



22062013

**ENGLISH A2 – HIGHER LEVEL – PAPER 1**  
**ANGLAIS A2 – NIVEAU SUPÉRIEUR – ÉPREUVE 1**  
**INGLÉS A2 – NIVEL SUPERIOR – PRUEBA 1**

Tuesday 2 May 2006 (morning)  
Mardi 2 mai 2006 (matin)  
Martes 2 de mayo de 2006 (mañana)

2 hours / 2 heures / 2 horas

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**INSTRUCTIONS TO CANDIDATES**

- Do not open this examination paper until instructed to do so.
- Section A consists of two passages for comparative commentary.
- Section B consists of two passages for comparative commentary.
- Choose either Section A or Section B. Write one comparative commentary.

**INSTRUCTIONS DESTINÉES AUX CANDIDATS**

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- La section A comporte deux passages à commenter.
- La section B comporte deux passages à commenter.
- Choisissez soit la section A, soit la section B. Écrivez un commentaire comparatif.

**INSTRUCCIONES PARA LOS ALUMNOS**

- No abra esta prueba hasta que se lo autoricen.
- En la Sección A hay dos fragmentos para comentar.
- En la Sección B hay dos fragmentos para comentar.
- Elija la Sección A o la Sección B. Escriba un comentario comparativo.

Choose either Section A **or** Section B.

## SECTION A

Analyse and compare the following two texts.

Discuss the similarities and differences between the texts and their theme(s). Include comments on the ways the authors use elements such as structure, tone, images and other stylistic devices to communicate their purposes.

### Text 1 (a)

I lived in Master Hugh’s family about seven years. During this time, I succeeded in learning to read and write. In accomplishing this, I was compelled to resort to various stratagems. I had no regular teacher. My Mistress, who had kindly commenced to instruct me, had, in compliance with the advice and direction of her husband, not only ceased to instruct, but had set her face against my  
5 being instructed by anyone else.

From this time I was most narrowly watched. If I was in a separate room any considerable length of time, I was sure to be suspected of having a book, and was at once called to give an account of myself. All this, however, was too late. The first step had been taken. Mistress, in teaching me the alphabet, had given me the *inch*, and no precaution could prevent me from taking the *ell*<sup>1</sup>.

10 The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent on errands, I always took my book with me, and by doing one part of my errand quickly, I found time to get a lesson before my return.

15 The idea as to how I might learn to write was suggested to me by being in Durgin and Bailey’s ship-yard, and frequently seeing the ship carpenters write on the timber<sup>2</sup> the name of that part of the ship for which it was intended. I soon learned the names of these letters. I immediately commenced copying them, and in a short time was able to make four letters. After that, when I met with any boy who I knew could write, I would tell him I could write as well as he. The next word  
20 would be, “I don’t believe you. Let me see you try it.” I would then make the letters which I had been so fortunate as to learn, and ask him to beat that. In this way I got a good many lessons in writing, which it is quite possible I should never have gotten in any other way. During this time, my copy-book was the board fence, brick wall, and pavement; my pen and ink was a lump of chalk. With these, I learned mainly how to write.

From the autobiography, *Narrative of the Life of Frederick Douglass, an American Slave* (1845)

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<sup>1</sup> *ell*: a former English unit of measure equal to 45 inches

<sup>2</sup> timber: a piece of wood to be used as part of the ship’s structure

**Text 1 (b)**

October 1, 2004

Dear Friend,

Imagine what would happen if every school-aged child in North America and Europe was prevented from getting an education – never learning how to read, write or perform even basic math skills.

5 Unthinkable, you say. We'd never sit back and condemn millions of children to lives of poverty, dependence, vulnerability and isolation.

And yet, in poor countries equivalent numbers of children are unable to go to school – and the world stands silently by.

10 That's right. As another school year begins for children in North America, over **100 million children** around the world are still waiting to see the inside of a classroom.

The human costs of depriving children of basic education are enormous. But Oxfam is working hard to change that.

15 Through our **Education Now Campaign**, Oxfam is pressuring world leaders to deliver on their commitments to bring free, basic primary education to all of the world's children by 2015. But we need your help.

I'm writing to you today to ask you to support Oxfam's **Education Now Campaign** with your tax-deductible donation of **\$35, \$50 or even \$100.**

20 As part of the Millennium Development Goal, 182 countries signed the "Education for All" commitment in Dakar, Senegal in April 2000. The Dakar Agreement promised free primary education to all of the world's children by 2015.

Four years later, just two countries have met their funding commitments. Over 100 million children are still waiting for the world to deliver on its promises. And if current trends continue, 88 of the world's poorest countries will miss the 2015 target.

The good news is, free primary education for all of the world's children is a reachable goal.

