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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



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For questions where short answers are required, the answer must be clear. Do not award the mark if the answer does not make sense or if the additional information makes the answer ambiguous, incorrect or incomprehensible.

2. Allow spelling mistakes so long as they do not hinder comprehension or do not change the sense of the phrase.

3. For true or false questions, candidates may use a tick or a cross to indicate their intended response but usage must be consistent. If a candidate writes two ticks or two crosses for the same answer award **[0]**. If a candidate answers with a cross and a tick for the same answer, mark the tick and ignore the cross.

4. For questions where the candidate has to write a letter in a box (for example, multiple choice questions), if a candidate has written two answers – one in the box and one outside – only mark the answer inside the box.

5. The total number of marks for the question paper is **[60]**.

1. En ce qui concerne les questions pour lesquelles des réponses brèves sont attendues, la réponse donnée doit être claire. N'attribuez pas de points si la réponse n'a aucun sens ou si les informations supplémentaires qu'elle contient la rendent ambiguë, incorrecte ou incompréhensible.

2. Vous pouvez autoriser les fautes d'orthographe tant qu'elles ne nuisent pas à la compréhension ou qu'elles ne changent pas le sens de la phrase.

3. En ce qui concerne les questions de type vrai ou faux, les candidats peuvent cocher ou marquer d'une croix la réponse de leur choix, mais ils doivent rester cohérents. Si un candidat a utilisé deux coches ou deux croix pour la même réponse, attribuez **[0]**. Si un candidat a répondu par une croix et une coche à la même question, prenez en compte la coche et ignorez la croix.

4. En ce qui concerne les questions pour lesquelles le candidat doit écrire une lettre dans une case (par exemple, dans le cas de questions à choix multiple), s'il a donné deux réponses différentes, l'une à l'intérieur de la case et l'autre en-dehors, ne prenez en compte que la réponse qui se situe dans la case.

5. Le nombre total de points pour l'épreuve d'examen est de **[60]**.

1. Las preguntas que requieran una respuesta corta deben responderse con claridad. No otorgue la puntuación si la respuesta no tiene sentido o si la información adicional hace que la respuesta sea ambigua, incorrecta o incomprensible.

2. Permita errores de ortografía siempre y cuando no dificulten la comprensión ni cambien el sentido de la oración.

3. En las preguntas de verdadero o falso, los alumnos podrán indicar la respuesta elegida con un tic o una cruz, pero el uso de los signos debe ser coherente. Si el alumno marca dos tics o dos cruces en la misma respuesta, otorgue la puntuación **[0]**. Si el alumno responde marcando una cruz y un tic en la misma respuesta, puntúe el tic e ignore la cruz.

4. En las preguntas que requieran escribir una letra en una casilla (por ejemplo, en las preguntas de opción múltiple), si el alumno ha escrito dos respuestas (una dentro de la casilla y la otra fuera), puntúe únicamente la respuesta marcada dentro de la casilla.

5. El número total de puntos asignados al cuestionario de examen es **[60]**.

Text A — Smartphones in the Classroom: Technological tool or total distraction

Question	Target answer	Accept	Do not accept	Marks
1.	D, H, I, J	In any order, award [1] for each correct answer.		4
2.	Lead by example	Exact wording only.		1
3.	<ul style="list-style-type: none"> can help improve the quality of students' work they're going to put in that much more work (they're not just impressing me/the teacher,) they've got to impress other students further their understanding they're submitting to a site where everybody has access 	Other wording with the same meaning.	<ul style="list-style-type: none"> can help improve the quality of students students become more competitive because they've got to impress other students 	1
4.	hands-on (learning)	Exact wording only.	<ul style="list-style-type: none"> hands-on (learning) approach hands-on (learning) now 	1
5.	C			1
6.	C			1
7.	A			1
			Total	10

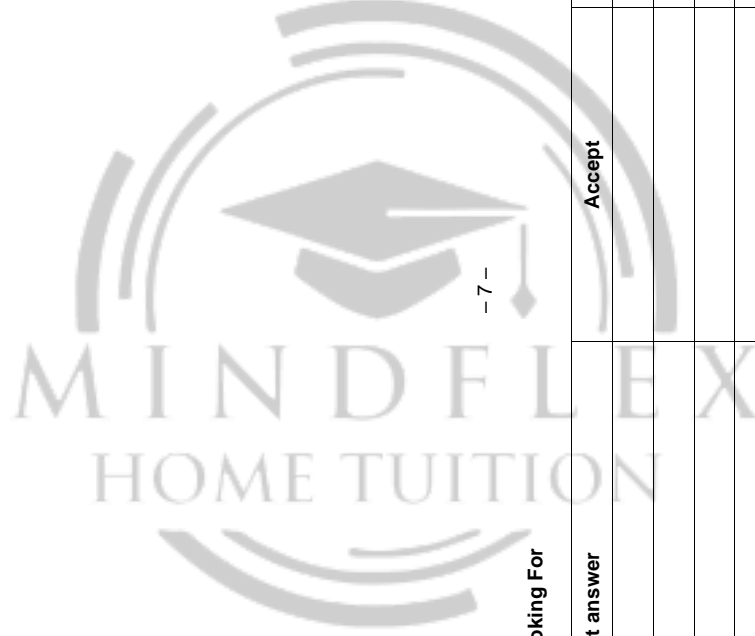
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Text B — Will Hull still be here in 100 years?

