The most shocking fact from the article for me is that arctic ice is actually expanding by 50%. What we heard all along was that arctic ice is melting and it will cause sea levels to rise. But apparently that is not true. You really have to read this article. Here is the link:

<http://townhall.com/columnists/johnhawkins/2014/02/18/5-scientific-reasons-that-global-warming-isnt-happening-n1796423/page/full>

I just think that if we could talk about these materials to the class discussion, we would make our friends and even our teacher question if global warming is a real thing or just a hoax. It would make the discussion even more interesting.

Write to me as soon as you have finished reading the article!

Regards,



Sources:

http://www.naturalnews.com/040448_solar_radiation_global_warming_debunked.html

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RATIONALE:

I will shed light upon the topic of “Net neutrality” by writing a brochure type of text.

In the brochure, I explain what the term “Net neutrality” means, what would happen in case it stays as it is, and lastly, I explain why this topic has been up for debate.

I have based my brochure in three different articles. The first one is about the “Open Internet”, written by the FCC. The second one explains the debate that this issue has produced and the third one presents the pros and cons of “Net neutrality”.

I have chosen this format due to its ease of letting people know what is happening, because to my mind, is an important issue that has to be spread. As it is addressed to everybody, I have used an informal style. I have used colloquial language due to my target is everybody else, especially internet users of all ages who I consider should be warned about net neutrality. The text is divided in three columns with its own division in small paragraphs and preceded by a subheading.

This text addresses the core topic of Communication and media, and especially the topic of the internet.

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NET NEUTRALITY, WHAT IS IT?

For the past few months, net neutrality has been an issue for discussion. But, do we actually know what we're talking about?

THE TERM "NETWORK NEUTRALITY"

It means that all data travelling across the Internet should have the same kind of handling. In other words, no kind of traffic is given any priority to access our computers; there are no "fast lanes" or "slow lanes".

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WHAT IF...?

What will happen if net neutrality stays as it is?

1. There will be no restrictions; everybody will have the same access to any part of the Internet.
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WHY IS IT UP FOR THE DEBATE?

Nowadays, most of our lives are spent surfing the internet, so it is not unusual that some ISPs want to take advantage of this situation. That is why the FCC is trying to regulate their government above us, which is not easy due to the power this companies own.

The rules that they are making are not achieving their proposal, because they are breaking the actual Open Internet policy. They proposed a "paid prioritization" which will allow broadband providers to ask for payment in order to obtain faster services. This proposal arose a protest, as it was breaking the net neutrality.

The FCC is now working on how to deal with this situation and how to make suitable Open Internet rules as they make them face loads of legal challenges.



Candidate Marks Report

Series : M15 2015

This candidate's script has been assessed using On-Screen Marking. The marks are therefore not shown on the script itself, but are summarised in the table below.

Centre No :	Assessment Code :	ENGLISH B SL WRITTEN ASSIGNMENT in ENGLISH
Candidate No :	Component Code :	WA(ENG)TZ0
Candidate Name :		

In the table below 'Total Mark' records the mark scored by this candidate.
'Max Mark' records the Maximum Mark available for the question.

Examiner:	
Paper:	M15abengSWAE0XXXX
Paper Total:	20 / 24
Question	Total Mark / Max Mark
Criterion A	6 / 10
Criterion B	6 / 6
Criterion C	8 / 8

Written assignment rationale

This written assignment will focus on global warming, and uses 3 articles as reference. This topic is linked to "Global Issues", which I studied in class. My written assignment is an email because it is a way of communicating between classmates. The email is authentic, and does not have to be formal. It contains some information and links that will be easy for the reader to access if he/she opens it from the computer, thus the email form. E-mails also do not need a long time to get to the recipients, and since the class discussion is going to be held on the next day, email seems to be the best option to transfer the information. The way that it is structured is that it starts with acknowledging the reader, John, the writer's classmate. Then one paragraph focuses on each article, and the email ends with a call for action.

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Criterion A. 6. Reference to sources. (They are described in the task) Aim given though not clearly. How to achieve it is covered (text type and audience). The subject is very well addressed and the text type is consistent. Criterion B. 6. Effective organization and coherent development of arguments. Criterion C. 8. Wide range of appropriate vocab. Complex structures clear. Rhetorical devices very well used.

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Criterion A. 8. Brief description of sources. Aim stated but could be clearer. How to achieve it is covered (text type and audience). The subject is very well addressed and the text type is consistent. Criterion B. 6. Effective organization and clear development of arguments. Criterion C. 8. Wide range of appropriate vocab. Complex structures clear. Rhetorical devices very well used.

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HL Examination Papers



MARKSCHEME BARÈME DE NOTATION ESQUEMA DE CALIFICACIÓN

May / mai / mayo 2013

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 — MOVING TO NEW ZEALAND

1. (a) (the) lifestyle (they desire) } (in any [1 mark]
(b) where best to apply (their) skills } order) [1 mark]
Accept other wording with the same meaning.
2. enviable
3. crazy pace of life / work (almost totally) dominates your life / everything is efficient / too many people living on a tiny island
4. H
5. C
6. E
7. atmosphere
8. warmth
9. peaceful
10. letdown

TEXT A: [11 marks]

TEXT B — EDUCATOR DREAMS OF CURBING BULLIES

- 11. A
- 12. G
- 13. H
- 14. C

- 15. constant
- 16. assertive
- 17. (Proceeds from 5000 copies will go toward) establishing anti-bullying programs
(in Toronto elementary schools)
- 18. (a) verbal (assault) } *(in any* [1 mark]
(b) physical (violence) } *order)* [1 mark]
- 19. usual

TEXT B: [10 marks]

TEXT C — THE DYING ART OF LETTER WRITING

NOTE: For the justification in questions 20 to 24, allow only the quotation as given, possibly with a few additional words, provided that they do not materially alter the meaning. Both true/false and quotation response must be correct for the mark.

20. True – (writers’ letters often prove so) popular with readers
Do not accept “almost always entertaining” as it specifies Bellow’s letters not authors’ letters in general.
21. False – (literary letters) have something for everyone / (general) readers get a glimpse of how authors write when freed (from the expectation to produce a work of conventional literary merit)
22. True – intellectual, humorous letters that distinguish great correspondence
23. False – (the idea that we can construct a complete record of a writer has) always been unrealistic / (but technological advances have rendered it) physically impossible (too)
24. True – (leaving) readers (markedly) poorer for their loss
25. A
26. F
27. H
28. I
29. B
30. D
31. (Future literary) archivists
32. authors / writers
33. (Lord) Byron’s letters / his letters
34. 70 years from now

TEXT C: [15 marks]

TEXT D — ALONE TOGETHER

35. (she'd only) gradually come to notice him
36. (a) he wasn't real tall for a guy / only a couple inches taller than
her own five-foot four } (in any order) [1 mark]
(b) a bit on the overweight side } [1 mark]
Accept other wording with the same meaning.
37. that Tanisha is of a different colour *or* race / is not white / is black *or* African
American
Accept other wording with the same meaning.
38. C
39. A
40. D
41. B
42. already
43. without
44. pretty
45. glumly

TEXT D: [12 marks]

TEXT E — THE NIGERIAN IDENTITY

46. they chose English as an official language
47. most ethnic groups prefer to communicate in their own languages / it remains an exclusive preserve of a small minority (of the country’s urban elite)
Accept other wording with the same meaning.
48. (individuals) turn to members of the extended family for financial aid
Do not accept answers which include the words “and guidance”.
49. Nigeria is a hierarchical society (Age and position earn, even demand, respect) / because age is believed to confer wisdom (so older people are granted respect)
Accept other wording with the same meaning.
50. revered
51. C, D, F, G, J (*in any order*) **[5 marks]**
52. B
53. D

TEXT E: [12 marks]

TOTAL: [60 marks]



22132225

**ENGLISH B – HIGHER LEVEL – PAPER 1**
ANGLAIS B – NIVEAU SUPÉRIEUR – ÉPREUVE 1
INGLÉS B – NIVEL SUPERIOR – PRUEBA 1Friday 3 May 2013 (afternoon)
Vendredi 3 mai 2013 (après-midi)
Viernes 3 de mayo de 2013 (tarde)

1 h 30 m

Examination code
Code de l'examen
Código del examen

2	2	1	3	-	2	2	2	5
---	---	---	---	---	---	---	---	---

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 boxes provided. Each question is allocated [1 mark] unless otherwise stated.
- The maximum mark for this examination paper is [60 marks].

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 les cases prévues à cet effet. Sauf indication contraire, chaque question vaut [1 point].
- Le nombre maximum de points pour cette épreuve d'examen est [60 points].

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 las casillas provistas. Cada pregunta vale [1 punto] salvo que se indique lo contrario.
- La puntuación máxima para esta prueba de examen es [60 puntos].



0116

Please **do not** write on this page.

Answers written on this page
will not be marked.

Veillez **ne pas** écrire sur cette page.

Les réponses rédigées sur cette page
ne seront pas corrigées.

No escriba en esta página.

Las respuestas que se escriban en
esta página no serán corregidas.



0216

TEXT A — MOVING TO NEW ZEALAND

Answer the following questions.

1. In general, what do people usually look for when choosing the country in which they would like to live? *[2 marks]*

(a)
(b)

2. Which word between lines 1 and 8 is closest in meaning to “desirable”?

.....

3. Mia describes living in Singapore as a “highly organised method of living”. Find **one** other phrase between lines 10 and 18 which describes the way people live in Singapore.

.....



Turn over / Tournez la page / Véase al dorso

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

Example: [-X-] **B**

4. [-4-]

5. [-5-]

6. [-6-]

- A. Is life in New Zealand as interesting as life in Singapore?
- B. *How does the lifestyle in New Zealand compare with your hometown?*
- C. What were your reasons for choosing New Zealand?
- D. Are you expected to work overtime in New Zealand?
- E. What are the differences between your new town and your hometown?
- F. What surprises you in New Zealand?
- G. How cold is your new town compared to your hometown?
- H. What were your reasons for emigrating?



0416

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

Text A promotes [-X-] to New Zealand. The emigrants' testimonies show that those who choose New Zealand as their country of residence enjoy the [-7-], the people's [-8-], and the [-9-] lifestyle. The country is known for its security; however, its major [-10-] is the exorbitant property prices.

- ATMOSPHERE CHEAPNESS LETDOWN RESERVE WARMTH
- ADVANTAGE **EMIGRATION** PEACEFUL TENSE WEATHER

Example: [-X-] *emigration*

7.

8.

9.

10.



Turn over / Tournez la page / Véase al dorso

TEXT B — EDUCATOR DREAMS OF CURBING BULLIES

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

Example: Bosak believes that ... **B**

11. By spending time looking for an entrance, young Bosak aimed to ...

12. Teachers did not help Bosak as ...

13. Bosak’s book highlights ...

14. Bullying should become ...

A. avoid being ridiculed by the bullies gathering outside.

B. *children cannot learn when they are afraid.*

C. tolerated as little as other unacceptable behaviour.

D. they did not know she was bullied.

E. avoid being addressed by those who gathered outside.

F. children will learn the way she did.

G. they regarded bullying a normal act.

H. how desires and aims can be achieved.

I. the dangers of bullying.

J. an irresponsible and objectionable act.

Answer the following questions.

15. Which word between lines 7 and 14 is closest in meaning to “non-stop”?

.....

16. Which word between lines 15 and 20 is closest in meaning to “confident and firm”?

.....



17. On what will some profits from the book be spent?

.....

18. Which **two** general types of bullying are mentioned between lines 25 and 29? *[2 marks]*

(a)

(b)

19. Which word between lines 30 and 32 shows that some actions are more commonly associated with bullying than others?

.....



0716

Turn over / Tournez la page / Véase al dorso

TEXT C — THE DYING ART OF LETTER WRITING

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: Some of Bellow’s letters have been published.

*Justification: “A selection of Bellow’s huge correspondence, reproduced in a
 recent issue of the New Yorker”*

20. Readers enjoy reading authors’ letters.

Justification:

21. Authors write literary letters with a specific audience in mind.

Justification:

22. Not only are good letters scholarly, but they are also funny.

Justification:

23. Complete documentation of an author’s life is an easy task.

Justification:



0816

TRUE FALSE

24. Readers will be negatively affected by the disappearance of literary letters.

Justification:

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

Example: *swiftly* (line 1) **B**

A. free

B. *smoothly*

25. spare (line 3)

C. obscure

26. witty (line 7)

D. main

E. suddenly

27. glimpse (line 9)

F. amusing

28. revealing (line 19)

G. show

H. hint

I. informative

J. dull

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

29. Emails, as described between lines 17 and 28, are ...

A. full of text-speak.

B. less effective than letters.

C. less accessible than letters.

D. unnecessarily dull.

30. The author finds using digital devices to read authors' correspondence ...

A. imaginable.

B. funny.

C. sad.

D. absurd.



0916

Turn over / Tournez la page / Véase al dorso

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>
Example: into <u>the writer's</u> character (line 6)	"the writer"	.....Saul Bellow.....
31. in <u>their</u> attempts to (line 23)	"their"	.....
32. of their <u>subjects</u> (line 24)	"subjects"	.....
33. natural eloquence, <u>their</u> humor (line 35)	"their"	.....
34. but chances are that, by <u>then</u> (lines 38–39)	"then"	.....



TEXT D — ALONE TOGETHER

Answer the following questions.

35. “Tanisha couldn’t quite remember the first time she’d taken notice of Jon Chladek” (*lines 1 and 2*). Which phrase between lines 3 and 11 expresses the same idea?

.....

36. Other than skin colour, give **two** physical attributes of Jon. *[2 marks]*

(a)

(b)

37. What does the emphasis on Jon’s colour in “pretty nice for a white guy” (*line 13*) tell us about Tanisha’s colour?

.....



Turn over / Tournez la page / Véase al dorso

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

38. According to the text, many universities in the United States ...

- A. admit international students.
- B. encourage learners to study during Christmas.
- C. close their dormitories during Christmas.
- D. ban students from going home for Christmas.

39. During her holiday with the family in St. Louis, Tanisha feels ...

- A. bored.
- B. satisfied.
- C. tired.
- D. cheerful.

40. When Tanisha sees Jon in the cafeteria, he is ...

- A. studying intently.
- B. watching a football game on TV.
- C. waiting for her.
- D. looking at nothing in particular.

41. Tanisha decides against having the pie because she ...

- A. rarely eats deserts.
- B. has gained weight.
- C. is on a strict diet.
- D. only wants coffee.



1216

Which words go in the gaps between lines 32 and 39? Choose the words from the list and write them in the boxes below.

- ALREADY BARELY FAST PRETTY WITHOUT
- AND ENTHUSIASTICALLY GLUMLY USING YET

Example: [-X-] *and*

42.

43.

44.

45.



Turn over / Tournez la page / Véase al dorso

TEXT E — THE NIGERIAN IDENTITY

Answer the following questions.

46. What did the Nigerians do to reduce their cultural and linguistic differences?

.....

47. Give **one** reason why English is not used by many Nigerians as a first language.

.....

48. Which phrase between lines 12 and 18 shows that, when in need, family members ask relatives for money?

.....

49. Why are older people respected in Nigerian society?

.....

50. Which word between lines 15 and 21 is closest in meaning to “held in the highest regard”?

.....



51. From statements A to K, select the **five** that are true according to text E. Write the appropriate letters in the boxes provided. [5 marks]

- A. *In Nigeria, English is used in many contexts and for many purposes.*
- B. English is spoken in many Nigerian rural areas.
- C. The behaviour of family members affects the reputation of the Nigerian family.
- D. In Nigerian cities, the function of the extended family is not as it used to be.
- E. People rarely use proverbs to communicate in the Nigerian southwest.
- F. Singing is a communication technique in southwest Nigeria.
- G. Humour naturally appears in the conversation of Nigerians in the southwest.
- H. Being candid is not appreciated by Nigerians in the south.
- I. While conversing with others, Nigerians are unaffected by tone.
- J. Nigerians begin a conversation by inquiring about personal matters.
- K. Foreigners are not welcome in the Nigerian family.

Example: A

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

52. The Nigerian way of life is best described as ...

- A. artistic.
- B. hierarchal.
- C. harsh.
- D. responsible.

53. According to the text, Nigerians are generally ...

- A. reserved.
- B. considerate.
- C. serious.
- D. sociable.



1516

Please **do not** write on this page.

Answers written on this page
will not be marked.

Veillez **ne pas** écrire sur cette page.

Les réponses rédigées sur cette page
ne seront pas corrigées.

No escriba en esta página.

Las respuestas que se escriban en
esta página no serán corregidas.



1616



22132226



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

Friday 3 May 2013 (afternoon)
Vendredi 3 mai 2013 (après-midi)
Viernes 3 de mayo de 2013 (tarde)

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

Moving to New Zealand

The option to choose where you and your family will live is an exciting reality for many worldwide. The decision as to which country will provide the lifestyle you desire, and where best to apply your skills, will be life changing.



