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**English B – Standard level – Paper 1**  
**Anglais B – Niveau moyen – Épreuve 1**  
**Inglés B – Nivel medio – 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 [45 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 [45 points].

**Cuaderno de preguntas y respuestas – Instrucciones para los alumnos**

- Escriba su número de convocatoria en las casillas de arriba.
- No abra este cuaderno hasta que se lo autoricen.
- Este cuaderno contiene todas las preguntas de la prueba 1.
- Consulte el cuaderno de textos que acompaña a este cuaderno.
- Conteste todas las preguntas en las casillas provistas. Cada pregunta vale [1 punto] salvo que se indique lo contrario.
- La puntuación máxima para esta prueba de examen es [45 puntos].

**Text A — Beauty pageants great for women**

Answer the following questions.

1. Why did the interviewer think that Louise Upston was an "anti-feminist"?

.....

2. According to Louise Upston, what is no longer seen in new beauty contests?

.....

Match the questions on the right with the answers in the text. Write the appropriate letter in the boxes provided.

Example: [ - X - ]  A

3. [ - 3 - ]

4. [ - 4 - ]

5. [ - 5 - ]

- A. What are the things that made a change in these girls and why are they different this year?
- B. What is your definition of a feminist?
- C. Should women receive equal salaries?
- D. Is everyone in agreement with your positive view on beauty pageants?
- E. What difference did Jack Yan make to the contest?
- F. Are you satisfied that you have accomplished your role as minister?
- G. Is Louise Nelson a role model?
- H. Can you give me an example?



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

Example: new (line 8)

A

A. modern

6. traditional (line 13)

B. figures

7. ability (line 14)

C. contentions

8. issues (line 16)

D. skills

9. numbers (line 19)

E. conventional

F. concerns

G. inferior

H. predictable

I. limitations

J. counts

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

10. Currently, Louise Upston is...

- A. enthusiastic about certain beauty pageants.
- B. condemning of beauty pageants.
- C. advertising certain beauty pageants.
- D. uninterested in beauty pageants.

**Text B — Pushy parents on the sports ground should be shown a red card**

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

Example:  A

A. **Tanith Carey discusses parents' behaviour on the sports ground.**

B. Pushy parenting is not obvious at the school gates.

C. Parents expose their real natures during school sporting events.

D. Children playing sports receive encouragement from their parents.

E. The final result of the game is irrelevant to most parents.

F. Insults are thrown by parents at their children during sports.

G. Most parents remain calm and encouraging during sports.

H. Nobody is aware how parents' attitudes affect their children.

I. Pushy fathers consider the negative consequences of their actions.

J. Many fathers copy the behavior of famous players' parents.

Answer the following questions.

12. According to **lines 17–20**, what is the long-term outcome of pushy parenting seen on the sports field?

.....

13. Which phrase between **lines 21 and 25** describes how young people frequently feel due to their parents' attitudes?

.....



12EP03



12EP04

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> ...makes <u>them</u> tough... (line 23)	"them"	..... kids .....
<b>14.</b> Many of <u>them</u> feel... (line 23)	"them"	.....
<b>15.</b> ...how damaging <u>this</u> can be... (line 26)	"this"	.....
<b>16.</b> ...at <u>him</u> to play... (line 29)	"him"	.....
<b>17.</b> Even if <u>it</u> ends... (line 33)	"it"	.....

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

**18.** Gary Lineker...

- A. appreciated his father's contribution to his success as a footballer.
- B. owed his achievements in professional football to his father's actions.
- C. readily accepted his father's criticisms of his performance.
- D. appreciated his father's approach to his development as a footballer.

**19.** The phrase "scoring a spectacular own-goal" (lines 35–36) means...

- A. achieving one's aims.
- B. doing harm to oneself.
- C. taking on responsibility.
- D. doing something admirable.

**Text C — Online news dominates but consumers trust television more**

Choose the correct phrases from the text to complete the following sentences. Base your answers on the information as it appears in **lines 1 to 14**.

**Example:** For the first time this year, a Reuters survey...

..... included an Irish sample .....

**20.** Because it is perceived as trustworthy, ...

.....

**21.** When compared to traditional news, online news is less...

.....

**22.** In Ireland, social media is not...

.....

**23.** The proportion of Irish people regarding newspapers as an accurate source is...

.....

