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Markscheme Barème de notation Esquema de calificación

November / Novembre / Noviembre 2015

English / Anglais / Inglés B

Higher level
Niveau supérieur
Nivel superior

Paper / Épreuve / Prueba 1

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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, refiéranse 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 — Royal Sydney Golf Club

1. (the stunning) backdrop of the (Rose Bay) Harbour / (the stunning) backdrop of the Rose Bay (Harbour)
2. J
3. H
4. A
5. I
6. making or confirming diary entries
Both "making" and "confirming" are needed for the mark.
7. (is) no longer permitted
*Accept exact phrase only.
Do not accept the whole sentence "The use... permitted." / "no longer" on its own / "permitted" on its own.*
8. (on the) golf practice range
9. C
10. B

Text A: [10]

Text B — What exactly is a soap opera?

11. F
12. A
13. H
14. (they / soap opera storylines) are some of the most inventive (on air)
Accept other words with the same meaning.
Accept: 'each episode ends with a promise for more drama (the following day)' / 'there is not a "neat tie-up of that episode's story"'
15. building the story over time
Do not accept "over time" on its own.
16. by promising more drama
Accept other words with the same meaning.
Accept "each episode ends with a promise for more drama the following day" / there is not a "neat tie-up of that episode's story".
17. quick thinking
Accept other words with the same meaning.
Do not accept "thinking" on its own.
18. (to) tilt their bodies
Do not accept "actors may have to tilt their bodies" / "have to tilt their bodies" / "tilt their bodies in an unnatural manner".
A short phrase is required and "have to" and "unnatural manner" are not relevant here.
19. (leaving us with a) telltale expressive face
20. B
21. C

Text B: [11]

Text C — We still want to share

22. D, F, G, J (*in any order*)
23. "Modern Love" / the David Bowie song
24. we want / wanting to share the experience
Accept "we want to share... out of sight".
25. loneliness
26. technology types
27. (the fact that / because) we are (basically) social animals
28. in the flesh
29. sharing the experience (with others) / watching football with others
Accept other words with the same meaning.
The answer must contain the idea of sharing the experience to receive the mark.
"Being with others" on its own is not sufficient for the mark.
30. odd
31. can learn (much) from grandparents / (their) knowledge / wisdom / experience
Accept other words with the same meaning.
Accept (their) teaching(s) / advice.
32. fragmenting

[4]

Text C: [14]

Text D — The Lake Turkana Wind Power Project

33. B
34. C
35. A
36. J
37. H

NOTE: For the justification in questions 38 to 41, 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.

38. False – (the) site has some of the best wind resources (in Africa)
39. True – (the) wind farm will generate the employment that is so needed in this area
40. False – it is sparsely populated (and occasionally used by nomadic pastoralists).
*Do not accept "occasionally used by nomadic pastoralists" on its own.
The statement refers to "living" there. Whether nomadic pastoralists come or not is irrelevant.*
41. True – (the wind farm) will be unfenced
42. located
43. concluded
44. hoped
45. generated

Text E — Ione's resolutions

46. (the) dancing display / (the) swimming competition
Accept "the dancing display and the swimming competition" since both are correct.
47. (her) father's guide dog
*Do not accept "guide dog" on its own.
"father's" is needed to answer the question clearly.*
48. boredom
Accept other words with the same meaning.
49. he would twist about excitedly on his chair
*Do not accept "he would twist about on his chair" without "excitedly".
Do not accept "excitedly" on its own.*
50. as casually as he could manage
51. trail off
Do not accept "(he) would trail off".
52. (but) she knew that he did mind (really)
53. A
54. C
55. C
56. D
57. B

Text D: [13]

Total: [60]

Text E: [12]



English B – Higher level – Paper 1
Anglais B – Niveau supérieur – Épreuve 1
Inglés B – Nivel superior – Prueba 1

Tuesday 3 November 2015 (morning)
Mardi 3 novembre 2015 (matin)
Martes 3 de noviembre de 2015 (mañana)

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 de [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].

Text A — Royal Sydney Golf Club

Answer the following question.