- 5 New Zealand is considered “the country of choice” for thousands each year due to the enviable lifestyle, stable political and social environments, educational facilities and safety standards offered. We are confident it will be your choice also. Below are a couple of emigration experiences.

Name: Mia
 Age: 33
 Occupation: Post-graduate student
 Emigrated from: Singapore
 Moved to: Auckland

Name: Mark
 Age: 52
 Occupation: Graphic Designer
 Emigrated from: Richards Bay, South Africa
 Moved to: Auckland

[- 4 -]

- 10 My husband and I wanted a quieter place, away from the crazy pace of life in Singapore, where work almost totally dominates your life. We were tired with the highly organised method of living in a country where everything is efficient.
- 15 There is no great scenery in Singapore, awfully hot weather and far too many people living on a very tiny island.

[- 5 -]

- 20 New Zealand has an image of a clean and green country with friendly people. On a previous trip, we were pleasantly surprised at the level of friendliness, cleanliness and how relaxing and trusting the people were in general.
- 25

[- X -]

- 30 In New Zealand, you have a more relaxing life with little stress and more time to enjoy yourself. Work doesn't invade your personal life and holidays are holidays. People don't expect you to work overtime and you certainly get paid if you do so.

[- 6 -]

- 35 Auckland is safer and the pace is slower. It is clean and services are generally good. The weather is not great but not as cold as I originally thought. There is more to do here and there is definitely a friendly attitude towards fellow citizens.

40 What do you like about New Zealand?

- The security is great and the social activities are varied. Cars are cheap and food is reasonable. There is law and order and the police are generally very helpful.
- 45 People find value in everything they do and are aware of their civic responsibilities.

What don't you like about New Zealand?

- 50 Housing is fairly expensive. Immigration is difficult because you are powerless and in the hands of individuals who can make fairly arbitrary rulings that can affect you dramatically.

www.enz.org (2013)

TEXT B

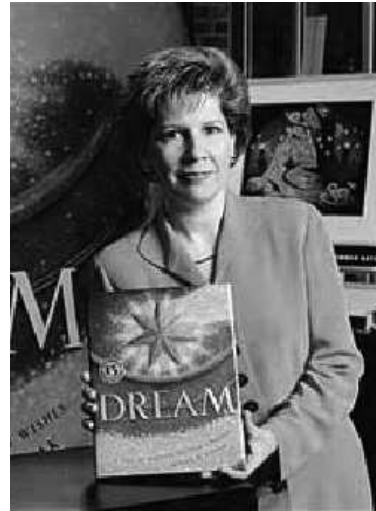
Educator dreams of curbing bullies

“I don’t think kids can learn in fear,” says Susan Bosak

Educator and author Susan Bosak remembers her own fearful school days and hopes to make life better for today’s children.

5 In biting weather, a young Susan Bosak would walk around and around her north Winnipeg school, hoping to find a door she could enter without being taunted by the students who hung around outside.

10 Inside, she learned to avoid the washrooms. They were the girl gang hangouts. If she made it through to a stall, other girls would leer over the wall, taunting Bosak with obscenities or pelting her with wads of wet paper towels.



15 “I remember living in constant fear from Grade 5 onward,” Bosak said in an interview. “I was bullied in school and I was bullied to and from school. I remember trying to find the most strategic path home.”

20 A target because she was smart but not assertive, Bosak says teachers must have been aware of her plight but accepted it then as part of growing up. That’s an attitude Bosak, who brings her latest book to the Canadian Safe School Network annual conference, wants eliminated.

The book, *Dream: A Tale of Wonder, Wisdom and Wishes*, is not an anti-bullying tome but a gorgeously illustrated collection of poetic reflections on achieving one’s dreams at every stage of life, from infancy to old age. Proceeds from 5000 copies will go toward establishing anti-bullying programs in Toronto elementary schools.

25 “The whole idea is to make bullying as socially unacceptable as drinking and driving so everyone stands up and says this isn’t okay. I couldn’t learn in fear then and I don’t think kids can learn in fear now,” she said.

Bosak says it’s time to recognize the severe psychological damage inflicted by bullying, which usually starts with verbal assault but frequently escalates to physical violence.

30 Despite anti-bullying programs in schools across Canada, Bosak said she still hears children talking about behaviour that impinges on their self-esteem: everything from gestures made with fingers behind a Grade 2 student’s head to the “usual kicking and punching”.

Tess Kalinowski, *The Toronto Star* (2005)

TEXT C

The dying art of letter writing

"A novel, like a letter, should be loose, cover much ground, run swiftly, take risk of mortality and decay," Saul Bellow once wrote. Like many novelists, in his spare time the author of *The Adventures of Augie March* and *Henderson the Rain King* was also an avid letter writer.



5 A selection of Bellow's huge correspondence, reproduced in a recent issue of the *New Yorker*, provides a fascinating insight into the writer's character. Witty, often brief and almost always entertaining, Bellow's letters are a reminder of why writers' letters often prove so popular with readers.

10 At their best, literary letters have something for everyone: general readers get a glimpse of how authors write when freed from the expectation to produce a work of conventional literary merit, and scholars get enough scholarly writings.

15 All this is well and good – except for one small problem: nobody writes letters anymore, at least not the kind of intellectual, humorous letters that distinguish great correspondence. As we are so often told, we live in the digital age. Like the rest of us, authors now largely correspond with their agents, friends, contemporaries and, occasionally, fans through email, not "snail mail".

20 As literary vehicles, emails are severely lacking. Digital messages tend to alternate between the deathly dull and formal and the casually daring – complete with BTW, FYI, LOLs and garbled text-speak – with precious little middle ground. Letters can be revealing, friendly, humorous; emails, even at their best, tend to exhibit only one of these characteristics of good writing.

25 Future literary archivists* will need to be digital experts, hacking through hard drives and email accounts, mobile phones and MP3 players, in their attempts to fully document the lives, and thoughts, of their subjects. But who among us has all their email correspondence from the past five years, never mind a lifetime? Hardware is disposed of and forgotten about, mobile phones are replaced every couple of years.



30 The idea that we can construct a complete record of a writer has always been unrealistic, but technological advances have rendered it physically impossible, too. With so much material digitalised, and often wiped, writers will no longer leave behind stacks of boxes stuffed with missives, ripe for investigation and possible publication.

35 Way back in 1898, the *New York Times* dubbed the long-dead
Lord Byron the greatest letter writer in the English language,
celebrating his letters' "natural eloquence, their humor,
the force and spirit of their substance, the grace and purity of
40 their style". Saul Bellow's letters might not be remembered
quite so fondly 70 years from now, but chances are that,
by then, the entire genre of collected writers' letters will have
disappeared completely – leaving readers markedly poorer for
their loss.



Peter Geoghegan, *The Guardian* (2010)

* archivist: someone who is employed to collect, catalogue and look after the items in an archive

TEXT D

Alone Together

Try as she could in later years, Tanisha couldn't quite remember the first time she'd taken notice of Jon Chladek.



There had been a lot of new faces, both black and white, in the
 5 dorms and around the classrooms of Georgia Tech when she was
 a freshman. Jon had been one of them, and she'd only gradually
 come to notice him. He wasn't real tall for a guy, only a couple
 inches taller than her own five-foot four, and like her, a bit on the
 10 overweight side. Since they were engineering students on pretty
 much the same track, they shared a lot of classes together, worked
 on some classroom exercises in groups, and a couple times as
 a pair, friendly but not really friends. For most of their freshman
 year and their first semester as sophomores, the sum total of her
 15 impression of Jon was that he was friendly and actually pretty nice for a white guy. Besides that,
 he was just about as smart as she was; they both were near the top of their class rankings. Jon was
 absolutely nothing special to her, although they did respect each other for their intelligence.

But Tanisha remembered well the afternoon when they'd first become friends.

Unlike a lot of schools, Tech left the dorms open over Christmas break because students came from
 all over the world and many were not able to leave for break. Still, most students were gone and
 the place was pretty empty. Tanisha figured she'd get some studying in, but even that got dull.
 20 It was duller than normal on New Year's Day, and for once even studying didn't seem interesting.
 With the dismal memories of her last days at home in St. Louis still hanging over her, some human
 contact would be nice, even for a loner like her. She didn't feel like going anywhere, but maybe
 there might be someone to have a cup of coffee with or something down in the cafeteria.

The sounds of a televised football game were coming from a nearby lounge as she walked into the
 25 cafeteria in the middle of the afternoon. It was pretty empty, but she noticed Jon sitting over in the
 corner with a textbook open in front of him. He was staring off into space, probably thinking about
 something, or maybe he was just as morose and distracted as she was. She didn't consciously think
 about that, but took a pass through the food line, just looking. A piece of pie maybe, she thought,
 but decided against it – she'd tightened her clothes with a few pounds from eating out of sheer
 30 boredom, and she'd already been heavier than she ought to be – it'd be best just to stick with coffee.
 At least it was a break from the dreary four walls of her dorm room.

35 She tore her eyes away from the pies in the display case [- X -] headed over to the coffee machine, to find Jon there [- 42 -], getting a refill. “Happy New Year,” she said [- 43 -] much feeling. After the last two weeks, there didn’t seem much chance that her New Year could be very happy. At least she wasn’t home; that would have been a lot more unhappy. “I’m surprised to see you back so soon,” she added after a moment.

“Things were [- 44 -] uncomfortable around home,” he commented [- 45 -] as he stuck his coffee cup under the tap and filled it. “I figured it was better to be here. What brings you here early?”

Wes Boyd, *Alone Together (The Dawnwalker Cycle)* (2012)

TEXT E

The Nigerian Identity

Language in Nigeria

English was chosen as the official language of Nigeria to facilitate the cultural and linguistic unity of the country. Even though most ethnic groups prefer to communicate in their own languages, English, being the official language, is widely used for education, business transactions and for official purposes. English as a first language, however, remains an exclusive preserve of a small minority of the country's urban elite, and is not spoken at all in some rural areas.



The Nigerian Family

Family relationships are guided by hierarchy and seniority. Social standing and recognition is achieved through extended families. Similarly, a family's honour is influenced by the actions of its members. Individuals turn to members of the extended family for financial aid and guidance, and the family is expected to provide for the welfare of every member. Although the role of the extended family is diminishing in urban areas, there remains a strong tradition of mutual caring and responsibility among the members.

Nigeria is a hierarchical society. Age and position earn, even demand, respect. Age is believed to confer wisdom so older people are granted respect. The oldest person in a group is revered. In a social situation, they are greeted and served first.

The Nigerian Communication Style

Due to the ethnic make-up of the country, communication styles vary. In the southwest, where the Yoruba tribe resides, people use proverbs, sayings and even songs to enrich the meaning of what they say. This is especially true when speaking their native language although many of the same characteristics have been carried into their English language usage. The Yoruba often use humour to prevent boredom during long meetings or serious discussions. They believe that embedding humour in their message guarantees that what they say is not readily forgotten.

Nigerians living in the south of the country tend to speak more directly. You may also find their tone slightly louder than elsewhere. They may raise their voices even more and become emotionally excited when they feel passionately about a topic. At the same time, a harsh tone is considered unwelcoming and even hostile.

35 Generally speaking, Nigerians are outgoing and friendly. Communication commences with polite inquiries into the welfare of the person and his family. Therefore, foreigners who take the time to get to know the Nigerian as a person are considered friends and welcomed into a Nigerian's inner circle of family and close friends.



www.kwintessential.co.uk (2012)



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

May / mai / mayo 2013

ENGLISH / ANGLAIS / INGLÉS B

**Higher Level
Niveau Supérieur
Nivel Superior**

Paper / Épreuve / Prueba 2

*These marking notes are **confidential** and for the exclusive use of examiners in this examination session.*

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

*These notes are intended to define the **top** mark of the scale in this examination. The phrase, "a good answer", is intended to refer to scripts which are likely to be placed in the 9 to 10 band (5 for criterion C) of descriptors. Scripts should be marked proportionately lower to the degree to which they fail to meet these requirements.*

*In each case, good answers will meet **most**, though not necessarily **all**, of the following requirements.*

Word count

At HL, students are required to write a minimum of 250 words in Section A and 150 words in Section B. Failure to write the minimum number of words will result in a 1-mark penalty under criterion A. There is no penalty for exceeding 400 words in Section A or 250 words in Section B: the whole text should be taken into consideration in the award of marks.

Criterion A – Language

A good answer will have very few language gaps, if any, and slips or flaws very rarely affect meaning.

Language

Not all errors have the same importance, and examiners should bear this in mind. Some errors affect the communication of meaning significantly, and others do not. Also, some errors indicate a fundamental lack of command of the language, while others may simply indicate a moment of forgetfulness.

SLIPS – mistakes at all levels of difficulty, but erratic and occasional – eg the candidate normally forms past tenses well, but occasionally forgets “-ed”

FLAWS – errors occur more regularly, particularly in certain structures – eg past tenses are formed correctly quite often, but are not really reliable, and there may be basic confusions (eg past simple versus present perfect)

GAPS – some structures are rarely correct, or simply don't appear – eg the past tenses are needed, but do not appear.

SECTION A

1. Cultural diversity

You are taking part in a class debate on the motion: “When people move to another country and wish to adapt well, they should adopt its culture and forget about their own”. Write the text of the debate’s opening speech, either agreeing or disagreeing with this motion.

A good answer:

Criterion B – Message

- will take a clear position of either agreement or disagreement with the motion; if the script fails to take a clear position, it may achieve the 5-6 band **only** if the ideas that are developed are “coherent” with supporting details that are “mostly appropriate”
- will provide support for the argument/s
- will use paragraphing and cohesive devices which structure the development of ideas effectively
- may use an opposing argument for rebuttal purposes; this should be rewarded
- may make effective use of personal experience; this should be rewarded.

Criterion C – Format

- will address the audience and keep contact with them throughout the speech
- will set out to catch the audience's attention at the beginning, and leave a clear impression at the end
- will adopt a semi-formal to formal register, perhaps with flashes of informality
- will use rhetorical devices (for example, addressing the audience, flashes of humour, rhetorical questions, repetition)
- may give an early summary, or “map”, of what is going to be said; this should be rewarded.

2. Customs and traditions

You think it may be better for all members of your local sports club to adhere to a strict dress code when using the club’s facilities. As a member of the club, write a proposal to the sports club manager suggesting what the dress code could be and what the benefits of applying the dress code are.

A good answer:

Criterion B – Message

- will describe the suggested dress code. This is flexible and may involve clothing for sport or in the clubhouse
- will state the benefits of applying the suggested dress code
- will include both the description and the benefits; if the script fails to cover one of the requirements, it may achieve the 5-6 band if the ideas that **are** developed are reasonably “coherent” with supporting details that are “mostly appropriate”
- may mention why dress codes are important in general; this should be rewarded.

Criterion C – Format

- will use features such as headings, short clear paragraphs, sections identified by numbers/letters/bullets, inseting, even if in the framework of a formal letter or email
- will adopt a formal register
- will direct the proposal to the specified audience
- will persuade through an enthusiastic tone

3. Health

Stress is one of the reasons why many students do not do well in their exams. Write a pamphlet to be distributed to students at your school in which you explain the possible symptoms as well as causes of stress, and suggest ways in which they can be avoided.

A good answer:

Criterion B – Message

- will clearly explain the possible symptoms and causes of stress
- will persuasively suggest ways (give advice) in which students can avoid stress
- will address the three elements of symptoms, causes and advice. If the script covers only two of the required elements it may achieve the 5-6 band **only** if the ideas that are developed are “coherent” with supporting details that are “mostly appropriate”. If only one of the required elements is covered, the message should be judged as “partially communicated” (*ie* no more than **[4 marks]** should be awarded)
- may thoughtfully anticipate difficulties that the target audience of students may experience.

Criterion C – Format

- will incorporate aspects of a pamphlet: bullets, sub-headings, *etc*
- will adopt an informal to semi-formal register
- will have an evidently supportive tone
- may include examples, such as personal anecdotes; this should be rewarded.

4. Leisure

Your school organized an art exhibition for the works of the IB visual arts students. You visited the exhibition and were impressed by the variety and quality of the works presented. Write a review of this exhibition to be published in your school magazine.

A good answer:

Criterion B – Message

- will mainly concern itself with an evaluation of the event, emphasizing the variety and quality of the works
- will use paragraphing and cohesive devices which structure the development of ideas effectively
- may provide descriptions of the works on display
- may recommend the readers to visit the exhibition.

Criterion C – Format

- will have a title
- will adopt a consistent register (informal, semi-formal or formal)
- will use a lively, direct style aimed to interest and entertain the readers
- will express enthusiasm
- may have sub-headings
- may use a system of ratings; this should be rewarded.

5. Science and technology

You have recently interviewed the inventor of a domestic robot that will have a great impact on our lives. Write an article based on this interview to be published in a youth magazine. Do not simply write the exact words (transcript) of the interview.

A good answer:

Criterion B – Message

- will explain in detail how the domestic robot will affect our lives
- will use paragraphing and cohesive devices which structure the development of ideas effectively
- will select and organize the material around an overall point, theme or issue
- may give some biographical information about the inventor.

