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**ENGLISH A2 – STANDARD LEVEL – PAPER 1**  
**ANGLAIS A2 – NIVEAU MOYEN – ÉPREUVE 1**  
**INGLÉS A2 – NIVEL MEDIO – PRUEBA 1**

Tuesday 1 November 2011 (morning)  
Mardi 1 novembre 2011 (matin)  
Martes 1 de noviembre de 2011 (mañana)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

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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.
- It is not compulsory for you to respond directly to the guiding questions provided. However, you may use them if you wish.

**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.
- Vous n'êtes pas obligé(e) de répondre directement aux questions d'orientation fournies. Vous pouvez toutefois les utiliser si vous le souhaitez.

**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.
- No es obligatorio responder directamente a las preguntas de orientación que se incluyen, pero puede utilizarlas si lo desea.

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. It is not compulsory for you to respond directly to the guiding questions provided. However, you are encouraged to use them as starting points for your comparative commentary.

### Text 1

#### Keep off the Grass

Every weekend, up and down the country, enormous efforts go into keeping our green and pleasant land that way – or at least that is how it appears. Vast tracts of ground are put down to lawn<sup>1</sup>. Maintaining it is big business. Figures attributed to lawn care in America reveal that each weekend about 54 million Americans mow their lawns, using 800 million gallons of petrol in the process of doing so over a year. With the associated noise pollution put to one side, it is important to remember that until very recently garden mowers went unregulated and the emissions attributed to lawn mowing have been proven to generate up to 5% of the country’s annual pollutants. I do not know the equivalent figures here in the UK, but it is a sobering thought that something we take for granted as a means of maintaining open ground could have such a significant cost to the environment.

Lawns are high maintenance and if you choose to aspire to a weed- and moss-free sward<sup>2</sup>, you will have to employ a considerable gambit<sup>3</sup> of chemicals to keep them that way. Most homeowners have no idea how much nitrogen they use when fertilising, and the nitrates are finding their way into our water table and watercourses to alter the ecology there. As amateur lawnkeepers, we also have access to a complex cocktail of herbicides, which have been proven to linger in the soil and to be freely tracked into the home on feet – and paws, if you have pets that use the garden too. Even in a country famed for its rolling green pastures, enormous quantities of water are used to keep our domestic lawns green.

‘Going for a green, chemical-free lawn’ by Dan Pearson, *the Observer*, Sunday 13 June 2010. Copyright Guardian News & Media Ltd 2010.

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<sup>1</sup> lawn: grass

<sup>2</sup> sward: lawn / area of grass

<sup>3</sup> gambit: strategy

**Text 2**

**Living without a Lawn**

A lawn 17 by 20 feet is just fine, if you think a lawnless life is not worth living, but I hate to see anybody badgered<sup>1</sup> and shamed by unholy pressures into growing grass simply because everybody else does.

Often we may see tiny lots overhung with enormous trees, beneath which the poor humans  
5 (far more industrious than the ant or the honey bee, which only stirs because life itself is at stake) dart fitfully about<sup>2</sup> with large machines and later creep on all fours to trim here and there. From time to time they may be seen sprinkling grass seed, fertilizer, and other gold out of sacks, and they continue this for as long as God grants them energy to move around. If this provides pleasure – it certainly keeps them off the streets – then all to the good, but reason would dictate  
10 something other than a lawn in such a site. Why not azaleas and camellias, with a little clearing sprinkled about with Virginia bluebells, lilies of the valley, Solomon’s seal, veratrums (if it were damp), and grand little bulbous things like anemones, crocuses, and the like? The number of shrubs<sup>3</sup> that enjoy light woodland conditions is vast and, while nothing is labourproof, still it is more satisfying to care for camellias, viburnums and so on, grown to perfection, than to work like  
15 the devil for a scraggly patch of lawn.

Obviously, if you want the effect of a million blades of grass shorn<sup>4</sup> uniformly, only shorn grass will produce that effect. But I suspect many gardeners would do well to think of something besides grass and the little noisy juggernauts<sup>5</sup> you cut with.

*The Essential Earthman*, Henry Mitchell, Copyright © 1997, Indiana University Press.  
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<sup>1</sup> badgered: persecuted

<sup>2</sup> dart fitfully about: run energetically in all directions

<sup>3</sup> shrub: a bush or small tree

<sup>4</sup> shorn: cut close

<sup>5</sup> juggernaut: referring literally to “lawnmowers” but also figuratively: a destroying force, an object of devotion or sacrifice

- In what ways are the two points of view similar and how do they differ?
- Compare the purposes of the two writers as well as the vocabulary they use.
- Comment on some of the cultural allusions in both texts.

## 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. It is not compulsory for you to respond directly to the guiding questions provided. However, you are encouraged to use them as starting points for your comparative commentary.*

### Text 3

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**Text 4**

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- In what ways are the two situations similar, and how do they differ?
  - Compare the ways in which the two young people respond to their mothers.
  - What are the similarities and differences of structure, language and style of these two dialogues?
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