

English ab initio – Standard level – Paper 1
Anglais ab initio – Niveau moyen – Épreuve 1
Inglés ab initio – Nivel medio – Prueba 1

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

1 h 30 m

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

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Question and answer booklet – Instructions to candidates

- Write your session number in the boxes above.
- Do not open this booklet until instructed to do so.
- This booklet contains all the paper 1 questions.
- Refer to the text booklet which accompanies this booklet.
- Answer all of the questions in the boxes provided. Each question is allocated **[1 mark]** unless otherwise stated.
- The maximum mark for this examination paper is **[40 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 **[40 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 **[40 puntos]**.

Text A — Pupils collect £17 000 in charity expedition

Answer the following questions. Base your answers on **lines 1–4**.

1. What was the purpose of the expedition?

.....

2. Which words tell us that the expedition was successful?

.....

The sentences below are true or false. Tick [✓] the correct answer. Justify your answer by using words from the text. Both parts are required for **[1 mark]**. Base your answer on **lines 1–19**.

True False

Example: The pupils hiked.

Justification: teenagers who trekked

3. The journey lasted a month.

Justification:

4. The team continues to receive money.

Justification:

5. Everyone finished the trip.

Justification:



True False

6. Only one bike broke down.

Justification:

The words in the left hand column are taken from the text. Find the words in the right hand column that are closest in meaning to each of the words on the left. Write the letter in the box. **Note:** there are more words than you need.

Example: target (line 4)

D

7. good causes (line 14)

- A. challenging
- B. journey
- C. travel
- D. **goal**
- E. people
- F. wet
- G. charity

8. tough (line 19)

9. trip (line 20)

Answer the following question. Base your answers on **lines 24–26**.

10. Mr Nichol said “the weather was awful”. Give **two** examples from the text of awful weather.

(a)

(b)

Text B — Love Nature? Join The Royal Society for the Protection of Birds (RSPB)

Replace the gaps in the summary below with exact words from Part 1.

The RSPB is a [- X -] responsible for the conservation of wildlife both in the UK and [- 11 -]. It was created in the 19th century to stop the killing of birds for their [- 12 -]. In order for the charity to continue its work, the RSPB needs [- 13 -] from citizens.

Example: [- X -] charity

11. [- 11 -]

12. [- 12 -]

13. [- 13 -]

Answer the following questions. Base your answers on **Part 2**.

14. When can a small action have a very big result?

.....

15. What happens in the Big Garden Birdwatch?

.....



Turn over / Tournez la page / Véase al dorso

12EP03



12EP04

Based on **Part 3**, match the questions with the answers in the text. Write the letter in the box.

Note: there are more questions than you need.

Example: [– X –] **H**

- | | |
|--|--|
| 16. [– 16 –] <input type="checkbox"/> | A. Who will contact me? |
| 17. [– 17 –] <input type="checkbox"/> | B. What support will I receive as a volunteer? |
| 18. [– 18 –] <input type="checkbox"/> | C. How old do you have to be to volunteer? |
| | D. Do I have to travel to volunteer? |
| | E. What do I need to do to be a volunteer? |
| | F. Will it cost me anything to become a volunteer? |
| | G. Can I stop volunteering when I want to? |
| | H. Is there an upper or lower age limit for volunteering? |

Text C — An interview with Charlie Higson

Answer the following questions. Base your answers on **lines 1–10**.

- 19.** What was Charlie Higson's first profession?

.....

- 20.** Which word tells us that Charlie Higson used to imagine a world without adults?

.....

- 21.** What does the disease do to people?

.....

Each of the words below refers to someone or something in the text. In the space provided, indicate to whom or to what they refer.

| In the phrase... | the word... | refers to... |
|--|-------------|----------------------------|
| Example: <u>he</u> has gone on to write (line 2) | “he” | Charlie Higson |
| 22. I decided to use zombies to make <u>it</u> more lively (line 7) | “it” | |
| 23. <u>they</u> are not dead people (lines 16–17) | “they” | |
| 24. I know that a lot of <u>them</u> (lines 21–22) | “them” | |



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12EP05



12EP06

Based on the information in **lines 11–23**, match the first part of the sentence in the column on the left with the appropriate ending on the right. Write the letter in the box. **Note:** there are more endings than you need.

Example: If children like his books...

25. The zombies Charlie Higson created...

26. If many characters die...

27. The author has to feel frightened...

- A. if he wants the reader to feel frightened.
- B. rule the world.
- C. **Charlie Higson will write more.**
- D. to be scared.
- E. to enjoy writing the stories.
- F. the series will end.
- G. are not like any other zombies.
- H. the books will frighten the readers.

Answer the following question. Base your answers on **lines 21–23**.

28. Which word tells us that the author likes the characters he creates?

.....

From statements A to D, select the **two** that are true according to **lines 25–31**. Write the letters, in any order, in the boxes. [2 marks]

29. The author tells us that...

Example:

- A. the reader knows as much as the children know.
- B. the main theme of the series is fighting the disease.
- C. as the kids get older, most catch the disease.
- D. all the zombies die in the end.
- E. **the kids will finally learn the cause of the disease.**



Text D — The Australian new-age dad

30. From statements A to F, select the **three** that are true according to **lines 1–17**. Write the letters, in any order, in the boxes. [3 marks]

The new-age father...

- A. looks after his children as much as his father did.
- B. does not have time to learn some of the practical skills his father had.
- C. will have a bigger family than his father had.
- D. knows how to repair his car.
- E. has different skills from his father.
- F. spends most of his time each day looking after his children.

Answer the following question. Base your answer on **lines 12–17**.

31. Give **one** of the examples of a traditional skill, according to Claire Madden.

.....

Based on the information in **lines 18–20**, match the first part of the sentence in the column on the left with the appropriate ending on the right. Write the letter in the box. **Note:** there are more endings than you need.

32. Almost half of fathers...

33. One third of the fathers...

- A. feel that they are always in a hurry.

- B. do not work outside the home.

- C. know how to cook.

- D. do more than an hour of housework each day.



For each gap, fill in the missing word or phrase. Choose your answers from the words given below.
Each word or phrase can be used only once. **Note:** there are more words and phrases than you need.

ALSO BOTH HOW LIKE WHEN
AS WELL AS BUT INSTEAD OF OUTSIDE WHILE

Example: [- X -] also

34.

[- 34 -]

.....

35.

[- 35 -]

.....

36.

[- 36 -]

.....

37.

[- 37 -]

.....

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12EP09



12EP10

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12EP11



12EP12

English ab initio – Standard level – Paper 1
Anglais ab initio – Niveau moyen – Épreuve 1
Inglés ab initio – Nivel medio – Prueba 1

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

1 h 30 m

Text booklet – Instructions to candidates

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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.

Text A

Pupils collect £17 000 in charity expedition

A team of Scottish teenagers who trekked, cycled and sailed across Scotland to fundraise for charity has collected more money than their fundraising target.



- 5 Pupils and staff from Banchory Academy went on the challenging journey last month. They travelled more than 300 miles from the west to the east of the country in just nine days.
- 10 The team hoped to collect £15 000, but has collected £17 000 and donations are still coming in. The money will be donated to the charity Blesma, which supports soldiers without legs or arms, and the Lucy Blackman Trust, which provides support to the families of missing people around the world.
- Thanks to the efforts of these young people, the school has collected more than £80 000 for good causes over the last six years.
- 15 The 14 pupils, aged 13 to 15, were joined by two members of the Blesma charity and four school staff, including deputy principal Colin Nichol – who planned this year's route.
- Mr Nichol said: "The trip was a great success. All 20 members of the team managed to complete the challenge without a single bike breaking down. As the weather was awful the young people had some really tough days, but they all managed extremely well."
- 20 "By the end of the trip we had covered a total of 325 miles, across nine islands in nine days – which was an incredible achievement for everyone who took part."
- "We'd like to thank everyone who has donated funds for the two charities, which will hopefully help them continue their excellent work."
- 25 "Despite the rain, wind, long days and mountainous terrain, the young people involved all showed great determination to complete the challenge. They should all be extremely proud of their achievement."

Text: courtesy of the *Press & Journal*
Image: courtesy of <http://cyclinguphill.com>.

Text B

Love Nature? Join The RSPB

Part 1

As the UK's biggest nature conservation charity, with a history going back to 1889, we focus on conserving the UK's wildlife and restoring and protecting its natural habitats. We also work internationally in key areas to protect birds and other wildlife.

The RSPB was formed to stop the barbarous trade in plumes for women's hats. This fashion was responsible for the destruction of many thousands of species of birds whose plumes had become fashionable in the late Victorian era.

Our 200 nature reserves are home to some of the UK's most rare birds and animals. We participate in a variety of other projects such as planting native trees.

It is only with the support of people like you that we can continue our conservation work saving wildlife and habitats.

Part 2**Volunteer opportunities**

There are a million and one things you could do to help us. Many take less than an hour.

Each small action can make an enormous difference when combined with a massive amount of people doing the same thing. A fantastic example of this is the Big Garden Birdwatch. An individual spends one hour counting birds in their garden. The real value comes when hundreds of thousands of results are added together to give a UK-wide picture.

Intrigued? Below are some actions you can take to help us and which will only take up to 15 minutes of your time.

- Donate your old and unwanted optics equipment, binoculars, telescopes and tripods.
- Become our Facebook fan and follow us on Twitter.
- Feed wildlife in your garden.

Part 3**Frequently asked questions**

[– X –]

No, there is no age limit. Our youngest volunteer is eight years old and our oldest is over 100. No matter what your age there will be a volunteering opportunity for you.

[– 16 –]

No. Because you'll be giving up your time, it is only fair that we offer to pay your travel expenses and any other expenses agreed with your RSPB contact.

[– 17 –]

As a volunteer, you are free to leave whenever you like. If other people depend on you, we will ask you to give your RSPB contact reasonable warning if you cannot come in.

[– 18 –]

Whatever roles you do for us, we will ensure you have what you need to do them successfully.

Courtesy of the RSPB.

Text C

An interview with Charlie Higson

Charlie Higson is a comedian who became a children's author. Since his hugely successful Young Bond series he has gone on to write a new series called *The Enemy*.

Where do you get the ideas for the books from?

When I was a kid I used to fantasize about how brilliant it would be if the adults in the world simply disappeared and we kids could run the place. We could go into any buildings and do what we liked. That was the starting point for the *Enemy* series... And then I decided to use zombies to make it more lively.

So, how could I put the two ideas together? I invented a disease that only affects people over the age of 14 and that turns them into zombies. That's how I solved the problem!

***The Dead* is the second book in the series. Will there be more?**

I have just signed a contract to do six books in the *Enemy* series. Obviously if the books are really popular and successful and kids want more then I will write more, but at the moment I'm aiming at six.

Did you have to look at a lot of zombie movies to prepare for writing this book?

Actually, the monsters in my books are not technically zombies. They are not dead people who have come back to life. I wanted to create zombies of my own and have tried to give them their own unique characteristics. They are almost a cross between vampires and zombies.

Did you find yourself scared at any point writing it?

I did actually. I grow quite attached to the characters I create in the books, but I know that a lot of them will have to be killed or the books just wouldn't be scary. If I can't scare myself then I'm not going to scare anyone else.

Is there a cure for the disease, or will all the zombies have to be killed?

The great thing about the books for me is that they are told entirely from the point of view of the kids involved in the action, so we never know more than they do. Therefore, a large part of the series will be trying to find out more about the disease. How will it affect them as they get older? Will they be able to find a cure for it? Is everyone in the world affected? This gives the series a good element of mystery and suspense. In each new book the kids will learn a little more about how the disease works and at the end of the six books, they will discover what has caused it.

Text D

The Australian new-age dad

New-age dads are not so skilled at fixing things as their fathers, but they are more directly involved with their kids.

Meet the modern dad – he can't fix a leaky tap or change a car tire but he can cook a meal and clean the baby.

- 5 According to social researchers, the traditional role of Australia's 4.6 million fathers is changing. They are more involved with their children than their own fathers were. Because of this, they are too busy to learn some of the practical skills of their fathers.



- 10 Researchers say that men are becoming dads at the average age of 31 and will have more children than any other generation in Australian history.

According to Claire Madden, research director, "The new generation of dads is not able to change the oil in his car or change a bike tire, but is more confident shopping for groceries or cooking a meal for their families."

- 15 So while some of the traditional skills are in decline, they are adding other skills to their list. Dads spend an average 3 hours and 55 minutes caring for their children, and work an average of 7 hours and 25 minutes a day – so clearly it is difficult to fit everything in."

Research shows that almost half the dads – approximately 46% – [- X -] spend their time volunteering and spend up to 80 minutes a day doing housework.

- 20 "So it is little surprise that one third say they are always feeling short of time," said Ms Madden.

"Both mum and dad work [- 34 -] the home so both are sharing the responsibilities, and dads are feeling the pressure of work [- 35 -] the pressure of looking after their children."

- Parents pay for jobs [- 36 -] gardening and housecleaning instead of doing these jobs themselves. They buy replacements [- 37 -] repairing everything that breaks down. Their 25 roles are divided between work, family and volunteering.

Adapted from Lisa Mayoh, <http://Kidspot.com.au> (2014)



English ab initio – Standard level – Paper 2 Anglais ab initio – Niveau moyen – Épreuve 2 Inglés ab initio – Nivel medio – Prueba 2

Wednesday 4 November 2015 (afternoon)

Mercredi 4 novembre 2015 (après-midi)

Miércoles 4 de noviembre de 2015 (tarde)

1 hour / 1 heure / 1 hora

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

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Instructions to candidates

- Write your session number in the boxes above.
- Do not open this examination paper until instructed to do so.
- The maximum mark is **[25 marks]** for this examination paper.
- Complete one task from section A (worth **[7 marks]**), and one task from section B (worth **[18 marks]**), using the boxes provided.
- At the end of the examination, indicate the numbers of both of the tasks answered in the candidate box on your cover sheet.