Criterion C – Format

- will adopt a semi-formal register
- will have a headline / title, and a byline (author's name, date and possibly location)
- will refer to the interview but not be a verbatim transcript; a verbatim transcript would result in a maximum **[2 marks]** for Criterion C
- will present the information in a lively, interesting way
- may incorporate direct quotations; this should be rewarded
- may have flashes of humour; this should be rewarded.

SECTION B

6. Personal response

We are always encouraged to donate money to the poor. Yet, Mother Teresa said: “Being unwanted, unloved, uncared for, forgotten by everybody [...] is a much greater hunger, a much greater poverty than the person who has nothing to eat”.

A good answer:

Criterion B – Argument

- will address the issue of physical poverty versus emotional poverty; scripts which do not address this issue should be marked down under “relevance”
 - will make the candidate’s viewpoint clear: the candidate may write a balanced argument or a polemic, an analytic approach, *etc*
 - will provide clear, coherent and detailed reasons for the candidate’s viewpoint/s
 - may take unexpected, creative approaches, provided that there is a link to the key point in the stimulus
 - may personalize the issue by providing brief examples drawn from the candidate’s own experience; this should be rewarded.
-



22132227



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

Friday 3 May 2013 (afternoon)
Vendredi 3 mai 2013 (après-midi)
Viernes 3 de mayo de 2013 (tarde)

1 h 30 m

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Section A: choose one task. Each task is worth *[25 marks]*.
- Section B: write a personal response to the stimulus provided. The task is worth *[20 marks]*.
- The maximum mark for this examination paper is *[45 marks]*.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Section A : choisissez une tâche. Chaque tâche vaut *[25 points]*.
- Section B : rédigez une opinion personnelle à la réflexion présentée. La tâche vaut *[20 points]*.
- Le nombre maximum de points pour cette épreuve d'examen est *[45 points]*.

INSTRUCCIONES PARA LOS ALUMNOS

- No abra esta prueba hasta que se lo autoricen.
- Sección A: elija una tarea. Cada tarea vale *[25 puntos]*.
- Sección B: escriba una opinión personal al estímulo provisto. La tarea vale *[20 puntos]*.
- La puntuación máxima para esta prueba de examen es *[45 puntos]*.

SECTION A

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

1. Cultural diversity

You are taking part in a class debate on the motion: “When people move to another country and wish to adapt well, they should adopt its culture and forget about their own”. Write the text of the debate’s opening speech, **either** agreeing **or** disagreeing with this motion.

2. Customs and tradition

You think it may be better for all members of your local sports club to adhere to a strict dress code when using the club’s facilities. As a member of the club, write a proposal to the sports club manager suggesting what the dress code could be and what the benefits of applying the dress code are.

3. Health

Stress is one of the reasons why many students do not do well in their exams. Write a pamphlet to be distributed to students at your school in which you explain the possible symptoms as well as causes of stress, and suggest ways in which they can be avoided.

4. Leisure

Your school organized an art exhibition for the works of the IB visual arts students. You visited the exhibition and were impressed by the variety and quality of the works presented. Write a review of this exhibition to be published in your school magazine.

5. Science and technology

You have recently interviewed the inventor of a domestic robot that will have a great impact on our lives. Write an article based on this interview to be published in a youth magazine. Do not simply write the exact words (transcript) of the interview.

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.

6. We are always encouraged to donate money to the poor. Yet, Mother Teresa* said: “Being unwanted, unloved, uncared for, forgotten by everybody [...] is a much greater hunger, a much greater poverty than the person who has nothing to eat”.

Source: www.endpovertyinternational.org (2012)

* Mother Teresa: a well-known nun who was based in India and devoted her life to serving poor, orphaned and sick people

HL Paper

1



International Baccalaureate
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Portada de las respuestas del alumno del Programa
del Diploma

<p>INGLÉS B</p> <p>NS</p> <p>PRUEBA UNO</p> <p>03 de mayo de 2013 (tarde)</p>
--

Sólo para el supervisor del examen: Alumno ausente (marque con ✖ cuando corresponda)

Alumno	
Sección u opción	Pregunta
Todas	Todas

Instrucciones para el alumno:

- Compruebe los datos en el cuadro que figura arriba. Informe al supervisor del examen si algún dato es incorrecto.
- Anote en la tabla Alumno, que figura a la izquierda, las secciones/opciones y preguntas que haya contestado. Si ha contestado todas las preguntas escriba TODAS.
- En las casillas a continuación, indique el número de cuadernillos de respuesta y hojas de papel milimetrado que se adjuntan a esta portada.
- Utilizando los cordales provistos, adjunte esta portada al anverso de su trabajo y las hojas de papel milimetrado (si corresponde), al reverso.
- No escriba ni sombree ningún código QR en esta portada.

Número de cuadernillos de respuesta adjuntos

Número de hojas de papel milimetrado adjuntas

S 0



2

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Cardiff CF23 8GL, REINO UNIDO

M13/2/ABENG/HP1/ENG/TZ0/XX/Q



22132225

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

Friday 3 May 2013 (afternoon)
Vendredi 3 mai 2013 (après-midi)
Viernes 3 de mayo de 2013 (tarde)

1 h 30 m



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Bachillerato Internacional

Examination code
Code de l'examen
Código del examen

2	2	1	3	-	2	2	2	5
---	---	---	---	---	---	---	---	---

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

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 boxes provided. Each question is allocated [1 mark] unless otherwise stated.
- The maximum mark for this examination paper is [60 marks].

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 les cases prévues à cet effet. Sauf indication contraire, chaque question vaut [1 point].
- Le nombre maximum de points pour cette épreuve d'examen est [60 points].

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 las casillas provistas. Cada pregunta vale [1 punto] salvo que se indique lo contrario.
- La puntuación máxima para esta prueba de examen es [60 puntos].



0116

15 pages/páginas

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Answers written on this page
will not be marked.

Veuillez **ne pas** écrire sur cette page.

Les réponses rédigées sur cette page
ne seront pas corrigées.

No escriba en esta página.

Las respuestas que se escriban en
esta página no serán corregidas.



0216

TEXT A — MOVING TO NEW ZEALAND

Answer the following questions.

1. In general, what do people usually look for when choosing the country in which they would like to live? [2 marks]

(a) The usually look for countries which provide the lifestyle they desire...
(b) ~~are~~ And also, the best place you can apply your skills.....

2. Which word between lines 1 and 8 is closest in meaning to “desirable”?

The word is “envious” line 6.....

3. Mia describes living in Singapore as a “highly organised method of living”. Find one other phrase between lines 10 and 18 which describes the way people live in Singapore.

line 12-13. → where work almost totally dominates your life.....



0316

Turn over / Tournez la page / Véase al dorso

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

Example: [-X-]

4. [-4-]

5. [-5-]

6. [-6-]

- A. Is life in New Zealand as interesting as life in Singapore?
- B. *How does the lifestyle in New Zealand compare with your hometown?*
- C. What were your reasons for choosing New Zealand?
- D. Are you expected to work overtime in New Zealand?
- E. What are the differences between your new town and your hometown?
- F. What surprises you in New Zealand?
- G. How cold is your new town compared to your hometown?
- H. What were your reasons for emigrating?



0416

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

Text A promotes [- X -] to New Zealand. The emigrants' testimonies show that those who choose New Zealand as their country of residence enjoy the [- 7 -], the people's [- 8 -], and the [- 9 -] lifestyle. The country is known for its security; however, its major [- 10 -] is the exorbitant property prices.

- | | | | | |
|------------|------------|----------|---------|---------|
| ATMOSPHERE | CHEAPNESS | LETDOWN | RESERVE | WARMTH |
| ADVANTAGE | EMIGRATION | PEACEFUL | TENSE | WEATHER |

Example: [- X -] emigration

- 7.
- 8.
- 9.
- 10.



0516

Turn over / Tournez la page / Véase al dorso

TEXT B — EDUCATOR DREAMS OF CURBING BULLIES

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

Example: Bosak believes that ...

11. By spending time looking for an entrance, young Bosak aimed to ...

12. Teachers did not help Bosak as ...

13. Bosak’s book highlights ...

14. Bullying should become ...

- A. avoid being ridiculed by the bullies gathering outside.
- B. **children cannot learn when they are afraid.**
- C. tolerated as little as other unacceptable behaviour.
- D. they did not know she was bullied.
- E. avoid being addressed by those who gathered outside.
- F. children will learn the way she did.
- G. they regarded bullying a normal act.
- H. how desires and aims can be achieved.
- I. the dangers of bullying.
- J. an irresponsible and objectionable act.

Answer the following questions.

15. Which word between lines 7 and 14 is closest in meaning to “non-stop”?

The word is "constant" (l: 11).....

16. Which word between lines 15 and 20 is closest in meaning to “confident and firm”?

The word is assertive (l: 15).....



17. On what will some profits from the book be spent?

Some profits will establish anti-bullying programs in Toronto elementary schools.

18. Which two general types of bullying are mentioned between lines 25 and 29? [2 marks]

- (a) ... psychological damage
- (b) ... physical violence

19. Which word between lines 30 and 32 shows that some actions are more commonly associated with bullying than others?

..... self-esteem



0716

Turn over / Tournez la page / Véase al dorso

TEXT C — THE DYING ART OF LETTER WRITING

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: Some of Bellow's letters have been published.

Justification: "A selection of Bellow's huge correspondence, reproduced in a recent issue of the New Yorker"

20. Readers enjoy reading authors' letters.

Justification: ". Bellow's letters are a reminder of why writers' letters are often more popular with readers".

21. Authors write literary letters with a specific audience in mind.

Justification: ". Literary letters have something for everyone"

22. Not only are good letters scholarly, but they are also funny.

Justification: ". Scholars get enough scholarly writings"

23. Complete documentation of an author's life is an easy task.

Justification: "The idea that we can construct a complete record of a writer has always been unrealistic, but technological advances have rendered it physically impossible, too"



0816

TRUE FALSE

24. Readers will be negatively affected by the disappearance of literary letters.

Justification: *"...the entire genre of collected writers letters will... have disappeared completely - leaving readers markedly poorer for their loss."*

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

Example: swiftly (line 1) B

- A. free
- B. smoothly

25. spare (line 3) A

C. obscure

26. witty (line 7) F

- D. main
- E. suddenly

27. glimpse (line 9) H

F. amusing

28. revealing (line 19) I

- G. show
- H. hint
- I. informative
- J. dull

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

29. Emails, as described between lines 17 and 28, are ...

- A. full of text-speak.
- B. less effective than letters.
- C. less accessible than letters.
- D. unnecessarily dull.

30. The author finds using digital devices to read authors' correspondence ...

- A. imaginable.
- B. funny.
- C. sad.
- D. absurd.



0916

Turn over / Tournez la page / Véase al dorso

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: into <u>the writer</u>'s character (line 6)</i>	<i>"the writer"</i>	<i>.....Saul Bellow.....</i>
31. in <u>their</u> attempts to (line 23)	"their"	<i>.....archivists.....</i>
32. of their <u>subjects</u> (line 24)	"subjects"	<i>.....writers.....</i>
33. natural eloquence, <u>their</u> humor (line 35)	"their"	<i>.....letters (written by Lord Byron).....</i>
34. but chances are that, by <u>then</u> (lines 38-39)	"then"	<i>.....70 years from now.....</i>



1016

TEXT D — ALONE TOGETHER

Answer the following questions.

- 35. "Tanisha couldn't quite remember the first time she'd taken notice of Jon Chladek" (lines 1 and 2). Which phrase between lines 3 and 11 expresses the same idea?

Jon had been one of them, and she'd only gradually come to notice him.

- 36. Other than skin colour, give two physical attributes of Jon. [2 marks]

(a) His height: he wasn't real tall for a guy.....
 (b) ...The weight: He "a bit on the overweight side".....

- 37. What does the emphasis on Jon's colour in "pretty nice for a white guy" (line 13) tell us about Tanisha's colour?

She was black, probably.....



1116

Turn over / Tournez la page / Véase al dorso

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

38. According to the text, many universities in the United States ...

- A. admit international students.
- B. encourage learners to study during Christmas.
- C. close their dormitories during Christmas.
- D. ban students from going home for Christmas.

C

39. During her holiday with the family in St. Louis, Tanisha feels ...

- A. bored.
- B. satisfied.
- C. tired.
- D. cheerful.

A

40. When Tanisha sees Jon in the cafeteria, he is ...

- A. studying intently.
- B. watching a football game on TV.
- C. waiting for her.
- D. looking at nothing in particular.

D

41. Tanisha decides against having the pie because she ...

- A. rarely eats deserts.
- B. has gained weight.
- C. is on a strict diet.
- D. only wants coffee.

B



1216

Which words go in the gaps between lines 32 and 39? Choose the words from the list and write them in the boxes below.

- | | | | | |
|---------|------------------|--------|--------|---------|
| ALREADY | BARELY | FAST | PRETTY | WITHOUT |
| AND | ENTHUSIASTICALLY | GLUMLY | USING | YET |

Example: [-X-] and

42. *glumly*

43. *without*

44. *barely*

45. *enthusiastically*



Turn over / Tournez la page / Véase al dorso

TEXT E — THE NIGERIAN IDENTITY

Answer the following questions.

46. What did the Nigerians do to reduce their cultural and linguistic differences?

~~Choosing as the official language of Nigeria.~~
Choosing the English as the official language of Nigeria.

47. Give one reason why English is not used by many Nigerians as a first language.

Because most ethnic groups prefer to communicate in their own language.

48. Which phrase between lines 12 and 18 shows that, when in need, family members ask relatives for money?

the family is expected to provide for the welfare of every member.

49. Why are older people respected in Nigerian society?

Because ~~age~~ they think ~~or the older people~~ that age confer wisdom.

50. Which word between lines 15 and 21 is closest in meaning to “held in the highest regard”?

The word is regard.



1416

51. From statements A to K, select the five that are true according to text E. Write the appropriate letters in the boxes provided. [5 marks]

- A. *In Nigeria, English is used in many contexts and for many purposes.*
- B. English is spoken in many Nigerian rural areas.
- C. The behaviour of family members affects the reputation of the Nigerian family.
- D. In Nigerian cities, the function of the extended family is not as it used to be.
- E. People rarely use proverbs to communicate in the Nigerian southwest.
- F. Singing is a communication technique in southwest Nigeria.
- G. Humour naturally appears in the conversation of Nigerians in the southwest.
- H. Being candid is not appreciated by Nigerians in the south.
- I. While conversing with others, Nigerians are unaffected by tone.
- J. Nigerians begin a conversation by inquiring about personal matters.
- K. Foreigners are not welcome in the Nigerian family.

Example: A

F

C

D

G

J

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

52. The Nigerian way of life is best described as ...

- A. artistic. A
- B. hierarchal.
- C. harsh.
- D. responsible.

53. According to the text, Nigerians are generally ...

- A. reserved. D
- B. considerate.
- C. serious.
- D. sociable.



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1616



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Diploma Programme answer cover sheet

<p>ENGLISH B</p> <p>HL</p> <p>PAPER ONE</p> <p>03 May 2013 (afternoon)</p>

Invigilator only: Candidate absent (insert ✖ if applicable)

Candidate	
Section or option	Question
Text A	All
Text B	All
Text C	All
Text D	All
Text E	All

Instructions to the candidate:

- Check the details in the box above. If any detail is incorrect, inform the invigilator of the examination.
- Complete the candidate box (on the left) with the section(s)/option(s) and question(s) answered. If all questions have been answered, state ALL.
- In the boxes below, write down the number of answer booklets and sheets of graph paper attached to this cover sheet.
- Using the string tag provided, attach this cover sheet to the front of your work, with any graph paper attached at the back.
- Do not write on or shade in any QR code on this cover sheet.

Number of answer booklets attached

1

Number of sheets of graph paper attached

--

E 0



2

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Cardiff CF23 8GL, UNITED KINGDOM





22132225

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

Examination code
 Code de l'examen
 Código del examen

2	2	1	3	–	2	2	2	5
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Friday 3 May 2013 (afternoon)
 Vendredi 3 mai 2013 (après-midi)
 Viernes 3 de mayo de 2013 (tarde)

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

1 h 30 m

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 boxes provided. Each question is allocated *[1 mark]* unless otherwise stated.
- The maximum mark for this examination paper is *[60 marks]*.

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 les cases prévues à cet effet. Sauf indication contraire, chaque question vaut *[1 point]*.
- Le nombre maximum de points pour cette épreuve d'examen est *[60 points]*.

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 las casillas provistas. Cada pregunta vale *[1 punto]* salvo que se indique lo contrario.
- La puntuación máxima para esta prueba de examen es *[60 puntos]*.



0116

15 pages/páginas

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0216

TEXT A — MOVING TO NEW ZEALAND

Answer the following questions.

- 1. In general, what do people usually look for when choosing the country in which they would like to live? [2 marks]

(a) which country will provide the lifestyle you desire.....

(b) where to apply your skills.....

- 2. Which word between lines 1 and 8 is closest in meaning to “desirable”?