1. Which phrase in the first paragraph shows that the golf club is near the sea?

.....

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

Example: Members and guests must...

B

2. Any member making a quick visit to the club...

3. Members whose clothes do not meet the rules...

4. The term "smart jeans" in this club...

5. In the Links Room after 6pm men...

- A. does not include extremely faded denim.
- B. wear clothes that meet the standards of the club.
- C. must wear a jacket and a tie.
- D. will have their membership taken away.
- E. includes ripped jeans if they look fashionable.
- F. may have an exception made.
- G. wear a formal outfit at all times.
- H. will not be allowed to play golf.
- I. must wear a jacket.
- J. is still obliged to follow the dress code.



Answer the following questions.

6. What can members use their mobile phones for in the Fitness Centre?

.....

7. Which phrase between lines 20 and 29 shows that members used to be able to use a mobile as a golf GPS device?

.....

8. Where can members take photographs outside the Clubhouse?

.....

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

9. Any member can park in the club car park when...

- A. going to the city after playing golf.
- B. collecting children from a nearby school.
- C. attending a dance at the club.
- D. shopping in a local supermarket.

10. The main aim of the rules of the golf club is to...

- A. limit the freedom of the members.
- B. maintain certain standards of behaviour.
- C. make members dress more formally.
- D. prevent non-members from using the car park.

Text B — What exactly is a soap opera?

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

Example: [- X -] C

11. [- 11 -]

12. [- 12 -]

13. [- 13 -]

- A. How soaps differ from other TV programmes
- B. The type of characters in soaps
- C. **Characteristics**
- D. Life's little problems
- E. Typical ways of finishing a scene
- F. Why the name?
- G. Sponsorship
- H. Demanding skills

Answer the following questions.

14. In what way do soap opera plots attract fans?

.....

15. Which phrase between lines 20 and 27 shows that the plots take place over a long period?

.....

16. How do soap operas encourage the audience to watch the next episode?

.....

17. What skill may soap actors need to show when a scene does not go according to plan?

.....



18. Which short phrase between **lines 28 and 34** shows that actors adapt their posture for "blocking"?

.....

19. One type of tag is a comment that shocks the viewer. What is another?

.....

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

20. The "rooms" in soap operas...
- A. have a lot of windows to provide light.
 - B. suggest the characters have a lot of money.
 - C. have leather furniture because it is comfortable.
 - D. often contain small vases of flowers.
21. This text...
- A. regards soap operas as inferior to other TV dramas.
 - B. views typical fans in a negative light.
 - C. gives a fairly objective account of soap operas.
 - D. argues that soap operas provide the best TV.

Text C — We still want to share

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

- Example: **A**
- A. The cab driver and the writer showed each other they liked the music.**
 - B. The writer preferred "Modern Love" on his iPod to the cab radio.**
 - C. We give importance to the pleasure we have when sharing experiences.**
 - D. Most people still watch TV programmes when they are broadcast.**
 - E. If we cannot see other people, we do not enjoy sharing TV programmes with them.**
 - F. Seeing a famous singer at a concert is not the only reason for going there.**
 - G. For the old, being alone is much more harmful to health than being overweight.**
 - H. Being alone causes the death of old people as much as poverty does.**
 - I. People who sell technological gadgets want us to share real experience.**
 - J. Young Asians are encouraged to spend time with the older generation.**

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: ...so <u>he</u> nudged it up a bit more. (line 4)	"he" the driver
23. ...I had <u>this song</u> on my iPod... (line 6)	"this song"
24. Isn't <u>this</u> also... (lines 18–19)	"this"
25. ...and <u>it</u> is almost... (line 30)	"it"
26. ... <u>who</u> are constantly trying... (line 33)	"who"
27. <u>This</u> is why we should do... (line 35)	"this"



28. Which phrase between lines 11 and 27 is closest in meaning to "in person"?

.....

29. Many people watch football in the pub. What do they prefer to a good view of the screen?

.....

30. Which word between lines 28 and 34 shows that the writer is surprised how deeply loneliness can affect human beings?

.....

31. When the Asian family ethic is put into practice, what do the old give the young?

.....

