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

Thursday 2 November 2017 (afternoon)  
Jeudi 2 novembre 2017 (après-midi)  
Jueves 2 de noviembre de 2017 (tarde)

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 questions. Each question is allocated **[1 mark]** unless otherwise stated.
- Answers must be written within the answer boxes provided.
- 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. Sauf indication contraire, chaque question vaut **[1 point]**.
- Rédigez vos réponses dans les cases prévues à cet effet.
- 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. Cada pregunta vale **[1 punto]** salvo que se indique lo contrario.
- Escriba sus respuestas en las casillas provistas a tal efecto.
- La puntuación máxima para esta prueba de examen es **[60 puntos]**.

**Text A — Create your new noise: use radio adverts to target teens**

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**

- A. Autumn is when young people consider new schools and courses.**
- B. Many UK teenagers want *New Noise Audio* to help them decide on what to study next.**
- C. Colleges and universities are thinking about using radio to advertise their courses.**
- D. Fewer young people are listening to the radio these days than in the past.**
- E. Nowadays many businesses believe that radio advertisements are effective.**
- F. Research suggests radio advertising aimed at teenagers is not worthwhile.**
- G. Young people use computers for leisure for more than two hours daily.**
- H. Young people listen to the radio for up to three hours a day.**
- I. Ever greater numbers of young people are accessing the radio via the internet.**
- J. On average, US teenagers listen to as much radio as young adults in the UK.**

Answer the following questions.

2. Which word between **lines 11 and 15** is closest in meaning to the word "students"?

.....

3. Which **two** phrases between **lines 16 and 27** mean there is a business opportunity? [2 marks]

(a) .....

(b) .....

4. For the clients of *New Noise Audio*, what is significant about an hour of radio listening time?

.....



5. Which phrase between **lines 28 and 31** indicates that it is a parent who decides where their children study?

.....

6. What specific benefit is mentioned between **lines 32 and 35** for educational institutions who advertise on radio?

.....

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

7. Who is the intended audience of this text?

- A. Parents of pre-college students
- B. Colleges and universities
- C. Teenagers and young adults
- D. The general public

**Text B — “Resurrection Plants” Offer Hope as Climate Turns Hostile**

Answer the following questions.

8. According to environmentalists, what ultimate consequence could global warming have for people in Africa?

.....

9. According to Professor Lal, what characteristic is important for agriculture in the future?

.....

10. To whom does “a South African scientist” in **line 18** refer?

.....

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: Farrant first discovered the resurrection plant as a child.**

**Justification: . . . Farrant can recall finding a resurrection plant as a nine-year-old . . . .**

11. Farrant has had a life-long involvement with resurrection plants.

Justification: .....

12. Farrant wishes to be of assistance to farmers who grow produce for themselves.

Justification: .....



12EP03



12EP04

True False

13. Farrant is basing her research on a brand new variety of plant.

Justification: .....

14. Farrant has already successfully modified the genes of grasses.

Justification: .....

15. Farrant's research is unique in its field.

Justification: .....

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

Example: adapt (line 7)

A

A. adjust

16. mimic (line 20)

B. imitate

17. withstand (line 32)

C. inhibit

18. recall (line 40)

D. modify

19. utilize (line 57)

E. remain

F. survive

G. portray

H. quote

I. harness

J. recollect

**Text C — A Pale View of Hills**

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

20. When the narrator sees the little girl on the swing and the two women, it seems to remind her of...

- A. the child of Niki's friend.
- B. being a mother to Niki.
- C. an earlier visit to the teashop.
- D. Niki's relationship with her friend.

21. Niki says she doesn't want children because...

- A. she thinks she is too immature.
- B. she wants to contradict her mother.
- C. she cannot stand the disturbance.
- D. it will disrupt her social life.

22. When the narrator says, "I had this passing fancy" (lines 16 and 17), it indicates that she...

- A. had not given much thought to becoming a grandmother.
- B. has always wanted to become a grandmother.
- C. has no wish to become a grandmother.
- D. had previously wanted to become a grandmother.

23. The conversation about Niki's friend shows that...

- A. the narrator thinks Niki's friend is too old to bring up a child.
- B. Niki's friend was very surprised to find out she was pregnant.
- C. the narrator understands why Niki's friend is pleased to be pregnant.
- D. the narrator doubts whether Niki's friend was pleased to be pregnant.