.....“envious”.....(l.6).....

- 3. Mia describes living in Singapore as a “highly organised method of living”. Find **one** other phrase between lines 10 and 18 which describes the way people live in Singapore.

..work..almost..totally..dominates..your..life.....



0316

Turn over / Tournez la page / Véase al dorso

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

Example: [-X-] B

4. [-4-] H

5. [-5-] C

6. [-6-] F

- A. Is life in New Zealand as interesting as life in Singapore?
- B. *How does the lifestyle in New Zealand compare with your hometown?*
- C. What were your reasons for choosing New Zealand?
- D. Are you expected to work overtime in New Zealand?
- E. What are the differences between your new town and your hometown?
- F. What surprises you in New Zealand?
- G. How cold is your new town compared to your hometown?
- H. What were your reasons for emigrating?



0416

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

Text A promotes [-X-] to New Zealand. The emigrants' testimonies show that those who choose New Zealand as their country of residence enjoy the [-7-], the people's [-8-], and the [-9-] lifestyle. The country is known for its security; however, its major [-10-] is the exorbitant property prices.

- ATMOSPHERE CHEAPNESS LETDOWN RESERVE WARMTH
- ADVANTAGE EMIGRATION PEACEFUL TENSE WEATHER

Example: [-X-] emigration.....

7. atmosphere.....

8. cheapness.....

9. peaceful.....

10. let down.....



0516

Turn over / Tournez la page / Véase al dorso

TEXT B — EDUCATOR DREAMS OF CURBING BULLIES

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

Example: Bosak believes that ... **B**

11. By spending time looking for an entrance, young Bosak aimed to ... **A**

12. Teachers did not help Bosak as ... **D**

13. Bosak’s book highlights ... **I**

14. Bullying should become ... **J**

- A.** avoid being ridiculed by the bullies gathering outside.
- B.** *children cannot learn when they are afraid.*
- C.** tolerated as little as other unacceptable behaviour.
- D.** they did not know she was bullied.
- E.** avoid being addressed by those who gathered outside.
- F.** children will learn the way she did.
- G.** they regarded bullying a normal act.
- H.** how desires and aims can be achieved.
- I.** the dangers of bullying.
- J.** an irresponsible and objectionable act.

Answer the following questions.

15. Which word between lines 7 and 14 is closest in meaning to “non-stop”?

..... constant.....

16. Which word between lines 15 and 20 is closest in meaning to “confident and firm”?

..... asertive.....



17. On what will some profits from the book be spent?

anti-bullying programs in Toronto elementary schools

18. Which two general types of bullying are mentioned between lines 25 and 29? [2 marks]

- (a) verbal assault
- (b) physical violence

19. Which word between lines 30 and 32 shows that some actions are more commonly associated with bullying than others?

"impinges" l. 31



0716

Turn over / Tournez la page / Véase al dorso

TEXT C — THE DYING ART OF LETTER WRITING

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: Some of Bellow's letters have been published.

Justification: "A selection of Bellow's huge correspondence, reproduced in a
. recent issue of the New Yorker"

20. Readers enjoy reading authors' letters.

Justification: "Bellow's letters are a reminder of why writer's letters often prove so popular with readers"

21. Authors write literary letters with a specific audience in mind.

Justification: "Literary letters have something for everyone"

22. Not only are good letters scholarly, but they are also funny.

Justification: "Letters can be revealing, friendly, humorous"

23. Complete documentation of an author's life is an easy task.

Justification: "Construct a complete record of a writer has always been unrealistic"



0816

TRUE FALSE

24. Readers will be negatively affected by the disappearance of literary letters.

Justification: .."leaving readers markedly... poorer... for their... loss"...

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

Example: swiftly (line 1) B

- ~~A.~~ free
- B. smoothly

25. spare (line 3) A

C. obscure

26. witty (line 7) E

D. main

~~E.~~ suddenly

27. glimpse (line 9) H

~~F.~~ amusing

28. revealing (line 19) F

G. show

~~H.~~ hint

I. informative

J. dull

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

29. Emails, as described between lines 17 and 28, are ...

- A. full of text-speak. C
- B. less effective than letters.
- C. less accessible than letters.
- D. unnecessarily dull.

30. The author finds using digital devices to read authors' correspondence ...

- A. imaginable. D
- B. funny.
- C. sad.
- D. absurd.



0916

Turn over / Tournez la page / Véase al dorso

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: into <u>the writer's</u> character (line 6)</i>	<i>"the writer"</i>	<i>.....Saul Bellow.....</i>
31. in <u>their</u> attempts to (line 23)	"their"	<i>to the literary archivists</i>
32. of their <u>subjects</u> (line 24)	"subjects"	<i>..digital expert.....</i>
33. natural eloquence, <u>their</u> humor (line 35)	"their"	<i>..letters.....</i>
34. but chances are that, by <u>then</u> (lines 38-39)	"then"	<i>..chances.....</i>



1016.

TEXT D — ALONE TOGETHER

Answer the following questions.

35. “Tanisha couldn’t quite remember the first time she’d taken notice of Jon Chladek” (lines 1 and 2). Which phrase between lines 3 and 11 expresses the same idea?

Jon had been one of them, and she'd only gradually come to notice him.

36. Other than skin colour, give two physical attributes of Jon. [2 marks]

(a) ..He wasn't real tall for a guy.....
(b) ..He was a bit on the overweight side.....

37. What does the emphasis on Jon’s colour in “pretty nice for a white guy” (line 13) tell us about Tanisha’s colour?

...That she is a black girl.....



Turn over / Tournez la page / Véase al dorso

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

38. According to the text, many universities in the United States ...

- ~~A.~~ admit international students.
- B. encourage learners to study during Christmas.
- ~~C.~~ close their dormitories during Christmas.
- ~~D.~~ ban students from going home for Christmas.

B

39. During her holiday with the family in St. Louis, Tanisha feels ...

- A. bored.
- B. satisfied.
- C. tired.
- D. cheerful.

B

40. When Tanisha sees Jon in the cafeteria, he is ...

- A. studying intently.
- ~~B.~~ watching a football game on TV.
- ~~C.~~ waiting for her.
- D. looking at nothing in particular.

A

41. Tanisha decides against having the pie because she ...

- A. rarely eats deserts.
- B. has gained weight.
- C. is on a strict diet.
- D. only wants coffee.

B



Which words go in the gaps between lines 32 and 39? Choose the words from the list and write them in the boxes below.

- ALREADY BARELY ~~FAST~~ PRETTY WITHOUT
- AND ENTHUSIASTICALLY ~~GLUMLY~~ ~~USING~~ YET

Example: [-X-] and.....

42. ... *is* : .. *already*

43. .. *using*

44. .. *glumly*

45. *fast*



Turn over / Tournez la page / Véase al dorso

TEXT E — THE NIGERIAN IDENTITY

Answer the following questions.

46. What did the Nigerians do to reduce their cultural and linguistic differences?

..They choose English as the official language of Nigeria....

47. Give one reason why English is not used by many Nigerians as a first language.

..exclusive preserve of a small minority of the country's urban elite

48. Which phrase between lines 12 and 18 shows that, when in need, family members ask relatives for money?

Individuals turn to members of the extended family for financial aid and guidance .

49. Why are older people respected in Nigerian society?

Nigeria is a hierarchical society... Age and position earn, even demand, respect .

50. Which word between lines 15 and 21 is closest in meaning to "held in the highest regard"?

.....granted.....



51. From statements A to K, select the five that are true according to text E. Write the appropriate letters in the boxes provided. [5 marks]

- A. *In Nigeria, English is used in many contexts and for many purposes.*
- B. English is spoken in many Nigerian rural areas.
- C. The behaviour of family members affects the reputation of the Nigerian family.
- D. In Nigerian cities, the function of the extended family is not as it used to be.
- E. People rarely use proverbs to communicate in the Nigerian southwest.
- F. Singing is a communication technique in southwest Nigeria.
- G. Humour naturally appears in the conversation of Nigerians in the southwest.
- H. Being candid is not appreciated by Nigerians in the south.
- I. While conversing with others, Nigerians are unaffected by tone.
- J. Nigerians begin a conversation by inquiring about personal matters.
- K. Foreigners are not welcome in the Nigerian family.

- Example: A
- D
- F
- J
- G
- C

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

52. The Nigerian way of life is best described as ...

- A. artistic.
- B. hierarchal. B
- C. harsh.
- D. responsible.

53. According to the text, Nigerians are generally ...

- A. reserved. D
- B. considerate.
- C. serious.
- D. sociable.



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1616

Candidate Marks Report

Series : M13 2013

This candidate's script has been assessed using On-Screen Marking. The marks are therefore not shown on the script itself, but are summarised in the table below.

Centre No :	Assessment Code :	ENGLISH B HL PAPER ONE in ENGLISH
Candidate No :	Component Code :	P1(ENG)TZ0
Candidate Name :		

In the table below 'Total Mark' records the mark scored by this candidate.
'Max Mark' records the Maximum Mark available for the question.

Examiner:	
Paper:	M13abengHP1E0XXXX
Paper Total:	47 / 60
Question	Total Mark / Max Mark
Q1	2 / 2
Q2	1 / 1
Q3	1 / 1
Q4	1 / 1
Q5	1 / 1
Q6	1 / 1
Q7	1 / 1
Q8	1 / 1
Q9	1 / 1
Q10	1 / 1
Q11	1 / 1
Q12	1 / 1
Q13	1 / 1
Q14	0 / 1
Q15	1 / 1
Q16	1 / 1
Q17	1 / 1
Q18	1 / 2
Q19	0 / 1
Q20	0 / 1
Q21	1 / 1
Q22	0 / 1
Q23	1 / 1
Q24	1 / 1
Q25	1 / 1
Q26	1 / 1
Q27	1 / 1
Q28	1 / 1
Q29	1 / 1
Q30	0 / 1

Examiner:	
Q31	1 / 1
Q32	1 / 1
Q33	1 / 1
Q34	1 / 1
Q35	0 / 1
Q36	2 / 2
Q37	1 / 1
Q38	1 / 1
Q39	1 / 1
Q40	1 / 1
Q41	1 / 1
Q42	0 / 1
Q43	1 / 1
Q44	0 / 1
Q45	0 / 1
Q46	1 / 1
Q47	1 / 1
Q48	0 / 1
Q49	1 / 1
Q50	0 / 1
Q51	5 / 5
Q52	0 / 1
Q53	1 / 1



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Portada de las respuestas del alumno del Programa
del Diploma

<p>INGLÉS B</p> <p>NS</p> <p>PRUEBA UNO</p> <p>03 de mayo de 2013 (tarde)</p>
--

Sólo para el supervisor del examen: Alumno ausente (marque con ✖ cuando corresponda)

Alumno	
Sección u opción	Pregunta
Todas	Todas

Instrucciones para el alumno:

- Compruebe los datos en el cuadro que figura arriba. Informe al supervisor del examen si algún dato es incorrecto.
- Anote en la tabla Alumno, que figura a la izquierda, las secciones/opciones y preguntas que haya contestado. Si ha contestado todas las preguntas escriba TODAS.
- En las casillas a continuación, indique el número de cuadernillos de respuesta y hojas de papel milimetrado que se adjuntan a esta portada.
- Utilizando los cordales provistos, adjunte esta portada al anverso de su trabajo y las hojas de papel milimetrado (si corresponde), al reverso.
- No escriba ni sombree ningún código QR en esta portada.

Número de cuadernillos de respuesta adjuntos

Número de hojas de papel milimetrado adjuntas

S 0



2

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

Examination code
Code de l'examen
Código del examen

2	2	1	3	-	2	2	2	5
---	---	---	---	---	---	---	---	---

Friday 3 May 2013 (afternoon)
Vendredi 3 mai 2013 (après-midi)
Viernes 3 de mayo de 2013 (tarde)

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

1 h 30 m

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 boxes provided. Each question is allocated [1 mark] unless otherwise stated.
- The maximum mark for this examination paper is [60 marks].

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 les cases prévues à cet effet. Sauf indication contraire, chaque question vaut [1 point].
- Le nombre maximum de points pour cette épreuve d'examen est [60 points].

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 las casillas provistas. Cada pregunta vale [1 punto] salvo que se indique lo contrario.
- La puntuación máxima para esta prueba de examen es [60 puntos].



0116

15 pages/páginas

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0216

TEXT A — MOVING TO NEW ZEALAND

Answer the following questions.

1. In general, what do people usually look for when choosing the country in which they would like to live? [2 marks]

(a) The usually look for countries which provide the lifestyle they desire. ✓ 1
(b) ~~are~~ And also, the best place you can apply your skills. ✓ 1

2. Which word between lines 1 and 8 is closest in meaning to “desirable”?

The word is “envious” line 6. ✓ 1

3. Mia describes living in Singapore as a “highly organised method of living”. Find one other phrase between lines 10 and 18 which describes the way people live in Singapore.

line 12-13. → where work almost totally dominates your life. ✓ 1



0316

Turn over / Tournez la page / Véase al dorso

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

Example: [-X-]

4. [-4-] 1

5. [-5-] 1

6. [-6-] 1

- A. Is life in New Zealand as interesting as life in Singapore?
- B. *How does the lifestyle in New Zealand compare with your hometown?*
- C. What were your reasons for choosing New Zealand?
- D. Are you expected to work overtime in New Zealand?
- E. What are the differences between your new town and your hometown?
- F. What surprises you in New Zealand?
- G. How cold is your new town compared to your hometown?
- H. What were your reasons for emigrating?



0416

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

Text A promotes [-X-] to New Zealand. The emigrants' testimonies show that those who choose New Zealand as their country of residence enjoy the [-7-], the people's [-8-], and the [-9-] lifestyle. The country is known for its security; however, its major [-10-] is the exorbitant property prices.

- ATMOSPHERE CHEAPNESS LETDOWN RESERVE WARMTH
- ADVANTAGE EMIGRATION PEACEFUL TENSE WEATHER

Example: [-X-] emigration

7. atmosphere
 1

8. warmth
 1

9. peaceful
 1

10. letdown
 1



0516

Turn over / Tournez la page / Véase al dorso

TEXT B — EDUCATOR DREAMS OF CURBING BULLIES

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

Example: Bosak believes that ...

11. By spending time looking for an entrance, young Bosak aimed to ...

12. Teachers did not help Bosak as ...

13. Bosak's book highlights ...

14. Bullying should become ...

- A. avoid being ridiculed by the bullies gathering outside.
- B. **children cannot learn when they are afraid.**
- C. tolerated as little as other unacceptable behaviour.
- D. they did not know she was bullied.
- E. avoid being addressed by those who gathered outside.
- F. children will learn the way she did.
- G. they regarded bullying a normal act.
- H. how desires and aims can be achieved.
- I. the dangers of bullying.
- J. an irresponsible and objectionable act.

Answer the following questions.

15. Which word between lines 7 and 14 is closest in meaning to "non-stop"?

The word is "constant" (l. 11).....

1

16. Which word between lines 15 and 20 is closest in meaning to "confident and firm"?

The word is "assertive" (l. 15).....

1



17. On what will some profits from the book be spent?

Some profits will establish anti-bullying programs in Toronto elementary schools.

✓ 1

18. Which two general types of bullying are mentioned between lines 25 and 29? [2 marks]

- (a) ... psychological damage
- (b) ... physical violence

19. Which word between lines 30 and 32 shows that some actions are more commonly associated with bullying than others?

... self-esteem



0716

Turn over / Tournez la page / Véase al dorso

TEXT C — THE DYING ART OF LETTER WRITING

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: Some of Bellow's letters have been published.

Justification: "A selection of Bellow's huge correspondence, reproduced in a recent issue of the New Yorker"

20. Readers enjoy reading authors' letters.

Justification: "Bellow's letters are a reminder of why writers' letters are often more popular with readers".

Too narrow to accept

0

21. Authors write literary letters with a specific audience in mind.

Justification: "Literary letters have something for everyone".

✓ 1

22. Not only are good letters scholarly, but they are also funny.

Justification: "Scholars get enough scholarly writings".

0

23. Complete documentation of an author's life is an easy task.

Justification: "The idea that we can construct a complete record of a writer has always been unrealistic, but technological advances have rendered it physically impossible, too".

2 correct answers

✓ 1



0816

TRUE FALSE

24. Readers will be negatively affected by the disappearance of literary letters.

Justification: *"...the entire genre of collected writers letters will... have disappeared completely - leaving readers markedly poorer for their loss."* 1

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

Example: swiftly (line 1) B

25. spare (line 3) 1 A

26. witty (line 7) 1 F

27. glimpse (line 9) 1 H

28. revealing (line 19) 1 I

- A. free
- B. smoothly
- C. obscure
- D. main
- E. suddenly
- F. amusing
- G. show
- H. hint
- I. informative
- J. dull

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

29. Emails, as described between lines 17 and 28, are ...

- A. full of text-speak. B
- B. less effective than letters.
- C. less accessible than letters. 1
- D. unnecessarily dull.

30. The author finds using digital devices to read authors' correspondence ...

- A. imaginable. C
- B. funny.
- C. sad. 0
- D. absurd.