Instructions destinées aux candidats

- Écrivez votre numéro de session dans les cases ci-dessus.
- N'ouvez pas cette épreuve avant d'y être autorisé(e).
- La note maximale est de **[25 points]** pour cette épreuve.
- Effectuez une tâche de la section A (qui vaut **[7 points]**) et une tâche de la section B (qui vaut **[18 points]**), en utilisant les cases prévues à cet effet.
- À la fin de l'examen, indiquez le numéro des deux tâches que vous avez effectuées dans la case réservée au candidat sur votre page de couverture.

Instrucciones para los alumnos

- Escriba su número de convocatoria en las casillas de arriba.
- No abra esta prueba hasta que se lo autoricen.
- La puntuación máxima para esta prueba es de **[25 puntos]**.
- Realice una tarea de la sección A (vale **[7 puntos]**) y una tarea de la sección B (vale **[18 puntos]**), usando las casillas provistas.
- Al terminar el examen, indique en la casilla del alumno de la portada del examen los números de las dos tareas realizadas.



Section A

Answer **one** of the following questions. Write **at least** 50 words.

1. You have recently joined a school book club, and you think it would improve if more students joined. Write a **notice** for the library notice board encouraging students to join the school book club. In your notice you explain:

 - how often the book club meets
 - where the book club meets
 - one activity that takes place during the meeting
 - two reasons for joining the book club.

2. You have just changed schools. You send an **email** to your friend from your previous school to tell him/her:

 - which subject you are enjoying most
 - why you are enjoying it
 - which subject you are enjoying least
 - why you are not enjoying it
 - what you miss most from the school you went to before.



08EP0



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Section B

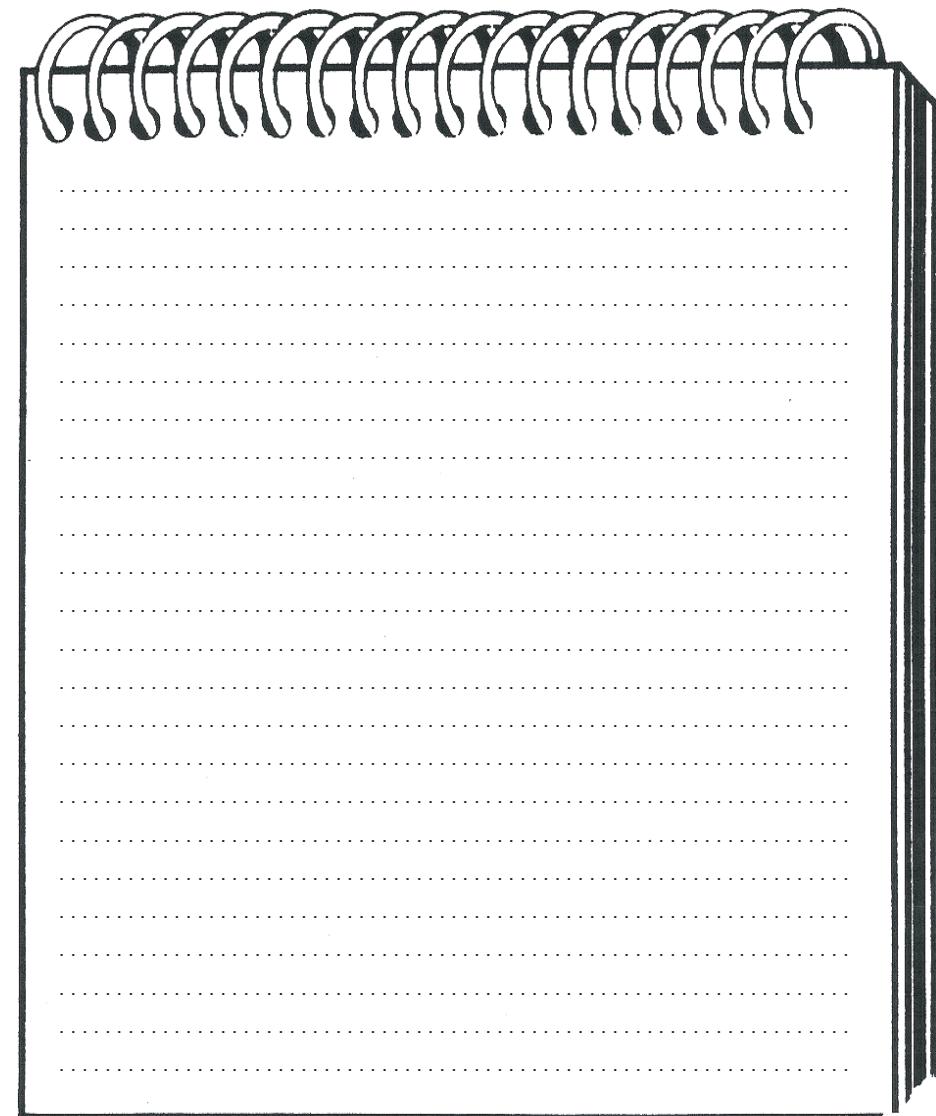
Answer **one** of the following questions. Write **at least** 100 words.

3. Each week in your English class a student gives a presentation on "Three things that happened in English-speaking countries this week". The student can choose any three topics, for example politics, sports, leisure, festivals. You have to give the presentation this week. Write the text of your **presentation**.



08EP0

4. There has been some very bad weather in your country which has caused a lot of damage. Many people have had to leave their homes. These people need money, clothes, food and furniture. Write an **article** for the school newspaper describing the situation, explaining what the people need and suggesting ways of collecting money and items to help them.



Turn over / Tournez la page / Véase al dorso

5. You have interviewed for the school newspaper a sportsperson who has won several national and international championships. You asked about his/her career, what advice he/she would give to young people who want to have a career in sports and what his/her own hopes are for the future. Write the text of the **interview**.

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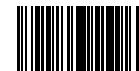
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08EP06



08EP07

English ab initio – Standard level – Paper 1
Anglais ab initio – Niveau moyen – Épreuve 1
Inglés ab initio – 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

1 h 30 m

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Livret de questions et réponses – Instructions destinées aux candidats

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Cuaderno de preguntas y respuestas – Instrucciones para los alumnos

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- Consulte el cuaderno de textos que acompaña a este cuaderno.
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Text A — Hetty Feather is back!

Choose the most appropriate response from the options below. Base your answer on **lines 1–4**. Write the letter in the box.

1. What was *Hetty Feather* originally?

- A. A book
- B. A television series
- C. A show
- D. A musical

Answer the following questions. Base your answers on **lines 6–8**.

2. When does the story take place?

.....

3. Why does Hetty not like the rules in the hospital?

.....

Match the questions with the answers in the text. Write the letter in the box. **Note:** there are more questions than you need.

Example: [- X -] E

4. [- 4 -]

- A. Has Jacqueline Wilson seen the TV series?
- B. Did you have to do a lot of research for the role?
- C. Who is your favourite character?
- D. Were you a fan of the books before you got the role?
- E. Jacqueline Wilson came to the television studio.
What was she like?
- F. The story starts when Hetty goes back to the hospital.
What happens next?
- G. How different is the TV series to the books?
- H. What is Hetty like?
- I. Who are the main characters in the TV series?

5. [- 5 -]

6. [- 6 -]

7. [- 7 -]



12EP02

Each of the words below refers to someone or something in the text. In the space provided, indicate to whom or to what they refer.

| In the phrase... | the word... | refers to... |
|--|-------------|----------------------------|
| Example: I think (line 25) | "I" | Isabel Clifton |
| 8. has a few more characters in <u>it</u> (line 25) | "it" | |
| 9. and is not afraid of <u>her</u> (line 29) | "her" | |
| 10. you must not let them see that <u>they</u> can hurt you (line 30–31) | "they" | |



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12EP03

Text B — Ned Kelly – an Australian hero?

Choose the most appropriate response from the options below. Base your answer on **paragraph ①**. Write the letter in the box.

11. Ned Kelly was...

- A. an Irish prisoner.
- B. a farmer.
- C. a bandit.
- D. a policeman.

Answer the following questions. Base your answers on **paragraphs ① and ②**.

12. Give **two** reasons why Ned Kelly is famous in Australia.

- (a)
- (b)

13. Where did Ned Kelly and his gang hide from the police?

.....

14. Why did Ned Kelly and his gang steal animals?

.....

15. Which word in the text refers to a payment or prize of money?

.....

The sentences below are either true or false. Tick [✓] the correct answer. Justify your answer by using words from the text. Both parts are required for [1 mark]. Base your answers on **paragraphs ② and ③**.

True False

Example: The police captured the gang.

Justification: The police found Ned Kelly and his gang in 1880

16. Australians today have forgotten how Ned Kelly and his gang were captured.

Justification:

17. When the policemen caught Ned Kelly, he was dressed in special clothes.

Justification:

18. Ned Kelly died recently.

Justification:

19. Ned Kelly's body was discovered in a prison.

Justification:



12EP04



Turn over / Tournez la page / Véase al dorso

12EP05

Text C — British Columbia Youth Parliament

Based on the information in **paragraphs ① and ②**, match the first part of the sentence in the column on the left with the appropriate ending on the right. Write the letter in the box. **Note:** there are more endings than you need.

Example: The youth parliament has...

E

20. The youth parliament meets...

- A. 16 to 21 members.
- B. every December.
- C. young people who are going to university.
- D. to support youth.
- E. 95 members.**
- F. to help young politicians.
- G. how parliament works.
- H. every month.
- I. the Parliament buildings.
- J. young people who have no money.

21. The aim of the youth parliament is...

22. Youth members learn...

23. This year the youth parliament wants to help...

24. From statements A to H, select the **four** that are true according to **paragraphs ③ and ④**.

Write the letters, in any order, in the boxes. **Note:** there are more statements than you need.

[4 marks]

- A. All political parties are represented in the youth parliament.
- B. Youth members can decide themselves how they want to vote.
- C. Youth members must vote to support the political party they represent.
- D. All youth parliaments function in the same way.
- E. The youth parliament does not have the power to act.
- F. Decisions made at the youth parliament can have practical results.
- G. The youth parliament decided that 16-year-olds can vote.
- H. The youth parliament did not agree to lower the voting age.
- I. Ambrose Young is the head of the BC youth parliament.**

Choose the most appropriate response from the options below. Base your answer on **paragraph ⑥**. Write the letter in the box.

25. What must you say in your personal statement?

- A. What political party you belong to
- B. How you have helped others in your town
- C. What school you attend
- D. Your age



12EP06



Turn over / Tournez la page / Véase al dorso

Text D — Great Smoky Mountains National Park in North Carolina, US

Answer the following question. Base your answer on **lines 1–6**.

- 26.** Why did the travel reporter go to the Great Smoky Mountains National Park?

.....

The words in the left-hand column are taken from **lines 7–11**. Find the words in the right-hand column that are closest in meaning to each of the words on the left. Write the letter in the box. **Note:** there are more words than you need.

Example: covers (line 7) **F**

27. species (line 7)

- A. drop
- B. special
- C. types
- D. paths
- E. autumn
- F. includes
- G. boots
- H. incredible

28. spectacular (line 8)

29. fall (line 9)

30. trails (line 11)

Answer the following questions. Base your answers on **lines 10–23**.

- 31.** Why should you take a guide?

.....

- 32.** Why did the reporter have a good view of the forest?

.....

- 33.** Why do bears not come near humans?

.....

- 34.** What word in the text has the same meaning as “rubbish” or “garbage”?

.....

Complete the following sentence. Base your answer on **lines 24 and 25**.

- 35.** This destination is recommended for people who...

.....



12EP08



12EP09

Turn over / Tournez la page / Véase al dorso

The sentences below are either true or false. Tick [✓] the correct answer. Justify your answer by using words from the text. Both parts are required for [1 mark]. Base your answer on **lines 26–31**.

True False

36. In summer, it is hot at the tops of the mountains.

Justification:

37. Tourists must pay attention to the weather and animals.

Justification:

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12EP10



12EP11



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12EP12

N16/2/ANENG/SP1/ENG/TZ0/XXX/M



Markscheme

Barème de notation

Esquema de calificación

November / Noviembre / Noviembre 2016

English / Anglais / Inglés ab initio

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 1

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– 3 –

N16/2/ANENG/SP1/ENG/TZ0/XX/M

1. 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 **[40]**.

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 **[40]**.

1. Las preguntas que requieren 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 incomprendible.
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 un tic en la misma respuesta, puntúe el tic e ignore la cruz.
4. En las preguntas que requieren 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 **[40]**.