**24.** Compared to other countries, the percentage of Irish people using social media is...

.....



12EP05



12EP06

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:** People increasingly depend on the web to keep up to date with current affairs.

**Justification:** ..... there is a growing reliance on search engines and social media for finding news .....

25. A minority of young adults search for news directly from newspapers online.

**Justification:** .....

26. Most Irish people buy an internet news subscription to newspapers.

**Justification:** .....

27. It is predicted that many more Irish people will buy internet subscriptions in the future.

**Justification:** .....

28. The younger Irish prefer to use computers.

**Justification:** .....

29. Around 50% of the Irish access newsprint and audio bulletins.

**Justification:** .....

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

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

- A. highlight the findings of a recent study.
- B. defend the findings of a recent Reuters survey.
- C. compare how different groups of people access news.
- D. explain why the Irish trust traditional media.

**Text D — NASA's 3D Printed Habitat Challenge!**

Answer the following questions.

31. Who can participate in the challenge?

.....

32. What is the value of each prize?

.....

33. What building material will be transported to Mars?

.....

Find the words in the text which mean the following (lines 10 – 13):

**Example: Dirt**

..... **soil** .....

34. Give a practical exhibition and explanation of how something performs

.....

35. Existing in fact, real

.....

36. Provide space for, contain or accommodate

.....



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

Example: [ - X - ]  **A**

**A. What we are asking people to do.**

37. [ - 37 - ]

**B. Concerns about carbon dioxide.**

38. [ - 38 - ]

**C. The composition of Mars' surface.**

**D. How this building material will be made.**

**E. How we will breathe.**

**F. We need people to build habitats for astronauts.**

Which words go in the gaps between **lines 20 and 24**? Choose the words from the list and write them in the boxes provided.

- |         |      |        |                 |
|---------|------|--------|-----------------|
| ALREADY | HERE | MUST   | WHATEVER        |
| COULD   | IF   | UNLESS | <b>WHENEVER</b> |

Example: [ - X - ] ..... **whenever** .....

39. [ - 39 - ]

40. [ - 40 - ]

41. [ - 41 - ]

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Answers written on this page  
will not be marked.

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

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

42. To create shelters for astronauts, a 3D printer will need to use only...

- A. substances found naturally on Earth and Mars.
- B. plastics from food containers and experiments.
- C. items brought from Earth.
- D. plastic and Martian soil.



12EP09



12EP10

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12EP11

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12EP12



# Markscheme

## Barème de notation

## Esquema de calificación

November / Novembre / Noviembre 2016

English / Anglais / Inglés B

Standard level  
 Niveau moyen  
 Nivel medio

Paper / Épreuve / Prueba 1

Pages/páginas

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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.
- Allow spelling mistakes so long as they do not hinder comprehension or do not change the sense of the phrase.
- 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.
- 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.
- The total number of marks for the question paper is **[45]**.

- 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.
- 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.
- 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.
- 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.
- Le nombre total de points pour l'épreuve d'examen est de **[45]**.

- 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.
- Permita errores de ortografía siempre y cuando no dificulten la comprensión ni cambien el sentido de la oración.
- 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.
- 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.
- El número total de puntos asignados al cuestionario de examen es **[45]**.

**Part A — Beauty pageants great for women**

Question	Target answer	Accept	Do not accept	Marks
1.	(because) she supports beauty contests/pageants	Other wording with the same meaning, including: <ul style="list-style-type: none"> <li>a fan of beauty pageants</li> </ul>	many people accused her of supporting beauty contests	1
2.	(the old-fashioned) swimwear section	Other wording with the same meaning.	The addition of "thereby making these contests suitable for modern 21st Century women" to the target answer.	1
3.	H			1
4.	D			1
5.	F			1
6.	E			1
7.	D			1
8.	F			1
9.	B			1
10.	A			1
<b>Total</b>				<b>10</b>