0916

Turn over / Tournez la page / Véase al dorso

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: into <u>the writer</u>'s character (line 6)</i>	<i>"the writer"</i>	.....Saul Bellow.....
31. in <u>their</u> attempts to (line 23)	"their"	.....archivists..... <input checked="" type="checkbox"/> 1
32. of their <u>subjects</u> (line 24)	"subjects"	.....writers..... <input checked="" type="checkbox"/> 1
33. natural eloquence, <u>their</u> humor (line 35)	"their"	.....letters..... ^{written by} (Lord Byron) <input checked="" type="checkbox"/> 1
34. but chances are that, by <u>then</u> (lines 38-39)	"then"	.....70 years from now..... <input checked="" type="checkbox"/> 1



1016

TEXT D — ALONE TOGETHER

Answer the following questions.

35. "Tanisha couldn't quite remember the first time she'd taken notice of Jon Chladek" (lines 1 and 2). Which phrase between lines 3 and 11 expresses the same idea?

Jon had ~~been one of them~~, and she'd only gradually come to notice him.

irrelevant 0

36. Other than skin colour, give two physical attributes of Jon. [2 marks]

(a) His height: he wasn't real tall for a guy. ✓ 1

(b) The weight: He "a bit on the overweight side" ✓ 1

37. What does the emphasis on Jon's colour in "pretty nice for a white guy" (line 13) tell us about Tanisha's colour?

She was black, probably ✓ 1



1116

Turn over / Tournez la page / Véase al dorso

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

38. According to the text, many universities in the United States ...

- A. admit international students.
- B. encourage learners to study during Christmas.
- C. close their dormitories during Christmas.
- D. ban students from going home for Christmas.

C

1

39. During her holiday with the family in St. Louis, Tanisha feels ...

- A. bored.
- B. satisfied.
- C. tired.
- D. cheerful.

A

1

40. When Tanisha sees Jon in the cafeteria, he is ...

- A. studying intently.
- B. watching a football game on TV.
- C. waiting for her.
- D. looking at nothing in particular.

D

1

41. Tanisha decides against having the pie because she ...

- A. rarely eats deserts.
- B. has gained weight.
- C. is on a strict diet.
- D. only wants coffee.

B

1



1216

Which words go in the gaps between lines 32 and 39? Choose the words from the list and write them in the boxes below.

- ALREADY BARELY FAST PRETTY WITHOUT
- AND ENTHUSIASTICALLY GLUMLY USING YET

Example: [-X-] and

42. 0

..... *glumly*

43. ✓ 1

..... *without*

44. 0

..... *barely*

45. 0

..... *enthusiastically*



Turn over / Tournez la page / Véase al dorso

TEXT E — THE NIGERIAN IDENTITY

Answer the following questions.

46. What did the Nigerians do to reduce their cultural and linguistic differences?

~~Choosing as the official language of Nigeria.~~
 Choosing the English as the official language of Nigeria.

1

47. Give one reason why English is not used by many Nigerians as a first language.

Because most ethnic groups prefer to communicate in their own language -

1

48. Which phrase between lines 12 and 18 shows that, when in need, family members ask relatives for money?

the family is expected to provide for the welfare of every member.

0

49. Why are older people respected in Nigerian society?

Because ~~age~~ they think ~~or the older people~~ that age confer wisdom.

1

50. Which word between lines 15 and 21 is closest in meaning to "held in the highest regard"?

...The word is regard.....

0



1416

51. From statements A to K, select the five that are true according to text E. Write the appropriate letters in the boxes provided. [5 marks]

- A. *In Nigeria, English is used in many contexts and for many purposes.*
- B. English is spoken in many Nigerian rural areas.
- C. The behaviour of family members affects the reputation of the Nigerian family.
- D. In Nigerian cities, the function of the extended family is not as it used to be.
- E. People rarely use proverbs to communicate in the Nigerian southwest.
- F. Singing is a communication technique in southwest Nigeria.
- G. Humour naturally appears in the conversation of Nigerians in the southwest.
- H. Being candid is not appreciated by Nigerians in the south.
- I. While conversing with others, Nigerians are unaffected by tone.
- J. Nigerians begin a conversation by inquiring about personal matters.
- K. Foreigners are not welcome in the Nigerian family.

Example: A

1 F

1 C

1 D

1 G

1 J

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

52. The Nigerian way of life is best described as ...

- A. artistic. A
- B. hierarchal.
- C. harsh.
- D. responsible.

53. According to the text, Nigerians are generally ...

- A. reserved. D
- B. considerate.
- C. serious. 1
- D. sociable.



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Candidate Marks Report

Series : M13 2013

This candidate's script has been assessed using On-Screen Marking. The marks are therefore not shown on the script itself, but are summarised in the table below.

Centre No :	Assessment Code :	ENGLISH B HL PAPER ONE in ENGLISH
Candidate No :	Component Code :	P1(ENG)TZ0
Candidate Name :		

In the table below 'Total Mark' records the mark scored by this candidate.
'Max Mark' records the Maximum Mark available for the question.

Examiner:	
Paper:	M13abengHP1E0XXXX
Paper Total:	39 / 60
Question	Total Mark / Max Mark
Q1	2 / 2
Q2	1 / 1
Q3	1 / 1
Q4	1 / 1
Q5	1 / 1
Q6	0 / 1
Q7	1 / 1
Q8	0 / 1
Q9	1 / 1
Q10	1 / 1
Q11	1 / 1
Q12	0 / 1
Q13	0 / 1
Q14	0 / 1
Q15	1 / 1
Q16	1 / 1
Q17	0 / 1
Q18	2 / 2
Q19	0 / 1
Q20	0 / 1
Q21	1 / 1
Q22	0 / 1
Q23	1 / 1
Q24	1 / 1
Q25	1 / 1
Q26	0 / 1
Q27	1 / 1
Q28	0 / 1
Q29	0 / 1
Q30	1 / 1
Q31	1 / 1

Examiner:	
Q32	0 / 1
Q33	0 / 1
Q34	0 / 1
Q35	0 / 1
Q36	2 / 2
Q37	1 / 1
Q38	1 / 1
Q39	1 / 1
Q40	1 / 1
Q41	1 / 1
Q42	1 / 1
Q43	0 / 1
Q44	0 / 1
Q45	0 / 1
Q46	1 / 1
Q47	1 / 1
Q48	0 / 1
Q49	1 / 1
Q50	0 / 1
Q51	5 / 5
Q52	1 / 1
Q53	1 / 1



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Diploma Programme answer cover sheet

<p>ENGLISH B</p> <p>HL</p> <p>PAPER ONE</p> <p>03 May 2013 (afternoon)</p>

Invigilator only: Candidate absent (insert ✖ if applicable)

Candidate	
Section or option	Question
Text A	All
Text B	All
Text C	All
Text D	All
Text E	All

Instructions to the candidate:

- Check the details in the box above. If any detail is incorrect, inform the invigilator of the examination.
- Complete the candidate box (on the left) with the section(s)/option(s) and question(s) answered. If all questions have been answered, state ALL.
- In the boxes below, write down the number of answer booklets and sheets of graph paper attached to this cover sheet.
- Using the string tag provided, attach this cover sheet to the front of your work, with any graph paper attached at the back.
- Do not write on or shade in any QR code on this cover sheet.

Number of answer booklets attached

1

Number of sheets of graph paper attached

--

E 0



2

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

Friday 3 May 2013 (afternoon)
Vendredi 3 mai 2013 (après-midi)
Viernes 3 de mayo de 2013 (tarde)

1 h 30 m

Examination code
Code de l'examen
Código del examen

2	2	1	3	–	2	2	2	5
---	---	---	---	---	---	---	---	---

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

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 boxes provided. Each question is allocated *[1 mark]* unless otherwise stated.
- The maximum mark for this examination paper is *[60 marks]*.

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 les cases prévues à cet effet. Sauf indication contraire, chaque question vaut *[1 point]*.
- Le nombre maximum de points pour cette épreuve d'examen est *[60 points]*.

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 las casillas provistas. Cada pregunta vale *[1 punto]* salvo que se indique lo contrario.
- La puntuación máxima para esta prueba de examen es *[60 puntos]*.



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15 pages/páginas

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Las respuestas que se escriban en
esta página no serán corregidas.



0216

TEXT A — MOVING TO NEW ZEALAND

Answer the following questions.

- 1. In general, what do people usually look for when choosing the country in which they would like to live? Accept [2 marks]

(a) which country will provide the lifestyle you desire ✓ 1

(b) where to apply your skills ✓ 1

- 2. Which word between lines 1 and 8 is closest in meaning to “desirable”?

.....“envious”.....(l. 6).....
✓ 1

- 3. Mia describes living in Singapore as a “highly organised method of living”. Find **one** other phrase between lines 10 and 18 which describes the way people live in Singapore.

..work..almost..totally..dominates..your..life.....
✓ 1



0316

Turn over / Tournez la page / Véase al dorso

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

Example: [-X-]

4. [-4-]

- A. Is life in New Zealand as interesting as life in Singapore?
- B. *How does the lifestyle in New Zealand compare with your hometown?*

5. [-5-]

- C. What were your reasons for choosing New Zealand?
- D. Are you expected to work overtime in New Zealand?

6. [-6-]

- E. What are the differences between your new town and your hometown?
- F. What surprises you in New Zealand?
- G. How cold is your new town compared to your hometown?
- H. What were your reasons for emigrating?



0416

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

Text A promotes [-X-] to New Zealand. The emigrants' testimonies show that those who choose New Zealand as their country of residence enjoy the [-7-], the people's [-8-], and the [-9-] lifestyle. The country is known for its security; however, its major [-10-] is the exorbitant property prices.

- ATMOSPHERE CHEAPNESS LETDOWN RESERVE WARMTH
- ADVANTAGE EMIGRATION PEACEFUL TENSE WEATHER

Example: [-X-] emigration.....

7. atmosphere.....

1

8. cheapness.....

0

9. peaceful.....

1

10. let down.....

1



0516

Turn over / Tournez la page / Véase al dorso

TEXT B — EDUCATOR DREAMS OF CURBING BULLIES

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

Example: Bosak believes that ... **B**

11. By spending time looking for an entrance, young Bosak aimed to ... **1** **A**

12. Teachers did not help Bosak as ... **0** **D**

13. Bosak’s book highlights ... **0** **A**

14. Bullying should become ... **0** **S**

- A.** avoid being ridiculed by the bullies gathering outside.
- B.** children cannot learn when they are afraid.
- C.** tolerated as little as other unacceptable behaviour.
- D.** they did not know she was bullied.
- E.** avoid being addressed by those who gathered outside.
- F.** children will learn the way she did.
- G.** they regarded bullying a normal act.
- H.** how desires and aims can be achieved.
- I.** the dangers of bullying.
- J.** an irresponsible and objectionable act.

Answer the following questions.

15. Which word between lines 7 and 14 is closest in meaning to “non-stop”?

..... constant.....

1

16. Which word between lines 15 and 20 is closest in meaning to “confident and firm”?

..... asertive.....

1



17. On what will some profits from the book be spent?

Anti-bullying programs in Toronto elementary schools

establishing is essential

18. Which two general types of bullying are mentioned between lines 25 and 29? [2 marks]

(a) .. verbal assault 1

(b) ... physical violence 1

19. Which word between lines 30 and 32 shows that some actions are more commonly associated with bullying than others?

... "impinges" l. 31



0716

Turn over / Tournez la page / Véase al dorso

TEXT C — THE DYING ART OF LETTER WRITING

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: Some of Bellow's letters have been published.

Justification: "A selection of Bellow's huge correspondence, reproduced in a recent issue of the New Yorker"

20. Readers enjoy reading authors' letters.

Justification: Bellow's letter are a reminder of why writer's letter often prove so popular with readers"

21. Authors write literary letters with a specific audience in mind.

Justification: "Literary letters have something for everyone!"

22. Not only are good letters scholarly, but they are also funny.

Justification: "Letter can be revealing, friendly, humorous!"

23. Complete documentation of an author's life is an easy task.

Justification: "Construct a complete record of a writer has always been unrealistic"



TRUE FALSE

24. Readers will be negatively affected by the disappearance of literary letters.

Justification: .."leaving readers markedly... poorer... for their... loss"...

1

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

Example: swiftly (line 1) B

25. spare (line 3) 1 A

26. witty (line 7) 0 E

27. glimpse (line 9) 1 H

28. revealing (line 19) 0 F

- ~~A.~~ free
- B. smoothly
- C. obscure
- D. main
- ~~E.~~ suddenly
- ~~F.~~ amusing
- G. show
- ~~H.~~ hint
- I. informative
- J. dull

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

29. Emails, as described between lines 17 and 28, are ...

- A. full of text-speak. C
- B. less effective than letters.
- C. less accessible than letters. 0
- D. unnecessarily dull.

30. The author finds using digital devices to read authors' correspondence ...

- A. imaginable. N
- B. funny.
- C. sad. 1
- D. absurd.



0916

Turn over / Tournez la page / Véase al dorso

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: into <u>the writer</u>'s character (line 6)</i>	<i>"the writer"</i>	.....Saul Bellow.....
31. in <u>their</u> attempts to (line 23)	"their"	to the literary archivists ✓ 1
32. of their <u>subjects</u> (line 24)	"subjects"	digital expert 0
33. natural eloquence, <u>their</u> humor (line 35)	"their"	Letters 0
34. but chances are that, by <u>then</u> (lines 38–39)	"then"	clances 0



TEXT D — ALONE TOGETHER

Answer the following questions.

35. "Tanisha couldn't quite remember the first time she'd taken notice of Jon Chladek" (lines 1 and 2). Which phrase between lines 3 and 11 expresses the same idea?

Jon had been one of them... and she'd only gradually come to notice him. 0

36. Other than skin colour, give two physical attributes of Jon. [2 marks]

(a) ..He wasn't real tall for a guy. ✓ 1
(b) ..He was a bit on the overweight side. ✓ 1

37. What does the emphasis on Jon's colour in "pretty nice for a white guy" (line 13) tell us about Tanisha's colour?

...That she is a black girl. ✓ 1



1116

Turn over / Tournez la page / Véase al dorso

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

38. According to the text, many universities in the United States ...

- ~~A~~ admit international students.
 - ~~B~~ encourage learners to study during Christmas.
 - ~~C~~ close their dormitories during Christmas.
 - ~~D~~ ban students from going home for Christmas.
- C**
- 1**

39. During her holiday with the family in St. Louis, Tanisha feels ...

- A. bored.
 - ~~B~~ satisfied.
 - C. tired.
 - D. cheerful.
- A**
- 1**

40. When Tanisha sees Jon in the cafeteria, he is ...

- A. studying intently.
 - ~~B~~ watching a football game on TV.
 - ~~C~~ waiting for her.
 - D. looking at nothing in particular.
- D**
- 1**

41. Tanisha decides against having the pie because she ...

- A. rarely eats deserts.
 - B. has gained weight.
 - C. is on a strict diet.
 - D. only wants coffee.
- B**
- 1**



1216

Which words go in the gaps between lines 32 and 39? Choose the words from the list and write them in the boxes below.

- ALREADY BARELY ~~FAST~~ PRETTY WITHOUT
- AND ENTHUSIASTICALLY ~~GLUMLY~~ ~~USING~~ YET

Example: [-X-] and.....

42. ... already

1

43. ... using

0

44. ... glumly

0

45. ... fast

0



1316

Turn over / Tournez la page / Véase al dorso

TEXT E — THE NIGERIAN IDENTITY

Answer the following questions.

46. What did the Nigerians do to reduce their cultural and linguistic differences?

..They choose English as the official language of Nigeria....
 1

47. Give one reason why English is not used by many Nigerians as a first language.

..exclusive presence of a small minority of the country's urban elite
 1

48. Which phrase between lines 12 and 18 shows that, when in need, family members ask relatives for money?

Individuals turn to members of the extended family for financial aid and guidance.
 0 addition invalidates answer

49. Why are older people respected in Nigerian society?

Nigeria is a hierarchical society... Age and position earn, even demand, respect. 1

50. Which word between lines 15 and 21 is closest in meaning to "held in the highest regard"?

.....granted.....
 0



1416

51. From statements A to K, select the five that are true according to text E. Write the appropriate letters in the boxes provided. [5 marks]

- A. *In Nigeria, English is used in many contexts and for many purposes.*
- B. English is spoken in many Nigerian rural areas.
- C. The behaviour of family members affects the reputation of the Nigerian family.
- D. In Nigerian cities, the function of the extended family is not as it used to be.
- E. People rarely use proverbs to communicate in the Nigerian southwest.
- F. Singing is a communication technique in southwest Nigeria.
- G. Humour naturally appears in the conversation of Nigerians in the southwest.
- H. Being candid is not appreciated by Nigerians in the south.
- I. While conversing with others, Nigerians are unaffected by tone.
- J. Nigerians begin a conversation by inquiring about personal matters.
- K. Foreigners are not welcome in the Nigerian family.

