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

Tuesday 6 May 2014 (afternoon)
Mardi 6 mai 2014 (après-midi)
Martes 6 de mayo de 2014 (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



Monitoring volunteers needed!

Our extensive research and monitoring programme in the Peak District and South Pennine moorlands is an essential part of the work we do and we welcome the assistance of volunteers.



We are currently looking for reliable and committed volunteers who can assist with our monitoring of the amount of water in the soil of restoration sites. High water levels in the peat* are a key feature of bogs and are vital to protect this globally important habitat. Healthy peat bogs with good vegetation cover can be important in managing flood risk in the valleys below.

Volunteers should be available on a day each week, with the option of either working on Black Hill on Mondays, or Kinder Scout on Wednesdays.

These monitoring opportunities offer volunteers the chance to learn more about the moorland and peat of the Peak District National Park and South Pennines and the benefits they bring to people and place. Volunteers will acquire new skills and learn about our restoration and conservation work.

General Requirements for Field Volunteers

This work takes place in the Peak District National Park, north of Edale, and in the South Pennines around Rochdale. Many of our sites are remote and so a reasonable level of fitness is required. Volunteers should have clothing appropriate for working outdoors and should expect to do full days out in the field. Please also note that there is no mobile phone reception at our sites.

Own transport is essential for most projects – the Research Team will repay reasonable travel expenses.

For more information please contact the Research Team on 01629 813 579.

To apply, please complete a registration form and email to moors@peakdistrict.gov.uk.

Moors for the Future Partnership. moorsforthefuture.org.uk

* peat: soil made of partially decayed vegetation

TEXT B

Video Conferencing and Learning

Have you taken origami* lessons from a teacher in Japan? Have you visited Cape Canaveral for the launch of a space shuttle? It might surprise you that there are primary school students in Australia who have done these things and more.

Video conferencing is changing the way that students and teachers interact with each other and with their global community.

With the power of video conferencing, the world becomes your classroom. The ways to enrich the curriculum and achieve learning outcomes become endless.

Video conferencing opens the door so as to incorporate technology into the classroom through blended learning. Not only that, but:

- Students can collaborate with each other, with their teachers, and with their peers – wherever they are in the world. One junior class in Melbourne has begun a modern pen-pal system and they “meet” and chat with students in a class in rural Alice Springs. The former are now setting up a similar connection with children in a school in Seoul, Korea.
- Schools in remote areas can virtually “visit” a museum, just as students who are studying geography can “visit” the country they are learning about.
- Art, computer technology, drama, health, mathematics, science and social studies through virtual field trips and video resources – all can take great advantage of video conferencing.

By using this facility for individual or group conferencing to discuss topics or work through issues, students and teachers can share ideas and expand their horizons.



Text used with permission.

Image: <http://en.wikipedia.org/wiki/Videoconferencing>

* origami: the Japanese art of folding paper into decorative shapes and figures

TEXT C

Zambian artists use a rhino statue to raise awareness



In front of Lusaka's largest shopping centre, Bayou's, there is a huge rhino sculpture made of steel and wire and stuffed with plastic rubbish. Our reporter Pascally Musonga went to interview the two artists who created this rhino, Alexis Phiri and Almakyo Banda. Both young men have enormous talent and enthusiasm.

5 **Pascally:** What made you decide to create this statue?

Alexis: There are two reasons. The first is that I believe that art is one of the most effective ways to communicate to people the importance of saving Zambia's wildlife. Secondly, plastics are a problem, they are killing us.

Pascally: [- X -]

10 **Almakyo:** The main object of this project is to help in sensitising the public of the need to stop slaughtering and poaching Africa's wildlife. The few rhinos that are left in this region are constantly under threat.

Pascally: [- 24 -]

15 **Alexis:** This is part of this year's World Rhino Day and we hope to send a loud message to everyone, including the authorities, on how vital it is to preserve this country's wildlife.

Pascally: [- 25 -]

20 **Alexis:** The continued slaughter of Africa's wildlife is robbing our children and grandchildren of their birthright and their national heritage. It is also causing the loss of tourists who come to see our African animals and who bring us a lot of trade.

Pascally: [- 26 -]

25 **Almakyo:** Zambia had a huge population of rhinos in the early 1970s, thousands of them. Now poaching and unregulated hunting have nearly made them extinct. The latest government survey shows that only 20 rhinos are left in Zambia's game reserves.

Pascally: [– 27 –]

30 **Alexis:** Plastic is now becoming the unofficial national flower of Zambia and this is a huge problem. It's important that we all realise that we need to play a part in protecting our environment.

They showed me around their studio: all the local residents, including children, are now bringing their dry waste to them. Plastic, foil, metal and paper are made use of and anyone interested in art is made very welcome at Kachere Art Studio.

35 Alexis and Almakyo want all Zambians to become environmental managers and help keep the country clean and be proud of that.

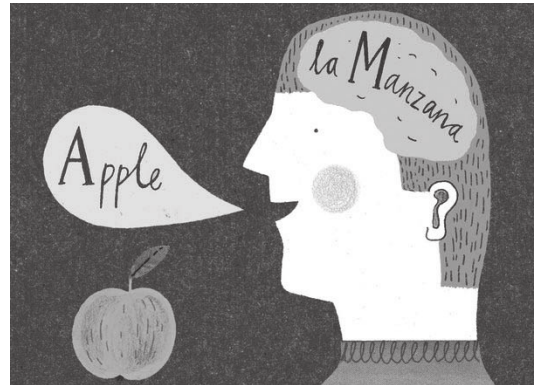
Used with permission from Lowdown Magazine. Rhino statue created by Kachere Art Group, Zambia.

TEXT D

Why Bilinguals Are Smarter

Speaking two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter.

Bilinguals, for instance, are apparently more adept than monolinguals at solving certain kinds of mental puzzles. The evidence from a number of such studies suggests that the bilingual experience improves the brain's "executive function" – the ability to direct the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks.



These processes include ignoring distractions to stay focused, switching attention deliberately from one thing to another and holding information in mind.

The key difference between bilinguals and monolinguals might be a heightened ability to monitor the environment. "Bilinguals have to switch languages quite often – you may talk to your father in one language and to your mother in another language," says Albert Costa, a researcher at the University of Pompeu Fabra in Spain. "It requires keeping track of changes around you in the same way that we monitor our surroundings when driving." Mr Costa and his colleagues found that the bilingual people not only performed better, but they also did so with less activity in parts of the brain involved in monitoring, indicating that they were more efficient at it.

The effects of bilingualism also extend into the later years of life. Tamar Gollan of the University of California, San Diego, found that individuals with a higher degree of bilingualism were more resistant than others to the onset of dementia and other symptoms of Alzheimer's disease: the higher the degree of bilingualism, the later the age of onset.

[- X -] ever has a **[- 39 -]** of the power of language. But **[- 40 -]** would have imagined that the words we **[- 41 -]** and the sentences we hear might be leaving such a **[- 42 -]** imprint?

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