**Text B — Pushy parents on the sports ground should be shown a red card**

Question	Target answer	Accept	Do not accept	Marks
11.	B, C, F, J	In any order, award [1] for each correct answer.		4
12.	(many young people/children) give up sport altogether / drop out of organised sports	Other wording with the same meaning, including: <ul style="list-style-type: none"> <li>• give up sport altogether with lifelong consequences</li> <li>• (by the age of 15,) 80-90% of young people drop out of organised sports</li> </ul>	<ul style="list-style-type: none"> <li>• "don't see the fun in sports" on its own</li> <li>• "have lifelong consequences" on its own</li> <li>• many children would drop out of organised sport at an early age and lose interest in sports</li> <li>• young children drop out of organised sports because it's no longer fun being under pressure</li> <li>• The verbatim copying of "80-90% of young people...with many saying that they feel under pressure to win from adults."</li> </ul>	1
13.	shocked and frightened	Exact wording only.	<ul style="list-style-type: none"> <li>• "shocked" <b>without</b> "frightened"</li> <li>• "frightened" <b>without</b> "shocked"</li> </ul>	1
14.	dads		<ul style="list-style-type: none"> <li>• parents, in particular dads</li> <li>• dad</li> <li>• pushy dads</li> <li>• parents</li> </ul>	1
15.	(giving) endless criticism (of their children's performances on the pitch)		<ul style="list-style-type: none"> <li>• criticism</li> <li>• <b>dad's</b> giving endless criticism of the children's performance on the pitch</li> <li>• of giving endless criticism</li> </ul>	1
16.	Gary Lineker	Any variations of the name including: <ul style="list-style-type: none"> <li>• Gary</li> <li>• Lineker</li> <li>• Mr Lineker</li> <li>• Former England football start, Gary Lineker</li> </ul>	a younger player	1
17.	(all this) pressure	the pressure	<ul style="list-style-type: none"> <li>• giving/putting too much pressure (to/on children)</li> <li>• all the pressure placed on the child</li> </ul>	1
18.	D			1
19.	B			1
			<b>Total</b>	<b>12</b>

Text C — Online news dominates but consumers trust television more

Question	Target answer	Accept	Do not accept	Marks
20.	TV is still the most highly valued news source (in Ireland)	the TV is still the most highly valued news source		1
21.	accurate, reliable and trusted	Exact wording only.	The addition of "less" to the target answer.	1
22.	(as) highly valued (as other news sources)		The addition of "in Ireland" to the target answer.	1
23.	12 %			1
24.	above international averages		higher	1
	<b>NOTE:</b> For the justification in questions 25 to 29, 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.			
25.	True (only) 21 % of 18 to 24 year olds go directly to news channel websites		"21 % of 18 to 24 year olds go directly to news channel" without "websites"	1
26.	False just 7 % (of the 1500 Irish respondents) said they had paid for regular online news (content)		<ul style="list-style-type: none"> <li>The addition of "in the year prior to the survey" to the target answer.</li> <li>The target answer without "Regular"</li> </ul>	1
27.	False 82 % (of the Irish respondents) stated that they were unlikely to pay for such news services (in the future)		<ul style="list-style-type: none"> <li>"Irish respondents stated that they were unlikely to pay for..." without 82%</li> </ul>	1
28.	False older generations largely using computers / smartphones are more popular among young people	while smartphones are more popular among young people		1
29.	True newspapers and radio (still) reach about half of the population		The addition of "in a given week" to the target answer.	1
30.	A			1
			<b>Total</b>	<b>11</b>

## Text D — NASA's 3D Printed Habitat Challenge!

Question	Target answer	Accept	Do not accept	Marks
31.	makers / hackers / innovators / artists / scientists / hobbyists / retirees / pretty much anybody	<ul style="list-style-type: none"> <li>anyone who is interested</li> <li>anybody</li> <li>humans</li> </ul>		1
32.	million dollars	<ul style="list-style-type: none"> <li>a/one million dollars</li> <li>million-dollar prize</li> <li>million dollar</li> </ul>	<ul style="list-style-type: none"> <li>several million dollars</li> <li>about a million dollars</li> <li>million-dollar prizes</li> </ul>	1
33.	plastic	recycled plastic		1
34.	demonstrate			1
35.	actual			1
36.	house			1
37.	D			1
38.	B			1
39.	here			1
40.	if			1
41.	could			1
42.	D			1
<b>Total</b>				<b>12</b>

**English B – Standard level – Paper 1**  
**Anglais B – Niveau moyen – Épreuve 1**  
**Inglés B – Nivel medio – 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**

- 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.

5 pages/páginas

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Text A

Text B

## Beauty pageants great for women



I was recently able to meet Louise Upston, New Zealand's Minister for Women, and firstly wanted to know if she was an "anti-feminist", as many have called her.