Question	Target answer	Accept	Do not accept	Marks
			NOTE: For the justification in questions 8 to 12, 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.	
	False (local) authorities are not taking the crisis (of rising sea levels) seriously		<ul style="list-style-type: none"> The addition of "warned that..." to the target answer. The addition of "..., which could see water rise by over a metre every year" to the target answer. 	1
9.	False (local) councils must get together with the Department for Communities to work on a national plan (on the crisis of climate change)			1
10.	False (However,) science tells us that it is going to be at least double this predicted rise		The addition of "they are planning for a 60 cm rise by 2100" to the target answer.	1
11.	True there is no central intelligence (on this issue)	no central intelligence on this issue	"no central intelligence" on its own	1
12.	True (Dr. Ellis's comments come after it) was predicted earlier this year that hundreds of homes will disappear		The addition of "from the East Yorkshire coast over the next century" to the target answer.	1
13.	more than 200 homes	Exact wording only.	"200 homes" without "more than"	1
14.	(an average of) almost two metres	Exact wording only.	<ul style="list-style-type: none"> "(an average of) two metres" without "almost" almost two metres a year 	1
15.	more than 18 metres (in some places)	more than 18 metres in some cases	"18 metres (in some places)" without "more than"	1
16.	that is much cheaper than protecting them (, according to	it is much cheaper than protecting	<ul style="list-style-type: none"> "That is cheaper than protecting 	1

	experts)	them (, according to experts)	them" without "much" <ul style="list-style-type: none"> coastal erosion "is much cheaper than protecting them (, according to experts)" without "that" or "it" 	
17.	forced to move to a safer area (with no compensation scheme in place)	Exact wording only.	<ul style="list-style-type: none"> "forced to move" without "to a safer area" being forced to move to a safer area (with no compensation scheme in place) 	1
18.	rising temperatures / global warming	climate change	<ul style="list-style-type: none"> melting ice caps and glaciers because of rising temperatures global warming and melting ice caps 	1
19.	D	B		1
20.	B			1
Total				13

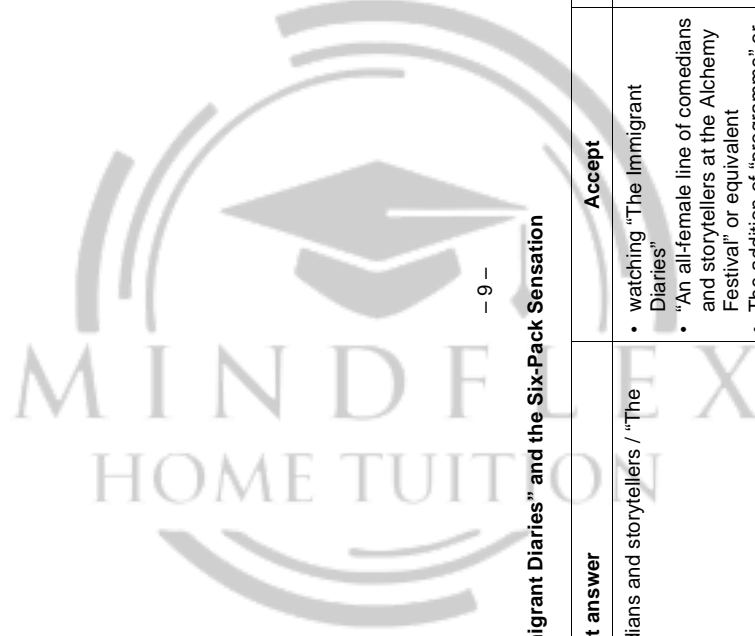
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Quest C — The Gangster We Are All Looking For

Question	Target answer	Accept	Do not accept	Marks
21.	B			1
22.	A			1
23.	C			1
24.	D			1
25.	<p>a</p> <ul style="list-style-type: none"> EITHER (the students at my American school) formed a line (at the edge of the blacktop) OR in a line (, my class walked into a big room, with rows of plastic green mats) (the) loud bell rang (at the end of recess) everyone lay down on a mat (with eyes shut) (eyes shut until we were) given a signal (to open our eyes again) <p>b</p>	Any two from Target answer. In any order, award [1] for each correct answer.	<ul style="list-style-type: none"> Disallow two marks for an answer using the word "line" twice – eg "formed a line" and "in a line" should only receive one mark. "loud bell (at the end of recess)" without "rang" "lay down on a mat (with eyes shut)" without "everyone" 	1
26.	(I always sat up) before he could touch me	Exact wording only.		1
27.	close yourr/her eyes	<ul style="list-style-type: none"> closing yourr/her eyes close/closing (the) eyes 		1
28.	(the white) ceiling	on (the white ceiling)	in (the white) ceiling at (the white) ceiling	1
29.	when I was lying in the fishing boat (on the sea)	<ul style="list-style-type: none"> when she/(the) narrator was lying in the fishing boat (on the sea) when I/she/(the) narrator was lying on the fishing boat 	<ul style="list-style-type: none"> "when she was on the fishing boat" without "lying" "lying on the fishing boat" without "when I/(the) narrator/she was" 	1
30.	(the) thread			1
31.	(a) sleeping body / (a) sleeping student	<ul style="list-style-type: none"> (the) sleeping bodies (of 	<ul style="list-style-type: none"> "student/students" OR 	1

		students) <ul style="list-style-type: none"> • (the) sleeping students • the sleeping student • the sleeping body 	"body/bodies" without "sleeping" <ul style="list-style-type: none"> • children 	
32.	C			1
Total				13



Question 33. Part D — Alchemy Comedy: "The Immigrant Diaries" and the Six-Pack Sensation

Question	Target answer	Accept	Do not accept	Marks
33.	(an) all-female line of comedians and storytellers / "The Immigrant Diaries"	<ul style="list-style-type: none"> • watching "The Immigrant Diaries" • "An all-female line of comedians and storytellers at the Alchemy Festival" or equivalent • The addition of "programme" or "(comedy) show" to the target answer. 	<ul style="list-style-type: none"> • "Alchemy Festival" on its own • Alchemy Festival, an all-female line of comedians and storytellers • The verbatim copying of "One of the most daring programmes of all in the Alchemy Festival was an all-female line of comedians and storytellers." 	1
34.	B			1
35.	E			1
36.	D			1
37.	J			1
38.	all corners	Exact wording only.	<ul style="list-style-type: none"> • all backgrounds • all walks of life 	1
39.	succinct	Exact wording only.		1
40.	trailblazers	Exact wording only.		1
41.	A			1
42.	A			1
43.	D			1
Total				11