32. Which word between lines 35 and 40 is closest in meaning to "breaking up"?

.....

Text D — The Lake Turkana Wind Power Project

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

33. Traditional windmills...

- A. were placed in water in the Netherlands.
- B. had two different shafts that were linked.
- C. used computer systems to improve efficiency.
- D. generated electricity in the Netherlands.

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

Example: prominent (line 2)

34. reliable (line 11)

35. approximately (line 12)

36. fully (line 15)

37. unique (line 19)

- A. about
- B. significant
- C. dependable
- D. solid
- E. increasingly
- F. precisely
- G. solitary
- H. distinctive
- I. useful
- J. completely



12EP07



12EP08

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 typical windmill has retained its initial design for many years.

Justification: The traditional windmill has long kept its original concept

38. The wind farm area has winds that are average in Africa.

Justification:

39. The Project will create jobs which this locality lacks.

Justification:

40. A lot of people live around the wind farm.

Justification:

41. There will be no barriers around the wind farm.

Justification:

Which words go in the gaps between **lines 30 and 35**? Choose the words from the list and write them in the boxes provided.

- | | | | | |
|-----------|-----------|----------|-----------|---------------|
| ACHIEVED | GENERATED | HOPED | INSTALLED | NEEDED |
| CONCLUDED | GIVEN | IMAGINED | LOCATED | WONDERED |

Example: [- X -] **needed**

42. [- 42 -]

43. [- 43 -]

44. [- 44 -]

45. [- 45 -]



12EP09



12EP10

Text E — lone's resolutions

Answer the following questions.

46. Name **one** thing that was very important for lone at the end of term.

.....

47. Which phrase between **lines 7 and 15** shows that lone's father is blind?

.....

48. What caused lone to annoy her father's dog?

.....

49. How did lone's father show that he was very interested in an article?

.....

50. Which phrase between **lines 18 and 24** shows that lone's father tried to disguise the fact that he really wanted lone to read to him?

.....

51. Which phrase between **lines 18 and 24** is closest in meaning to "not finishing what you want to say"?

.....

52. Which sentence between **lines 25 and 31** shows that lone was aware of her father's disappointment when she did not read to him before going to school?

.....

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

53. lone...

- A. frequently made resolutions.
- B. made resolutions quite easily.
- C. focused on her resolutions effortlessly.
- D. wanted to make the best possible resolutions.

54. lone's father asked her to read him a paragraph when...

- A. they had breakfast at the same time.
- B. a history journal arrived by post.
- C. a topic really interested him.
- D. the bus came later than usual.

55. lone's father...

- A. told lone what he wanted her to do.
- B. sometimes made lone read to him.
- C. tried not to impose his wishes on lone.
- D. was angry when lone did not read to him.

56. The reasons that lone gave for not reading to her father at breakfast were...

- A. clearly untrue.
- B. most likely true.
- C. entirely convincing.
- D. most likely excuses.

57. The text shows that lone...

- A. did not worry about her resolutions.
- B. was concerned about keeping her resolutions.
- C. made resolutions and then forgot them.
- D. always kept the resolutions she made.



12EP11



12EP12



Text A

English B – Higher level – Paper 1
Anglais B – Niveau supérieur – Épreuve 1
Inglés B – Nivel superior – Prueba 1

Tuesday 3 November 2015 (morning)
Mardi 3 novembre 2015 (matin)
Martes 3 de noviembre de 2015 (mañana)

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.

To access the text, image and logo, please click on <http://www.rsgc.com.au/cms/>. Then click on "Club Rules" to find the text under the following headings: Dress Code; Mobile Phones; Photography; Car Parking.

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Text B

What exactly is a soap opera?

5 Soap opera fans are some of the most loyal and vocal viewers out there, and soap opera storylines are some of the most inventive on air. But while soaps are generally well known for these very characteristics, it is not uncommon for people to wonder, "What exactly is a soap opera?"