5 "Not at all!" she replied, "I've been accused of that because I support beauty contests. I became a fan of these pageants at a Miss Tokoroa contest where I was most impressed by the talent and self-possession of the contestants. The confidence that these girls had at the end of it – you literally had to see it to believe it!"

I then asked her [ - X - ].

10 Ms Upston smiled: "It's about confidence, it's about having belief in their ability. These are new beauty contests! The director Jack Yan had forbidden the old-fashioned swimwear section, thereby making these contests suitable for modern 21<sup>st</sup> Century women".

[ - 3 - ]

"Take someone like Corporal Louise Nelson, a helicopter crewmember in the New Zealand Royal Air Force. She's someone who has self-assurance; she has dignity and is so composed."

[ - 4 - ]

15 "Some were shocked," she confessed. "Traditional contestants were judged on beauty, appealing to brands and men; now we're highlighting brains and ability. As Minister for Women, I surprised people by not being what they call a feminist. What is a feminist? It's someone who knows and understands women's issues and tries to do something about it."

[ - 5 - ]

"Certainly not! Work still has to be done. There remains a gender pay gap. Women are still highly represented in low-paid jobs, and they are still victims of sexual and domestic violence in numbers far in excess of males. No, we are not done!"

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Fairfax Media NZ

Text C

## Online news dominates but consumers trust television more

A recent Reuters survey included an Irish sample for the first time this year and showed that TV is still the most highly valued news source in Ireland. It commands the most trust because of its accuracy and reliability.

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According to the report, traditional news is perceived to be more accurate, reliable and trusted than online news in general.

The study said social media is not as highly valued as other news sources in Ireland with just 7% considering it reliable and accurate. This compares to 37% for TV and 12% for print news.

Social media usage in Ireland is 71% and its use as a news source is 46%. Both figures are above international averages.

However, there is also a growing reliance on search engines and social media for finding news.

Searching is how 46% of Irish respondents find news while 44% go directly to news channel websites. Only 21% of 18 to 24-year-olds go directly to news channel websites whereas 49% of 35 to 55-year-olds and above do.

Irish news users are also half as likely to pay a subscription fee for online journalism as their counterparts in Finland and Denmark. Just 7% of the 1500 Irish respondents said they had paid for regular online news content in the year prior to the survey, compared to 13% and 14% in Denmark and Finland respectively. In addition, 82% of the Irish respondents stated that they were unlikely to pay for such news services in the future.

The study also said the Irish have embraced digital devices with older generations largely using computers while smartphones are more popular among young people.

However, most still follow traditional news output patterns by tuning into scheduled TV news bulletins. Newspapers and radio still reach about half of the population in a given week.

Adapted from www.irishtimes.com (2015)  
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Text D

## NASA's 3D Printed Habitat Challenge!

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### What is NASA's 3D Printed Habitat Challenge?

To put humans on Mars, NASA is going to need new technologies. The challenge aims to tap unconventional sources to create that technology: we're reaching out to makers, hackers, innovators, artists, scientists, hobbyists, retirees – pretty much anybody – and offering several million-dollar prizes.

[ - X - ] Ultimately we want a 3D printer that we can send to Mars to build habitats for astronauts, using only the materials found on the planet's surface and recycled plastic. For NASA's human journey to Mars, expected in 2030, we must take everything that we need with us or use what's there.

Once we get to Mars, we'll have an abundance of plastic from food containers and various experiments. The challenge will be to combine plastic with regolith – Martian soil – and demonstrate that you can print with these two materials. Another challenge is to print an actual residence large enough to house four astronauts.

[ - 37 - ] The plastic might be used as glue for the regolith. The really nice thing about the surface of Mars is that the rock and soil are already loose and in a condition to be used immediately. For our challenge, we'll provide an equivalent of this regolith.

[ - 38 - ] People don't always realise this, but it's not so much that there's a lack of oxygen in a spacecraft or habitat, it's that you have too much carbon dioxide. So the issue is to scrub out the carbon dioxide and free the oxygen. This is another challenge.

**Alien worlds aside, it's fair to say that lots of people need shelter on Earth.** [ - X - ] we develop a new product, we try to make sure that there's an application [ - 39 - ] on Earth. We have plenty of used plastics, and we have plenty of rocks we could crush up. [ - 40 - ] we can create technology to print with just plastic and rocks, imagine the possibilities. We [ - 41 - ] make anything from houses to doghouses.