Text E — Education: the most powerful investment in our future

Question	Target answer	Accept	Do not accept	Marks
44.	right			1
45.	better health / more OR better education	Other wording with the same meaning, including: <ul style="list-style-type: none"> healthier children are healthier because their mothers went to school children are more educated because their mothers went to school 	<ul style="list-style-type: none"> can put people on a path towards good health healthier children "good" instead of "better" health "health" or "education" without "better" or "more" The verbatim copying of "the benefits of girls' education extend to their own children who are often healthier and more educated because their mothers went to school." 	1
46.	those most denied it through no fault of their own	Other wording with the same meaning.	children from poor families	1
47. a	(So, there is) no time to lose	In any order, award [1] for each correct answer.		1
47. b	(we must) invest today	Exact wording only.		1
48.	I			1
49.	E			1
50.	C			1
51.	A			1
52.	if			1
53.	however			1
54.	similarly			1
				
N16/2/ABENG/HP1/ENG/TZ0/XX/M - 11 -				
55.	despite			1
			Total	13



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

Wednesday 2 November 2016 (morning)
Mercredi 2 novembre 2016 (matin)
Miércoles 2 de noviembre de 2016 (mañana)

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

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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 – Smartphones in the classroom: Technological tool or total distraction

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

Example:

A. Julie Kerr believes students must concentrate more on lessons.

B. Pretty River students were expecting the ban on smartphones.

C. The new rule has had almost no impact on students at Pretty River.

D. Pretty River teachers also comply with the ban.

E. Most teachers in the province agree with the ban.

F. The Toronto District School Board also prohibits smartphones in the classroom.

G. Velisa Anusic is not a great supporter of social media in class.

H. Karanvir Sidhu thinks the ban is illogical.

I. Administrators at Pretty River are confident of success of their policy.

J. Elias Andersen and Kenzi Savill reacted differently to the ban.

Answer the following questions.

2. Which phrase between **lines 13 and 17** indicates that teachers are expected to be role models?

.....

3. Give **one** reason why Velisa Anusic believes technology and social media can help to motivate students.

.....

4. Which short phrase between **lines 30 and 33** indicates Pretty River Academy's current educational approach?

.....



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

5. In **line 5** the phrase "takes away from" is closest in meaning to...
- A. separates.
 - B. postpones.
 - C. distracts.
 - D. misleads.
6. In **line 10**, the phrase "all that jazz" means "all that..."
- A. type of nonsense.
 - B. information.
 - C. kind of thing.
 - D. music.
7. The purpose of this text is to...
- A. report on the banning of smartphones in class.
 - B. defend the use of smartphones in class.
 - C. promote the use of smartphones in class.
 - D. criticise the banning of smartphones in class.

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16EP03



16EP04

Text B — Will Hull still be here in 100 years?

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 city of Hull may disappear.

Justification: **Hull may be wiped off the map.**

8. Local governments are addressing the dangers associated with rising sea levels.

Justification:

9. Local authorities need to come up with their own solutions.

Justification:

10. Scientific predictions are in line with what the local authorities estimate.

Justification:

11. A coordinated plan is not in place.

Justification:

12. Dr Ellis is not the first to predict the danger of coastal erosion.

Justification:

Choose the correct phrases from the text to complete the following sentences. Base your answers on information as it appears in **lines 18 to 38**.

Example: According to Dr Ellis, one inevitable consequence of rising sea levels will be...

..... **moving populations.**

13. The area between Flamborough Head and Spurn Point will lose...

.....

14. Generally, each year the sea advances by...

.....

15. In the worst cases the coastline is disappearing each year by...

.....

16. Many properties will be allowed to fall into the sea because...

.....

17. Affected homeowners will be...

.....

Answer the following question.

18. According to the text, what is the root cause of the increase in sea levels?

.....



16EP05



16EP06

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

19. Which word could best replace the word "rampant" in line 24?

- A. Heartless
- B. Destructive
- C. Unwelcome
- D. Uncontrolled

20. The style of the text can be best described as...

- A. dramatic.
- B. factual.
- C. indifferent.
- D. persuasive.

Text C — The Gangster We Are All Looking For

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

21. The narrator asks herself, "Was that where I had come from?" (line 7) because...

- A. she had no idea where she had been born.
- B. she did not know where her country was in relation to America.
- C. she thought that her country was an island.
- D. she wanted to go back to her home country.

22. On her first day of school, the narrator feels...

- A. self-conscious.
- B. confident.
- C. angry.
- D. discouraged.

23. In lines 15 to 20, the narrator compares herself to her former teacher because...

- A. she also walks with a limp.
- B. she feels she is also in charge of other students.
- C. she is also incapable of joining in.
- D. she is also a great runner.

24. By staring at the ceiling and remembering her daydreams on the boat, what does the narrator wish to achieve?

- A. To relive her experiences on the fishing boat.
- B. To pull an imaginary thread and tear the sky open.
- C. To see patterns in the ceiling to keep herself awake.
- D. To be reunited with her family and home.

Answer the following questions.

25. Find **two** phrases between lines 21 and 24 which indicate that the school day at the narrator's American school is very regimented. [2 marks]

(a)

(b)

26. Which phrase between lines 35 and 39 indicates that the narrator is mistrustful of strangers?

.....



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: ...gave <u>it</u> a spin... (line 4)	"it" the globe
27. <u>That</u> will help (line 26)	"that"
28. ...shapes I saw <u>there</u> ... (lines 27 and 28)	"there"
29. <u>At that time</u> , I thought... (line 30)	"at that time"
30. ...and focus on <u>it</u> ... (lines 32 and 33)	"it"
31. ...touching the star to one after <u>another</u> (lines 37 and 38)	"another"

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

32. The events in this extract...

- A. happen in different places but at the same time.
- B. follow a single timeline from start to finish.
- C. alternate between different time frames.
- D. focus on more than one main character.

Text D — Alchemy Comedy: “The Immigrant Diaries” And The Six-Pack Sensation

Answer the following question.

33. What proved to be “an amazing experience for all” (line 4)?

.....

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

Example: “The Immigrant diaries”...

34. One of the central themes of the evening...

35. The reviewer thought the show...

36. The audience...

37. An impressive quality of the show...

- A. was embarrassing.
- B. concerned cultural identity.
- C. was a series of stand-up performances.
- D. was able to experience a range of emotions.
- E. was surprisingly good.
- F. was its variety.
- G. was able to laugh at themselves.
- H. **was one part of the Alchemy Festival.**
- I. was immigration.
- J. was its uniqueness.