Text A — Hetty Feather is back!

| Question | Target answer | Accept | Do not accept | Marks |
|----------|------------------------------|--|---|-------|
| 1. | A | | | 1 |
| 2. | 1887 / eighteen eighty seven | It is set in 1887 (eighteen eighty seven) / When she returns to the hospital where she was left as a baby. Date combined with info about where the story takes place or what happens in the story as long as the TIME is clear. | When Hetty (she) goes back to hospital. | 1 |
| 3. | (they are) strict | because they are strict | They are strict and she plans to escape information They are strict + any other irrelevant | 1 |
| 4. | B | | | 1 |
| 5. | D | | | 1 |
| 6. | F | | | 1 |
| 7. | G | | | 1 |
| 8. | the TV series | TV series | | 1 |
| 9. | Sheila | | | 1 |
| 10. | bullyies | The bullies | Bullies' influence/ horrible girls | 1 |
| | | Total | Total | 10 |

Text B — Ned Kelly – an Australian hero?

| Question | Target answer | Accept | Do not accept | Marks |
|----------|---|---|--|-------|
| 11. | C | | | 1 |
| 12. | a because of his bank raids b amazing escapes | bank raids amazing escapes in any order, award [1] for both | only "bank raids" only "amazing escapes" bandit or criminal he stole many banks | 1 |
| 13. | in the bush | bush / the bush / into the bush / a region where few people lived | | 1 |
| 14. | to help the poor / he thought that the poor people were being badly treated | | the rich to help the poor | 1 |
| 15. | reward | The word that refers to payment or prize of money is "reward". | offered (a) reward | 1 |
| 16. | false final violent fight famous in Australian history | false famous in Australian history | only true/false only a justification | 1 |
| 17. | true wore homemade armour | true wore homemade armour and a helmet | only true/false only a justification | 1 |
| 18. | false more than a century ago | false a century ago / he died in 1880 (eighteen eighty) / he was condemned to death in 1880 (eighteen eighty) / November 1880 (eighteen eighty) He was hanged for murder more than a century ago/in 1880/ | only true/false only a justification | 1 |
| 19. | true (body found) (recently) (in a mass grave) in an abandoned prison | Death in 1880 true body found recently in a mass grave in an abandoned prison | only true/false only a justification | 1 |
| | | Total | Total | 9 |

| Question | Target answer | Accept | Do not accept | Marks |
|----------|---------------|---|---------------|-------|
| 20. | B | | | 1 |
| 21. | D | | | 1 |
| 22. | G | | | 1 |
| 23. | J | | | 1 |
| 24. | A, B, F, H | in any order, award [1] for each letter | | 4 |
| 25. | B | | | 1 |
| | | Total | 9 | |

Text D — Great Smoky Mountains National Park in North Carolina, US

| Question | Target answer | Accept | Do not accept | Marks |
|----------|--|--|---|-------|
| 26. | to find out why it is the most visited National Park in the US / to find out why it is popular with people from all over the world | why it is the most visited National Park in the US / why it is popular with people from all over the world | Because it is the most visited.../ Do not accept answer without the word WHY/ Incomplete answers such as: To find out why it is the most visited. | 1 |
| 27. | C | | | 1 |
| 28. | H | | | 1 |
| 29. | A | | | 1 |
| 30. | D | | | 1 |
| 31. | the guide/he/she can tell you about the vegetation and the animals | the guide/he/she can tell you about the vegetation / Answers without a pronoun such as: Because can tell you about the vegetation...etc. / To know about the vegetation and the animals | Because I know.../ Because you (can) tell ... | 1 |
| 32. | one wall was made completely of glass | one side was made out of glass | | 1 |
| 33. | they are shy | Because bears are shy and like to stay away from humans | | 1 |
| 34. | litter | The word that has the same meaning as "rubbish" or "garbage" is "litter". | The word "litter" combined with any other word. | 1 |
| 35. | like to get back to nature | return to nature / like nature/ The scenery is spectacular and it's a perfect destination for those who like to get back to nature. | | 1 |
| 36. | false it gets cold on top of the mountains | false it gets cold on top of the mountains even on the hottest summer's day | only true/false only a justification | 1 |
| 37. | true unexpected thunderstorms and local wildlife | true watch out for thunderstorms and local wildlife / watch out for unexpected thunderstorms and local wildlife | only "unexpected thunderstorms" only "local wildlife" only true/false only a justification | 1 |
| | | Total | 12 | |

English ab initio – Standard level – Paper 1
Anglais ab initio – Niveau moyen – Épreuve 1
Inglés ab initio – 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.

Text A

Hetty Feather is back!

We loved the books and now Jacqueline Wilson's fascinating character, Hetty Feather, has been brought to life in a new television series. We went to meet the actress Isabel Clifton, who plays Hetty, to find out more...

Removed for copyright reasons

5 **Question:** What is it all about?

Hetty Feather is set in 1887 and tells the story of a young girl called Hetty. At the age of 12, she has to leave the family who looks after her to return to the hospital where she was left as a baby. But Hetty does not like her new home or the strict rules and makes a plan to escape.

Question: [– X –]

10 She was very nice. I was very nervous because I didn't know whether she would think that I played the role of Hetty well, but she said that I was exactly what she imagined. She also said that Hetty is her favourite character!

Question: [– 4 –]

15 I had the description of Hetty and what she was like in the book. I used that and I also added parts of my own character to her.

Question: [– 5 –]

Yes, definitely. I love reading Jacqueline Wilson's books! I have not had time to read them all because I am too busy here, so I'll finish them after the filming.

20 **Question:** [– 6 –]

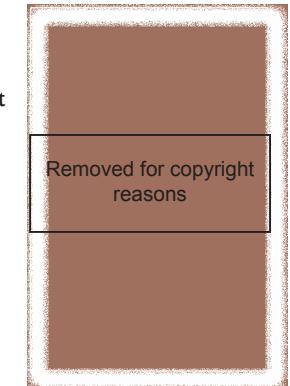
I don't want to tell you too much. Hetty has many adventures; she gets into trouble and helps lots of other people. You'll just have to wait and see what happens!

Question: [– 7 –]

25 I think that the TV series has a few more characters in it. As I said, I am also trying to add my own personality, so the character of Hetty is my own interpretation.

Question: Hetty has to deal with horrible girls at the hospital. What advice would you give to young people who have met bullies at school?

Hetty is bullied by Sheila but Hetty is really strong and is not afraid of her. I would say that you have to be strong. You must not let bullies influence you and you must not let them see that they can hurt you.



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Text B

Ned Kelly – an Australian hero?

- ① Ned Kelly (1855–1880) was the son of an Irish prisoner who was sent to Australia because he stole two pigs to feed his family. Ned became a bandit and his actions caused a sensation in the 1870s in the state of Victoria, Australia. Ned Kelly has become a legend in Australia because of his bank raids and amazing escapes from the police. His story continues to divide Australians. Many see him as a folk hero, but for others he is a criminal and a murderer.
- ② Ned Kelly stole horses as a young man in order to make money to help his family. In 1877 he shot a policeman who was trying to arrest his brother. The two escaped into the bush, a region where few people lived, and formed the Kelly gang with two other men. Ned and his gang thought that poor people were being badly treated and began to steal cattle from the rich to help the poor. The government declared Kelly and his gang to be criminals and offered a reward to anyone who caught them.
- ③ The police found Ned Kelly and his gang in 1880 and the final violent fight is famous in Australian history. Ned Kelly wore home-made armour and a helmet and he killed three policemen. He was captured and sent to prison, where he was condemned to death in November 1880.
- ④ Although Ned Kelly was hanged for murder more than a century ago, his body has been recently found in a mass grave in an abandoned prison. In 2013, the Kelly family had Ned buried in a cemetery. This was Kelly's final wish. More than 300 people came to the memorial service.



adapted from: *Financial Times* (2013)

Text C

British Columbia Youth Parliament

- ① Every year, between 27th December and 31st December, 95 representatives of youth organizations from British Columbia (B.C.), Canada, meet at the Parliament Buildings in the capital city of Victoria for the annual session of the British Columbia Youth Parliament. The representatives are youths aged 16 to 21.
 - ② The British Columbia Youth Parliament (BCYP) started 85 years ago. Its objective is "youth helping youth". Members learn about, and experience directly, the parliamentary process: they debate topics of interest for youth and plan many activities to support young British Columbians. This year, participants voted to help youth living in poverty. They also debated about topics such as costs for higher education and the oil pipeline across northern British Columbia.
 - ③ "It's a great experience," said Ambrose Yung, who has participated for four years in the youth parliament and is now the youth premier*. "To be able to use the parliament building is a privilege." The youth parliament represents all political parties. Yung explained that in a real parliament representatives vote according to the political party they support. However, in a youth parliament members are independent. "There are no parties, so all members have a free vote," said Yung. "No one is forcing you to vote a certain way."
 - ④ After the parliament session, members put these activities and projects into action. This is where British Columbia Youth Parliament is different from other youth parliaments: BCYP is in no way a "model" parliament because the legislation actually becomes real action in the community if the activity or project is voted by the majority of youth representatives. A bill to lower the voting age from 18 to 16 was not passed, Yung said.
-
- ⑤ **How to apply:**
 - ✓ Download the application.
 - 🔔 Have an organization/school/group sponsor you.
 - 📄 Write a personal statement telling us why would you like to be a member of BCYP, what type of activities you are involved with in your community, if you have taken part in debates and public speaking and how you believe you can personally contribute to BCYP.

adapted from: www.bcyp.org and <http://metronews.ca>

* premier: head of government of a Canadian province

Text D

Great Smoky Mountains National Park in North Carolina, US

Great Smoky Mountains National Park in North Carolina, US, recently celebrated its 80th anniversary. It is the most visited National Park in the US and is popular with people from all over the world. Our travel reporter visited the park to find out why.



The park covers 521 086 acres and is home to more than 10 000 species of plants and animals. The Smoky Mountains are really spectacular – the highest mountain reaches 2025 meters. The temperature at the top can fall to many degrees below freezing.

- 10 Hikers, bikers, kayakers and campers come in large numbers to the park. Some of the walking trails take weeks to finish. There are hiking trails for every level of hiker, but it is definitely a good idea to go with a guide who can tell you about the vegetation and the animals.

Cabins in the mountains are a popular place to stay. The cabin we stayed in was beside a river. One wall was made completely of glass and we could look out into the forest where, if you sat long enough, you could see a great variety of animals. Black bears are native to North Carolina, but are very difficult to see. You can often hear



- 20 them crashing through the woods in the distance but they are shy and like to stay away from humans. It is important not to leave litter in the woods, as human food can hurt the bears and encourage them to come close to people.

It is impossible to be bored in the park. The scenery is spectacular and it is a perfect destination for those who like to get back to nature.

- ❖ **When to go:** Any time, although it gets rather warm and humid in the summer and very cold in winter.
- ❖ **What to take:** Strong shoes for walking and a warm jumper or jacket as it gets cold on top of the mountains, even on the hottest summer's day. A camera, sunscreen and a rain jacket.
- ❖ **Watch out for:** Unexpected thunderstorms and local wildlife.

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adapted from: *First News*, World Explorer: Issue 1 (2010)
Images: https://commons.wikimedia.org/wiki/File:Ursus_americanusDetail.jpg (Photo by Greg Hume)
[and https://commons.wikimedia.org/wiki/File:01_Schwarzbär.jpg](https://commons.wikimedia.org/wiki/File:01_Schwarzbär.jpg) (Diginatur, own work)



English ab initio – Standard level – Paper 2 Anglais ab initio – Niveau moyen – Épreuve 2 Inglés ab initio – Nivel medio – Prueba 2

Thursday 3 November 2016 (morning)

Jeudi 3 novembre 2016 (matin)

Jueves 3 de noviembre de 2016 (mañana)

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

| | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|

1 hour / 1 heure / 1 hora

Instructions to candidates

- Write your session number in the boxes above.
- Do not open this examination paper until instructed to do so.
- The maximum mark is **[25 marks]** for this examination paper.
- Complete one task from section A (worth **[7 marks]**), and one task from section B (worth **[18 marks]**), using the boxes provided.
- At the end of the examination, indicate the numbers of both of the tasks answered in the candidate box on your cover sheet.

Instructions destinées aux candidats

- Écrivez votre numéro de session dans les cases ci-dessus.
- N'ouvez pas cette épreuve avant d'y être autorisé(e).
- La note maximale est de **[25 points]** pour cette épreuve.
- Effectuez une tâche de la section A (qui vaut **[7 points]**) et une tâche de la section B (qui vaut **[18 points]**), en utilisant les cases prévues à cet effet.
- À la fin de l'examen, indiquez le numéro des deux tâches que vous avez effectuées dans la case réservée au candidat sur votre page de couverture.

Instrucciones para los alumnos

- Escriba su número de convocatoria en las casillas de arriba.
- No abra esta prueba hasta que se lo autoricen.
- La puntuación máxima para esta prueba es de **[25 puntos]**.
- Realice una tarea de la sección A (vale **[7 puntos]**) y una tarea de la sección B (vale **[18 puntos]**), usando las casillas provistas.
- Al terminar el examen, indique en la casilla del alumno de la portada del examen los números de las dos tareas realizadas.