For further information and application forms, please click [here](#).

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**English B – Standard level – Paper 2**  
**Anglais B – Niveau moyen – Épreuve 2**  
**Inglés B – Nivel medio – 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 turn over this examination paper until instructed to do so.
- Choose one task. Each task is worth **[25 marks]**.
- The maximum mark for this examination paper is **[25 marks]**.

**Instructions destinées aux candidats**

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

**Instrucciones para los alumnos**

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

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

**1. Cultural diversity**

You are happy that, over the course of your IB experience, your English has improved significantly from when you started. Write a blog entry describing an important moment or phase in your language development that you experienced during this time.

**2. Customs and traditions**

Many of your classmates will be applying for part-time jobs in an English-speaking country this summer. Write a set of guidelines to be posted on your school website, giving tips on what to do and what not to do when they attend an employment interview.

**3. Health**

As the editor of your school magazine, you recently interviewed a Community Health Officer about the ways in which schools and families can contribute to making students better informed about health education. Write an article based on this interview. Do **not** simply write the exact words (transcript) of the interview.

**4. Leisure**

Last week, you helped to organize a children's party. Your responsibility was to invent a fun game in which children could compete for prizes. Write an e-mail to your friend, describing how the game went and reflecting on the experience.

**5. Science and technology**

The topic of your school's next debate is: "It is unfortunate that today's teenagers generally spend more time with electronic devices as a means of communication than on personal interaction." Write the text of your opening speech **either** agreeing **or** disagreeing with this idea.





# Marking notes Remarques pour la notation Notas para la corrección

November / Novembre / Noviembre 2016

English / Anglais / Inglés B

Standard level  
Niveau moyen  
Nivel medio

Paper / Épreuve / Prueba 2

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**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	<b>Command of the language is generally inadequate.</b> A very limited range of vocabulary is used, with many basic errors. Simple sentence structures are rarely clear.
3-4	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
5-6	<b>Command of the language is generally adequate, despite many inaccuracies.</b> A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
7-8	<b>Command of the language is effective, despite some inaccuracies.</b> A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
9-10	<b>Command of the language is good and effective.</b> A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.

**Clarification**

**Word count**

At SL, students are required to write a minimum of 250 words. Failure to write the minimum number of words will result in a [1 mark] penalty under criterion A. 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 few language gaps, and slips or flaws 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	<b>The message has not been communicated.</b> The ideas are limited and/or repetitive. The development of ideas is unclear; supporting details are very limited and/or not appropriate.
3-4	<b>The message has barely been communicated.</b> The ideas are sometimes irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
5-6	<b>The message has been partially communicated.</b> The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
7-8	<b>The message has been communicated fairly well.</b> The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
9-10	<b>The message has been communicated well.</b> The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.

**Question 1: Cultural diversity**

You are happy that, over the course of your IB experience, your English has improved significantly from when you started. Write a blog entry describing an important moment or phase in your language development that you experienced during this time.

<b>3-4</b>	<ul style="list-style-type: none"> <li>covers the background context in an unclear or confusing manner (eg the state of language development prior to the moment or phase) (<i>N.B. "cover" means "in more than two sentences"</i>)</li> <li>mentions a moment or phase of language development in a superficial or confusing manner</li> <li>takes a positive perspective in its description</li> <li>mentions the outcome and significance of the moment or phase in a confusing manner and with perhaps no supporting details given <b>OR</b> with irrelevant details provided</li> <li>makes very little or no use of paragraphs and cohesive devices</li> <li>may indicate few reflections on the experience.</li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li>explains the background context with few details (eg the state of language development prior to the moment or phase)</li> <li>describes superficially a moment or phase of language development</li> <li>takes a positive perspective in its description</li> <li>addresses with some explanations and little support the outcome and significance of the moment or phase</li> <li>uses few paragraphs and cohesive devices which structure the development of ideas</li> <li>may indicate few reflections on the experience.</li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>explains the background context with some explanations (eg the state of language development prior to the moment or phase)</li> <li>describes clearly and with some detail a moment or phase of language development</li> <li>takes a positive perspective in its description</li> <li>describes with some explanations and supporting details the outcome and significance of the moment or phase</li> <li>includes some reflections on the experience</li> <li>uses paragraphing and cohesive devices which structure the development of ideas coherently.</li> </ul>
<b>9-10</b>	<ul style="list-style-type: none"> <li>explains clearly and effectively the background context (eg the state of language development prior to the moment or phase)</li> <li>describes clearly and vividly a moment or phase of language development</li> <li>takes a positive perspective in its description</li> <li>explains clearly the outcome and significance of the moment or phase</li> <li>includes some reflections on the experience</li> <li>uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>