Find the words in the text which mean the following.

Example: social classes (line 33)

..... walks of life

38. different parts (lines 30 to 38)

.....



16EP09



16EP10

39. to the point (lines 30 to 38)

.....

40. innovators (lines 39 to 44)

.....

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

41. The phrase "the bit in between both" (line 17) refers to...

- A. the area where the two cultures overlap.
- B. differences between opinion and reality.
- C. a point of agreement.
- D. different events at the festival.

42. The author gave the title "The Six-Pack Sensation" because...

- A. the audience laughed so hard.
- B. there were six different comedians.
- C. the comedians came from all over Britain.
- D. the audience experienced a variety of emotions.

43. According to the writer, the purpose of the evening of comedy was to...

- A. make fun of attitudes towards immigration.
- B. describe how best to fit into British society.
- C. protest against racism in British society.
- D. make light of contemporary issues in the UK.

Text E — Education: the most powerful investment in our future

Answer the following questions.

44. Which word between **lines 1 and 3** is the closest in meaning to "moral"?

.....

45. According to **lines 4 to 9**, what might the next generation gain by having an educated parent? Give **one** example.

.....

46. According to **lines 4 to 9**, which group of children stand to gain the most from investment in education?

.....

47. Which **two** phrases between **lines 25 and 26** sum up the writer's need for swift and effective action? [2 marks]

(a)

(b)

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

Example: remote (line 8)

- A. well-off
- B. **isolated**
- C. given
- D. productive
- E. just
- F. deserted
- G. charged
- H. suitable
- I. responsible
- J. reasonable

48. accountable (line 13)

49. equitable (line 15)

50. allocated (line 18)

51. prosperous (line 26)



16EP11



16EP12

Which words go in the gaps between **lines 19 and 24**? Choose the words from the list and write them in the boxes provided.

- | | | | | |
|---------|-------------|-------------|-------------|-------------------|
| BECAUSE | DESPITE | FOR EXAMPLE | IF | ON AVERAGE |
| BESIDES | EVEN THOUGH | HOWEVER | IN CONTRAST | SIMILARLY |

Example: [- X -] **on average**

52. [- 52 -]

53. [- 53 -]

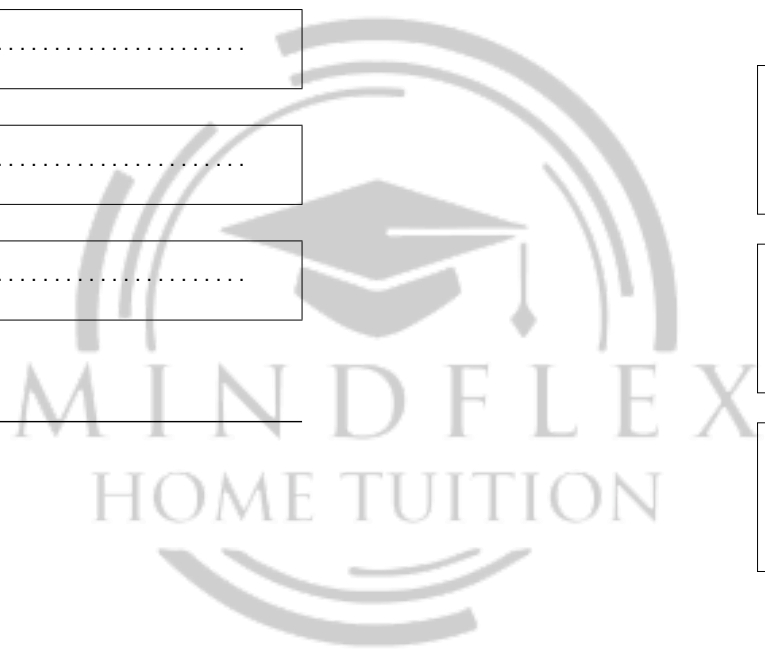
54. [- 54 -]

55. [- 55 -]

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16EP13



16EP14

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16EP15



16EP16



Text A

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

Wednesday 2 November 2016 (morning)
Mercredi 2 novembre 2016 (matin)
Miércoles 2 de noviembre de 2016 (mañana)

1 h 30 m

Text booklet – Instructions to candidates

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- 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.

Smartphones in the classroom: Technological tool or total distraction

TORONTO – Pretty River Academy in Collingwood has banned cellphone use in the classroom.

“It’s a distraction for both staff and students,” said Julie Kerr, head of administration at Pretty River. “As long as texting is going on, it takes away from what they’re supposed to be doing in class.”

Removed for copyright reasons

It was a surprising start to the school year for students. Smartphones are kept in students’ lockers or in a basket until the end of class.

“I miss it. I like texting, Facebook and all that jazz,” said Kenzi Savill, a Grade 12 student at Pretty River. “It’s a big change not to have it. It was shocking. I didn’t realize how much I did check it until they banned it.”

Staff also have to hand in their smartphones which are kept in a basket in the administration office.

“If you don’t lead by example, then it’s not going to work,” said Kerr.

Educators appear to have mixed opinions on whether or not smartphones belong in the classroom.

The Toronto District School Board banned cellphones in classrooms in 2007 but years later reversed the decision.

“They are just part of today’s education system and we need to adapt to it,” said Velisa Anusic, the head of the math department at Castlebrooke Secondary School in Brampton. Anusic believes using technology and social media can help improve the quality of students’ work.

“When they’re submitting work, they’re submitting to a site where everybody has access. Then they’re going to put in more work because they’re not just impressing me, they’ve got to impress 29 other peers,” Anusic said. “I feel like it’s not a crutch; it’s something they use to further their understanding.”

Karanvir Sidhu, a Grade 12 student at Castlebrooke agrees. “If they’re saying ‘prepare for the real world’, why aren’t they letting us use the devices the real world is using?”

30

Officials at Pretty River Academy say they are not worried about students lagging behind technologically. "Our children are still using laptops when needed," said Kerr. "In the classroom, the cellphone was used for distraction purposes only. I think it's more hands-on learning now."