Example: A

1 D

1 F

1 J

1 G

1 C

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

52. The Nigerian way of life is best described as ...

- A. artistic. B
- B. hierarchal.
- C. harsh. 1
- D. responsible.

53. According to the text, Nigerians are generally ...

- A. reserved. J
- B. considerate.
- C. serious. 1
- D. sociable.



1516

Please **do not** write on this page.

Answers written on this page
will not be marked.

Veillez **ne pas** écrire sur cette page.

Les réponses rédigées sur cette page
ne seront pas corrigées.

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Las respuestas que se escriban en
esta página no serán corregidas.



1616

HL Paper 2



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Diploma Programme answer cover sheet

<p>ENGLISH B</p> <p>HL</p> <p>PAPER TWO</p> <p>03 May 2013 (afternoon)</p>

Invigilator only: Candidate absent (insert ✕ if applicable)

Candidate	
Section or option	Question
A	5
B	6

Instructions to the candidate:

- Check the details in the box above. If any detail is incorrect, inform the invigilator of the examination.
- Complete the candidate box (on the left) with the section(s)/option(s) and question(s) answered. If all questions have been answered, state ALL.
- In the boxes below, write down the number of answer booklets and sheets of graph paper attached to this cover sheet.
- Using the string tag provided, attach this cover sheet to the front of your work, with any graph paper attached at the back.
- Do not write on or shade in any QR code on this cover sheet.

Number of answer booklets attached

Number of sheets of graph paper attached

E 0

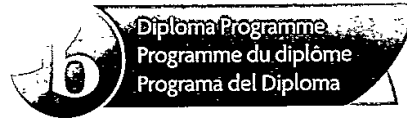


2

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**ANSWER BOOKLET
LIVRET DE RÉPONSES
CUADERNILLO DE RESPUESTAS**



8 PAGES / PÁGINAS

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

INSTRUCTIONS TO CANDIDATES

- Use black or blue ink.
- Your session number and question numbers must be completed in the format shown below.
- Before you start the examination, write your session number in the boxes above. If you make a mistake, ask your invigilator for a new booklet.
- At the start of each answer to a question, write the question number in the boxes. If you make a mistake, fill in the boxes completely and use the next available boxes, as shown below. Parts of an answer, for example (a), (b), (c), must be written on the lines provided.
- Leave at least one line space between each part of an answer.
- At the end of the examination, attach any additional booklets/graph paper at the end of your script.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

- Rédigez à l'encre noire ou bleue.
- Votre numéro de session et le numéro des questions doivent être inscrits de la manière indiquée dans les exemples ci-dessous.
- Avant de commencer l'examen, inscrivez votre numéro de session dans les cases ci-dessus. Si vous faites une erreur, demandez un autre livret au surveillant.
- Avant de commencer à répondre à une question, écrivez le numéro de cette question dans les cases. Si vous faites une erreur, remplissez complètement ces cases et utilisez les cases suivantes prévues à cet effet, comme indiqué ci-dessous. Les parties de réponses, par exemple (a), (b), (c), doivent être inscrites sur les lignes prévues à cet effet.
- Sautez au moins une ligne entre chaque partie d'une réponse.
- À la fin de l'examen, veuillez joindre tout livret/papier millimétré supplémentaire à la fin de votre copie.

INSTRUCCIONES PARA LOS ALUMNOS

- Utilice tinta negra o azul.
- Su número de convocatoria y los números de las preguntas que responde deben completarse siguiendo el formato que se muestra más abajo.
- Antes de empezar el examen, escriba su número de convocatoria en las casillas de arriba. Si comete un error, pida al supervisor de examen un nuevo cuadernillo de respuestas.
- Escriba el número de la pregunta en las casillas al comienzo de cada respuesta. Si comete un error, rellene las casillas completamente y utilice las siguientes casillas disponibles, como se muestra más abajo. Escriba cada apartado de las respuestas, por ejemplo, (a), (b), (c), en las líneas provistas para ello.
- Deje una línea en blanco entre cada apartado de una respuesta.
- Al final del examen, coloque todas las hojas de papel milimetrado o del cuadernillo de respuestas que se hayan utilizado detrás de su examen.

0 1 0 2 0 3 0 4 0 5 0 6 0 7 0 8 0 9 1 0

If you make a mistake / Si vous faites une erreur / Si comete un error



In the next boxes, write the question number again, for example: /
Dans les cases suivantes, veuillez réécrire le numéro de la question,
par exemple : / En las siguientes casillas, escriba nuevamente el
número de la pregunta, por ejemplo:

0 2



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delicious
recess
temporal
side
recycle
reminds
small
washing
machine

It will change your life!

I have recently interviewed Steve Jobs, the inventor of a domestic robot. * It will have a great impact on our lives. I don't doubt it. ^{conclusion} _{for many reasons}

* After six hard working years, he finally ~~came~~ able to create what will become the ^{most} useful domestic robot. How did he achieve that? Steve Jobs sent a 20 pages survey to 10,000* americans. By doing that, he knew exactly what would bring most benefits to a home. He designed it in a way that it could fit in any closet, yet it is big enough to perform a wide range of activities. What can the robot accomplish? The following:

17

It need to Wash ^{music} your playlist

123

Isn't you bored sometimes that your electronic device often plays the same songs over and over. Well, here it detects the type of music you enjoy as it contains your playlist. Yet, it is like a radio and finds songs you have never heard of.

It organizes ^{integrated} your life

121

~~This~~ Don't you have too many places but not enough time some days? ~~It~~ ^{It} can well, here in the solution! You can enter everything on the robot and their destinations. The robot will then create you a perfect schedule.



for the week.

6.1

Reminders

~~If you ^{are} used to be late and your friends would complain, it won't be the case anymore.~~

05

It will change your life!

I have recently interviewed Stephen Jobs. He is the inventor of the "iDo", which is a domestic robot. He has been working on it for six years and last december Stephen was finally able to present on the BBC news what will become the most useful electronic device.

How was he able to achieve that?

First, he researched what was most needed at a house and what could bring most benefits to someone's life. Accordingly, Stephen sent a 15 pages long survey to 10,000



11^o young adults living in the United States of America. He then knew the advantages that he should include in the robot's services and what to avoid. He also tried to design it in a way that it could fit any closet, yet it is big enough to perform a wide range of activities.

What can the robot accomplish?

15^s Stephen affirmed that after three weeks, the robot will know you by heart and will be able to do the following:

1) Vary your playlist!

Aren't you bored sometimes that your electronic device such as an "iPod" or "mp3" always plays the same songs? Well ~~it~~ detects the type of music you enjoy.

20^o Therefore, it is like ^{the robot} a radio and finds songs you have never heard of. Similar to a

2) It organizes your life

25^o Sometimes you are over load with planes, but don't have enough time to participate in all of them. Here is the solution. You tell the robot every activity you would like to do and the address where it is happening. The robot will then create the perfect schedule for you!

3) Reminders



If you used to be late and your friends would complain, it won't be the case anymore. The robot will tell you 30 minutes before the activity to get ready and specify you what type of event it is. This will assure you to be ~~well~~ dressed and on time.
appropriately

In conclusion, the robot has many advantages to your daily life. I don't hesitate to affirm that it will become the most sell advice in America.

[335] words

~~Is having nothing to eat the worse type of hunger that exists? In my point of view, being unwanted, unloved, uncared for, forgotten by everybody, is a much greater hunger as the stimulus affects mentally.~~
a man's sad condition

Section B

□ 6 Is having nothing to eat the worse type of hunger that exists? In my point of view, being unwanted, unloved, uncared for, forgotten by everybody, is a much greater hunger as the stimulus confirms it.

first of all, it affects you mentally. It feels like the



person is nonexistent. Therefore, she might not even understand the purpose of life. A person is hardly happy if she is forgotten by everybody. This is the reason why many projects in Mexico are taking place where they change the orphanages, where abandoned children go to. They are modified in a way that there are less children, thus, more attention is on each of them.

Second, a person might not be physically hungry, but deep inside of her, she is empty. If a person doesn't receive love, it is harder for her to give love to others. Even if it might seem egocentric or narcissistic, a person needs to feel safe for to be happy in life. For example, she needs to know that even if she made mistakes, someone will still be there to support her.

In conclusion, a person who has nothing to fear has an "easier" solution to suffer less. However, a person who is unloved has hardly to change to fulfill that is emotions easily.

(207) words





A series of horizontal lines spanning the width of the page, intended for handwritten text or notes.



08AB08



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Diploma Programme answer cover sheet

<p>ENGLISH B</p> <p>HL</p> <p>PAPER TWO</p> <p>03 May 2013 (afternoon)</p>

Invigilator only: Candidate absent (insert ✖ if applicable)

Candidate	
Section or option	Question
A	3
B	6

Instructions to the candidate:

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- Do not write on or shade in any QR code on this cover sheet.

Number of answer booklets attached

1
0

Number of sheets of graph paper attached

E 0



1

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0 1 0 2 0 3 0 4 0 5 0 6 0 7 0 8 0 9 1 0

If you make a mistake / Si vous faites une erreur / Si comete un error 

In the next boxes, write the question number again, for example: /
Dans les cases suivantes, veuillez réécrire le numéro de la question,
par exemple : / En las siguientes casillas, escriba nuevamente el
número de la pregunta, por ejemplo:

0 2



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□ 3

Let's overcome stress!

With the coming of the final IB examination, many students in our school become worried and nervous. Well, it is quite normal to become nervous when the examination is coming. But if you are too worried and nervous, you may not do well in the exams. The reason you become worried and nervous is 'stress'. Stress is one of the reasons why many students ^{do not} do well in their exams. In my point of view, it is also the most affective reason why ~~many~~ many students do not do well in their exams.

There are many ^{possible} typical symptoms when you have stress. I think the most typical ~~symptoms~~ ^{possible} one is to go to the ~~to~~ toilet again and again before you take the exam. That's not because you drink too much water before. It's because your stress is so much that the ~~function~~ ^{working} rate of your body becomes a little faster than usual. Another similar example is wheating. It's also because of the faster working rate of your body. This symptom will disappear very soon if you calm down or focuses on the exam you take. But if you keep concentrating on finding the reason of going to the toilet so frequently, the symptom may be worse. So the best treatment of this ^{problem} is to concentrate on other things and calm down.

Another typical symptom caused by stress is the increasing rate of heartbeat. This is more serious than the symptom mentioned on the last paragraph. If your heartbeat rate is becoming faster and faster, you may find it is hard to breathe and you might get a heart attack if you have been in ~~the~~ this condition for a long time. This symptom is hard to disappear and if you think your ~~condition~~ condition



08A802

is very serious, you'd better go to find a psychologist for help.

The reasons of stress is various. Apart from exams, speech competition, football game and too much homework can also be the reasons of stress to students. But stress can be avoided so do not be afraid of it.

To avoid stress, you should think positively of yourself. Believe yourself and you have the ability to do well. Do not always care about what will happen if you fail. Think ~~what you will get if you~~ think more about what you will get if you succeed. Secondly, try to concentrate on the things you are interested in and things can make you happy. It can keep you away from stress and get your power back. Last but not least, take a strict schedule and have rest in time. Try to go to bed before 10 p.m. because your brain need to rest.

If you have done all above, you may keep stress away from you. So dear students, stress is not so terrible as you think ~~and take~~. Please take my advice and let's overcome stress together!

□ 6

What shall we do apart from donating?

Since we were born, we have been always encouraged to donate money to the poor. It's sure that donating is a good thing but is it enough?

Mother Teresa is the most well-known non in ~~the~~ the world. She said: "Being unwanted, unloved, uncared



08AB03

for, forgotten by everybody... is a much greater hunger, a much greater poverty than the person who has nothing to eat". It is really hard to be like Mother Teresa. But it is not very difficult to do what she said.

There are rich ~~poor~~ people and poor people in the world, but poor people always ~~far more~~ have the larger number than the rich people. It is not possible to make all the poor people become rich people, but it is very easy to do something for the poor people.

I heard a story from my grandmother when I was a little girl. There was a young beggar lived in the ~~village~~ village. My grandmother was lived in a small village before she was married. One day, a young beggar came to her house and asked for some money. My grandmother was only 8 years old at that time. She thought she must gave all her pocket money to the young beggar because the young beggar had only one arm. But ~~his~~ her brother ~~stopped~~ ^{sister} her. Her brother said to the beggar: 'If you can move all these bricks from the front yard to the door to the front yard, I will give you 2 yuan.' At that time, 2 yuan ~~can~~ ^{could} buy a lot of things. The young beggar was angry and refused to do so. My grandmother was also very confused. She said: 'Brother, he has only one arm and how can he do this? I can help you ~~if~~ to move these bricks.' Her brother started to move the bricks with only one arm and after about 20 minutes, half of the bricks had been moved. The young beggar was very surprised and he started to move the bricks and he finished moving after half an hour. But he did not take the money. About 20 years later, the young beggar became the most famous ~~is~~ businessman in



08A804

Liaoning province, his name is Liu Zhenhui.

In a word, donating money to the poor is a good thing but it is not enough. When you are donating, you should care about them and make sure what they really need. You should respect them and help them. In my grandmother's story, ~~the beggar~~ what the young beggar need is the courage of living instead of money. So it is better to help the poor people to earn their lives instead of just ~~&~~ donating money to them. That's what I think.



08AB05



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A series of horizontal lines for writing, consisting of 25 evenly spaced lines across the page.



Candidate Marks Report

Series : M13 2013

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Candidate No :	Component Code :	P2(ENG)TZ0
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In the table below 'Total Mark' records the mark scored by this candidate.
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Examiner:	
Paper:	M13abengHP2E0XXXX
Paper Total:	32 / 45
Question	Total Mark / Max Mark
Criterion A (a)	7 / 10
Criterion B (a)	7 / 10
Criterion C (a)	4 / 5
Criterion A (b)	7 / 10
Criterion B (b)	7 / 10



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Diploma Programme answer cover sheet

<p>ENGLISH B</p> <p>HL</p> <p>PAPER TWO</p> <p>03 May 2013 (afternoon)</p>

Invigilator only: Candidate absent (insert ✕ if applicable)

Candidate	
Section or option	Question
A	5
B	6

Instructions to the candidate:

- Check the details in the box above. If any detail is incorrect, inform the invigilator of the examination.
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Number of answer booklets attached

Number of sheets of graph paper attached

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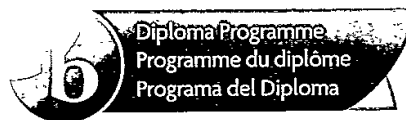


2

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**ANSWER BOOKLET
LIVRET DE RÉPONSES
CUADERNILLO DE RESPUESTAS**



8 PAGES / PÁGINAS

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

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0 1 0 2 0 3 0 4 0 5 0 6 0 7 0 8 0 9 1 0

If you make a mistake / Si vous faites une erreur / Si comete un error



In the next boxes, write the question number again, for example: /
Dans les cases suivantes, veuillez réécrire le numéro de la question,
par exemple : / En las siguientes casillas, escriba nuevamente el
número de la pregunta, por ejemplo:

0 2



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delicious
recess
temporal
side
recycle
It will change your life!
reminds,
small washing
machine

I have recently interviewed Steve Jobs, the inventor of a domestic robot. * It will have a great impact on our lives. I don't doubt it. ^{conclusion} _{for many reasons}

* After six hard working years, he finally ~~came~~ able to create what will become the ^{most} useful domestic robot. How did he achieve that? Steve Jobs sent a 20 pages survey to 10,000* americans. By doing that, he knew exactly what would bring most benefits to a home. He designed it in a way that it could fit in any closet, yet it is big enough to perform a wide range of activities. What can the robot accomplish? The following:

17
* you
edit
We need to Worry ^{music} like your playlist

123 Aren't you bored sometimes that your electronic device often plays the same songs over and over. Well, here it detects the type of music you enjoy as it contains your playlist. Yet, it is like a radio and finds songs you have never heard of.

It organizes ^{integrated} your life

121 ~~This~~ Don't you have too many places, but not enough time some days? ~~to~~ ^{to} ~~then~~ well, here is the solution! You can enter everything on the robot and their destinations. The robot will then create you a perfect schedule



for the week

6.1

Reminders

~~If you ^{are} used to be late and your friends would complain, it won't be the case anymore.~~

05

title

It will change your life!

I have recently interviewed Stephen Jobs. He is the inventor of the "iDo", which is a domestic robot. He has been working on it for six years and last December Stephen was finally able to present on the BBC news what will become the most useful electronic device.

clear INTRO, if simple

How was he able to achieve that?

First, he researched what was most needed at a house and what could bring most benefits to someone's life. Accordingly, Stephen sent a 15 pages long survey to 10,000



11² young adults living in the United States of America. He then knew the advantages that he should include in the robot's services and what to avoid. He also tried to design it in a way that it could fit any closet, yet it is big enough to perform a wide range of activities.

What can the robot accomplish?

15⁵ Stephen affirmed that after three weeks, the robot will know you by heart and will be able to do the following:

reported speech

1¹ 1) Vary your playlist!

