

English B – Higher level – Paper 1
Anglais B – Niveau supérieur – Épreuve 1
Inglés B – Nivel superior – 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

Smartphones in the classroom: Technological tool or total distraction

TORONTO – Pretty River Academy in Collingwood has banned cellphone use in the classroom.

“It’s a distraction for both staff and students,” said Julie Kerr, head of administration at Pretty River.

5 “As long as texting is going on, it takes away from what they’re supposed to be doing in class.”

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It was a surprising start to the school year for students. Smartphones are kept in students’ lockers or in a basket until the end of class.

10 “I miss it. I like texting, Facebook and all that jazz,” said Kenzi Savill, a Grade 12 student at Pretty River. “It’s a big change not to have it. It was shocking. I didn’t realize how much I did check it until they banned it.”

Staff also have to hand in their smartphones which are kept in a basket in the administration office.

15 “If you don’t lead by example, then it’s not going to work,” said Kerr.

Educators appear to have mixed opinions on whether or not smartphones belong in the classroom.

The Toronto District School Board banned cellphones in classrooms in 2007 but years later reversed the decision.

20 “They are just part of today’s education system and we need to adapt to it,” said Velisa Anusic, the head of the math department at Castlebrooke Secondary School in Brampton. Anusic believes using technology and social media can help improve the quality of students’ work.

25 “When they’re submitting work, they’re submitting to a site where everybody has access. Then they’re going to put in more work because they’re not just impressing me, they’ve got to impress 29 other peers,” Anusic said. “I feel like it’s not a crutch; it’s something they use to further their understanding.”

Karanvir Sidhu, a Grade 12 student at Castlebrooke agrees. “If they’re saying ‘prepare for the real world’, why aren’t they letting us use the devices the real world is using?”

- 30 Officials at Pretty River Academy say they are not worried about students lagging behind technologically. “Our children are still using laptops when needed,” said Kerr. “In the classroom, the cellphone was used for distraction purposes only. I think it’s more hands-on learning now.”
- 35 Elias Andersen is a Grade 9 student who says that, while he sometimes misses being able to check his phone during class, “Being able to check texts after school and at recess is okay because you don’t always need to have your phone on you and be checking texts.”

Adapted from www.globalnews.ca (2014)

Text B

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Please go to: <http://www.dailymail.co.uk/news/article-3101305/Will-Hull-100-years-Experts-warn-rising-sea-levels-wipe-city-map.html>

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Text C

The Gangster We Are All Looking For

I was the only Vietnamese student at my school. On the first day of class, the teacher introduced me to the other students by holding a globe in one hand as she gave it a spin with the other, and then pointing with her finger at an S-shaped curve near a body of water.

5

Was that where I had come from?

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As I stood before them in a dress the color of an Easter egg, with my feet encased in clear plastic sandals, the other students looked at the globe and then back at me again. Some whispered behind their hands. Some just stared.

10

At recess that first day of school, as I stood in the shadow of a big electrical box on the edge of the playground, I missed my older brother. Could he see me standing here? Was he wondering why I wasn't playing with the other children? Wasn't I exactly like our limp-footed schoolmaster in Vietnam? The one who used to stand in the doorway of the schoolhouse and watch his students run up and down the beach yelling,

15

"Hey! Who can run faster than me?"

"Who can jump higher than this?"

"Who can swim past the horizon and back before the end of recess?"

20

When the loud bell rang at the end of recess, the students at my American school formed a line at the edge of the blacktop. In a line, my class walked into a big room with rows of plastic green mats on the floor. Everyone lay down on a mat with eyes shut until we were given a signal to open our eyes again.

25

"Go to sleep now," the teacher would say. "If you can't sleep, close your eyes and try to rest. Close your eyes. That will help."

I lay on the green mat and stared at the white ceiling and studied the shapes I saw there: a chair, a tree trunk, the worried face of an old man, a sliver of moon.

30

I began to play with the ceiling, a game that I used to play with the sky when I was lying in the fishing boat on the sea. At that time, I thought that everyone and everything I missed was hovering behind the sky. The game involved looking for a

seam to the sky, a thread I could pull. I told myself that if I could find the thread and focus on it hard enough with my eyes, I could tear the sky open and my mother, my brother, my grandfather, my flip-flops, my favorite shells, would all fall down to me.

- 35 Before I could find the thread that would split the ceiling wide open, a student wearing a cape and holding a silver stick with a shiny star at its tip would come around to wake us. The star-holder shuffled quietly among the sleeping bodies, touching the star to one after another. The sleeping students stirred and woke. But when the star-holder came to wake me; I always sat up before he could touch me.

Adapted from lê thi diem thúy, *The Gangster We Are All Looking For* (2004)

Text D

Alchemy Comedy: “The Immigrant Diaries” And The Six-Pack Sensation

Chayya Syal
May 27, 2014

One of the most daring programmes of all in the Alchemy Festival was...wait for it...an all-female line of comedians and storytellers. It proved to be an amazing experience for all...

5 We are currently living in a politically charged environment where terms such as unemployment, immigration and ethnic minority are more explosive than a barrel of gunpowder next to a box of lighters. What better way to
10 counter such a tense atmosphere than with a bit of comedy?