35

Elias Andersen is a Grade 9 student who says that, while he sometimes misses being able to check his phone during class, "Being able to check texts after school and at recess is okay because you don't always need to have your phone on you and be checking texts."

Text B

Adapted from www.globalnews.ca (2014)



Removed for copyright reasons
Please go to: <http://www.dailymail.co.uk/news/article-3101305/Will-Hull-100-years-Experts-warn-rising-sea-levels-wipe-city-map.html>

Text C

The Gangster We Are All Looking For

I was the only Vietnamese student at my school. On the first day of class, the teacher introduced me to the other students by holding a globe in one hand as she gave it a spin with the other, and then pointing with her finger at an S-shaped curve near a body of water.

5

Was that where I had come from?

Removed for copyright reasons

As I stood before them in a dress the color of an Easter egg, with my feet encased in clear plastic sandals, the other students looked at the globe and then back at me again. Some whispered behind their hands. Some just stared.

10

At recess that first day of school, as I stood in the shadow of a big electrical box on the edge of the playground, I missed my older brother. Could he see me standing here? Was he wondering why I wasn't playing with the other children? Wasn't I exactly like our limp-footed schoolmaster in Vietnam? The one who used to stand in the doorway of the schoolhouse and watch his students run up and down the beach yelling,

15

"Hey! Who can run faster than me?"

"Who can jump higher than this?"

"Who can swim past the horizon and back before the end of recess?"

20

When the loud bell rang at the end of recess, the students at my American school formed a line at the edge of the blacktop. In a line, my class walked into a big room with rows of plastic green mats on the floor. Everyone lay down on a mat with eyes shut until we were given a signal to open our eyes again.

25

"Go to sleep now," the teacher would say. "If you can't sleep, close your eyes and try to rest. Close your eyes. That will help."

I lay on the green mat and stared at the white ceiling and studied the shapes I saw there: a chair, a tree trunk, the worried face of an old man, a sliver of moon.

I began to play with the ceiling, a game that I used to play with the sky when I was lying in the fishing boat on the sea. At that time, I thought that everyone and everything I missed was hovering behind the sky. The game involved looking for a

30

Removed for copyright reasons
Please go to: <http://www.dailymail.co.uk/news/article-3101305/Will-Hull-100-years-Experts-warn-rising-sea-levels-wipe-city-map.html>

Text D

seam to the sky, a thread I could pull. I told myself that if I could find the thread and focus on it hard enough with my eyes, I could tear the sky open and my mother, my brother, my grandfather, my flip-flops, my favorite shells, would all fall down to me.

35 Before I could find the thread that would split the ceiling wide open, a student wearing a cape and holding a silver stick with a shiny star at its tip would come around to wake us. The star-holder shuffled quietly among the sleeping bodies, touching the star to one after another. The sleeping students stirred and woke. But when the star-holder came to wake me; I always sat up before he could touch me.

Adapted from lê thi diem thúy, *The Gangster We Are All Looking For* (2004)

Alchemy Comedy: "The Immigrant Diaries" And The Six-Pack Sensation

Chayya Syal
May 27, 2014

One of the most daring programmes of all in the Alchemy Festival was...wait for it...an all-female line of comedians and storytellers. It proved to be an amazing experience for all...

5 We are currently living in a politically charged environment where terms such as unemployment, immigration and ethnic minority are more explosive than a barrel of gunpowder next to a box of lighters. What better way to counter such a tense atmosphere than with a bit of comedy?

Removed for copyright reasons

10 Ticket in tow, I headed down to London's Southbank Centre to watch the "The Immigrant Diaries"; one of many shows and events that form a part of Alchemy – a festival that celebrates South Asian, British Asian culture and the bit in between both!

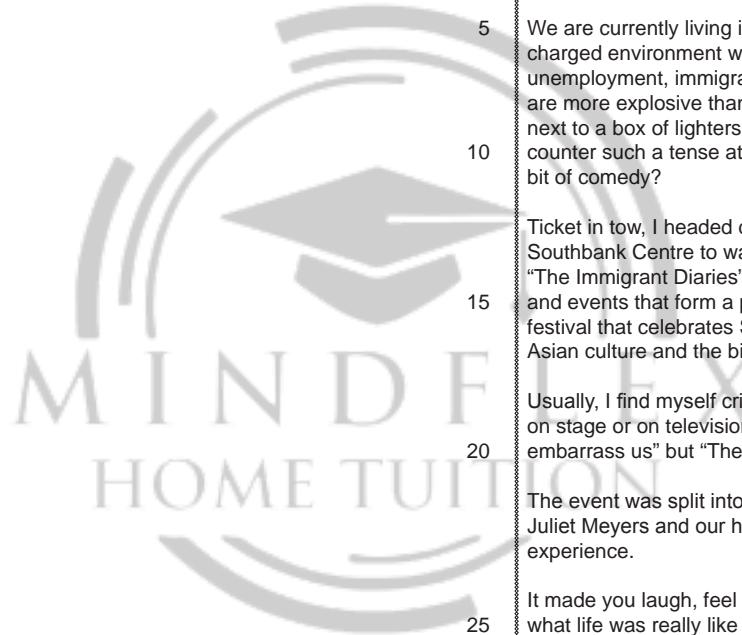
15 Usually, I find myself cringing or wanting to curl up in a ball when I see a fellow South Asian on stage or on television. I usually utter the prayer of: "Don't embarrass us, please don't embarrass us" but "The Immigrant Diaries" was a far cry from this.

20 The event was split into two halves. The first half featured Shobu Kapoor, Shyama Perera, Juliet Meyers and our host Sajeela Kersh. Each told stories of their own British immigrant experience.

25 It made you laugh, feel emotional and put you into deep thought all at once, as all four spoke of what life was really like being an immigrant or being brought up by immigrant parents.

My favourite quote of the night was made by Kersh: "Immigrants keep British culture alive, because they desperately want to 'fit in' with British life. Events like Christmas are an immigrant family's dream come true – it's a chance for them to try and 'fit in' with their fellow neighbours and have something in common."

30 It was nothing like I'd known: an all-female comedian troupe who were confident, intelligent, inspiring and empowering yet original. The audience were extremely engaged and thoroughly enjoyed themselves. They came from all backgrounds, all walks of life and different ethnicities; a true cross section of what London and Great Britain is.