25 But it will take a concerted effort from all of our world leaders to make it a reality. And it's up to each one of us to speak on behalf of those whose voices go unheard: the millions of children who are denied their basic human right to an education.

I urge you to support Oxfam in this vitally important work by sending in your gift today.

30 Sincerely,

The Executive Director,  
Oxfam Canada

Letter of appeal sent by mail

## SECTION B

Analyse and compare the following two texts.

Discuss the similarities and differences between the texts and their theme(s). Include comments on the ways the authors use elements such as structure, tone, images and other stylistic devices to communicate their purposes.

### Text 2 (a)

#### What is science?

We must ask what is it we would like a scientifically literate society to know. There are a few basic concepts – Darwinian evolution, conservation of energy, the periodic table of the elements – that every educated person should know something about, but the explosive growth of scientific knowledge has left scientists themselves struggling to keep up in their own specialties.

5 It is not so much knowledge of specific science that the public needs as a scientific world view: an understanding that we live in a universe governed by physical laws that cannot be circumvented<sup>1</sup>.

The success and credibility of science are anchored in the willingness of scientists to expose their ideas and results to the scrutiny of other scientists, and to modify or abandon accepted facts and theories in the light of more complete or reliable experimental evidence. Adherence to these rules  
10 provides a mechanism for self-correction that sets science apart from other ways of knowing.

There are those who are not content with the world revealed by the scientific process. They long for a world in which things are some other way than the way they are. Some cannot accept that we are prisoners of the Sun. They look wistfully at the stars that fill the night and imagine that there must be some way to overcome the limitations of space and time. Others refuse to believe that  
15 the dreams and emotions that stir within us can be reduced to the laws of physics. They seek in science some evidence of a cosmos that cares about them. All that scientists can do is to explain what we have learned.

For a million years, our species was confronted with a world we could not hope to understand. Now, almost within the span of a single human lifetime, the book of nature has been opened  
20 wide. On its pages we are finding, if not a simple world, then at least an orderly world in which everything from the birth of stars to falling in love is governed by the same natural laws. Those can be understood. Uncovering them should be the highest goal of a civilized society. Not, as we have seen, because scientists have any claim to greater intellect or virtue, but because the scientific method transcends the flaws<sup>2</sup> of individual scientists. Science is the only way we have  
25 of separating the truth from ideology, fraud, or mere foolishness.

From an essay by Robert L. Park in *After the Science Wars*,  
edited by Keith M. Ashman and Philip S. Baringer (2001)

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<sup>1</sup> circumvented: avoided

<sup>2</sup> transcends the flaws: is greater than the imperfections

**Text 2 (b)****Pass It On: Spread Physics Awareness in 2005**

Stage a trivia contest. Screen a film. Open your lab to tours. Post science facts in shop windows. Whatever it is, do something to show the public how physics is relevant in everyday life. That's what physics organizations everywhere are exhorting their members to do in 2005, the World Year of Physics.

- 5 Next year is the centenary of Albert Einstein's "*annus mirabilis*,"\* when he published his pioneering papers in special relativity, quantum mechanics, and Brownian motion. Celebrating Einstein's achievements and their impact on society "was the ideal choice" for a World Year of Physics, says Martial Ducloy, chair of the project's international steering committee and past president of the European Physical Society.
- 10 With only loose coordination, activities for the World Year of Physics are being planned around the globe. Events are aimed at the wider public, schoolchildren, college students, women, and people in developing countries.

To attract media attention, a January kickoff event featuring high-profile politicians and scientists is planned at the Paris headquarters of the United Nations Educational, Scientific and Cultural Organization (UNESCO). Many events will tie in to the World Year of Physics, including a conference in Durban, South Africa, on physics and sustainable development, and one in Bern, Switzerland, that will focus on the public understanding of physics and on a historical overview of Einstein's life and achievements and their legacy for today's physics challenges.

20 The UK's Institute of Physics will launch the year with some sort of mass participation experiment – for which a competition is in progress. In France, various activities for the public are being organized along four themes: the universe, energy and environment, physics and life sciences, and light and communications. The Korean Physical Society plans to hold an exhibition in Seoul highlighting relativity and Einstein's other work. And in Pakistan, radio and television programs on science will be aired in local languages. That's just a taste of what's taking shape in these and other countries.

30 On a global scale, activities will include shining lasers in relay around the planet; scouting for 2005 youths who are talented in physics; creating physics toys; and highlighting physics advances over the past 4000 years with a traveling exhibition that covers everything from ancient methods of timekeeping to Einstein's merging of space and time. Particle physics labs worldwide are collaborating on a physics comic book for adults.

For a schedule of events during the World Year of Physics and information about how to participate, see <http://www.wyp2005.org>.

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\* *annus mirabilis*: year of wonders