[- X -]

10 By definition, soap operas are ongoing works of fiction, and episodic in nature. In laymen's terms, soaps are stories told over an extended period, with different characters featured at different times. It is rare in soaps to have a quick wrap-up of a storyline, and it is even rarer for a story to affect only one or two characters. Most often, a storyline affects several characters, and possibly interconnects with other stories.

[- 11 -]

15 When soap operas began, they were first broadcast on the radio, and soap manufacturers were the shows' sponsors. In time, the name "soap opera" came into use and it has remained ever since.

[- 12 -]

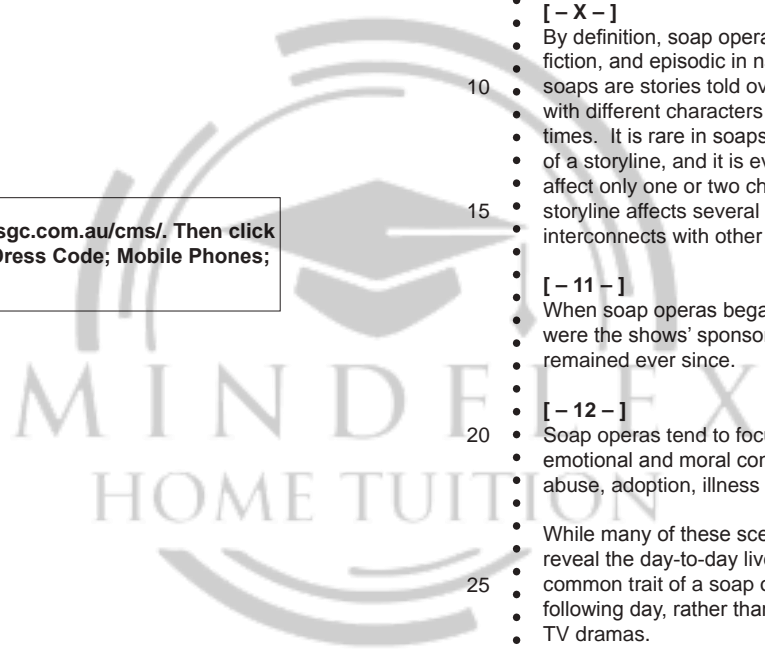
20 Soap operas tend to focus their plots and storylines around family life, personal relationships, emotional and moral conflicts and sometimes newsworthy issues such as teen drinking, drug abuse, adoption, illness and addiction.

25 While many of these scenarios might show up in other TV programmes, soaps are filmed to reveal the day-to-day lives of their characters, building the story over time. Perhaps the most common trait of a soap opera is that each episode ends with a promise for more drama the following day, rather than a neat tie-up of that episode's story as you'd find with other TV dramas.

[- 13 -]

30 Soap actors are some of the most skilled members of the profession as the amount of material they need to memorize is immense and the hours they spend on camera are relentless. Shooting a soap opera often requires quick thinking by the actors when unforeseen events occur. In addition, blocking (the way an actor faces a camera) is slightly unconventional and is contrary to how humans would normally interact. Because their faces are often shown close up to reveal the emotions relevant to the story, actors may have to tilt their bodies in an unnatural manner, which can be rather challenging.

To access the text, image and logo, please click on <http://www.rsgc.com.au/cms/>. Then click on "Club Rules" to find the text under the following headings: Dress Code; Mobile Phones; Photography; Car Parking.



•••••
• **More soap secrets** •

35 • Finally, here are two further aspects typical of soap operas today. Firstly, the "rooms" on a
• soap set are often dark and rich in colour, with stained walls and leather furniture to portray a
• sense of wealth. It is also common to find grand floral displays, glittering chandeliers, crystal
• accessories, and many other fine furnishings. Secondly, the ending of a scene in which an
• actor is shown delivering a staggering line or leaving us with a telltale expressive face is
40 • called a "tag". In the industry, a soap actor is proud when he or she is awarded a tag.
•

• One thing is sure: soap operas will continue to be a popular feature of TV entertainment for
• many years to come.
•

•••••
<http://soaps.about.com/od/soaps101/a/whatsasoap.htm>



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Page vierge
Página en blanco

Text C

We still want to share

I was in the back of a cab at the weekend with the radio playing in the background when "Modern Love", the David Bowie song, came on. The driver nudged the volume up a fraction and glanced in the mirror to see if that was alright by me. I nodded vigorously, so he nudged it up a bit more.