35

The second half moved onto stand-up comedy – this featured some extraordinary talent from all corners of the UK, from Glasgow, Bradford and Coventry down to London.

All four female stand-up comedians were witty, succinct, and came with their own individual style of comedy that made some members of the audience laugh so much that they should have ended up with a six-pack by the end of the night.

40

It was a truly unforgettable night and one that has left me feeling an immense sense of pride, inspiration and encouragement.

These female comedians are trailblazers and I felt so encouraged to see women of a similar background to me on stage and confidently expressing themselves in a novel, humorous and intelligent manner.

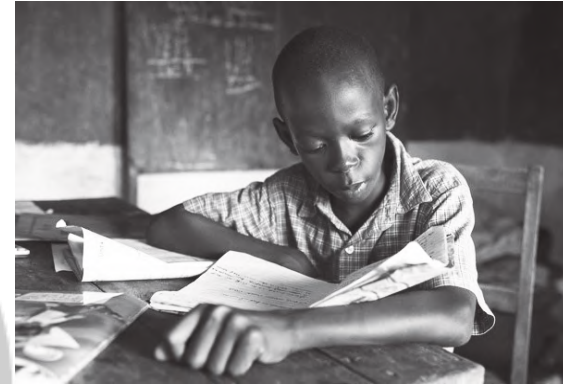
Rating: *** (out of five!)**

By permission <http://www.asianculturevulture.com>

Text E

HOME FEATURES LIFESTYLE TRAVEL MUSIC ABOUT ME CONTACT ME

Education: the most powerful investment in our future



Yoka Brandt

More than two decades of experience in development have shown me how education can make a lasting difference to children's lives. Moreover, investing in education isn't just the right thing to do, it's smart economics.

Education can put people on a path towards good health, empowerment and employment.

5 And the benefits of girls' education extend to their own children who are often healthier and more educated because their mothers went to school.

The children who would most benefit from an education are those most denied it through no fault of their own. Perhaps their families are poor. Perhaps they live in remote areas or belong to nomadic communities.

10 **So, what do we have to do to get more children in school and learning?**

First, we must invest more in education.

Second, we must invest more effectively: in learning; expanding preschool; abolishing school fees; improving learning assessment; and being more accountable to communities for education results.

15 And third, the investment must be more equitable so that the children who are most in need have access to quality learning.

Consider this: on average, in low-income countries, about half of all public education resources are allocated to the 10% of students that are most educated.

20 Evidence shows that, [- X -], each additional year of education boosts a person's income by 10% and increases a country's GDP* by 18%. Some researchers estimate that [- 52 -] every child learned to read, around 170 million fewer people would live in poverty.

[- 53 -], there's an education crisis. Right now, in 2015, more than 120 million children are out of school. [- 54 -], we face a learning crisis. An estimated 130 million children cannot read or count [- 55 -] reaching Grade 4.

25 So, there is no time to lose. Educated children are at the heart of healthy, productive and prosperous societies. If that is the future we want tomorrow, we must invest today.

Adapted from www.blogs.unicef.org (2015)

* GDP: "Gross domestic product" is a measure of a country's total economic activity.

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

Thursday 3 November 2016 (morning)
Jeudi 3 novembre 2016 (matin)
Jueves 3 de noviembre de 2016 (mañana)

1 h 30 m

Instructions to candidates

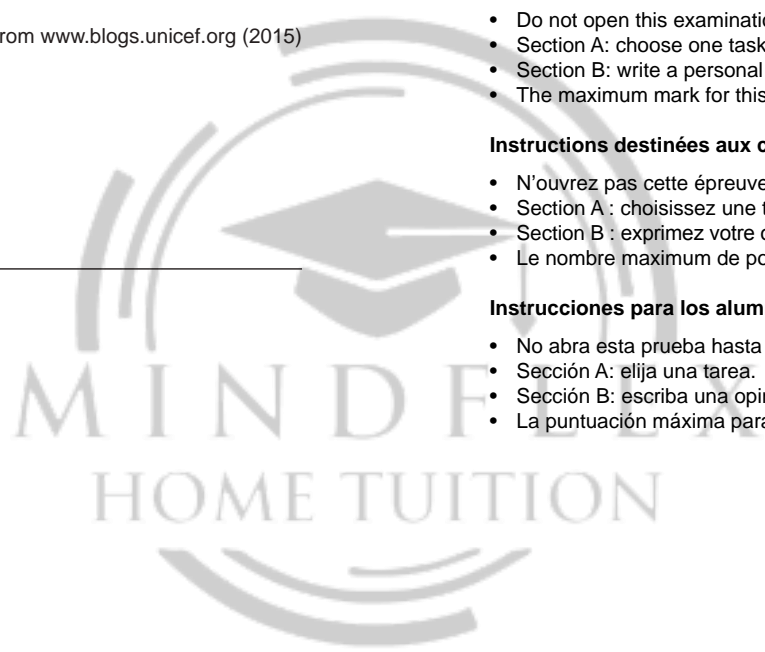
- Do not open this examination paper until instructed to do so.
- Section A: choose one task. Each task is worth **[25 marks]**.
- Section B: write a personal response to the stimulus provided. The task is worth **[20 marks]**.
- The maximum mark for this examination paper is **[45 marks]**.

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]**.



Section A

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

1. Cultural diversity

Your school is to be featured in the next issue of an international education magazine. Write the article that will appear in this magazine, which describes the different ways in which your school assists students who are learners of English to develop their communication skills in this language.

2. Customs and traditions

Social media are changing the ways in which we interact with each other. Write a blog entry describing a recent development in social media and explaining some of the ways it is altering our manners and customs.

3. Health

You are taking part in a class debate on the motion: "Sport is essential to health and happiness". Write the text of your opening speech **either** agreeing **or** disagreeing with this motion.

4. Leisure

You recently attended a fundraising concert at your school at which a former student, now a famous musician, took part. Write a review of the event to be published in your school newspaper.

5. Science and technology

There is a national campaign to lessen the negative impact of humans on the environment. Write a proposal for the school management, suggesting ways in which your school could use technology to reduce its consumption of resources.