Aren't you bored sometimes that your electronic device such as an "iPod" or "mp3" always plays the same songs? Well ~~it~~ detects the type of music you enjoy.

10⁹ Therefore, it ^{the robot} is like a radio and finds songs you have never heard of. Similar to a

2) It organizes your life

reg. minor slips

2³⁶ Sometimes you are overloaded with plans, but don't have enough time to participate in all of them. Here is the solution. You tell the robot every activity you would like to do and the address where it is happening. The robot will then create the perfect schedule for you!

3) Reminders



08AB04

If you used to be late and your friends would complain, it won't be the case anymore. The robot will tell you 30 minutes before the activity to get ready and specify you what type of event it is. This will assure you to be ~~well~~ dressed and on time.
appropriately

In conclusion, the robot has many advantages to your daily life. I don't hesitate to affirm that it will become the most sell advice in America.

[335] words

A: A range of vocabulary is used accurately. There is a fair balance between simple and complex sentences with a few basic errors (e.g. sequence of tenses). However, meaning comes through without posing any strain on the reader. B: Communicates well, in general. Ideas are suitably linked and organised in clear paragraphs. Relevant and meaningful use of sections. However, the explanation of how the domestic robot "will have a great impact on our lives" is quite thin on the ground. C: Generally recognisable as an article: title, subheadings, address to the reader. Register is semi-formal but information presented in a matter-of-fact way.

~~to eat the worse type of
In my point of view, being
and so, forgotten by everybody,
hunger as the stimulus confirms
mean & had effect on~~

Section B

Q 6 Is having nothing to eat the worse type of hunger that exists? In my point of view, being unwanted, unloved, uncared for, forgotten by everybody is a much greater hunger as the stimulus confirms it.
First of all, it affects you mentally. It feels like the



person is unexistent. Therefore, she might not even understand the purpose of life. A person is hardly happy if she is forgotten by everybody. This is the reason why many projects in Mexico are taking place where they change the orphanages, where abandoned children go to. They are modified in a way that there are less children, thus, more attention is on each of them.

Second, a person might not be physically hungry, but deep inside of her, she is empty. If a person doesn't receive love, it is harder for her to give love to others. Even if it might seem egocentric or narcissistic, a person needs to feel safe for to be happy in life for example, she needs to know that even if she made mistakes, someone will still be there to support her.

A bit peripheral to the 'poverty' issue

In conclusion, a person who has nothing to eat has an "easier" solution to suffer less. However, a person who is unloved has hardly to change to fulfill that ~~is~~ emotions easily.

(207) words

A : Overall, good and effective command but regular errors. Range of vocabulary quite accurate. Clear throughout. B : Addresses the main issue, expresses a viewpoint in a reasonably clear and coherent way, but again, the argument is rather thin and not developed in a very convincing way.





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Candidate Marks Report

Series : M13 2013

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Criterion C (a)	3 / 5
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Criterion B (b)	8 / 10



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Diploma Programme answer cover sheet

<p>ENGLISH B</p> <p>HL</p> <p>PAPER TWO</p> <p>03 May 2013 (afternoon)</p>

Invigilator only: Candidate absent (insert ✖ if applicable)

Candidate	
Section or option	Question
A	3
B	6

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Number of answer booklets attached

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Number of sheets of graph paper attached

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1

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**ANSWER BOOKLET
LIVRET DE RÉPONSES
CUADERNILLO DE RESPUESTAS**



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número de la pregunta, por ejemplo:

0 2



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□ 3

Let's overcome stress!

With the coming of the final IB examination, many students in our school become worried and nervous. Well, it is quite normal to become nervous when the examination is coming. But if you are too worried and nervous, you may not do well in the exams. The reason you become worried and nervous is 'stress'. Stress is one of the reasons why many students ^{do not} do well in their exams. In my point of view, it is also the most affective reason why ~~many~~ many students do not do well in their exams.

Quite clear INTRO

symptoms

There are many ^{possible} typical symptoms when you have stress. I think the most typical ~~symptoms~~ one is to go to the ~~to~~ toilet again and again before you take the exam. That's not because you drink too much water before. It's because your stress is so much that the ~~function~~ ^{possible} of your ~~working~~ rate of your body becomes a little faster than usual. Another similar example is ~~urinating~~ ^{urinating}. It's also because of the faster working rate of your body. This symptom will disappear very soon if you calm down or focuses on the exam you take. But if you keep concentrating on finding the reason of going to the toilet so frequently, the symptom may be worse. So the best treatment of this ^{problem} is to concentrate on other things and calm down.

Another typical symptom caused by stress is the increasing rate of heartbeat. This is more serious than the symptom mentioned on the last paragraph. If you heartbeat rate is becoming faster and faster, you may find it is hard to breathe and you might get a heart attack if you have been in ~~the~~ this condition for a long time. This symptom is hard to disappear and if you think your ~~condition~~ condition



08A802

is very serious, you'd better go to find a psychologist for help.

The reasons of stress is various. Apart from exams, speech competition, football game and too much homework can also be the reasons of stress to students. But stress can be avoided so do not be afraid of it.

reasons - underdeveloped

'avoid'

To avoid stress, you should think positively of yourself. Believe yourself and you have the ability to do well. Do not always care about what will happen if you fail. Think ~~what you will get if you~~ think more about what you will get if you succeed. Secondly, try to concentrate on the things you are interested in and things can make you happy. It can keep you away from stress and get your power back. Last but not least, take a strict schedule and have rest in time. Try to go to bed before 10 p.m. because your brain need to rest.

If you have done all above, you may keep stress away from you. So dear students, stress is not so terrible as you think ~~and take~~. Please take my advice and let's overcome stress together!

encouraging, if simple, conclusion

A : Command good, but regular slips, particularly in phrasing and usage, which sometimes obscure meaning a little ... middling range, not always correct ... sentence structure simple, competent
B : covers all three elements (reasons a little rudimentary) ... lucid suggestions, generally ... basic organisation quite clear (PARA could have been more complex to support points)
C : title + basic tone/ approach ... no real elements of 'pamphlet' format, such as bullets, headings

we do apart from donating?
orn, we have been always encouraged
to arrange money to the poor. It's sure that donating
is a good thing but is it enough?

Mother Teresa is the most well-known non in the world. She said: "Being unwanted, + unloved, uncared



08AB03

for, forgotten by everybody... is a much greater hunger, a much greater poverty than the person who has nothing to eat". It is really hard to be like Mother Teresa. But it is not very difficult to do what she said.

There are rich ~~poor~~ people and poor people in the world, but poor people always ~~far more~~ have the larger number than the rich people. It is not possible to make all the poor people become rich people, but it is very easy to do something for the poor people. rather simple range

I heard a story from my grandmother when I was a little girl. ~~There was a young beggar lived in the village.~~ My grandmother was lived in a small village before she was married. One day, a young beggar came to her house and asked for some money. My grandmother was only 8 years old at that time. She thought she must gave all her pocket money to the young beggar because the young beggar had only one arm. But ~~his~~ her brother ~~stopped~~ ^{suggested}. Her brother said to the beggar: 'If you can move all these bricks from the front yard to the door to the front yard, I will give you 2 yuan.' At that time, 2 yuan ~~can~~ ^{could} buy a lot of things. The young beggar was angry and refused to do so. My grandmother was also very confused. She said: 'Brother, he has only one arm and how can he do this? I can help you ~~if~~ to move these bricks.' Her brother started to move the bricks with only one arm and after about 20 minutes, half of the bricks had been moved. The young beggar was very surprised and he started to move the bricks and he finished moving after half an hour. But he did not take the money. About 20 years later, the young beggar became the most famous ~~is~~ businessman in



point of story ? provided later

Liaoning province, his name is Liu Zhenhui.

In a word, donating money to the poor is a good thing but it is not enough. When you are donating, you should care about them and make sure what they really need. You should respect them and help them. In my grandmother's story, ~~the beggar~~ what the young beggar need is the courage of living instead of money. So it is better to help the poor people to earn their lives instead of just ~~&~~ donating money to them. That's what I think.

A : as Section A - clear enough, but range a little basic + some blurs in meaning
B : example of 'personal experience' (grandmother's story) used effectively - a bit long, but presents a clear point of view responding with some relevance to the stimulus



08AB05



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A series of horizontal lines for writing, consisting of 25 evenly spaced lines across the page.



HL Written Assignment

Language Acquisition/Written Assignment

Rationale:

This written assignment is based on William Golding's *Lord of the Flies*, which depicts the conundrum faced by a group of young boys fighting for survival on a deserted island when their plane horribly crashed. Ralph, the tragic protagonist, assumes leadership and tries to lead the boys in a way that he deems acceptable, but is harshly opposed by Jack, who dictates the majority of the boys to submit to their innermost, savage instincts.

In this task, I will write multiple personal letters sent by Ralph, a conflicted, confused and frightened minor undergoing challenges, to an imaginary friend of his whom I shall invent for the purposes of this piece, assuming Ralph happened upon some paper and a functional pen that flew away from the plane as it shattered into pieces. The aim is to show the effect of the surrounding environment and situation on individuals' priorities, behavior and emotional state over time.

Personal letters allow us to vent feelings to close friends and ask for solutions; here I can elaborate on the circumstances and difficulties Ralph had to compromise with to survive on the island, and how such conditions transformed the boys in their quest to adapt, from his point of view. Ralph has resorted to writing these letters – despite knowing they will never reach his friend – in attempts to feel some lingering connection to the world he came from; hence, the letters are closer in style to that of a diary.

Rationale word count: 243

Task:

February 1952

Dear Mason,

It's been a few days since crashing. Everything was fine and dandy without adults. Still is. We swim whenever we want, without some old hag screeching about having to use the shower directly afterwards. No showers here anyways. No real food either. Just crabs, and weird-looking fruit dripping sticky liquid on your arms. Creepers that scratch you whenever you relieve yourself. We burned the forest the moment we arrived.

Ugh.

I don't want to be here anymore. I'm so terrified of what'll happen if I go against the rules... what rules? No adults here anyways! Hah, I get to make the rules now. But what use is it? I got to be a leader, but I'm no adult. And this isn't some 'King of the Castle' game where, should I lose, you comfort me and we go home. If I do not – cannot – hold onto peace, then... we, too, shall die... Oh God, I don't want to die. I have to get the boys together! But... what should I do?

February 1952

Dear Mason,

I don't know how long I've been here. I don't know what today is. I'm assuming we haven't been here long enough for the month of love to pass. Perhaps because I'm under the impression that everyone is getting closer by facing all our hardships together. You'd like the boys here. There's even Roger – he was so introverted when we first assembled, but now he's much more open with us! If only he'd have opened up in a nicer way... him and Jack bullying the littluns and making people hunt puts me in situations I don't want to be in. I need to chase after the guys to make sure they help build shelters and keep the signal fire going so we can return home... to you.

March 1952

Dear Mason,

I'm assuming the month of love is over. Everyone's fighting now. Like a wild pack of uncivilized, rabid wolves. It infuriates me; I want to punch the living crap out of – no. I must not give in to the same primitiveness seizing my new friends. As leader, it's my responsibility to fight this! But by God, this is almost too overwhelming to bear. The boys constantly fight amongst themselves, and no longer listen to any rule or plan I set forth; it makes me feel like simply giving up at times. There're beasts too...

Bloody hell! The only flicker of hope for our rescue floated past today, but the damned mutts let the fire go out, and went hunting – *hunting* – when we really don't need – I mean, we've been surviving on meat from sea creatures and fruit, right? Albeit that pig was yummy... NO. Stop it. No no no. It was so wrong. Wrong to kill an innocent pig, just trying to live... kind of like us. But we're not as innocent. We – no. They, Jack and his hunters – killed it.

1952

Dear Mason,

I've lost track of everything... time, people, leadership... What does a leader do? What should I do? What's Jack doing? What're you doing? Why's it come to this? Forget being salvaged from this living, bloody hell. If introverted Roger became a murderer, if intelligent Piggy is gone, if caring Simon is out, if adults out there are too busy killing each other to care... how'll life go on? You and I just need to stay alive. But I'm all alone here... These mutts think straight no more. Shelters? Toilets? Conch? It's all over... Simon? Piggy? They're both over... dead. Civilization? Innocence? Order? Democracy? It's all over...

Task word count: 599

Page 4 of 5

Reference

Golding, William. *Lord of the Flies*. Penguin, 1999. Print.

Rationale

I chose to imagine a written letter to Gerald Croft from Eva Smith because I wanted to show a possibility that wasn't shown in the book. This issue is the mutual love of these two individuals from two different social classes. I also think that in the book Eva Smith's point of view is not depicted. Even if she was the protagonist, the author J.B Priestley shows a balance instead of an emphasis of the effects of her coming into the life of the other characters and the effect of they also had on her life. That's why I chose to write a letter from her to the person who affected her the most as it underlines the personal side and her emotions. I gave Eva Smith an elegant style of writing so that her letter would impress Gerald Croft. The letter may have changed the outcome of the narrative had Croft received it.

Eva felt like a second wheel, like a plaything for Croft. She was entirely dependent on him when she found the correspondence between Croft and Sheila. She writes with fright due to the betrayal of his affection and realizes that he was only passing time and that he did not consider himself to be in a serious relationship with her.

A letter from Eva smith to Gerald

33 Duffus Road,
Brumley

August 12th 1910

Dear Mr. Croft,

When you will have found this letter I will probably already be on my way travelling by train far away. I am taking the train from Brumley to Croydon. I heard there is some work to be had over there. I don't want to weigh you down any longer even if you promised to support me. I don't want your money anymore.
You lied to me.

I used to call you Gerald... but I actually see today that I don't know you, I never did and I never will. That's why I am not comfortable to call you Gerald but prefer Mr. Croft as you noticed at the beginning of the letter.

We had a wonderful love story. You found me in a broken place with a broken soul, and there I fell in love with you. The moment you laid your eyes on me I was yours. You brought me back to your place at the exact moment that you understood that I was in the need of a roof to sleep under ,an empty stomach that needed to be filled and a heart that

needed to loved , you saw my pain. Without any hesitation you did all of this and you didn't even ask something in return for it. You were the kindest of them all.

It's the best I could ever have and ever ask for. Those few months by your side were simply and truly perfect. Waking up to a man like you wasn't imaginable for a lady like me. So in a certain way I will always love you, but on the other hand I will never fall in love with someone else like I did with you, and that makes me hate you. As I remember before you lied to me, you said I was the one of your dreams, the only one. You said that we would get married, and move to France to the town of Saint Amour where you once took me as a surprise. We would have had a mansion with an elaborate beautiful library of ancient books and I would have spent my time there filling my heart and mind with words of long ago. We would have had children, and we would have been blissful. The only thing that actually matters in the end is actually being happy.

I am leaving, because you lied to me. I found those letters of yours sent by a certain Sheila Birling from the center of London. I understood through those letters that I wasn't the only one in your heart and from the way she responded to you, I certainly was not the only one who remained spellbound by your words so well said. At first I have to tell you, anger seeped through my mind, then came thoughts and finally only sadness was left. The sadness of a broken heart. One of the other reasons why I am leaving is that I know you will be happier with her and that is probably what hurts more than being lied too. You will be happier because I have a feeling that this young lady is wealthier, has an excellent education and is of good society, That is more than what I have to offer you. I don't know this Miss Birling of course. But I feel like you will be in a better situation with than with me.

I will probably never see you again and it's better this way. I will always love you,

Your beloved,

Eva Smith

Candidate Marks Report

Series : M15 2015

This candidate's script has been assessed using On-Screen Marking. The marks are therefore not shown on the script itself, but are summarised in the table below.

Centre No :	Assessment Code :	ENGLISH B HL WRITTEN ASSIGNMENT in ENGLISH
Candidate No :	Component Code :	WA(ENG)TZ0
Candidate Name :		

In the table below 'Total Mark' records the mark scored by this candidate.
'Max Mark' records the Maximum Mark available for the question.

Examiner:	
Paper:	M15abengHWAE0XXXX
Paper Total:	18 / 24
Question	Total Mark / Max Mark
Criterion A	5 / 10
Criterion B	5 / 6
Criterion C	8 / 8

SEEN

Language Acquisition/Written Assignment

Rationale:

This written assignment is based on William Golding's *Lord of the Flies*, which depicts the conundrum faced by a group of young boys fighting for survival on a deserted island when their plane horribly crashed. Ralph, the tragic protagonist, assumes leadership and tries to lead the boys in a way that he deems acceptable, but is harshly opposed by Jack, who dictates the majority of the boys to submit to their innermost, savage instincts.

In this task, I will write multiple personal letters sent by Ralph, a conflicted, confused and frightened minor undergoing challenges, to an imaginary friend of his whom I shall invent for the purposes of this piece, assuming Ralph happened upon some paper and a functional pen that flew away from the plane as it shattered into pieces. The aim is to show the effect of the surrounding environment and situation on individuals' priorities, behavior and emotional state over time.

too broad

Personal letters allow us to vent feelings to close friends and ask for solutions; here I can elaborate on the circumstances and difficulties Ralph had to compromise with to survive on the island, and how such conditions transformed the boys in their quest to adapt, from his point of view. Ralph has resorted to writing these letters – despite knowing they will never reach his friend – in attempts to feel some lingering connection to the world he came from; hence, the letters are closer in style to that of a diary.

how so?