24. The narrator thinks that...

- A. Niki should not celebrate the news of a pregnancy.
- B. people generally react honestly to the news of a pregnancy.
- C. the film she watched while with Niki was unrealistic.
- D. Niki spends too much time watching television.



12EP05



12EP06

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...
<b>Example:</b> ... <u>she</u> climbed on to a swing... (line 6)	"she"	..... a little girl. ....
<b>25.</b> I can't believe she was happy... (line 29)	"I"	.....
<b>26.</b> I remember when <u>they</u> first found out. (line 37)	"they"	.....
<b>27.</b> Oh <u>that</u> . (line 43)	"that"	.....
<b>28.</b> ...wasting my time away like <u>that</u> . (line 50)	"that"	.....

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

**29.** Niki and her mother...

- A. hold very different views on motherhood.
- B. share similar views on motherhood.
- C. have little understanding of motherhood.
- D. do not believe in the value of motherhood.

**30.** Throughout the conversation with Niki, the narrator's intention is to...

- A. argue with her.
- B. speak honestly to her.
- C. force Niki to agree with her.
- D. avoid difficult topics.

**31.** The interaction between the little girl and the two women...

- A. is similar to the interaction between Niki and the narrator.
- B. contrasts with the interaction between Niki and the narrator.
- C. summarizes the interaction between Niki and the narrator.
- D. enriches the interaction between Niki and the narrator.

**Text D — Sensationalist Media**

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

**Example:** At college the writer was taught that journalism...

 **F**

**32.** As an exchange student, the writer...

**33.** A person reading a sensationalist news item...

**34.** Factual evidence...

**35.** Traditionally, journalism...

**36.** Nowadays, a commercial news channel...

- A. is needed to accurately report the underlying issues.
- B. shows readers how to find sensationalist news items.
- C. has the responsibility to generate an income.
- D. can draw parallels between more than one experience.
- E. has the duty to protect those in power.
- F. **is more powerful than force.**
- G. does not need to be recorded accurately.
- H. is supposed to protect the public interest.
- I. frequently gives priority to profit over principles.
- J. uses the news to advertise specific products.
- K. is unlikely to understand the wider significance of the reported situation.
- L. has always reported fake news.

Find the words in the text which mean the following (lines 23 to 32).

**Example:** further

..... **additional** .....

**37.** distorted

**38.** satisfy



12EP07



12EP08

39. inclination

.....

40. unusual

.....

Choose the correct phrases from the text to complete the following sentences. Base your answers on the information as it appears in lines 33 to 40.

Example: Criticizing minorities or promoting special interests are examples of...

..... other forms of bias .....

41. We can believe what we see on the news only in...

.....

42. According to the writer, the single most important thing to do when consuming news is to...

.....

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

43. The word "ratings" in line 18 refers to...

- A. the number of viewers.
- B. the quality of news items.
- C. the status of journalists.
- D. bias in reporting.

44. The writer's purpose in ending her blog with three questions is to...

- A. emphasize her personal opinions about sensationalism.
- B. come to a clear conclusion about sensationalism.
- C. provoke her readers to protest about sensationalism.
- D. motivate her readers to think further about sensationalism.

Text E — People judge you on two criteria says Harvard psychologist

Answer the following questions.

45. What does Professor Cuddy investigate in her new book?

.....

46. Why might "competence" be considered more important than "warmth" by people in business?

.....

47. To what does the word "it" on line 16 refer?

.....

48. According to Cuddy, why was it crucial to our survival to know whether a person deserves our trust?

.....

49. To whom does the word "they" on line 23 refer?

.....

Which words or phrases go in the gaps in lines 27 to 30? Choose the words from the list and write them in the boxes provided.

- |          |     |           |                   |         |
|----------|-----|-----------|-------------------|---------|
| ALTHOUGH | BUT | IN FACT   | ON THE OTHER HAND | THEN    |
| BECAUSE  | IF  | MEANWHILE | SO THAT           | WHEREAS |

Example: [ - X - ] ..... if .....

50. [ - 50 - ] .....

.....



12EP09



12EP10



51. [- 51 -]

.....

52. [- 52 -]

.....

53. [- 53 -]

.....

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

54. The phrase "size you up" in **line 1** is closest in meaning to...

- A. count on you.
- B. assess you.
- C. value you.
- D. question you.