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.** "They always say time changes things, but you actually have to change them yourself."

Andy Warhol



Marking notes Remarques pour la notation Notas para la corrección

November / Novembre / Noviembre 2016

English / Anglais / Inglés B

Higher level
Niveau supérieur
Nivel superior

Paper / Épreuve / Prueba 2

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Section A

Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Command of the language is limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	Command of the language is generally adequate, despite many inaccuracies. A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	Command of the language is good and effective. A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	Command of the language is very effective. A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

Clarification

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.

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 errant 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.

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

Criterion B: Message

- How clearly can the student develop and organize relevant ideas?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The message has not been communicated. The ideas are irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
3–4	The message has been partially communicated. The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
5–6	The message has been communicated fairly well. The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
7–8	The message has been communicated well. The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.
9–10	The message has been communicated very well. The ideas are relevant and effective. The development of ideas is coherent and thorough; supporting details are highly appropriate.

Question 1: Cultural diversity

Your school is to be featured in the next issue of an international education magazine. Write the article that will appear in this magazine, which describes the different ways in which your school assists students who are learners of English to develop their communication skills in this language.

3-4	<ul style="list-style-type: none"> mentions no basic information about the school and the language-learning context includes no distinct technique for developing communication skills in English describes the 'way' or 'ways' unclearly and/or superficially uses very few paragraphs and cohesive devices to structure the development of ideas.
5-6	<ul style="list-style-type: none"> mentions a little basic information about the school and the language-learning context includes only one distinct technique for developing communication skills in English; may refer unclearly to others describes the technique vaguely, (perhaps supported with an occasional example) uses a few paragraphs and cohesive devices to structure the development of ideas.
7-8	<ul style="list-style-type: none"> mentions some basic information about the school and the language-learning context includes a couple of distinct techniques for developing communication skills in English; may refer superficially to others describes the techniques fairly clearly, with some detail (perhaps supported with simple examples) uses competently paragraphs and cohesive devices to structure the development of ideas.
9-10	<ul style="list-style-type: none"> mentions relevant basic information about the school and the language-learning context includes three or more distinct techniques for developing communication skills in English describes the techniques lucidly and in detail (perhaps supported with directly relevant examples) uses skilfully paragraphs and cohesive devices to structure the development of ideas.

Question 2: Customs and traditions

Social media are changing the ways in which we interact with each other. Write a blog entry describing a recent development in social media and explaining some of the ways it is altering our manners and customs.

3-4	<ul style="list-style-type: none"> identifies only a trend in social media describes the trend unclearly explains (whether in detail or superficially) only one way in which social relationships ('manners and customs') are affected uses very few paragraphs and cohesive devices to structure the development of ideas.
5-6	<ul style="list-style-type: none"> identifies a general trend more than a development in social media describes the trend vaguely explains superficially only two ways in which social relationships ('manners and customs') are affected uses a few paragraphs and cohesive devices to structure the development of ideas.
7-8	<ul style="list-style-type: none"> identifies a generalised development in social media describes the development reasonably clearly explains in some detail only two ways in which social relationships ('manners and customs') are affected uses competently paragraphs and cohesive devices to structure the development of ideas.
9-10	<ul style="list-style-type: none"> identifies a specific development in social media describes the development clearly and effectively explains in detail at least three ways in which social relationships ('manners and customs') are affected uses skilfully paragraphs and cohesive devices to structure the development of ideas effectively.

Question 3: Health

You are taking part in a class debate on the motion: "Sport is essential to health and happiness". Write the text of your opening speech **either** agreeing **or** disagreeing with this motion.

3-4	<ul style="list-style-type: none"> takes a largely confused or unclear position agreeing or disagreeing with the motion uses no examples to support the argument provides no real explanation of how health and happiness are linked to sport has little or no overall structure of argument uses very few paragraphs and cohesive devices to structure the development of ideas.
5-6	<ul style="list-style-type: none"> takes a vague position agreeing or disagreeing with the motion uses perhaps one example which vaguely supports the argument provides only superficial explanation of how health and happiness are linked to sport has a vague overall structure of argument uses a few paragraphs and cohesive devices to structure the development of ideas.
7-8	<ul style="list-style-type: none"> takes a clear position agreeing or disagreeing with the motion uses simple examples which support the argument provides some explanation of how health and happiness are linked to sport has an overall structure of argument, suggesting a progression of ideas uses competently paragraphs and cohesive devices to structure the development of ideas may mention opposing arguments for rebuttal purposes.
9-10	<ul style="list-style-type: none"> takes a clear and precise position agreeing or disagreeing with the motion uses detailed examples which support the argument provides clear explanation of how health and happiness are linked to sport has a clear overall structure of argument, demonstrating a progression of ideas uses skilfully paragraphs and cohesive devices to structure the development of ideas may use effectively opposing arguments for rebuttal purposes.

Question 4: Leisure

You recently attended a fundraising concert at your school at which a former student, now a famous musician, took part. Write a review of the event to be published in your school newspaper.

3-4	<ul style="list-style-type: none"> provides little or no basic information about the event (eg when and where, and/or the object of the fund-raiser, and/or the musician's background) describes unclearly the act(s) or performance(s) featured expresses the reviewer's opinion unclearly or not at all uses few paragraphs and cohesive devices structure the development of ideas.
5-6	<ul style="list-style-type: none"> provides a little basic information about the event (eg when and where, and/or the object of the fund-raiser, and/or the musician's background) describes superficially the act(s) or performance(s) featured expresses opinions vaguely (about performance(s) and/or the event as a whole) uses a few paragraphs and cohesive devices structure the development of ideas.
7-8	<ul style="list-style-type: none"> provides some basic information about the event (eg when and where, and/or the object of the fund-raiser, and/or the musician's background) describes with a little detail the act(s) or performance(s) featured expresses opinions clearly (about performance(s) and/or the event as a whole) uses competently paragraphs and cohesive devices to structure the development of ideas.
9-10	<ul style="list-style-type: none"> provides full basic information about the event (eg when and where; the object of the fund-raiser; the musician's background) describes in some detail the act(s) or performance(s) featured expresses opinions clearly and precisely (about performance(s), and the event as a whole) uses skilfully paragraphing and cohesive devices structure the development of ideas.