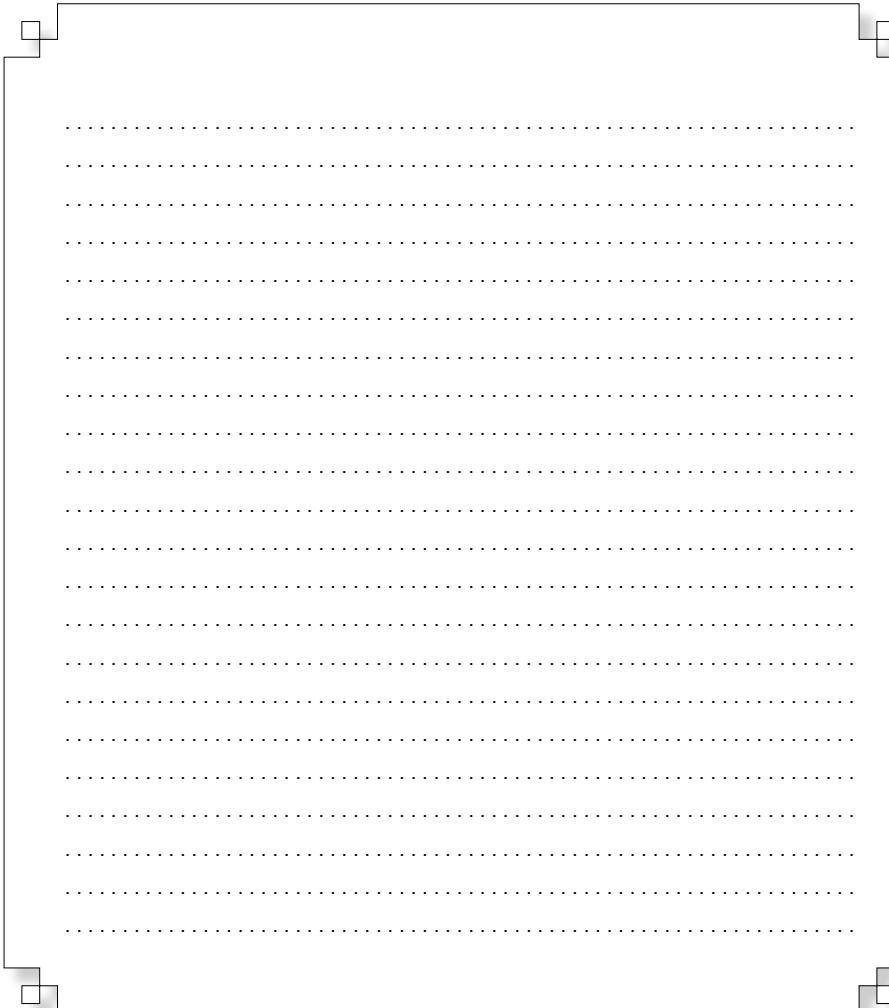


Section A

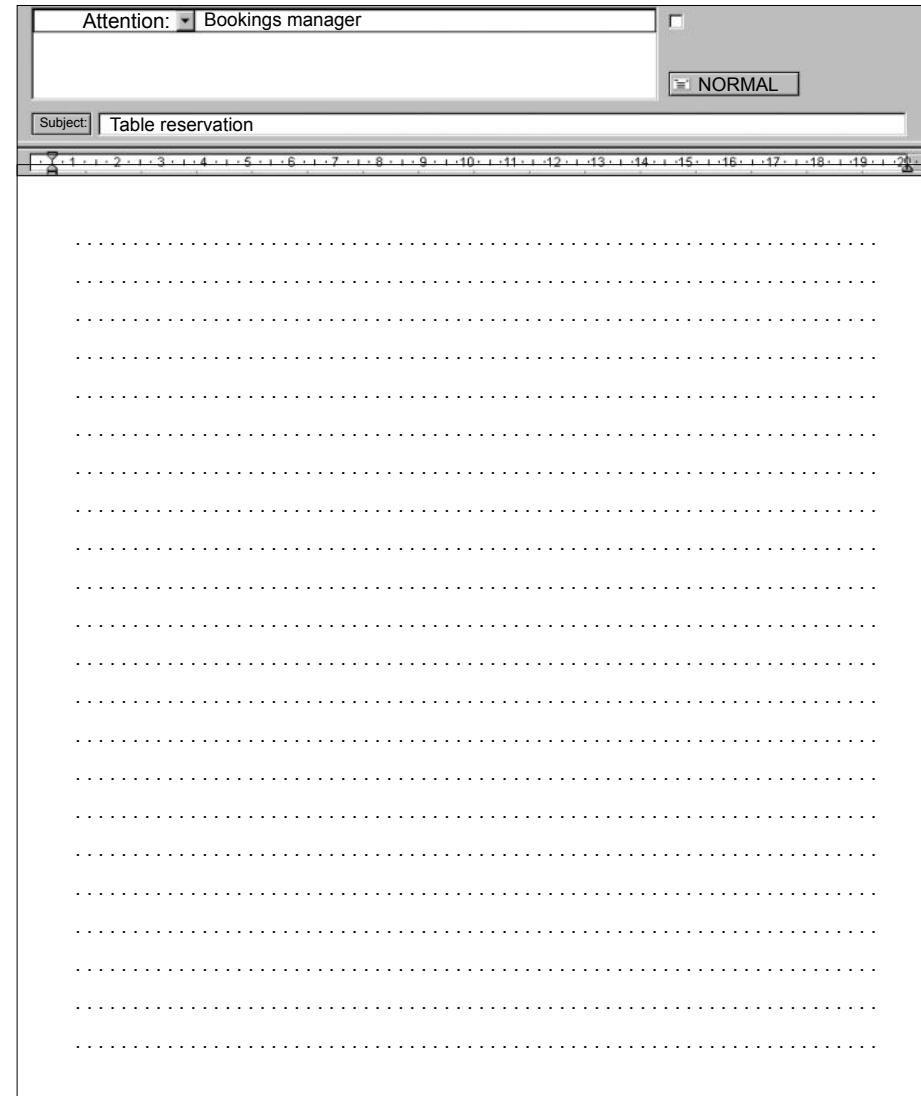
Answer **one** of the following questions. Write **at least** 50 words.

1. To earn a little money you have decided to look after young children. You write the **advertisement** that you will place in a shop window near your home. You mention:

- how old you are
- when you can do this work
- two activities that you can do with the children
- how you can be contacted.



2. You are organizing a surprise birthday celebration at a restaurant for your friend. You write an **e-mail** to the restaurant to reserve a table for dinner. In the e-mail you mention:
- the date and the time of dinner
 - how many people will come to the dinner
 - what food your friend does not eat
 - what kind of birthday cake your friend would like.



Attention: Bookings manager

Subject: Table reservation

Friday, 11 June 2010



Turn over / Tournez la page / Véase al dorso

Section B

Answer **one** of the following questions. Write **at least** 100 words.

3. As part of the CAS programme, you have participated regularly in an activity that helps other people. At the end of the school year you must write a report about this activity for the activity supervisor. In the report you explain what you did and what you learned from the activity. You make **one** suggestion to improve the activity. Write the **report**.



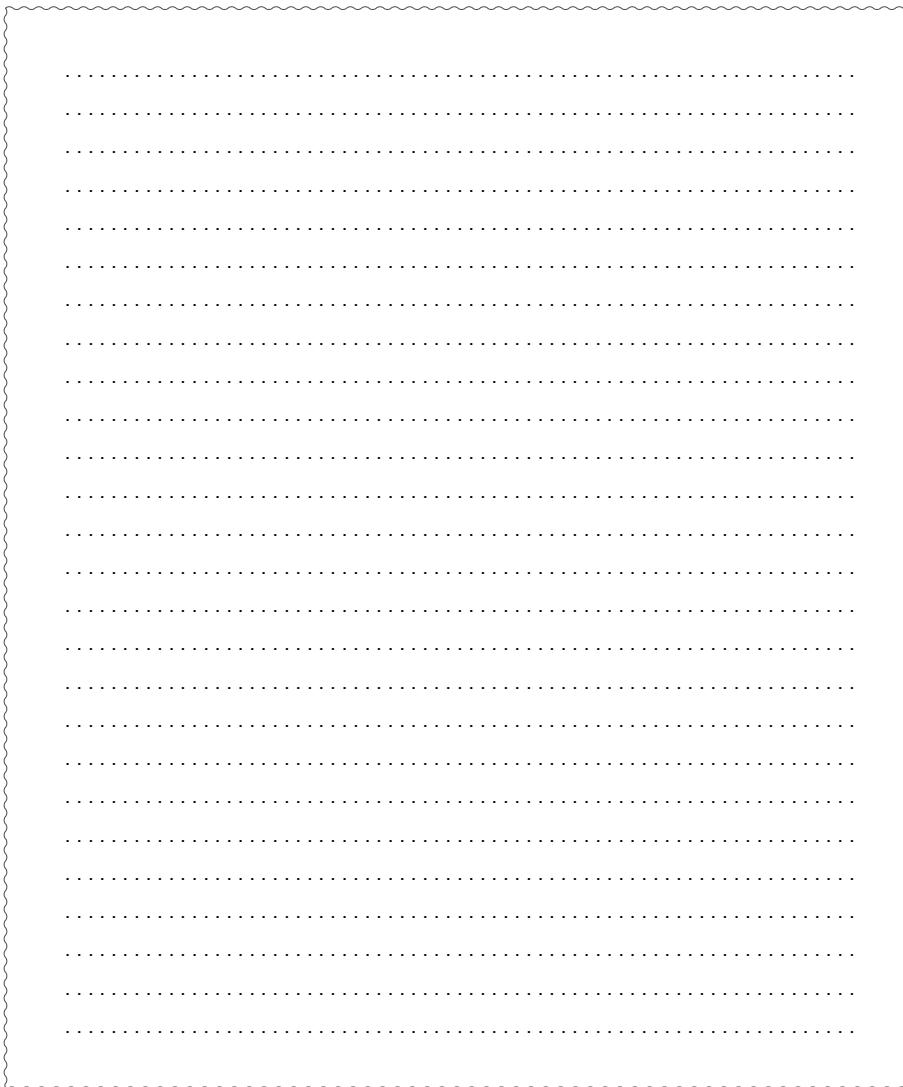
08EP0

4. You have been asked to write a brochure for English-speaking tourists who visit your town. The brochure has three sections: the old part of town, entertainment and outdoor activities. Write the **three** sections of the **brochure**.



Turn over / Tournez la page / Véase al dorso

5. For the school newspaper you interview a student about his/her choice of academic programme. You want to know why he/she decided to study the International Baccalaureate, what he/she thinks are the advantages of the programme and what are the challenges. Write the text of the **interview**.



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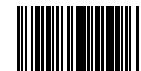
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08EP06



08EP07

Marking notes Remarques pour la notation Notas para la corrección

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November / Novembre / Noviembre 2016

English / Anglais / Inglés ab initio

**Standard level
Niveau moyen
Nivel medio**

Paper / Épreuve / Prueba 2

8 pages/páginas



Section A

Criterion A: Language

- Does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use spelling, calligraphy (see “Glossary of terms”), vocabulary and grammatical structures correctly and accurately?

| Marks | Level descriptor |
|----------|--|
| 0 | Language inaccuracies completely obscure communication. |
| 1 | Language inaccuracies often obscure communication. |
| 2 | Language is generally accurate and does not obscure communication. |
| 3 | Language is mostly accurate and communication is clear. |

Clarification

Word count

At ab initio level, students are required to write a minimum of 50 words in section A (with equivalents in non-Roman script languages). There is **no penalty** for not writing the minimal word target in section A.

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.

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

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Estas notas para la corrección son **confidenciales** y para el uso exclusivo de los examinadores en esta convocatoria de exámenes.

Son propiedad del Bachillerato Internacional y **no** se pueden reproducir ni distribuir a ninguna otra persona sin la autorización previa del centro de evaluación del IB.

Criterion B: Message

- Is all the relevant information conveyed?

| Marks | Level descriptor |
|-------|--|
| 0 | No relevant information has been conveyed. |
| 1 | Some relevant information has been conveyed. |
| 2 | More than half (at least three pieces of information) has been conveyed. |
| 3 | All relevant information has been conveyed effectively. |

Question 1:

To earn a little money you have decided to look after young children. You write the **advertisement** that you will place in a shop window near your home. You mention:

- how old you are
- when you can do this work
- two activities that you can do with the children
- how you can be contacted.

Question 2:

You are organizing a surprise birthday celebration at a restaurant for your friend. You write an **e-mail** to the restaurant to reserve a table for dinner. In the e-mail you mention:

- the date and the time of dinner
- how many people will come to the dinner
- what food your friend does not eat
- what kind of birthday cake your friend would like.

Criterion C: Format

- Does the format correspond to the task?

| Marks | Level descriptor |
|-------|--------------------------------|
| 0 | The format is not appropriate. |
| 1 | The format is appropriate. |

Section B**Criterion A: Language**

- To what extent does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use a range of vocabulary and grammatical structures?
- Does the student show an awareness of the appropriate register for the task?

| Marks | Level descriptor |
|-------|--|
| 0 | The response does not reach a standard described by the descriptors below. |
| 1–2 | The response and communication are of limited effectiveness. The range of vocabulary used is limited. Some basic grammatical structures are used accurately. These are isolated and limited in range. Register is inappropriate. |
| 3–4 | The response and communication are partially effective. The range of vocabulary used is sometimes varied. Most basic grammatical structures are used accurately. Register is partially appropriate. |
| 5–6 | The response is generally accurate and communication is generally effective. The range of vocabulary used is varied. Basic grammatical structures and a limited range of more complex grammatical structures are used accurately. Register is generally appropriate. |
| 7–8 | The response is accurate and communication is effective. The range of vocabulary used is varied and effective. Basic and some more complex grammatical structures are used accurately. Register is appropriate. |

Clarification**Word count**

At ab initio level, students are required to write a minimum of 100 words in section B (with equivalents in non-Roman script languages). There is **no penalty** for not writing the minimal word target in section B.

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.

Criterion B: Message

- To what extent does the student fulfil the task?
- Are the ideas well-developed?
- Is there evidence of a logical structure (paragraphing and sequencing)?
- Are cohesive devices used effectively?

| Marks | Level descriptor |
|-------|---|
| 0 | The response does not reach a standard described by the descriptors below. |
| 1–2 | The task has been partially fulfilled. One or more ideas have been identified and have been partially developed. There is limited evidence of a logical structure. There is a partially successful use of a limited range of simple cohesive devices. |
| 3–4 | The task has been generally fulfilled. One or more ideas have been identified and have been developed. There is evidence of a logical structure. There is a generally successful use of a range of simple cohesive devices. |
| 5–6 | The task has been fulfilled. All ideas have been identified and some have been developed well. There is a logical structure. There is successful use of a range of simple cohesive devices. |
| 7–8 | The task has been fulfilled effectively. All ideas have been developed well. There is an effective, logical structure. There is successful use of a range of simple and some complex cohesive devices. |

Question 3:

As part of the CAS programme, you have participated regularly in an activity that helps other people. At the end of the school year you must write a report about this activity for the activity supervisor. In the report you explain what you did and what you learned from the activity. You make **one** suggestion to improve the activity. Write the **report**.

| | |
|-----|--|
| 3–4 | Two of the following ideas have been identified. One of the following ideas has been developed: <ul style="list-style-type: none"> • A description of the service activity. • An explanation of what you learnt. • A suggestion to improve the activity. |
| 5–6 | 3 questions and answers / ideas / sections have been identified and at least 2 are developed: OR 2 questions and answers/ ideas/ sections are identified and both are well developed: <ul style="list-style-type: none"> • A description of the service activity. • An explanation of what you learnt. • A suggestion to improve the activity. |
| 7–8 | All of the following ideas have been identified. Two of the following ideas have been well developed: <ul style="list-style-type: none"> • A description of the service activity. • An explanation of what you learnt. • A suggestion to improve the activity. |

Question 4:

You have been asked to write a brochure for English-speaking tourists who visit your town. The brochure has three sections: the old town, entertainment and outdoor activities. Write the **three** sections of the **brochure**.

| | |
|-----|--|
| 3–4 | Two sections of the brochure have been identified. One has been developed: <ul style="list-style-type: none"> • The description of the old part of town. • A description of the entertainment in the town. • A description of outdoor activities. |
| 5–6 | 3 questions and answers / ideas / sections have been identified and at least 2 are developed: OR 2 questions and answers/ ideas/ sections are identified and both are well developed: <ul style="list-style-type: none"> • The description of the old part of town. • A description of the entertainment in the town. • A description of outdoor activities. |
| 7–8 | Three sections are identified. Two of have been well developed: <ul style="list-style-type: none"> • The description of the old part of town. • A description of the entertainment in the town. • A description of outdoor activities. |

Question 5:

For the school newspaper you interview a student about his/her choice of academic programme. You want to know why he/she decided to study the International Baccalaureate, what he/she thinks are the advantages of the programme and what are the challenges. Write the text of the **interview**.

| | |
|-----|--|
| 3–4 | Two of the following ideas have been identified. One of the following ideas has been developed: <ul style="list-style-type: none"> • Why the student chose the IB. • What the advantages are. • What are the challenges. |
| 5–6 | 3 questions and answers / ideas / sections have been identified and at least 2 are developed: OR 2 questions and answers/ ideas/ sections are identified and both are well developed: <ul style="list-style-type: none"> • Why the student chose the IB. • What the advantages are. • What are the challenges. |
| 7–8 | All of the following ideas have been identified. All of the following ideas have been developed: <ul style="list-style-type: none"> • Why the student chose the IB. • What the advantages are. • What are the challenges. |

Criterion C: Format

- To what extent does the student succeed in using the correct text type?
- Does the student use the appropriate format?

| Marks | Level descriptor |
|-------|--------------------------------------|
| 0 | The format is not appropriate. |
| 1 | The format is partially appropriate. |
| 2 | The format is appropriate. |

To gain maximum marks [2] all of the bulleted conventions must be applied

Expected conventions of the text type are as follows:

Question 3: Report

- Reference / title
- Brief introduction
- Logical structure
- Date
- Conclusion

Question 4: Brochure

- Title
- Sub-titles / bullet-points
- List
- Columns

Question 5: Interview

- Questions-answer format
- Title
- Date
- Brief introduction
- Conclusion
- Name of interviewer



English ab initio – Standard level – Paper 1
Anglais ab initio – Niveau moyen – Épreuve 1
Inglés ab initio – 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

| | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|

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 [40 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 [40 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 [40 puntos].