**Question 2: Customs and traditions**

Many of your classmates will be applying for part-time jobs in an English-speaking country this summer. Write a set of guidelines to be posted on your school website, giving tips on what to do and what not to do when they attend an employment interview.

<b>3-4</b>	<ul style="list-style-type: none"> <li>states the purpose of the guidelines in a confusing and unclear manner</li> <li>mentions in a confusing manner <b>OR</b> with irrelevant details at least two examples of what to do and what not to do in an employment interview (<i>N.B. Tips may include good manners, physical comportment, dress etc</i>)</li> <li>covers only one part of the question (what to do <b>or</b> what not to do) <b>OR</b> both parts (what to do <b>and</b> what not to do) in a confusing manner (<i>N.B. "cover" means "in more than two sentences"</i>)</li> <li>makes very little or no use of cohesive devices.</li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li>states the purpose of the guidelines in a superficial manner</li> <li>mentions with little support at least two examples of what to do and what not to do in an employment interview (<i>N.B. Tips may include good manners, physical comportment, dress etc</i>)</li> <li>addresses only one part of the question (what to do <b>or</b> what not to do) with some detail <b>OR</b> both parts (what to do <b>and</b> what not to do) in a superficial basic manner</li> <li>uses few cohesive devices which structure the development of ideas</li> <li>may anticipate difficulties in a superficial manner.</li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>states the purpose of the guidelines in a generally clear manner</li> <li>provides at least two examples of what to do and what not to do in an employment interview using some explanations for each (<i>N.B. Tips may include good manners, physical comportment, dress etc</i>)</li> <li>addresses both parts of the question (what to do <b>and</b> what not to do) competently and with some detail</li> <li>uses cohesive devices which structure the development of ideas clearly</li> <li>may anticipate difficulties, providing some detail.</li> </ul>
<b>9-10</b>	<ul style="list-style-type: none"> <li>states clearly and effectively the purpose of the guidelines</li> <li>explains clearly and effectively at least three examples of what to do and what not to do in an employment interview (<i>N.B. Tips may include good manners, physical comportment, dress etc</i>)</li> <li>addresses both parts of the question (what to do <b>and</b> what not to do) effectively.</li> <li>uses cohesive devices which structure the development of ideas effectively</li> <li>may anticipate difficulties, providing lucid explanations.</li> </ul>

**Question 3: Health**

As the editor of your school magazine, you recently interviewed a Community Health Officer about the ways in which schools and families can contribute to making students better informed about health education. Write an article based on this interview. Do **not** simply write the exact words (transcript) of the interview.

<b>3-4</b>	<ul style="list-style-type: none"> <li>refers superficially to the Community Health Officer and states the purpose of the interview in a confusing and unclear manner</li> <li>covers one or two ways in which schools and families can contribute to student health education in a confusing manner <b>OR</b> with irrelevant details provided (<i>N.B. "cover" means "in no more than two sentences"</i>)</li> <li>uses very weak or confusing examples and explanations to support the arguments provided</li> <li><u>makes very little or no use of paragraphing and cohesive devices.</u></li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li>introduces the Community Health Officer and states the purpose of the interview in a superficial manner</li> <li>mentions with little support provided two ways in which schools and families can contribute to student health education <b>OR</b> one way (in which schools and families can contribute to student health education) in a superficial basic manner</li> <li>supports the arguments provided using few explanations and examples. Examples may be based on personal experience(s)</li> <li>uses few paragraphs and cohesive devices which structure the development of ideas.</li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>introduces the Community Health Officer and the purpose of the interview in a generally clear manner</li> <li>describes with some detail at least two ways in which schools and families can contribute to student health education</li> <li>supports the arguments provided using some explanations and relevant examples. Examples may be based on personal experience(s)</li> <li>uses paragraphing and cohesive devices which structure the development of ideas coherently</li> <li>may refer to student health education issues that gave rise to the interview.</li> </ul>
<b>9-10</b>	<ul style="list-style-type: none"> <li>introduces clearly and concisely the Community Health Officer and the purpose of the interview</li> <li>describes fully and clearly the at least two ways in which schools and families can contribute to student health education</li> <li>supports the arguments provided effectively using detailed explanations and relevant examples. Examples may be based on personal experience(s)</li> <li>uses paragraphing and cohesive devices which structure the development of ideas effectively</li> <li>may refer to student health education issues that gave rise to the interview.</li> </ul>