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15 Ticket in tow, I headed down to London’s Southbank Centre to watch the “The Immigrant Diaries”; one of many shows and events that form a part of Alchemy – a festival that celebrates South Asian, British Asian culture and the bit in between both!

20 Usually, I find myself cringing or wanting to curl up in a ball when I see a fellow South Asian on stage or on television. I usually utter the prayer of: “Don’t embarrass us, please don’t embarrass us” but “The Immigrant Diaries” was a far cry from this.

The event was split into two halves. The first half featured Shobu Kapoor, Shyama Perera, Juliet Meyers and our host Sajeela Kershi. Each told stories of their own British immigrant experience.

25 It made you laugh, feel emotional and put you into deep thought all at once, as all four spoke of what life was really like being an immigrant or being brought up by immigrant parents.

My favourite quote of the night was made by Kershi: “Immigrants keep British culture alive, because they desperately want to ‘fit in’ with British life. Events like Christmas are an immigrant family’s dream come true – it’s a chance for them to try and ‘fit in’ with their fellow neighbours and have something in common.”

30 It was nothing like I’d known: an all-female comedian troupe who were confident, intelligent, inspiring and empowering yet original. The audience were extremely engaged and thoroughly enjoyed themselves. They came from all backgrounds, all walks of life and different ethnicities; a true cross section of what London and Great Britain is.

35 The second half moved onto stand-up comedy – this featured some extraordinary talent from all corners of the UK, from Glasgow, Bradford and Coventry down to London.

All four female stand-up comedians were witty, succinct, and came with their own individual style of comedy that made some members of the audience laugh so much that they should have ended up with a six-pack by the end of the night.

40 It was a truly unforgettable night and one that has left me feeling an immense sense of pride, inspiration and encouragement.

These female comedians are trailblazers and I felt so encouraged to see women of a similar background to me on stage and confidently expressing themselves in a novel, humorous and intelligent manner.

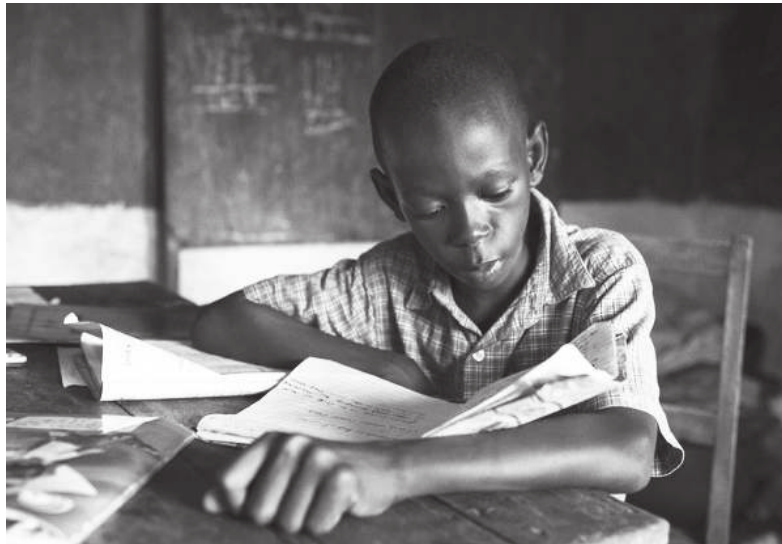
Rating: *** (out of five!)**

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Text E

HOME FEATURES LIFESTYLE TRAVEL MUSIC ABOUT ME CONTACT ME

Education: the most powerful investment in our future



Yoka Brandt

More than two decades of experience in development have shown me how education can make a lasting difference to children's lives. Moreover, investing in education isn't just the right thing to do, it's smart economics.

- 5 Education can put people on a path towards good health, empowerment and employment. And the benefits of girls' education extend to their own children who are often healthier and more educated because their mothers went to school.

The children who would most benefit from an education are those most denied it through no fault of their own. Perhaps their families are poor. Perhaps they live in remote areas or belong to nomadic communities.

- 10 **So, what do we have to do to get more children in school and learning?**

First, we must invest more in education.

Second, we must invest more effectively: in learning; expanding preschool; abolishing school fees; improving learning assessment; and being more accountable to communities for education results.

- 15 And third, the investment must be more equitable so that the children who are most in need have access to quality learning.

Consider this: on average, in low-income countries, about half of all public education resources are allocated to the 10 % of students that are most educated.

20 Evidence shows that, [- X -], each additional year of education boosts a person's income by 10 % and increases a country's GDP* by 18 %. Some researchers estimate that [- 52 -] every child learned to read, around 170 million fewer people would live in poverty.

[- 53 -], there's an education crisis. Right now, in 2015, more than 120 million children are out of school. [- 54 -], we face a learning crisis. An estimated 130 million children cannot read or count [- 55 -] reaching Grade 4.

25 So, there is no time to lose. Educated children are at the heart of healthy, productive and prosperous societies. If that is the future we want tomorrow, we must invest today.

Adapted from www.blogs.unicef.org (2015)

* GDP: "Gross domestic product" is a measure of a country's total economic activity.