Question 5: Science and technology

There is a national campaign to lessen the negative impact of humans on the environment. Write a proposal for the school management, suggesting ways in which your school could use technology to reduce its consumption of resources.

3-4	<ul style="list-style-type: none"> ignores the national campaign identifies vaguely only one technological way to reduce consumption describes unclearly how such use of technology will benefit the school community develops no overall argument for the use of the relevant technology uses very few paragraphs and cohesive devices to structure the development of ideas.
5-6	<ul style="list-style-type: none"> mentions in passing the national campaign in any justification for the proposal identifies vaguely a couple of technological ways to reduce consumption describes superficially how each use of technology will benefit the school community develops little overall argument for the use of the relevant technology uses a few paragraphs and cohesive devices to structure the development of ideas.
7-8	<ul style="list-style-type: none"> mentions the national campaign as part of the justification for the proposal identifies reasonably clearly a couple of technological ways to reduce consumption describes fairly methodically how each use of technology will benefit the school community develops some overall argument for the use of the relevant technology uses competently paragraphs and cohesive devices to structure the development of ideas.
9-10	<ul style="list-style-type: none"> refers clearly to the national campaign as part of the justification for the proposal identifies clearly three or more technological ways to reduce consumption describes methodically how each use of technology will benefit the school community develops a coherent overall argument for the use of the relevant technology uses skilfully paragraphs and cohesive devices to structure the development of ideas.

Criterion C: Format

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The text type is not recognizable. Conventions appropriate to the text type are not used.
2	The text type is hardly recognizable or is not appropriate. Conventions appropriate to the text type are very limited.
3	The text type is sometimes recognizable and appropriate. Conventions appropriate to the text type are limited.
4	The text type is generally recognizable and appropriate. Conventions appropriate to the text type are evident.
5	The text type is clearly recognizable and appropriate. Conventions appropriate to the text type are effective and evident.

To gain maximum marks [5], all of the bulleted conventions must be applied.
To gain [3], more than half of the conventions must be applied.

Expected conventions of the text type are as follows:

Question 1: Article

- will adopt a semi-formal register
- will have a suitably serious tone
- will use techniques that engage and interest readers, eg direct address
- will have a relevant headline/title
- will have an introduction intended to catch the readers' attention.

Question 2: Blog

- will adopt a semi-formal to informal register
- will have an engaging title for the entry
- will include first person statement and/or narration
- will show awareness of the reader, eg through a lively and interesting style *etc*
- will have a closing statement, eg invitation to comment, a conclusion drawn *etc*.

Question 3: Speech

- will adopt a semi-formal register perhaps with flashes of humour
- will adopt an appropriately serious tone
- will address the audience and keep contact with them throughout, eg use of "we" and "you" *etc*
- will set out to catch the audience's attention at the beginning, and leave a clear impression at the end
- will include elements of speech rhetoric eg rhetorical questions, repetition *etc*.

Question 4: Review

- will adopt a semi-formal register
- will use a tone and style to engage the reader
- will have a title intended to attract and interest the reader
- will have an introduction and a clear conclusion
- will have the name of the reviewer.

Question 5: Proposal

- will adopt a formal register
- will use a style aimed to persuade a specified audience
- will have a title summarizing the overall subject
- will set out the text clearly using features such as headings, short clear paragraphs, sections identified by numbers/letters/bullets, inseting etc
- will have an introduction and a conclusion.

***N.B.:** It is acceptable for the proposal to be presented within the framework of a letter / email, provided the features above are present.*

Section B

Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Command of the language is limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
3–4	Command of the language is generally adequate, despite many inaccuracies. A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
5–6	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
7–8	Command of the language is good and effective. A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
9–10	Command of the language is very effective. A wide range of vocabulary is used accurately and effectively, with very few errors. Complex sentence structures are clear and effective.

Clarification

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.

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.

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

Criterion B: Argument

- How skillfully does the student develop ideas?
- How clear and convincing is the argument?
- To what extent does the student react to the stimulus?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	The development of ideas is very poor, and the argument is unclear and unconvincing. The structure of the argument is vague and confusing. The ideas are irrelevant.
3-4	The development of ideas is poor, and the argument is rarely clear and convincing. The structure of the argument is sometimes apparent. The ideas are sometimes relevant.
5-6	The development of ideas is sometimes good, and the argument has some clarity and is sometimes convincing. The structure of the argument is evident. The ideas are generally relevant.
7-8	The development of ideas is good and methodical; the argument is clear and fairly convincing. The structure of the argument is coherent and organized. The ideas are well expressed and relevant.
9-10	The development of ideas is very good and methodical; the argument is convincing. The structure of the argument is consistently coherent and organized. The ideas are very well expressed, relevant and engaging.

6. "They always say time changes things, but you actually have to change them yourself."
Andy Warhol.

3-4	<ul style="list-style-type: none"> • addresses little or not at all the central issue of whether time or individuals bring about change • offers little or no clarification of what is meant by 'time' • takes an unclear view of the statement –neither 'time' nor 'individuals' nor a more balanced view are clearly explained • presents arguments that are little developed or unclear.
5-6	<ul style="list-style-type: none"> • addresses vaguely the central issue of whether time or individuals bring about change • offers an attempt at clarification of what is meant by 'time' • takes an imprecise view of the statement – 'time' or 'individuals' or a balanced view are suggested but not explored • presents arguments mainly as simple assertions.
7-8	<ul style="list-style-type: none"> • addresses to some extent the central issue of whether time or individuals bring about change • offers some clarification of what is meant by 'time' • takes a reasonably clear view of the statement – perhaps that either 'time' or 'individuals' are more significant, or a balanced view of how the two factors interact • presents arguments that are developed clearly to some extent.
9-10	<ul style="list-style-type: none"> • addresses directly the central issue of whether time or individuals bring about change • offers an effective clarification of what is meant by 'time' • takes a clear and coherent view of the statement – that either 'time' or 'individuals' are more significant, or a balanced view of how the two factors interact • presents arguments that are developed clearly and methodically.