**Question 4: Leisure**

Last week, you helped to organize a children's party. Your responsibility was to invent a fun game in which children could compete for prizes. Write an e-mail to your friend, describing how the game went and reflecting on the experience.

<b>3-4</b>	<ul style="list-style-type: none"> <li>covers the context of the email (<i>eg</i> how they were asked to help at the children's party) in a confusing manner (<i>N.B. "cover" means "in more than two sentences"</i>)</li> <li>identifies where and when the game took place</li> <li>addresses the occasion for the children's party, <i>eg</i> Christmas, birthday, "just for fun" <i>etc</i> in a confusing and unclear manner</li> <li>addresses the game and its "fun" aspect in a confusing manner</li> <li>covers how the children reacted to the game in an unclear or confusing manner (<i>N.B. "cover" means "in more than two sentences"</i>)</li> <li>provides personal reflections on the experience in an unclear and confusing manner</li> <li>covers only one part of the question (describe <b>or</b> reflect) <b>OR</b> both parts of the question (describe <b>and</b> reflect) in a confusing manner (<i>N.B. "cover" means "in more than two sentences"</i>)</li> <li><u>makes very little or no use of cohesive devices.</u></li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li>addresses the context of the email in a superficial manner (<i>eg</i> how they were asked to help at the children's party)</li> <li>identifies superficially where and when the game took place</li> <li>addresses with little support or basic details the occasion for the children's party, <i>eg</i> Christmas, birthday, "just for fun" <i>etc</i></li> <li>addresses with little support or basic details the game <b>and</b> its "fun" aspect</li> <li>addresses with little support or basic detail how the children reacted to the game</li> <li>provides personal reflections on the experience in a superficial manner</li> <li>addresses only one part of the question (describe <b>or</b> reflect) with some detail <b>OR</b> both parts of the question (describe <b>and</b> reflect) in a superficial or basic manner</li> <li>uses few paragraphs and cohesive devices which structure the development of ideas.</li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>explains with some details the context of the email (<i>eg</i> how they were asked to help at the children's party)</li> <li>identifies generally clearly where and when the game took place</li> <li>describes with some detail the occasion for the children's party, <i>eg</i> Christmas, birthday, "just for fun" <i>etc</i></li> <li>describes with some detail the game <b>and</b> its "fun" aspect</li> <li>describes with some supporting details how the children reacted to the game</li> <li>provides personal reflections on the experience using some detail</li> <li>addresses both parts of the question (describe <b>and</b> reflect) competently and with some details</li> <li>uses paragraphing and cohesive devices which structure the development of ideas coherently.</li> </ul>
<b>9-10</b>	<ul style="list-style-type: none"> <li>explains clearly and effectively the context of the email (<i>eg</i> how they were asked to help at the children's party)</li> <li>identifies clearly where and when the game took place</li> <li>describes effectively the occasion for the children's party, <i>eg</i> Christmas, birthday, "just for fun" <i>etc</i></li> <li>describes lucidly and effectively the game <b>and</b> its "fun" aspect</li> <li>describes effectively how the children reacted to the game</li> <li>provides personal reflections on the experience using lucid explanations</li> <li>addresses both parts of the question (describe <b>and</b> reflect) effectively</li> <li>uses paragraphing and cohesive devices which structure the development of ideas effectively.</li> </ul>

**Question 5: Science and technology**

The topic of your school's next debate is: "It is unfortunate that today's teenagers generally spend more time with electronic devices as a means of communication than on personal interaction." Write the text of your opening speech **either** agreeing **or** disagreeing with this idea.