5 We caught each other's eye again in the mirror and smiled as the chords changed. It struck me that I had this song on my iPod, but somehow listening to it in isolation wouldn't have meant nearly as much. It was infinitely better to share it with someone else, even a stranger.

10 I think that this hints at something profound and far too neglected in our nature: the joy of sharing experiences with other people.

15 Yesterday it was reported that 89% of TV is still watched "live". Despite the growth of TV catch-up and mobile devices, the vast majority of us choose to watch our favourite programmes at the same time as everyone else. We want to share the experience, even with people who are out of sight. Isn't this also one of the reasons why live concerts provide such a buzz? It is not just the thrill of seeing, say, Paul McCartney in the flesh; it is also that indescribable, but very human sense of sharing the beat with thousands of others. Isn't that also why so many of us go to the pub to watch football, when we could watch it with a much better view at home?



20 This leads to a further consideration, which explains something else too. Recent research has revealed that loneliness is twice as damaging as obesity when it comes to older people's health, and it is almost as significant a cause of death as poverty.

25 It sounds odd that mere isolation should have such profound effects on our bodies and souls. But what this really tells us is that, contrary to the ideas of technology types who are constantly trying to sell us yet more isolating, dehumanizing gadgets, we are basically social animals.

35 This is why we should do far more to encourage shared experiences. Old age, for example, can be terribly isolating, and that is why I so admire the Asian family ethic, which teaches young people to offer companionship to their elders. This is precious not just for the old, but also for the young, who can learn much from grandparents, uncles and aunts. In an ageing society, and with families fragmenting, the importance of traditions like this cannot be exaggerated.

Text: © News Syndication.

Text D



The Lake Turkana Wind Power Project

Background

Traditional windmills have provided humans with a source of energy for centuries. The Netherlands has played a prominent role in the development of this sector due to its geographical aspects and has reclaimed large areas of land through a complex water management system driven by windmill power.

5 The traditional windmill has long kept its original concept, with a horizontal shaft connected to the wind vanes, which in turn was connected to a vertical shaft through a right-angle transmission. This system has worked well for hundreds of years.

10 It was only towards the end of the 1970s and early 80s that the windmill was seriously developed into modern turbines for generating electricity. Since the early 90s, the developments in wind technology have accelerated. Computer systems have been incorporated to optimize the utilization and efficiency of the turbines.

The Project

15 The Lake Turkana Wind Power Project (LTWP) aims to provide 300 MW of reliable, low-cost wind power to the Kenya national grid, equivalent to approximately 20% of the present installed electricity generating capacity. The Project is of strategic benefit to Kenya, and will be the largest single private investment in Kenya's history. The signing of the financing documents took place in Nairobi on Monday 24 March 2014, and the wind farm will be fully operational at 300 MW by 2016. The wind farm site, covering 40 000 acres (162 km²), is located in Marsabit West County.

20 Not only will this be the largest single wind farm in sub-Saharan Africa, but it will have a reliable source of wind. The site lies between 450 m at the shore of Lake Turkana and 2300 m above sea level at the top of Mt Kulal. The area around the site has a unique geographical phenomenon whereby daily temperature fluctuations generate strong predictable wind streams between Lake Turkana and the desert hinterland.

25 Data collected and analysed since 2007 indicates that the site has some of the best wind resources in Africa, with consistent wind speeds of around 11 meters per second and winds from the same direction all the year round.

The Community

Marsabit West County, where the Project is located, is among the poorest counties in Kenya, and the wind farm will generate the employment that is so needed in this area. The Project site was selected not only for its world-class wind resource but also because it is sparsely populated and occasionally used by nomadic pastoralists. Following the completion of the Project, the wind farm will be unfenced, and this will permit pastoralists to move around the site.

Text E

30 In addition, in order to avoid possible bird contact with the turbines, the much [-X-] wind farm is [-42-] at least 9 km from the shore of Lake Turkana. A 12-month ornithological study has already been [-43-] and annual controls will be carried out in the entire wind farm during the 20 year operations period.