Text A — Unicef's Day for Change

Answer the following questions. Base your answers on **part 1**.

1. Who does UNICEF help with the money collected on the Day for Change?

.....

2. How often does the Day for Change take place?

.....

3. Where could you find money in your house?

.....

4. If you enjoy cooking, what type of activity can you organize to collect money?

.....

5. Where can you get advice about fundraising?

.....

Complete the following sentence with words from the text.

6. Fundraising online is easy if you...

.....

Replace the gaps in the summary below with exact words from **part 2**.

The [- X -] you give UNICEF will help to support young people when there are [- 7 -] anywhere in the [- 8 -]. It can buy [- 9 -] for a child who has little to eat, or clothes to keep children warm in [- 10 -]. The change can be used to buy [- 11 -] to help people wash.

Example: [- X -] change

7. [- 7 -]

8. [- 8 -]

9. [- 9 -]

10. [- 10 -]

11. [- 11 -]



08EP02



Turn over / Tournez la page / Véase al dorso

08EP03

Text B — How to learn a language in seven days

Choose the most appropriate response from the options below. Write the letter in the box. Base your answer on paragraph ①.

12. The brothers...

- A. wanted to travel to England.
- B. lived in an English-speaking country for a week.
- C. studied English every day for a week.
- D. learnt seven facts about English-speaking cultures.

Answer the following question. Base your answer on **paragraph ②**.

13. What are the brothers' **two** goals? [2 marks]

- | |
|-----------|
| (a) |
| (b) |

Match the paragraph on the left with the appropriate title on the right. Write the letter in the box.

Note: there are more titles than you need.

Example: Paragraph ③ A

14. Paragraph ④

- A. Challenge yourself
- B. Have fun with the language
- C. Learn the grammar of the language
- D. Use what you already know
- E. Invite your friends
- F. Surround yourself with English words
- G. Stop learning the language for a day
- H. Learn with a partner
- I. Talk with your neighbours

15. Paragraph ⑤

16. Paragraph ⑥

17. Paragraph ⑦

18. Choose the most appropriate statement from the options below. Write the letter in the box. Base your answer on paragraph ③.

- A. The brothers prepared food and at the same time they listened to music.
- B. They listened to music before they cooked food.
- C. First they prepared food and then they listened to songs.
- D. After they listened to songs they prepared food.

Choose the most appropriate response from the options below. Write the letter in the box.

19. This text...

- A. gives advice about how to learn a language.
- B. is advertising a seven-day language course.
- C. is a page from the brothers' diary about how they learnt English.
- D. is an article about English culture.



08EP04



Turn over / Tournez la page / Véase al dorso

08EP05

Text C — More and more young people in the UK and Australia take selfies while behind the wheel

Answer the following questions. Base your answers on **lines 1–19**.

20. To what does "This trend" (line 4) refer?

.....

21. Which expression in the text has the same meaning as "when they are driving"?

.....

22. What is the main cause of serious accidents?

.....

The sentences below are either true or false. Tick [✓] the correct answer. Justify your answer by using only words from the text. Both parts are required for [1 mark]. Base your answer on the title and **lines 1–16**.

True False

- Example: The number of young people in Britain and Australia who take selfies and drive at the same time is increasing.

Justification: More and more young people in Britain and Australia take selfies while behind the wheel

23. In Britain the majority of young drivers interviewed said they took selfies while driving.
Justification:

24. In Britain, some elderly drivers take selfies while driving.
Justification:



08EP06

True False

25. 50% of young drivers in Queensland listen to music while driving.

Justification:

Answer the following questions. Base your answers on **lines 20–24**.

26. What advice is given to drivers who own smartphones?

.....

27. A car can travel more than the length of three football fields while the driver...

.....

28. From statements A to I, select the **four** that are true according to **lines 26–33**. Write the letters, in any order, in the boxes. [4 marks]

Example: C

- A. In the UK, fewer women than men take selfies while driving.
- B. In the UK, twenty women had an accident while taking a selfie.
- C. Research from Australia explains why men take selfies when driving.
- D. Young men take risks because they like to take photos.
- E. When young males are bored, they sometimes drive too quickly.
- F. A quarter of people killed on the roads in Australia are young men.
- G. The situation is slowly improving.
- H. More and more Australians have smartphones.
- I. Road accidents have doubled in the last three years.



Turn over / Tournez la page / Véase al dorso

08EP07

Text D — Vote for your favourite Shakespeare play!

Based on **part 1**, match the first part of the sentence in the column on the left with the appropriate ending on the right. Write the letter in the box. **Note:** there are more endings than you need.

Example: The event celebrates the day... **B**

29. To vote for a play...

30. The virtual tour of Shakespeare's house takes place...

31. Three plays will be...

- A. after the result of the vote is announced.
- B. **Shakespeare died.**
- C. performed in Shakespeare's house.
- D. you do not have to read it.
- E. Shakespeare was born.
- F. before the result of the vote is announced.
- G. performed on stage.
- H. you must read it.

Choose the most appropriate response from the options below. Write the letter in the box. Base your answer on **part 1**.

32. You can vote for...

- A. any of Shakespeare's plays.
- B. one play from a list of ten plays.
- C. three plays.
- D. ten plays.

Match the information on the left with the title of the play on the right. Write the letter which corresponds to the play in the box. **Note:** there are more plays than you need.

Example: He will kill in order to become king. **A**

33. The title of the play suggests that all the problems will finally be solved.

34. This play takes place in a world of fantasy.

35. A girl disguises herself.

36. It is difficult to identify some of the characters.

- A. **Richard III**
- B. A Midsummer Night's Dream
- C. All's Well That Ends Well
- D. Hamlet
- E. Julius Caesar
- F. Much Ado About Nothing
- G. Romeo And Juliet
- H. The Comedy of Errors
- I. Twelfth Night
- J. The Tempest



English ab initio – Standard level – Paper 1
Anglais ab initio – Niveau moyen – Épreuve 1
Inglés ab initio – Nivel medio – 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

UNICEF'S DAY FOR CHANGE

Part 1

Day for Change is an appeal by UNICEF to collect change* for our work to keep children safe. This special day happens annually and this year the theme is children in emergencies.



Do you have change?

Day for Change is for everyone

Anyone can take part in **Day for Change**, including schools, churches, sports groups, employees, friends and families.

The challenge is to collect as much change as you can from around the house, down the sofa or in your pockets or anywhere else you can think of! You can involve your friends and colleagues or, if you're a teacher or pupil, why not get your whole school involved in a sporting competition or a bake sale?

Why not download our fundraising leaflet and get creative on this **Day for Change!** You can also donate online. This makes your fundraising quick and simple.

Collect your change between February and May 2017. The big change drop-off day is on **Friday 13 May** or you can choose another day which is more convenient for you.

Part 2**Where will your money go?**

All the change you collect will go directly to our Children's Emergency Fund to protect children affected by emergencies.

By donating your change today you can help to keep even more children safe from danger around the world.

- £1 can help protect ten children from illnesses such as polio.
- £6 can help pay for life-saving treatment for a very sick child.
- £8 can supply high-energy food for a hungry child for one week.
- £26 can pay for a winter kit for a child, including a hat, scarf, gloves, thermal wear, winter boots, underwear and a baby quilt.
- £54 can provide two families with an emergency hygiene kit including soap and toothpaste.
- £100 can help support three children who have suffered in wars.

Text: Reproduced with kind permission of Unicef UK
(NB Information correct at the time of the 2017 campaign)
Image: © International Baccalaureate Organization 2017

* change: money in the form of coins

Text B

How to learn a language in seven days

- ➊ Do you really have to travel to another country to learn a new language? What's possible in a week if you learn a language at home? Two brothers, Pedro and Carlos Fernandez, decided to learn English in one week studying eight hours a day. Here are the seven things that the brothers learned from their experience.

Know why you want to learn the language

- ➋ The brothers wanted the challenge of learning a language in a week. Then they had to choose the language to learn. They chose English because they wanted to get to know the English-speaking community in their town.

[- 14 -]

- ➌ The brothers decorated their apartment with sticky notes. They used dictionaries and labelled everything with the English name. It was impossible to carry out any task, make a coffee or turn the light switch off, without first seeing at least three different words related to this action.

[- 15 -]

- ➍ The brothers made continuous little tests for each other. When one brother asked the question "How do you say that?" the other brother often was able to answer. At the end of the week the brothers used English in their everyday conversations, asking one another if they wanted tea or coffee, if they were ready to cook dinner or when they were going to leave the house the next day.

[- X -]

- ➎ Pedro and Carlos created some small challenges for themselves in the week. These challenges forced them to prepare vocabulary to meet the challenge. On the first day, for example, a Canadian friend visited them, greeted them in English and complimented them on how quickly they had learnt their first words and phrases.

[- 16 -]

- ➏ The brothers enjoyed the week. They surrounded themselves with the food, the music and the films of the USA so that when they were relaxing they were also learning. They bought lots of American snacks and read the information on the labels about the ingredients and the special offers.

[- 17 -]

- ➐ The brothers made frequent comparisons between the languages they understand and English. This helped them to remember words.

Try new ways of learning

- ➑ The brothers spent a lot of time reading books and on their computers doing exercises. At other times they searched for English speaking radio stations and read reports on American football games on the web. They listened to songs while they cooked English food. They even talked to themselves!

adapted from: www.babbel.com (2017)

Turn over / Tournez la page / Véase al dorso

Text C

Text and image removed for copyright reasons

Text D

Vote for your favourite Shakespeare play!

Part 1

To celebrate the 400th anniversary of Shakespeare's death, we're asking you which Shakespeare play you would most like to see performed.

We have selected ten of Shakespeare's most popular plays for you to choose from – you might not know all of them but you can find out more below. Vote for your favourite play. We will announce the top three plays on Monday 14 March – the first day of Shakespeare Week.

From 1.30pm on this day, schools will be able to watch a special tour of the house where Shakespeare was born. After this, the top three plays will be announced and performed live from the Globe Theatre.

Don't worry if your school misses it on the day. You will be able to see these recordings later on the Shakespeare Week website at shakespeareweek.org.uk.

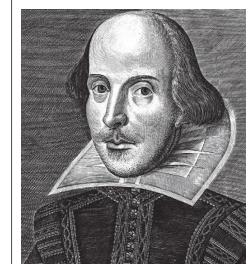


Image of Shakespeare

Part 2

Here are the ten plays you can vote to see performed. There is a very short summary of each one.

A. Richard III

Richard wants to wear the crown and will kill anyone who tries to stop him.

B. A Midsummer Night's Dream

The King and the Queen of the fairies quarrel. As a result a man is turned into a donkey. Will he be an animal forever?

C. All's Well That Ends Well

Helena wants to marry Bertram, but Bertram does not want to marry her.

D. Hamlet

A ghost tells a young prince that his uncle is a villain and should be killed, but should the young man believe the ghost's words?

E. Julius Caesar

Julius Caesar is dying. His murderers plan to become Rome's new leaders – but will they be able to remain friends?

F. Much Ado About Nothing

Claudio believes a terrible lie about his wife-to-be, Hero. Will she ever forgive him?

G. Romeo and Juliet

Two young teenagers fall in love, knowing that their families are enemies. Will they ever be happy?

H. The Comedy of Errors

Two sets of twins confuse everyone when they appear in different places around town. How long will it be before people realize that one person cannot be in two places at the same time?

I. Twelfth Night

Viola survives a shipwreck and has to begin a new life in Illyria. Her first decision is to dress as a boy... but what will she do next?

J. The Tempest

Miranda sees a young man for the first time in her life. Could it be love at first sight?

**English ab initio – Standard level – Paper 2
Anglais ab initio – Niveau moyen – Épreuve 2
Inglés ab initio – Nivel medio – Prueba 2**

Friday 3 November 2017 (morning)

Vendredi 3 novembre 2017 (matin)

Viernes 3 de noviembre de 2017 (mañana)

1 h

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

Instructions to candidates

- Write your session number in the boxes above.
 - Do not open this examination paper until instructed to do so.
 - Complete one task from section A (worth **[7 marks]**), and one task from section B (worth **[18 marks]**).
 - The maximum mark for this examination paper is **[25 marks]**.
 - Answers must be written within the answer boxes provided.
 - At the end of the examination, indicate the numbers of both of the tasks answered in the candidate box on your cover sheet.