55. To what does "the big one" in **line 25** refer?

- A. Full time employment
- B. An invitation to a social event
- C. A large friendship group
- D. Support from colleagues

56. The main purpose of this text is to...

- A. advertise the publication of Professor Cuddy's book.
- B. highlight the advice in Professor Cuddy's book.
- C. report the publication of Professor Cuddy's book.
- D. criticize the advice in Professor Cuddy's book.

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

Answers written on this page  
will not be marked.

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

Les réponses rédigées sur cette page  
ne seront pas corrigées.

**No** escriba en esta página.

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



12EP11



12EP12





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

Thursday 2 November 2017 (afternoon)  
 Jeudi 2 novembre 2017 (après-midi)  
 Jueves 2 de noviembre de 2017 (tarde)

1 h 30 m

**Text booklet – Instructions to candidates**

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

**Livret de textes – Instructions destinées aux candidats**

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

**Cuaderno de textos – Instrucciones para los alumnos**

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

**Text A**

**Create your new noise:  
use radio adverts to target teens**

We are *New Noise Audio*, a UK-based music production house who specialise in producing high quality, bespoke music for radio, television and online campaigns worldwide.



5 As the autumn sets in, one thing is on the minds of young teens – GOING BACK TO SCHOOL. Many higher education institutions are trying to capture the minds of those teenagers and young adults who aren't quite sure about which path to take in terms of studying and careers, so they are approaching us to help them with their advertising campaigns.

10 **Does radio advertising still work?**

Due to a reported decrease in the percentage of radio listening figures for 16–24 year olds, many businesses nowadays are of the opinion that it's not worth advertising to teenagers. However, these reports also show that radio advertising targeting teenagers does work. It is still a proven method of attracting new business, and we've found that advertising higher education places is a good way of reaching potential attendees.

Consider the numbers:

20 UK Government statistics show that young adults between the ages of 16–24 are still listening to at least 1 hour of radio on average every day, demonstrating that there is still a market to reach. The UK Government figures also show that 16–24 year olds are using computers in their spare time for around 3 and a half hours a day. At the same time, the popularity of streaming AM/FM radio stations online among this group is also increasing in the UK.

25 This phenomenon seems to be international: US-based research centre Edison showed that 13–17 year olds in the United States are dedicating around 53 minutes of listening time per day to AM/FM radio stations.

Yes, there are reports of its decline, but an hour of listening time is still there for the taking. In the UK, that is equivalent to approximately 4 to 5 radio advert breaks.

**Our approach at New Noise Audio**

30 When it comes to creating a higher education radio commercial, we always advise appealing to the parent as well as the teenager, as it's usually the parent who has the last say on where the teenager attends college or university.

35 In the UK, in the run up to the beginning of the academic year, thousands of students will be searching for places at higher education institutions. Short radio advertisement campaigns concentrated around this time will bring brand awareness to students who need it now and in the future.

Text B

Text C

## “Resurrection Plants” Offer Hope as Climate Turns Hostile

5 Environmentalists fear that more and more of Africa will be reduced to a dust bowl by global warming, with higher temperatures, reduced water supplies and population growth threatening to trigger worsening famines.

10 Scientists say it is important to adapt to this new reality: “We should make agriculture part of the solution to our issues. The climate change problem is so huge that everything should be on the table,” says Rattan Lal, professor of soil science at Ohio State University.

15 “Soil, cropping systems, farming systems — they all must have the capacity to recover from a drastic change in climate,” he adds.

20 As the race to adapt to climate change quickens, a South African scientist is leading global research into developing crops that mimic the extraordinary survival skills of “resurrection plants.”

25 Jill Farrant, a professor of molecular and cell biology at the University of Cape Town, hopes to help farmers toiling in these increasingly hot and dry conditions. Farrant — who won a UNESCO Award for Women in Science in 2012 — believes her work in resurrection plants is a step in the right direction.

30 With more than 130 known varieties in the world, resurrection plants are a unique group of flora that can withstand extreme water shortages for years. During a drought, the plant acts like a seed,

35 becoming so dry it appears dead. But when the skies finally open and the rain pours down, the shrivelled, seemingly dead plant bursts back to life, turning green and robust in just a few hours.

40 A farmer’s daughter, Farrant can recall finding a resurrection plant as a nine-year-old: “I wrote in my diary about a plant that had died and came back after the rain,” she said.