<b>3–4</b>	<ul style="list-style-type: none"> <li>addresses electronic devices vs. personal interaction as means of communication in a confusing way; might digress into other topics</li> <li>takes a confusing or unclear stance for or against the topic</li> <li>uses very weak or confusing examples and explanations to support the arguments provided</li> <li>makes very little or no use of paragraphs and cohesive devices</li> <li>may acknowledge the opposing view in a confusing and unclear manner.</li> </ul>
<b>5–6</b>	<ul style="list-style-type: none"> <li>covers electronic devices vs. personal interaction as means of communication in a vague manner with more noticeable digression into technology or personal interaction in general (<i>N.B. "cover" means "in more than two sentences"</i>)</li> <li>takes an unclear stance for or against the topic</li> <li>supports the arguments provided using few explanations and examples. Examples may be based on personal experience(s)</li> <li>uses few paragraphs and cohesive devices which structure the development of ideas</li> <li>may acknowledge the opposing view and offer rebuttal in a superficial manner.</li> </ul>
<b>7–8</b>	<ul style="list-style-type: none"> <li>focuses on electronic devices vs. personal interaction as means of communication with little digression into technology or personal interaction in general</li> <li>takes a generally clear stance either for or against the topic</li> <li>supports the arguments provided using some explanations and relevant examples. Examples may be based on personal experience(s)</li> <li>uses paragraphing and cohesive devices which structure the development of ideas coherently</li> <li>may acknowledge the opposing view and offer a brief rebuttal.</li> </ul>
<b>9–10</b>	<ul style="list-style-type: none"> <li>focuses principally and clearly on electronic devices vs. personal interaction as means of communication</li> <li>takes a clear stance either for or against the topic</li> <li>supports the arguments provided effectively using detailed explanations and relevant examples. Examples may be based on personal experience(s)</li> <li>uses paragraphing and cohesive devices which structure the development of ideas effectively</li> <li>may acknowledge the opposing view and offer a brief rebuttal.</li> </ul>

**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
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1</b>	<b>The text type is not recognizable.</b> Conventions appropriate to the text type are not used.
<b>2</b>	<b>The text type is hardly recognizable or is not appropriate.</b> Conventions appropriate to the text type are very limited.
<b>3</b>	<b>The text type is sometimes recognizable and appropriate.</b> Conventions appropriate to the text type are limited.
<b>4</b>	<b>The text type is generally recognizable and appropriate.</b> Conventions appropriate to the text type are evident.
<b>5</b>	<b>The text type is clearly recognizable and appropriate.</b> 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: Blog entry**

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

**Question 2: Guidelines**

- will adopt a semi-formal register
- will directly address the intended audience
- will have a clear and focused heading/title
- will set out the guidelines clearly, using eg bullets, sub-headings, numbering *etc*
- will include a short introduction and conclusion.

**Question 3: Interview**

- will adopt a semi-formal to formal register
- will have a relevant headline/title
- will have an introduction and a conclusion
- will have a style aimed at involving and interesting the reader
- will refer to the interview, including direct quotations; it will not be a verbatim transcript.

**Question 4: Email**

- will adopt a consistently informal register
- will adopt a lively, engaging style, perhaps with some "youth-speak" eg "I'm good", "can't wait"
- will maintain a clear sense of address to a specific person
- will have an appropriate opening salutation
- will have an appropriate closing salutation.

**N.B.** Some limited use of textese (eg 4 for four/for and u for you) and/or emoticons is permissible.

**Question 5: Speech**

- will adopt a semi-formal register
- 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.

**English B – Standard level – Paper 1**  
**Anglais B – Niveau moyen – Épreuve 1**  
**Inglés B – Nivel medio – 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

1 h 30 m

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**Question and answer booklet – Instructions to candidates**

- Write your session number in the boxes above.
- Do not open this booklet until instructed to do so.
- This booklet contains all the paper 1 questions.
- Refer to the text booklet which accompanies this booklet.
- Answer all 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 **[45 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 **[45 points]**.

**Cuaderno de preguntas y respuestas – Instrucciones para los alumnos**

- Escriba su número de convocatoria en las casillas de arriba.
- No abra este cuaderno hasta que se lo autoricen.
- Este cuaderno contiene todas las preguntas de la prueba 1.
- Consulte el cuaderno de textos que acompaña a este cuaderno.
- Conteste todas las preguntas. 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 **[45 puntos]**.

10 pages/páginas

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