Instructions destinées aux candidats

- Écrivez votre numéro de session dans les cases ci-dessus.
 - N'ouvrez pas cette épreuve avant d'y être autorisé(e).
 - Effectuez une tâche de la section A (qui vaut **[7 points]**) et une tâche de la section B (qui vaut **[18 points]**).
 - Le nombre maximum de points pour cette épreuve d'examen est de **[25 points]**.
 - Rédigez vos réponses dans les cases prévues à cet effet.
 - À la fin de l'examen, indiquez le numéro des deux tâches que vous avez effectuées dans la case réservée au candidat sur votre page de couverture.

Instrucciones para los alumnos

- Escriba su número de convocatoria en las casillas de arriba.
 - No abra esta prueba hasta que se lo autoricen.
 - Realice una tarea de la sección A (vale **[7 puntos]**) y una tarea de la sección B (vale **[18 puntos]**).
 - La puntuación máxima para esta prueba de examen es **[25 puntos]**.
 - Escriba sus respuestas en las casillas provistas a tal efecto.
 - Al terminar el examen, indique en la casilla del alumno de la portada del examen los números de las dos tareas realizadas.

Section A

Answer **one** of the following questions. Write **at least** 50 words.

1. There have been changes in the school restaurant. As class representative, you have been asked to post a **message** on the school website telling students about these changes. In the message you give the following information:

 - the time school lunch is served
 - the type of food served
 - the cost of school lunch
 - two reasons why students should have lunch at school.

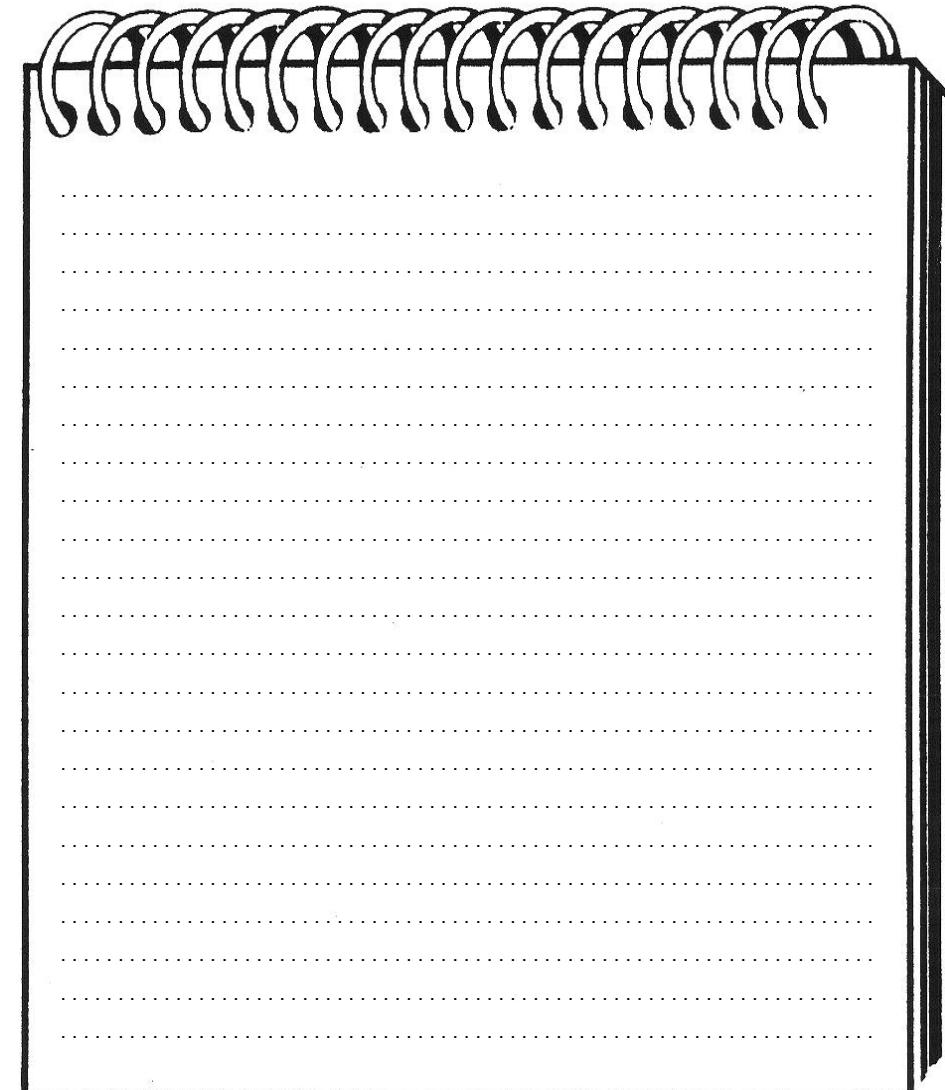
2. Next week there is going to be a swimming competition for all the schools in your region. You are the captain of your school swimming team. Send the members of the team an **email** explaining how the day is going to be organized. Remind the team members about:

 - the date of the competition
 - where they must meet to leave for the competition
 - how they are going to travel to the competition
 - what they should bring to wear and to eat.

Section B

Answer **one** of the following questions. Write **at least** 100 words.

3. Last weekend, you had a reunion with your primary school friends. You were very happy because there were many friends you had not seen for a long time. In your **diary** you describe the reunion, the topics you spoke about with your friends and what your friends are doing now.



4. A famous author is coming to your school. For your school magazine, you interview the author about the subjects and the characters of his/her books. You also ask the author about his/her most recent work. Write the text of the **interview**.

5. You spent part of your summer holiday working in a nature reserve looking after animals and the environment. At the end of the project, you write a **report** for the project manager, explaining what you did to look after the animals and the environment and why this experience was important for you.



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08EP05



08EP06

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08EP07



08EP08



Marking notes

Remarques pour la notation

Notas para la corrección

November / Novembre / Noviembre 2017

English / Anglais / Inglés ab initio

Standard level
Niveau moyen
Nivel medio

Paper / Épreuve / Prueba 2

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Section A

Criterion A: Language

- Does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use spelling, calligraphy (see “Glossary of terms”), vocabulary and grammatical structures correctly and accurately?

| Marks | Level descriptor |
|----------|--|
| 0 | Language inaccuracies completely obscure communication. |
| 1 | Language inaccuracies often obscure communication. |
| 2 | Language is generally accurate and does not obscure communication. |
| 3 | Language is mostly accurate and communication is clear. |

Clarification

Word count

At ab initio level, students are required to write a minimum of 50 words in section A (with equivalents in non-Roman script languages). There is **no penalty** for not writing the minimal word target in section A.

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.

Criterion B: Message

- Is all the relevant information conveyed?

| Marks | Level descriptor |
|----------|--|
| 0 | No relevant information has been conveyed. |
| 1 | Some relevant information has been conveyed. |
| 2 | More than half (at least three pieces of information) has been conveyed. |
| 3 | All relevant information has been conveyed effectively. |

Question 1:

There have been changes in the school restaurant. As class representative you have been asked to post a **message** on the school web site telling students about these changes. In the message you give the following information:

- the time school lunch is served
- the type of food served
- the cost of school lunch
- two reasons why students should have lunch at school.

Question 1: Criterion B: Message – 3 marks

Is the information understandable to an English speaker?

For 3 marks the message must be clear.

Information to be given:

- the time lunch at school is served
- the type of food served
- the cost of school lunch
- two reasons why students should have lunch at school.

Notes on the message:

The time lunch at school is served:

- accept words or numerals
- accept the 12 hour or 24 hour clock.
- accept: lunch is served after the second period; lunch is served before break...
- Accept the time for lunch: 11:00 to 15:00 pm.

The type of food served:

- Accept categories or specific examples (fast food, healthy food, local products, fish and chips, vegan...)

The cost of school lunch:

- Accept any currency; accept words or numerals
- Accept cheap, expensive...

Two reasons why students should have lunch at school:

- Do not accept the same words as those in the answer to the type of food served or the cost: i.e. the words healthy food or cheap, for example, are not accepted twice but if replaced with nutritious or inexpensive, this is acceptable.
- Accept all plausible answers: good diet, nutrition, socialising, doing homework, time saving, safety...

Question 2:

Next week there is going to be a swimming competition for all the schools in your region. You are the captain of your school swimming team. Send the members of the team an e-mail explaining how the day is going to be organized. Remind the team members about:

- the date of the competition
- where they must meet to leave for the competition
- how they are going to travel to the competition
- what they should bring to wear and to eat.

Question 2: Criterion B: Message – 3 marks

Is the information understandable to an English speaker?

For 3 marks the message must be clear.

Information to be given:

- the date of the competition
- where they must meet to leave for the competition
- how they are going to travel to the competition
- what they should bring to wear and to eat.

Notes on the message:**The date of the competition:**

- Accept - day OR day and date OR day, date and month. For example: Next Tuesday; Tuesday 9th; Tuesday 9th May; on Tuesday

What they should bring to wear and to eat.

- Do not accept: "bring something to eat". To receive a mark, candidates must elaborate: "bring something light to eat" or 'bring something to eat for after the competition' or 'bring some sandwiches'...

Criterion C: Format

- Does the format correspond to the task?

| Marks | Level descriptor |
|-------|--------------------------------|
| 0 | The format is not appropriate. |
| 1 | The format is appropriate. |

Section B**Criterion A: Language**

- To what extent does the student demonstrate an ability to use the language effectively and accurately?
- Does the student use a range of vocabulary and grammatical structures?
- Does the student show an awareness of the appropriate register for the task?

| Marks | Level descriptor |
|-------|--|
| 0 | The response does not reach a standard described by the descriptors below. |
| 1–2 | The response and communication are of limited effectiveness. The range of vocabulary used is limited. Some basic grammatical structures are used accurately. These are isolated and limited in range. Register is inappropriate. |
| 3–4 | The response and communication are partially effective. The range of vocabulary used is sometimes varied. Most basic grammatical structures are used accurately. Register is partially appropriate. |
| 5–6 | The response is generally accurate and communication is generally effective. The range of vocabulary used is varied. Basic grammatical structures and a limited range of more complex grammatical structures are used accurately. Register is generally appropriate. |
| 7–8 | The response is accurate and communication is effective. The range of vocabulary used is varied and effective. Basic and some more complex grammatical structures are used accurately. Register is appropriate. |

Clarification**Word count**

At ab initio level, students are required to write a minimum of 100 words in section B (with equivalents in non-Roman script languages). There is **no penalty** for not writing the minimal word target in section B.

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.

Criterion B: Message

- To what extent does the student fulfil the task?
- Are the ideas well-developed?
- Is there evidence of a logical structure (paragraphing and sequencing)?
- Are cohesive devices used effectively?

| Marks | Level descriptor |
|-------|---|
| 0 | The response does not reach a standard described by the descriptors below. |
| 1–2 | The task has been partially fulfilled. One or more ideas have been identified and have been partially developed. There is limited evidence of a logical structure. There is a partially successful use of a limited range of simple cohesive devices. |
| 3–4 | The task has been generally fulfilled. One or more ideas have been identified and have been developed. There is evidence of a logical structure. There is a generally successful use of a range of simple cohesive devices. |
| 5–6 | The task has been fulfilled. All ideas have been identified and some have been developed well. There is a logical structure. There is successful use of a range of simple cohesive devices. |
| 7–8 | The task has been fulfilled effectively. All ideas have been developed well. There is an effective, logical structure. There is successful use of a range of simple and some complex cohesive devices. |

Criterion B: message –general notes, all 3 tasks

- To what extent does the student fulfil the task?
- Are the ideas well-developed?
- Is there evidence of a logical structure (paragraphing and sequencing)?
- Are cohesive devices used effectively?

- a) **A relevant answer** shows that the candidate has understood the information to be given.
- b) **A developed answer** is one where the candidate adds **one supporting detail** / an additional detail, development or example to the relevant answer.
- c) **A well-developed answer** is one where the candidate has given a relevant statement and at least **2 supporting / additional pieces of information** (example, development of first idea etc.)
1. **Assessment**
First, identify the appropriate mark-band by assessing the task based on content of message (relevance, details and clarity). **Then** use logical structure and cohesive devices to attribute a mark within the mark band.
2. **Simple Cohesive devices:** these include: *and, but, also...* **More complex cohesive devices** include: *however, afterwards, first, secondly, on the other hand...*
3. **Clarity:** the message is clear when understood by an English speaker (not only a teacher of English!)

Question 3:

Last weekend you had a reunion with your primary-school friends. You were very happy because there were many friends whom you had not seen for a long time. In your **diary** you describe the reunion, the topics you spoke about with your friends and what your friends are doing now.

Message: Information to be given:

- description of the reunion
- topic(s) of conversation
- what your friends are doing now.

Notes on the message:**Description of the reunion**

Accept all details: time, place, activities, food, who was there, physical description of people, Accept feelings: “*It was great, amazing...*” but do not accept “*I was happy*” (quote from the question itself)

Topic(s) of conversation

Accept: *we talked about what we are doing now*

Criterion B: Message

| (First,) Message | (Then) Structure and cohesive devices | |
|--|---|--------------|
| The response does not reach a standard described by the descriptors below. | | 0 |
| The task has been partially fulfilled. • One detail is given and may be developed | • limited evidence of a logical structure. • a partially successful use of a limited range of simple cohesive devices. | 1 - 2 |
| The task has been generally fulfilled: 2 details are given and 1 of these details is developed or well-developed OR 3 details are given and not developed | • evidence of a logical structure. • a generally successful use of a range of simple cohesive devices | 3 - 4 |

| | | |
|--|--|--------------|
| The task has been fulfilled: 3 details are given and 1 or 2 of the 3 details is/ are well developed OR 2 of the 3 details are given and both are well developed | <ul style="list-style-type: none"> • a logical structure. • successful use of a range of simple cohesive devices. | 5 - 6 |
| The task has been fulfilled effectively. All 3 details are well developed | <ul style="list-style-type: none"> • an effective, logical structure. • successful use of a range of simple and some complex cohesive devices. | 7 - 8 |

Question 4:

A famous author is coming to your school. For your school magazine, you interview the author about the subjects and the characters of his/her books. You also ask the author about his/her most recent work. Write the text of the **interview**.