45 She returned to the subject in 1994, and has since become the world’s leading expert in her field.

50 “I want to cater to the subsistence farmer, the person who wants to make enough food to live,” Farrant said.

55 Farrant has recently focused her research on teff, a grass which has been used for centuries in Ethiopia as a staple food. She hopes to make teff more resilient by activating genes she discovered by studying resurrection plants.

60 If she can utilize the power of resurrection plants, farmers may have a better chance of survival.

65 “If it doesn’t rain, it doesn’t matter. At least your plants won’t die,” she said. “The moment they get rain, they’re ready to go.”

If successful, Farrant will follow in the venerable footsteps of earlier scientists who have saved crops from devastation by exploiting plants with specific strengths.

Removed for copyright reasons

Stephanie Findlay/AFP

Text D

Removed for copyright reasons

Removed for copyright reasons



Text E

## People judge you on two criteria says Harvard psychologist

People size you up in seconds, but what exactly are they evaluating?

In her new book, *Presence*, Harvard Business School professor Amy Cuddy explores how to feel more confident. She says people quickly answer two questions when they first meet you:

- Can I trust this person?
- Can I respect this person?

Removed for copyright reasons

Psychologists refer to these dimensions as *warmth* and *competence* respectively, and ideally you want to be perceived as having both.

Interestingly, Cuddy says that most people, especially in a professional context, believe that competence is the more important factor. After all, they want to prove that they are smart and talented enough to handle your business.

But in fact warmth, or trustworthiness, is the most important factor in how people evaluate you. "From an evolutionary perspective," Cuddy says, "it is more crucial to our survival to know whether a person deserves our trust."

While respect is highly valued, Cuddy says it is evaluated only after trust is established. And focusing too much on displaying it can backfire.

It makes sense when you consider that in cavemen days it was more important to figure out if your fellow man was going to kill you and steal all your possessions than if he was competent enough to build a good fire.

Cuddy says that MBA\* interns seeking full-time employment within a company are often so concerned about coming across as smart and competent that, as a result, they tend to skip social events, not ask their colleagues for help, and consequently they then seem unapproachable.

These potential employees are in for a rude awakening when they don't get "the big one" because nobody got to know and trust them as people.

"[ - X - ] someone you're trying to influence doesn't trust you, [ - 50 - ] you're not going to get very far. [ - 51 - ], you might even elicit suspicion [ - 52 - ] you come across as manipulative," Cuddy says.

"A warm, trustworthy person who is also strong can elicit admiration. [ - 53 - ] only after you have established trust does your strength become a gift rather than a threat."

Adapted from Jenna Goudreau, [www.uk.businessinsider.com](http://www.uk.businessinsider.com) (2016)

\* MBA: Masters in Business Administration



## Section A

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

Friday 3 November 2017 (morning)  
 Vendredi 3 novembre 2017 (matin)  
 Viernes 3 de noviembre de 2017 (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]**.

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

#### 1. Cultural diversity

You are currently on holiday in an English-speaking country, and you are impressed by the ways in which this country enables people with disabilities to participate fully in society. Write an email to an English-speaking friend explaining what you have observed and why you are so impressed.

#### 2. Customs and traditions

While on a school exchange in an English-speaking country, you attended a conference on the difficulties faced by communities trying to maintain customs and traditions in a rapidly changing world. Write a diary entry in which you record and reflect on the ideas presented at the event.

#### 3. Health

Lack of physical exercise is becoming an increasing problem among students at your school. Therefore, the principal of your school has decided to run a campaign to tackle this issue. Write a proposal to your principal outlining your ideas for the campaign and explain why they would be effective in promoting students to take more exercise.

#### 4. Leisure

A famous English-speaking author recently visited your town. The author's books are very popular with young people. As a junior reporter for the local newspaper, you interviewed the author about what motivates them to write and why their work appeals to a teenage audience. Write an article for the local newspaper based on this interview. Do not simply write the text (transcript) of the interview.

#### 5. Science and technology

Your English teacher has asked you to give a presentation on the topic: "Advances in science can both benefit and damage society". Write the text of your presentation describing one such scientific advance, and explaining why you think it is a good example of this dilemma.

**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. "Learning is not the product of teaching. Learning is the product of the activity of learners."

John Holt

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