35 It is [-44-] that by mid-2016 this Project will have [-45-] reliable and continuous clean power to satisfy up to 17% of Kenya's total energy needs.

Lake Turkana Wind Power Project. Used with permission.

lone's resolutions

lone always found great difficulty in making resolutions of any sort, even though she did it so often. Firstly she found it hard to keep her mind upon the subject; and secondly, she never knew how high a standard she wished to set for herself. After all, she did not want to be perfectly perfect.

5 She remembered that at the beginning of last term she had resolved three things, and she counted them off again and thought about them.

10 The first had been to do her homework on the night that it was given, neatly and well. This resolution had lasted almost until half-term. After that, she had had to renew it about every second Monday morning until the last week of the term, when she hadn't bothered, since nothing mattered except the dancing display and the swimming competition.

15 The second resolution was not to tease her father's guide dog, who was called Mandy. It was, she soon found, easy enough not to tease Mandy. lone had only fallen into the habit through boredom in any case, and once the first few days of ignoring Mandy were over, lone had decided that the old dog was more of a bore herself than the boredom that had led lone into teasing her in the first place.

The last resolution had been to read to her father whenever she knew that he really wanted her to.

20 lone's father was blind. He was a university professor, who also wrote history books and articles. Whenever any history journals arrived in the early morning post, Professor Muffet would ask lone, over breakfast, to read out the titles of the articles that were in them that month. And if any of them were about Sardinia, or Early Trade Routes, then he would twist about excitedly on his chair, and would say to lone, as casually as he could manage, "If you're not doing anything until the bus comes... perhaps just a paragraph?" Then he would trail off, waiting hopefully for her to reply.

25 Mostly she did read a couple of paragraphs out for him, before it was time to rush off to catch the bus. But sometimes she got up from the breakfast table in a hurry, and said that she had forgotten to feed Mandy or she had some homework to finish before she left.

Then he would smile at her, and say, "Oh well. It can wait. I don't mind. You rush off."

But she knew that he did mind really.

30 So Professor Muffet had to sit all day, wondering what was in the article on his table that he so much wanted to read.

Adapted from *On the Summerhouse Steps* by Anne Fine (Corgi Books, 2006). Used with permission.



Section A

English B – Higher level – Paper 2 Anglais B – Niveau supérieur – Épreuve 2 Inglés B – Nivel superior – Prueba 2

Wednesday 4 November 2015 (afternoon)
 Mercredi 4 novembre 2015 (après-midi)
 Miércoles 4 de noviembre de 2015 (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 : exprimez votre opinion personnelle sur la réflexion fournie. La tâche vaut **[20 points]**.
- Le nombre maximum de points pour cette épreuve d'examen est de **[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]**.

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

1. Cultural diversity

Some important archaeological remains have recently been discovered near your city. Write a proposal to the city council for the creation of a centre that could be used **either** by visitors to enjoy the site **or** by experts to study it.

2. Customs and traditions

Last year you were staying in an English-speaking country when Halloween was celebrated. Write a blog for readers in your country describing the custom of Halloween and saying what you and your friends did on that day.

3. Health

Last summer you worked for an organization that provides healthcare in developing countries. Write an article for your school magazine about what you did and why you feel the work of this organization is important.

4. Leisure

The capital of your country is actively marketing the city to English-speaking tourists and all local schools have been invited to take part in this important venture. Write a promotional pamphlet covering aspects from both the past and the present of the city.

5. Science and technology

You are taking part in a class debate on the motion: "Robots should not be used in factories because they take jobs from people." Write your speech **either** agreeing **or** disagreeing with this motion.

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. Today, limitless information on the internet moves around the world at the click of a mouse. This may seem to provide the answer to every problem but how much of this information is really useful?



**Markscheme
Barème de notation
Esquema de calificación**

November / Novembre / Noviembre 2016

English / Anglais / Inglés B

**Higher level
Niveau supérieur
Nivel superior**

Paper / Épreuve / Prueba 1