Message: Information to be given:

- the subjects of the books
- the characters of the books
- the latest book

Notes on the message:

Accept **rephrased interview questions** which refer to the same topics as those in the question. Example: Instead of "Tell me about the characters of the book", the candidate writes "Which of the characters would you like as your best friend?"

Subject: if the candidate misunderstands the question and writes about the subjects and the characters of the latest book only, mark the script as normal (awarding marks for these 3 details), but the highest mark possible is in the 5-6 band for message.

Both **the question and answer** should be taken into account when deciding if a detail is mentioned, developed or well-developed.

Question 4:

A famous author is coming to your school. For your school magazine, you interview the author about the subjects and the characters of his/her books. You also ask the author about his/her most recent work. Write the text of the **interview**.

Information to be given :

- the subjects of the books
- the characters of the books
- the latest book

Notes on the message:

Accept **rephrased interview questions** which refer to the same topics as those in the question. Example: Instead of "Tell me about the characters of the book", the candidate writes "Which of the characters would you like as your best friend?"

Subject: if the candidate misunderstands the question and writes about the subjects and the characters of the latest book only, mark the script as normal (awarding marks for these 3 details), but the highest mark possible is in the 5-6 band for message.

Both **the question and answer** should be taken into account when deciding if a detail is mentioned, developed or well-developed.

Criterion B: Message

| (First) MESSAGE | (then) Structure and cohesive devices | |
|--|---|--------------|
| The response does not reach a standard described by the descriptors below. | | 0 |
| The task has been partially fulfilled. • One detail is given and may be developed | • limited evidence of a logical structure. • a partially successful use of a limited range of simple cohesive devices. | 1 - 2 |
| The task has been generally fulfilled. 2 details are given & 1 of these details is developed or well-developed OR 3 details are given and not developed | • evidence of a logical structure. • a generally successful use of a range of simple cohesive devices. | 3 - 4 |
| The task has been fulfilled. 3 details are given and 1 or 2 of the 3 details are well developed OR 2 of the 3 details are given and both are well developed | • a logical structure. • successful use of a range of simple cohesive devices. | 5 - 6 |
| The task has been fulfilled effectively. All 3 details are well-developed | • an effective, logical structure. • successful use of a range of simple and some complex cohesive devices. | 7 - 8 |

Question 5:

You spent part of your summer holiday working in a natural reserve looking after animals and the environment. At the end of the project, you write a **report** for the project manager, explaining what you did to look after the animals and the environment and why this experience was important for you.

Information to be given :

- What you did to look after the animals
- What you did to look after the environment
- Why this experience was important for you

Notes on the message:

To reach the 7-8 band, there should be a clear reference to both **animals and the environment**. One of these aspects may, however, be more developed than the other.

Why this experience was important for you :
Accept personal reasons, the good of the planet...

Criterion B: Message

| (First) Message | (Then) Structure and cohesive devices | 0 |
|--|--|--------------|
| The task has been partially fulfilled. One detail is given and may be developed | • some evidence of a logical structure. • a partially successful use of a limited range of simple cohesive devices. | 1 - 2 |
| The task has been generally fulfilled. 2 details are given & 1 of these details is developed or well developed OR 3 details are given and not developed | • evidence of a logical structure. • a generally successful use of a range of simple cohesive devices. | 3 - 4 |
| The task has been fulfilled. 3 details are given and 1 or 2 of the 3 details are well developed OR 2 of the 3 details are given and both are well developed | • a logical structure. • successful use of a range of simple cohesive devices. | 5 - 6 |

| | | |
|---|---|--------------|
| 2 of the 3 details are given and both are well developed. | | |
| The task has been fulfilled effectively. | <ul style="list-style-type: none"> • effective, logical structure. • successful use of a range of simple and some complex cohesive devices. | 7 - 8 |
| All 3 details are well developed | | |

Criterion C: Format

- To what extent does the student succeed in using the correct text type?
- Does the student use the appropriate format?

| Marks | Level descriptor |
|----------|--------------------------------------|
| 0 | The format is not appropriate. |
| 1 | The format is partially appropriate. |
| 2 | The format is appropriate. |

To gain maximum marks [2] all of the bulleted conventions must be applied.

Expected conventions of the text type are as follows:

Question 3: Diary

- opening greeting
- date
- first person

Question 4: Interview

- title
- questions and answers

Question 5: report

- reference/title
- brief introduction, conclusion
- date

French ab initio – Standard level – Paper 1
Français ab initio – Niveau moyen – Épreuve 1
Francés ab initio – Nivel medio – Prueba 1

Monday 6 November 2017 (afternoon)
Lundi 6 novembre 2017 (après-midi)
Lunes 6 de noviembre de 2017 (tarde)

1 h 30 m

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

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Question and answer booklet – Instructions to candidates

- Write your session number in the boxes above.
- Do not open this booklet until instructed to do so.
- This booklet contains all the paper 1 questions.
- Refer to the text booklet which accompanies this booklet.
- Answer all of the questions in the boxes provided. Each question is allocated **[1 mark]** unless otherwise stated.
- The maximum mark for this examination paper is **[40 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 **[40 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 **[40 puntos]**.

Texte A — Le Café des Chats

Choisissez la réponse la plus appropriée parmi les options suivantes. Écrivez la lettre correspondant à votre réponse dans la case.

1. Le texte est ...

- A. un article de journal.
B. un rapport.
C. une publicité.
D. un compte-rendu.

Lisez les paragraphes ❶ et ❷. Répondez aux questions suivantes.

2. D'où vient l'idée d'un café avec des chats ?

.....

3. À part du café, donnez deux exemples de ce qu'on peut boire d'autre dans le Café des Chats Montréal. **[2 points]**

- (a)
- (b)

4. Donnez un exemple de ce que les gens peuvent faire avec les chats dans le café.

.....

5. Quel jour de la semaine ne peut-on pas aller au Café des Chats ?

.....

Lisez le paragraphe ❸. Répondez à la question suivante.

6. Quel mot signifie médecin pour les animaux ?

.....



7. Parmi les affirmations A à J choisissez les quatre qui sont correctes selon **les paragraphes ❶ et ❷** du texte. Écrivez dans n'importe quel ordre les lettres correspondant aux bonnes réponses dans les cases. [4 points]

Exemple :

 I

- A. Le café est interdit aux enfants de moins de douze ans.
- B. Les chats peuvent circuler librement dans le café.
- C. Les clients peuvent suivre les chats partout.
- D. On peut venir avec son chat.
- E. Les chats ont une pièce pour se reposer.
- F. Il ne faut pas faire de mal aux chats.
- G. On peut donner à manger aux chats.
- H. On ne doit pas réveiller les chats.
- I. **Les chats n'aiment pas le bruit.**
- J. On peut utiliser un flash pour prendre des photos.

Texte B — Le tapis de fleurs sur la Grand-Place de Bruxelles

Lisez **les lignes 1 à 7**. Choisissez la réponse la plus appropriée parmi les options suivantes. Écrivez la lettre correspondant à votre réponse dans la case.

8. On peut admirer le tapis de fleurs de Bruxelles...

- A. une fois par an.
- B. tous les week-ends d'août.
- C. deux fois par an.
- D. tous les deux ans.

Remplissez les blancs dans le résumé suivant en utilisant **les mots exacts des lignes 1 à 7**.
Remarque : pour chaque réponse vous devez écrire **un seul mot**.

Vendredi de 13 h 00 à 17 h 30, le [- X -] pourra admirer le tapis de fleurs que de nombreux [- 9 -] ont créé. Il y aura un [- 10 -], le soir à [- 11 -] heures, pour célébrer la longue [- 12 -] entre la Belgique et le Japon.

Exemple : [- X -] public.....

9. [- 9 -]
10. [- 10 -]
11. [- 11 -]
12. [- 12 -]



Turn over / Tournez la page / Véase al dorso



Chacun des mots suivants se réfère à quelqu'un ou à quelque chose dans le texte. Dans l'espace prévu, indiquez à qui ou à quoi chaque mot se réfère.

| Dans la phrase... | le mot... | se réfère à... |
|---|-----------|-------------------|
| Exemple : Le tapis, qui fait 75 mètres de long ... (ligne 8) | « qui » | tapis |
| 13. ... qui est inspirée cette année ... (ligne 11) | « qui » | |
| 14. ... elles doivent rester fraîches ... (ligne 12) | « elles » | |

Lisez les lignes 16 à 21. Répondez aux questions suivantes.

15. Combien de jours dure l'événement ?

.....

16. Pourquoi les volontaires ont-ils quelquefois des difficultés à communiquer ?

.....

Texte C — Rest'O Resto, un réseau de restaurants et de consommateurs solidaires

Lisez le paragraphe ①. Choisissez la réponse la plus appropriée parmi les options suivantes. Écrivez la lettre correspondant à votre réponse dans la case.

17. Rest'O Resto est...

- A. une chaîne de restaurants.
- B. une agence publicitaire.
- C. une association de consommateurs.
- D. un site d'informations en ligne.

18. Grâce à Rest'O Resto, les internautes peuvent...

- A. acheter des doggy bags.
- B. trouver un restaurant écoresponsable.
- C. créer une liste de leurs restaurants préférés.
- D. faire des recherches sur le gaspillage alimentaire.

Lisez le paragraphe ①. Répondez aux questions suivantes.

19. Quand un restaurateur écoresponsable offre-t-il un doggy bag à un client ?

.....

20. Le doggy bag favorise quelle attitude écologique ?

.....

À l'aide de la liste de mots suivante, remplissez chaque blanc dans le paragraphe ② avec le mot qui convient le mieux. Chaque mot ne peut être utilisé qu'une seule fois. **Remarque :** il y a plus de mots que de blancs.

| | | | |
|------------|--------------|----------|----------|
| ACCEPTABLE | INACCEPTABLE | MANGER | TABLE |
| EMPORTANT | JETANT | POUBELLE | UTILISER |

Exemple : [- X -] Utiliser

21. [- 21 -]

.....

22. [- 22 -]

.....

23. [- 23 -]

.....



Turn over / Tournez la page / Véase al dorso



Les phrases suivantes sont vraies ou fausses. Cochez [✓] la bonne réponse. En vous appuyant sur le texte et les légendes des images du paragraphe ❶, justifiez votre réponse en utilisant des mots pris du texte. Ces deux exigences doivent être respectées pour obtenir un point.

Vrai Faux

Exemple : Le service offert par Rest'O Resto ne coûte rien.

Justification : totalement gratuit

24. Il y a des restaurants écoresponsables dans toutes les régions de France.

Justification :

25. Dans les restaurants écoresponsables, il faut manger toute la nourriture dans son assiette pour avoir droit au dessert.

Justification :

26. Si vous voulez emporter vos restes, vous devez payer un supplément.

Justification :

Texte D — Interview de Djailane Maanrouf, agent de tri à Mayotte

En vous appuyant sur les informations données dans les paragraphes ❶, ❷ et ❸, faites correspondre le début de la phrase à gauche avec la fin de phrase appropriée parmi les propositions à droite. Écrivez la lettre correspondant à chaque bonne réponse dans la case appropriée. **Remarque :** il y a plus de fins de phrase que de débuts de phrase.

Exemple: Djailane Maanrouf travaille au centre de recyclage de Longoni...

B

27. Avant de devenir agent de tri, Djailane Maanrouf ...

28. Pour devenir agent de tri, Djailane Maanrouf a dû ...

29. Djailane Maanrouf trouve son travail utile car ...

- A. s'occupait de la collecte des emballages.
- B. depuis 2013.
- C. il travaille pour le grand-public.
- D. depuis 29 ans.
- E. était sans emploi.
- F. faire une formation.
- G. apprendre les consignes de tri.
- H. il l'aide à protéger son île.

30. Trouvez dans le paragraphe ❶ deux mots équivalents au mot « travail » utilisé dans le premier paragraphe. [2 points]

(a)

(b)



Turn over / Tournez la page / Véase al dorso

12EP07



12EP08

Trouvez dans les paragraphes ④ et ⑤ les mots qui ont le sens **contraire** des mots suivants.

Remarque : pour chaque réponse vous devez écrire **un seul mot**.

Exemple : mal

bien

31. rarement

.....

32. pessimiste

.....

33. moins

.....

Lisez le dernier paragraphe et répondez à la question.

34. Quels sont les bénéfices du tri pour l'île et pour ses habitants ? [2 points]

(a) Pour l'île :
.....

(b) Pour les habitants :
.....

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12EP09



12EP10

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12EP11



12EP12

Markscheme Barème de notation Esquema de calificación

November / Novembre / Noviembre 2017

French / Français / Francés ab initio

Standard level

Niveau moyen

Nivel medio

Paper / Épreuve / Prueba 1



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1. 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 **[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 **[40]**.

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 **[40]**.

1. Las preguntas que requieren 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 incomprendible.
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 requieren 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 **[40]**.