Broad aim + some explanation of how aim was achieved broad links- border on vagueness

Rationale word count: 243

Task:

February 1952

Dear Mason,

It's been a few days since crashing. Everything was fine and dandy without adults. Still is. We swim whenever we want, without some old hag screeching about having to use the shower directly afterwards. No showers here anyways. No real food either. Just crabs, and weird-looking fruit dripping sticky liquid on your arms. Creepers that scratch you whenever you relieve yourself. We burned the forest the moment we arrived.

not mentioned in rationale

Ugh.

I don't want to be here anymore. I'm so terrified of what'll happen if I go against the rules... what rules? No adults here anyways! Hah, I get to make the rules now. But what use is it? I got to be a leader, but I'm no adult. And this isn't some 'King of the Castle' game where, should I lose, you comfort me and we go home. If I do not – cannot – hold onto peace, then... we, too, shall die... Oh God, I don't want to die. I have to get the boys together! But... what should I do?

signature... those are letters after all

February 1952

Dear Mason,

I don't know how long I've been here. I don't know what today is. I'm assuming we haven't been here long enough for the month of love to pass. Perhaps because I'm under the impression that everyone is getting closer by facing all our hardships together. You'd like the boys here. There's even Roger – he was so introverted when we first assembled, but now he's much more open with us! If only he'd have opened up in a nicer way... him and Jack bullying the littluns and making people hunt puts me in situations I don't want to be in. I need to chase after the guys to make sure they help build shelters and keep the signal fire going so we can return home... to you.

Again, not clearly outlined in the rationale

March 1952

Dear Mason,

I'm assuming the month of love is over. Everyone's fighting now. Like a wild pack of uncivilized, rabid wolves. It infuriates me; I want to punch the living crap out of – no. I must not give in to the same primitiveness seizing my new friends. As leader, it's my responsibility to fight this! But by God, this is almost too overwhelming to bear. The boys constantly fight amongst themselves, and no longer listen to any rule or plan I set forth; it makes me feel like simply giving up at times. There're beasts too...

Bloody hell! The only flicker of hope for our rescue floated past today, but the damned mutts let the fire go out, and went hunting – *hunting* – when we really don't need – I mean, we've been surviving on meat from sea creatures and fruit, right? Albeit that pig was yummy... NO. Stop it. No no no. It was so wrong. Wrong to kill an innocent pig, just trying to live... kind of like us. But we're not as innocent. We – no. They, Jack and his hunters – killed it.

no mention of this in the rationale

1952

Dear Mason,

I've lost track of everything... time, people, leadership... What does a leader do? What should I do? What's Jack doing? What're you doing? Why's it come to this? Forget being salvaged from this living, bloody hell. If introverted Roger became a murderer, if intelligent Piggy is gone, if caring Simon is out, if adults out there are too busy killing each other to care... how'll life go on? You and I just need to stay alive. But I'm all alone here... These mutts think straight no more. Shelters? Toilets? Conch? It's all over... Simon? Piggy? They're both over... dead. Civilization? Innocence? Order? Democracy? It's all over...

Again, not mentioned in rationale. Confusion can be felt though

Task word count: 599

Page 4 of 5

SEEN

Reference

Golding, William. *Lord of the Flies*. Penguin, 1999. Print.

A: A pity candidate does not mention specific links in the rationale. Aim is mentioned and so is how aim was achieved. Task is creative but hardly linked to the lit work as explained in the rationale. Appropriate text type that is applied throughout. B: Coherent and mostly well-developed ideas. C: sophisticated and authentic. Appropriate and effective register and style.

Candidate Marks Report

Series : M15 2015

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Centre No :	Assessment Code :	ENGLISH B HL WRITTEN ASSIGNMENT in ENGLISH
Candidate No :	Component Code :	WA(ENG)TZ0
Candidate Name :		

In the table below 'Total Mark' records the mark scored by this candidate.
'Max Mark' records the Maximum Mark available for the question.

Examiner:	
Paper:	M15abengHWAE0XXXX
Paper Total:	21 / 24
Question	Total Mark / Max Mark
Criterion A	8 / 10
Criterion B	6 / 6
Criterion C	7 / 8

Aim

Rationale

I chose to imagine a written letter to Gerald Croft from Eva Smith because I wanted to show a possibility that wasn't shown in the book. This issue is the mutual love of these two individuals from two different social classes. I also think that in the book Eva Smith's point of view is not depicted. Even if she was the protagonist, the author J.B Priestley shows a

Explanation

balance instead of an emphasis of the effects of her coming into the life of the other characters and the effect of they also had on her life. That's why I chose to write a letter from her to the person who affected her the most as it underlines the personal side and her emotions. I gave Eva Smith an elegant style of writing so that her letter would impress

How aim has been achieved

Gerald Croft. The letter may have changed the outcome of the narrative had Croft received it.

Eva felt like a second wheel, like a plaything for Croft. She was entirely dependent on him when she found the correspondence between Croft and Sheila. She writes with fright due to the betrayal of his affection and realizes that he was only passing time and that he did not consider himself to be in a serious relationship with her.

Explanation... content points

A letter from Eva smith to Gerald

33 Duffus Road,
Brumley

August 12th 1910

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No reference in the rationale want your money anymore.

You lied to me.

I used to call you Gerald... but I actually see today that I don't know you, I never did and I never will. That's why I am not comfortable to call you Gerald but prefer Mr. Croft as you noticed at the beginning of the letter.

No reference in the rationale

we had a wonderful love story. You found me in a broken place with a broken soul, and there I fell in love with you. The moment you laid your eyes on me I was yours. You brought me back to your place at the exact moment that you understood that I was in the need of a roof to sleep under ,an empty stomach that needed to be filled and a heart that

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I will probably never see you again and it's better this way. I will always love you,

Your beloved,

Eva Smith

✓
No reference in the rationale

A: Both the task and the rationale are used well. In the rationale, the student has clearly explained how the task is connected to the literary work but in the task there are elements that are not referred to in the rationale so 'generally connected to the literary work'. The task is creative and the text-type appropriate. The text-type has been applied throughout the task. B: Organised and effectively developed. Well paragraphed and expanded in enough detail. The text flows smoothly. C: Language is appropriate and effective, with some minor errors that do not affect meaning. Effective use of rhetorical devices. Some evidence of sophistication.

HL Internal Assessment





Picture: A child jumps on the waste products used to make poultry feed as she plays in a tannery at Hazaribagh in Dhaka, Bangladesh on October 9, 2012.

TOK Sample

Candidate Marks Report

Series : M15 2015

This candidate's script has been assessed using On-Screen Marking. The marks are therefore not shown on the script itself, but are summarised in the table below.

Centre No :	Assessment Code :	THEORY KNOWL. TK THEORY OF KNOWLEDGE in ENGLISH
Candidate No :	Component Code :	TK(ENG)TZ0
Candidate Name :		

In the table below 'Total Mark' records the mark scored by this candidate.
'Max Mark' records the Maximum Mark available for the question.

Examiner:	
Paper:	M15tokxxTTKE0XXXX
Paper Total:	5 / 10
Question	Total Mark / Max Mark
Total Mark	5 / 10

Automatically generated virtual coversheet for candidate file:
1090A4AC42F9226CE05400144FFB4175.docx

Coursework confirmation

Yes

Declaration

Yes

Title

With reference to two areas of knowledge discuss the way in which shared knowledge can shape personal knowledge.

Word count

1593

With reference to two areas of knowledge discuss the way in which shared knowledge can shape personal knowledge.

Caste system is part of Hindu religion. Whenever I visit my grandparents, I see that they treat the cleaners as untouchables, as they are supposed to be in lowest strata of the caste system. To this day, if someone is born an untouchable in the caste system, that person will be treated as inferior in status. The caste system is set of beliefs, which have been shared over thousands of years and can be placed in the realm of shared knowledge, which is still shaping the personal knowledge of many Hindus in India. The effect of the caste system makes me wonder, in how many ways can the shared knowledge affect the personal knowledge of a person. Knowledge¹ is a justified, true belief shared and acquired by ways of knowing like reason, intuition, language, emotion, and faith. Shared knowledge is highly structured, is systematic in its nature and the product of more than one individual. Personal knowledge is gained through experience, practice and personal involvement. Keeping the caste system in mind, I wonder exactly how does shared knowledge shape personal knowledge. This leads us to the knowledge issue, to what extent does shared knowledge shape personal knowledge. The two areas of knowledge in which this will be discussed are Mathematics and Human Sciences.



not very clear

In mathematics, shared knowledge is the theorems, concepts, and theories that have been published. I take Math Higher Level, and I have always wondered what influences mathematicians when they develop their ideas. Even though mathematics is confined by mathematical logic, it is still immensely creative, and requires its practitioners to have colossal imagination and intuition. These are some of the most dominant ways of knowing in mathematics.

In mathematics, shared knowledge can shape personal knowledge. Sometimes a person's imagination can be inspired by another mathematician's work. This can be best described by the example of Alan Turing². Turing was a British mathematician called by the British Government to help them crack the German cryptosystem called Enigma during the World War 2. Enigma was very intricate, and it changed its way of encrypting words every day. The British Government wanted Turing and several other mathematicians to find out the pattern as soon as they could, and try decrypting as many messages as possible. Alan Turing knew that he could crack Enigma by making a machine. His idea was based on a machine prepared by Polish mathematician named Marian Rejewski. He imagined the improvements he could make to Rejewski's machine and knew he could crack Enigma with it. Eventually he turned that idea into reality, and broke the

¹ "Knowledge in TOK." Theory of Knowledge Guide. January 1, 201. Accessed February 7, 2015. https://ibpublishing.ibo.org/exist/rest/app/tsm.xml?doc=d_0_tok_gui_1304_1_e&part=2&chapter=1.

² "Bombe." Bombe. Accessed February 7, 2015. <http://www.cryptomuseum.com/crypto/bombe/>.

but what was Turing's personal knowledge? just that the code could be broken?- the example is not effective...

Enigma code. Alan Turing stood by his personal knowledge that a machine could be improved to break Enigma, and this personal knowledge was shaped by the shared knowledge of Rejewski's work and Turing's imagination.

Recently when I was re-watching Cosmos, an 80's show by physicist Carl Sagan, I encountered Eratosthenes's discovery. I thought Eratosthenes's discovery could relate to this knowledge issue. During the 200 BC, a mathematician called Eratosthenes calculated the circumference of the Earth. He was able to do it with his intuition, imagination, and limited knowledge of geometry. He knew that he could find the circumference of Earth, and that was part of his personal knowledge. In this example, shared knowledge did shape Eratosthenes's personal knowledge, but not as much as it did in Turing's example.


Alan Turing lived during the 20th Century, and by then shared knowledge in mathematics was well developed, but mathematical shared knowledge was not well developed during Eratosthenes's time. In Alan Turing's example, the ample shared knowledge was available to him, and that is why it was able to immensely shape Turing's personal knowledge. In Eratosthenes's example, there was very limited shared knowledge, and this was the reason why it barely affected the development of his personal knowledge. These examples raise the question, "To what extent does shared knowledge shape personal knowledge depending on the amount of shared knowledge available in mathematics?"

However, we can look at mathematics from different perspectives as well. Eratosthenes's personal belief was more influenced by the ways of knowing than shared knowledge, and Alan Turing's personal knowledge was influenced more by shared knowledge than imagination; and this raises the question, "to what extent are ways of knowing more dominant over shared knowledge in shaping personal knowledge in Mathematics?" Mathematicians can also have tacit personal knowledge, which they cannot explain. Shakuntala Devi is a 20th Century Indian prodigy, who could do complex calculations in minutes³. No one has been able to figure out the scientific reason for her capability, and that is why she only knows her method of doing such calculations, thus it is part of her personal knowledge. Although she did have language and reason as a way of knowing to learn the mathematical language of numbers and mathematical operations, and this is shared knowledge. Her method of doing these calculations is her natural talent, and it was barely shaped by shared knowledge.


It is therefore clear that to some extent, shared knowledge shapes personal knowledge depending on the amount of shared knowledge available, although this is

³ "Shakuntala Devi." The Telegraph. Accessed February 7, 2015.
<http://www.telegraph.co.uk/news/obituaries/10011281/Shakuntala-Devi.html>.

there is a point here about the availability of shared knowledge, but the comparison of examples is not very convincing...

the case for only certain types of personal knowledge. For example, tacit personal knowledge like in the example of Shakuntala Devi is barely shaped by the shared knowledge, even though shared knowledge has been vastly developed. Shakuntala Devi's example shows the effect of shared knowledge on personal knowledge is not always dependent on the amount of shared knowledge available.  better

The knowledge issue can also be evaluated in Human Sciences. Human Sciences studies the biological, social, and cultural aspects of human beings. I chose human sciences to explore why the people conform to the rules of social systems like the caste system.

Social Psychology is a branch of human sciences, dealing with human behavior influenced by other people⁴. Over the years, social psychologists have figured out that if there is compliance amongst society's members brings the most desired traits, cohesion and communication in the society⁵. It is also a common fact that resistance against the social system most probably results in isolation or ridicule. These known facts are a part of the shared knowledge in social psychology. This shared knowledge has shaped our personal knowledge in social psychology. This can be demonstrated by the Asch Lines Experiment⁶. Asch conducted an experiment in which a randomly chosen participant was in a room with eleven other people, who were working with Asch, but the participant was unaware of this. They were told to match two identical lines on two separate cards. The associates of Asch purposefully chose the wrong line, and it turned out that the participant agreed with the majority most of the time. After the experiment, several people said that they chose the wrong line, because they didn't want to be different from the majority, or thought the majority must be right so lost confidence in their own answer. This experiment shows that people copy the behavior of the majority in a social group. The participants know that going with the majority is the right decision, and this is part of their personal knowledge social psychology. This personal knowledge did get shaped by shared knowledge in social psychology. The shared knowledge of how compliance in society benefits the society and shaped the personal knowledge because these people are a part of the society. In my opinion, most successful civilizations have only thrived because there was compliance amongst its population. I think the driving factor that makes the caste system successful is the effect of shared knowledge on personal knowledge in social psychology. 

However, in Psychology there are also cases where personal knowledge is unaffected by the shared knowledge. Psychology is the study of the human mind and

⁴ "Social Psychology | Simply Psychology." Social Psychology | Simply Psychology. Accessed February 7, 2015. <http://www.simplypsychology.org/social-psychology.html>.

⁵ Prinz, Jesse. "Culture and Cognitive Science." Stanford University. November 2, 2011. Accessed February 7, 2015. <http://plato.stanford.edu/entries/culture-cogsci/>.

⁶ "Asch Experiment | Simply Psychology." Asch Experiment | Simply Psychology. Accessed February 7, 2015. <http://www.simplypsychology.org/asch-conformity.html>.

its functions. This claim can be demonstrated by the Sweaty T-Shirt experiment. This was an experiment on how girls react to different T-shirts with different odors. The result was women are more attracted to men that smell similar to their fathers. Women know that men who smell like their fathers are more preferable, but they know this unconsciously. This is tacit psychological personal knowledge, because it is the knowledge of mental behavior. This knowledge is biologically engrained inside a woman. In this case shared knowledge has not shaped the personal knowledge because this knowledge is naturally in women. This example shows that there are also some cases where personal knowledge is unaffected by the shared knowledge. This example also raises the question, "In which ways is personal knowledge unaffected by the shared knowledge"?

Overall shared knowledge can largely or barely shape personal knowledge. As illustrated by Turing and Eratosthenes, for most types of personal knowledge, the effect of shared knowledge on personal knowledge depends on the availability of shared knowledge. Through social psychology, we also saw that human traits learned through experience are often the result of known facts in social psychology which is shared knowledge in the field of social psychology. I think that sometimes personal knowledge should differ from shared knowledge for the evolution of social systems like the reforms in the caste system. Mathematics and psychology also demonstrate that when it comes to tacit and innate personal knowledge, shared knowledge barely or never affects personal knowledge, even if it is vastly available. We also saw through mathematics that sometimes the ways of knowing are more dominant than shared knowledge in shaping someone's personal knowledge. In my opinion for innovation to thrive, we need more people with personal knowledge that is more influenced by the ways of knowing than shared knowledge.

This is a lower-level satisfactory essay. The question appears to be quite well understood, and there is a consistent effort to deal with it. The introduction is good and highly personal. Throughout the essay the examples are well chosen, but they are too often treated in a descriptive rather than analytical fashion. They are discussed somewhat superficially. In the Turing example it is not made clear what Turing's personal knowledge actually was, and rather more detail on Devi's capabilities would have strengthened the support that this example provided to the argument. The two examples for the human sciences are more appropriate and are somewhat better dealt with. Altogether this is an adequate treatment of the prescribed title and merits a mark of 5.

Bibliography

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