– 4 –

N17/2/ANFRE/SP1/FRETZ0/XX/M

Texte A — Le Café des Chats

| Question | Réponse | Accepter | Ne pas accepter | Points |
|----------|--|---|-----------------|--------|
| 1. | C | | | 1 |
| 2. | (d') Asie | C'est un concept d'Asie | | 1 |
| 3. | a. un (bon) thé / du thé b. des boissons fraîches | un thé ou un café d'un thé /le thé les boissons fraîches | café | 2 |
| 4. | (les) caresser /jouer (avec eux)/(avec les chats) | | | 1 |
| 5. | lundi | | | 1 |
| 6. | vétérinaire | | | 1 |
| 7. | B,E,F,H | Ces lettres peuvent être fournies dans n'importe quel ordre. Attribuez [1] pour chaque lettre | | 4 |
| | | Total | 11 | |

Texte B — Le tapis de fleurs sur la Grand-Place de Bruxelles

| Question | Réponse | Accepter | Ne pas accepter | Points |
|----------|--|---|-----------------|--------|
| 8. | D | | | 1 |
| 9. | bénévoles | | | 1 |
| 10. | spectacle (son et lumière) | | | 1 |
| 11. | 22 | 22h00 / 22 heures / vingt-deux / vingt-deux heures | | 1 |
| 12. | amitié | d'amitié | | 1 |
| 13. | (une) tapisserie (florale) | | | 1 |
| 14. | (les premières) fleurs | | | 1 |
| 15. | 4 / quatre (jours) | 12. 13. 14. 15 août t.c. ou en informations supplémentaires | 12-15 août | 1 |
| 16. | (parce qu' / car) ils / les bénévoles viennent du monde entier | Addition de : « ce qui cause parfois des problèmes de communication » | | 1 |
| | | Total | 9 | |

N17/2/ANFRE/SP1/FRETZ0/XX/M

Texte C — Rest'O Resto, un réseau de restaurants et de consommateurs solidaires

| Question | Réponse | Accepter | Ne pas accepter | Points |
|----------|--|---|---|--------|
| 17. | D | | | 1 |
| 18. | B | | | 1 |
| 19. | à la fin du repas / quand le client/ll/on n'a pas fini son repas | La fin du repas Une phrase complète | n'a pas fini son repas (absence de sujet rend la réponse ambiguë) au client qui n'a pas fini son repas (ne répond pas à la question « quand ? ») | 1 |
| 20. | (le réflexe) anti-gaspillage | (attitude) écoresponsable de ne pas gaspiller (la nourriture) | | 1 |
| 21. | poubelle | | | 1 |
| 22. | inacceptable | | | 1 |
| 23. | emportant | restaurant écoresponsable partout en France | - « vrai » ou « faux » uniquement une justification uniquement - sélectionnez votre restaurant écoresponsable partout en France | 1 |
| 24. | Vrai - partout en France | | - votre restaurant écoresponsable partout en France | 1 |

| | | | | |
|-----|--|---|---|-----------|
| 25. | Faux Ne pas finir son assiette <u>c'est</u> (désormais) possible / (et) on ne vous privera pas de dessert | ne pas finir son assiette c'est (désormais) possible et on ne vous privera pas de dessert | « vrai » ou « faux » uniquement une justification uniquement ne pas finir son assiette t.c. | 1 |
| 26. | Faux sans coût supplémentaire | d'emballer le reste de votre assiette sans coût supplémentaire | « vrai » ou « faux » uniquement une justification uniquement | 1 |
| | | | Total | 10 |

Texte D — Interview de Djailane Maanrouf, agent de tri à Mayotte

- 8 -

| Question | Réponse | Accepter | Ne pas accepter | Points |
|----------|--|--|---|-----------|
| 27. | E | | | 1 |
| 28. | F | | | 1 |
| 29. | H | | | 1 |
| 30. | emploi métier | Ces réponses peuvent être fournies dans n'importe quel ordre. Attribuez [1] pour chaque réponse. d'emploi | employé | 2 |
| 31. | souvent | | | 1 |
| 32. | optimiste | | | 1 |
| 33. | plus | | encore | 1 |
| 34. | a. garder l'île propre b. la création d'emploi(s) / de postes | | Si la réponse à la section (a) est dans la section (b) mais ignorer cette information supplémentaire dans (b). Dans (a) respecter l'île / l'environnement | 2 |
| | | | | |
| | | | Total | 10 |

French ab initio – Standard level – Paper 1
Français ab initio – Niveau moyen – Épreuve 1
Francés ab initio – Nivel medio – Prueba 1

Monday 6 November 2017 (afternoon)
Lundi 6 novembre 2017 (après-midi)
Lunes 6 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.

Texte A

Bienvenue au Café des Chats Montréal

- 1 « Le café des Chats Montréal » est le premier café hébergeant des chats en Amérique du Nord, un concept importé d'Asie.
En présence des chats, vous pouvez vous relaxer, étudier, discuter... autour d'un bon thé ou café, des pâtisseries, salades, fruits frais et boissons fraîches... et en même temps vous êtes autorisés à les caresser ou à jouer avec eux.
- 2 Horaires d'ouvertures
 - Dimanche - Mardi - Mercredi - Jeudi : 11h - 20h
 - Lundi : fermé
 - Vendredi - Samedi : 11 h - 22 h
- 3 Concept

L'ambiance est reposante et les chats vont et viennent à leur gré. Des petits recoins et accessoires leur sont dédiés, des arbres, des paniers et des circuits en hauteur, des jouets...

Derrière le café, les chats ont à leur disposition une salle séparée, accessible par chatières, où ils vont pour être tranquilles, dormir, manger ou utiliser la litière ; cette pièce est nettoyée régulièrement et n'est pas accessible au public.

Aucun animal étranger au Café des Chats n'est accepté dans le café. Nos chats sont adoptés auprès de la SPCA* de Montréal. Pour s'assurer qu'ils restent en bonne santé, les chats sont suivis par un vétérinaire, assurés, micropucés, vaccinés et stérilisés, et l'air dans le café est purifié.
- 4 Un guide pratique explique les bonnes manières à respecter en présence des chats :
 1. Bien surveiller les enfants de moins de 12 ans
 2. Ne pas nourrir les chats
 3. Ne pas tirer la queue ou les moustaches des chats
 4. Ne pas prendre les chats dans les bras
 5. Ne pas déranger les chats pendant leur sommeil
 6. Pas de bruit brusque, car cela leur fait peur
 7. Prenez des photos mais pas de flash.



Téléphone : 1 514 289 CHAT (2428)

Adresse : 3435 Rue Saint-Denis. Montréal, QC, Canada H2X 3L1

Courriel : info@lecafedeschats.ca

Adapté de www.cafedeschats.ca (2016)

* SPCA : Société pour la prévention de la cruauté envers les animaux

Texte B

Le tapis de fleurs sur la Grand-Place de Bruxelles

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Le tapis de fleurs, cet événement qui a lieu tous les deux étés durant le weekend du 15 août, a été ouvert au public sur la Grand-Place de Bruxelles, vendredi à 13 h, après dix heures de mise en place avec une centaine de bénévoles. Il sera accessible jusqu'à 17 h 30. Pour son inauguration, un spectacle son et lumière sur l'opéra italien Madame Butterfly du compositeur Giacomo Puccini aura lieu à 22 h. On pourra continuer à admirer le tapis jusqu'au 15 août, entre 10 h et 21 h 30. Avec un design japonais, cette 20e édition célèbre les 150 ans d'amitié belgo-japonaise, établie en 1866 par le traité d'amitié, de commerce et de navigation.

Le tapis, qui fait 75 mètres de long sur 25 mètres de large, s'étend sur une surface de plus de 1 800 m². Il est composé de 600 000 bégonias flamands, ainsi que de dahlias, d'herbes et d'écorces de bois teintées, tous bien serrés les uns contre les autres pour créer une tapisserie florale qui est inspirée cette année des représentations japonaises. Les premières fleurs sont arrivées mardi à 03 h du matin et elles doivent rester fraîches jusqu'à dimanche. Deux années ont été nécessaires à sa préparation. Le graphiste et architecte floral Mark Schautteet, spécialisé dans la réalisation de tapis de bégonias, s'est allié pour sa conception à la jeune designer japonaise Fujie Suzuki.

Une visite sur le balcon de l'Hôtel de Ville vous permettra d'avoir une vue en hauteur de cette création étonnante. Des visites sont organisées de 13 h à 18 h ce 12 août et de 10 h à 22 h ces 13, 14 et 15 août. Les télévisions du monde entier sont déjà là et près de 100 000 personnes sont attendues et au moins autant d'appareils photos afin d'immortaliser l'éphémère. Les bénévoles eux-aussi viennent du monde entier, ce qui cause parfois des problèmes de communication, mais cela ne les empêche pas de travailler et de s'entraider.

Le tapis de fleurs est ouvert au public sur la Grand-Place de Bruxelles, 7 sur 7, le 12/08/16
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Texte C

Un réseau de restaurants et de consommateurs solidaires



❶ **REST'O RESTO, C'EST :**

Le premier réseau en ligne de restaurateurs qui acceptent d'emballer vos fins de repas et vos bouteilles pour les ramener chez vous. Rest-O-resto.com favorise la communication entre clients et propriétaires de restaurants écoresponsables qui sont contre le gaspillage alimentaire dans les restaurants. L'internaute écoresponsable n'a plus besoin de passer du temps à chercher des établissements qui lui conviennent car il trouvera dans notre annuaire en ligne la liste par région des restaurants proposant le doggy bag* à leurs clients. Ensuite, en quelques clics seulement, l'internaute pourra réserver une table en ligne dans l'un des restaurants écoresponsables qui s'opposent au gaspillage des aliments. Et à la fin du repas, le restaurateur proposera un doggy bag au client qui n'a pas fini son repas, pour qu'il puisse rassembler et emmener les restes de son repas chez lui. Inspiré du doggy bag anglo-saxon, Rest'o Resto vous propose donc d'adopter le réflexe anti-gaspillage et de pouvoir vous régaler chez vous de ce que vous n'avez pas pu terminer au restaurant.

❷ **UTILISER REST'O RESTO, C'EST :**

[– X –] une solution simple et originale pour faire des économies et lutter contre le gaspillage. En effet, plus de 50 % de la nourriture finit à la [– 21 –] alors qu'elle pourrait être mangée, ce qui est un comportement irresponsable et [– 22 –], quand on sait que près de 800 millions de personnes dans le monde luttent quotidiennement contre la faim. En [– 23 –] vos restes, vous aidez activement à mettre fin à ce genre de gaspillage. C'est un geste écologique mais aussi économique. Prenez de nouvelles habitudes, participez avec nous à ce mouvement écoresponsable dont nous avons tous besoin.

❸ **MODE D'EMPLOI**

Si vous êtes contre le gaspillage alimentaire au restaurant et souhaitez changer votre comportement en sélectionnant les lieux limitant au maximum la perte de nourriture, venez nous rendre une petite visite sur le site rest-O-resto.com, site internet totalement gratuit et entièrement à votre service. Depuis votre domicile, votre bureau, ou sur votre mobile, trouvez le restaurant qu'il vous faut.



Resto-O-Resto

* doggy bag : un petit sac qui permet d'emporter ce qu'on n'a pas mangé dans un restaurant à la fin d'un repas

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**French ab initio – Standard level – Paper 2
Français ab initio – Niveau moyen – Épreuve 2
Francés ab initio – Nivel medio – Prueba 2**

Tuesday 7 November 2017 (morning)

Mardi 7 novembre 2017 (matin)

Martes 7 de noviembre de 2017 (mañana)

1 h

Candidate session number

Numéro de session du candidat

Número de convocatoria del alumno

Instructions to candidates

- Write your session number in the boxes above.
 - Do not open this examination paper until instructed to do so.
 - Complete one task from section A (worth **[7 marks]**), and one task from section B (worth **[18 marks]**).
 - The maximum mark for this examination paper is **[25 marks]**.
 - Answers must be written within the answer boxes provided.
 - At the end of the examination, indicate the numbers of both of the tasks answered in the candidate box on your cover sheet.

Instructions destinées aux candidats

- Écrivez votre numéro de session dans les cases ci-dessus.
 - N'ouvrez pas cette épreuve avant d'y être autorisé(e).
 - Effectuez une tâche de la section A (qui vaut **[7 points]**) et une tâche de la section B (qui vaut **[18 points]**).
 - Le nombre maximum de points pour cette épreuve d'examen est de **[25 points]**.
 - Rédigez vos réponses dans les cases prévues à cet effet.
 - À la fin de l'examen, indiquez le numéro des deux tâches que vous avez effectuées dans la case réservée au candidat sur votre page de couverture.

Instrucciones para los alumnos

- Escriba su número de convocatoria en las casillas de arriba.
 - No abra esta prueba hasta que se lo autoricen.
 - Realice una tarea de la sección A (vale **[7 puntos]**) y una tarea de la sección B (vale **[18 puntos]**).
 - La puntuación máxima para esta prueba de examen es **[25 puntos]**.
 - Escriba sus respuestas en las casillas provistas a tal efecto.
 - Al terminar el examen, indique en la casilla del alumno de la portada del examen los números de las dos tareas realizadas.



Section A

Répondez à **une** des questions suivantes. Écrivez **au moins** 50 mots.

1. À cause du mauvais temps, vous ne passez pas de bonnes vacances. Vous écrivez une carte postale à un ami. Vous lui dites :

- où et avec qui vous passez vos vacances
 - le temps qu'il fait pendant ces vacances
 - deux activités que vous faites quand le temps est mauvais.

A small black postage stamp with a white pine tree in the center, surrounded by a decorative scalloped border.

2. Vous n'avez pas vu votre animal domestique depuis une semaine. Vous écrivez un poster que vous afficherez dans le voisinage. Sur le poster vous mentionnez :

- quand l'animal a disparu
 - où vous avez vu l'animal pour la dernière fois
 - deux traits caractéristiques de l'animal
 - comment on peut vous contacter.



08EP02



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Section B

Répondez à **une** des questions suivantes. Écrivez au moins 100 mots

3. C'est le début de l'année scolaire et les élèves doivent choisir leurs représentants de classe. Les élèves qui se présentent aux élections doivent faire un discours devant leurs camarades pour leur expliquer pourquoi ils doivent voter pour eux, quels changements ils voudraient apporter à la vie scolaire et les raisons pour ces changements. Vous êtes un des candidats. Écrivez le texte de votre **discours**.



08EP0

4. Les fêtes de rue sont souvent organisées le jour de la Fête Nationale et permettent aux gens d'un même quartier de s'amuser et de faire mieux connaissance. Vous décidez d'organiser une fête de rue dans votre quartier. Pour faire part de l'événement aux habitants de votre rue vous écrivez **un blog**. Dans ce blog vous donnez des informations sur la fête et sur ce qu'il faut faire pour y participer et vous expliquez pourquoi tous les habitants de votre rue devraient prendre part à cette fête.

Écrire

Rechercher

-  inviter un ami
-  écrire un message
-  envoyer à un ami
-  inviter un groupe
-  signaler un abus
-  Commentaires :
-  Messages récents :
-  Photos récentes :



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5. Pendant les vacances d'été vous aimerez travailler comme serveur/serveuse dans un hôtel. Vous écrivez une lettre au directeur d'un hôtel. Dans cette lettre vous vous présentez, vous expliquez la raison de votre lettre et pourquoi vous pensez que le directeur devrait vous employer.



08EP06

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08EP07

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08EP08