



English A: language and literature – Higher level – Paper 1
Anglais A : langue et littérature – Niveau supérieur – Épreuve 1
Inglés A: Lengua y Literatura – Nivel Superior – Prueba 1

3 May 2023 / 3 mai 2023 / 3 de mayo de 2023

Zone A afternoon	Zone B morning	Zone C afternoon
Zone A après-midi	Zone B matin	Zone C après-midi
Zona A tarde	Zona B mañana	Zona C tarde

2 h 15 m

Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Write a guided analysis of text 1.
- Write a guided analysis of text 2.
- Use the guiding question or propose an alternative technical or formal aspect of the text to focus your analysis.
- The maximum mark for this examination paper is **[40 marks]**.

Instructions destinées aux candidats

ne s'y autorisent pas.

texte 1.

texte 2.

ou proposez une autre manière d'aborder le texte en

ou formel sur lequel concentrer votre analyse.

pour cette épreuve d'examen est de **[40 points]**.

no se lo autorizan.

texto 1.

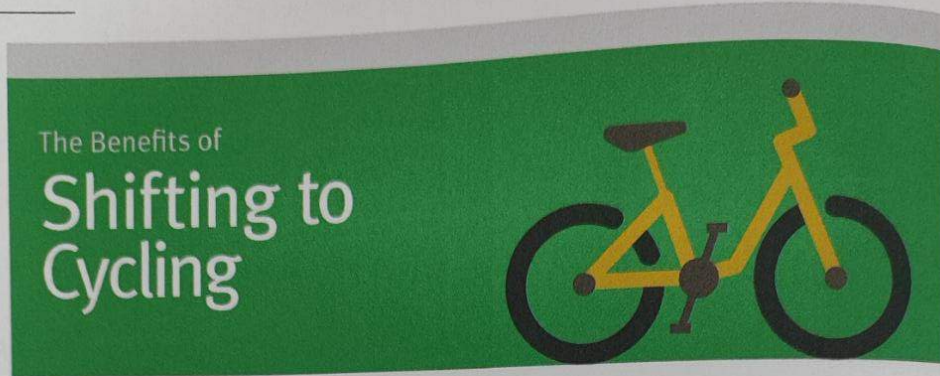
texto 2.

o proponga otro aspecto técnico o formal del texto en el que

la prueba de examen es **[40 puntos]**.

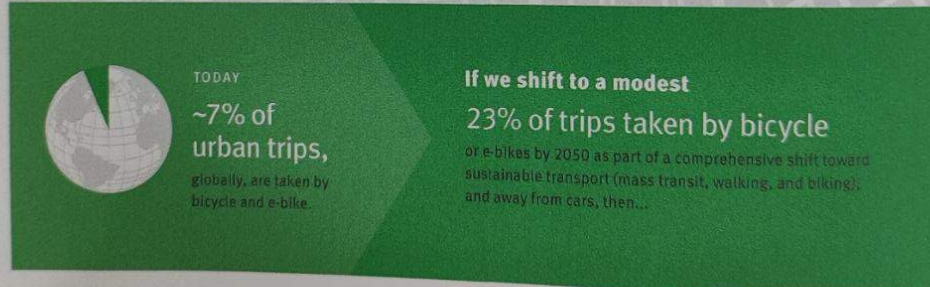
Write a guided analysis of the following text.

- The following text is an infographic taken from the Institute for Transportation and Development Policy (ITDP).

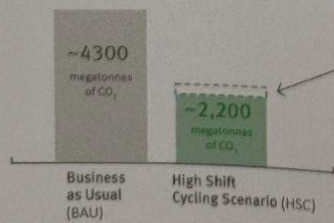


There is huge potential for **more trips to be taken by bicycle.**

In every country, at least 35% of trips are under 5km, less than a 20-minute ride on a bicycle. Around 50% of trips are under 10km, less than a 30-minute ride on an e-bike.



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We could avoid ~300 megatonnes of global CO₂ emissions,

a 7% reduction in urban transport emissions over BAU due to cycling, as part of a 47% total reduction in the comprehensive HSC scenario





Six Ways to Make the Change



Build
network of cycling and e-bike infrastructure



Implement
large-scale bike-share programs



Invest
in sidewalks, footpaths, and public transport



Plan
urban growth to prioritize cycling, walking, and public transport



Remove
motor vehicle incentives, such as parking requirements and fuel subsidies



Adopt
management policies such as congestion pricing

The Institute for Transportation and Development Policy works around the world to design and implement high quality transport systems and policy solutions that make cities more livable, equitable, and sustainable.

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- How has the interplay of text and images been used to convey the overarching message contained in this infographic?

Our tastes follow us around like a comforting shadow. They seem to tell us who we are. Maybe this is why we act as if our core attitudes to eating are set in stone. We make frequent attempts – more or less half-hearted – to change what we eat, but almost no effort to change how we feel about food: how well we deal with hunger, how strongly attached we are to sugar, our emotions on being served a small portion. We try to eat more vegetables, but we do not try to make ourselves enjoy vegetables more, maybe because there's a near-universal conviction that it is not possible to learn new tastes and shed old ones. Yet nothing could be further from the truth.

All the foods that you regularly eat are ones that you learned to eat. Everyone starts life drinking milk. After that, it's all up for grabs.

In today's food culture, many people seem to have acquired uncannily homogenous tastes. In 2010, two consumer scientists argued that the taste preferences of childhood provided a new way of thinking about the causes of obesity. They noted a "self-perpetuating cycle": food companies push foods high in sugar, fat and salt, which means that children learn to like them, and so the companies invent ever more of these foods "that contribute to unhealthy eating habits". The main influence on a child's palate may no longer be a parent but a series of food manufacturers whose products – despite their illusion of infinite choice – deliver a monotonous flavour hit, quite unlike the more varied flavours of traditional cuisine. The danger of growing up surrounded by endless sweet and salty industrial concoctions is not that we are innately incapable of resisting them but that the more frequently we eat them, especially in childhood, the more they train us to expect all food to taste this way.

Once you recognise the simple fact that food preferences are learned, many of the ways we approach eating start to look a little weird. To take a small example, consider the parents who go to great lengths to "hide" vegetables in children's meals. Is broccoli really so terrible that it must be concealed from innocent minds? Whole cookbooks have been devoted to this arcane pursuit. It starts with the notion that children have an innate resistance to vegetables, and will only swallow them unawares, blitzed into pasta sauce or baked into sweet treats; they could never learn to love courgette for its own sake. We think we are being clever when we smuggle some beetroot into a cake. Ha! Tricked you into eating root vegetables! But since the child is not conscious that they are consuming beetroot, the main upshot is to entrench their liking for cake. A far cleverer thing would be to help children learn to become adults who choose vegetables consciously, of their own accord.

- How does this article persuade the reader to rethink their approach to food and eating?



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References/Références/Referencias:

1. Institute for Transportation & Development Policy, n.d. *The Benefits of Shifting to Cycling*. [infographic online] Available at: <https://www.itdp.org/multimedia/the-benefits-of-shifting-to-cycling/> [Accessed 30 May 2022]. SOURCE ADAPTED.
2. Wilson, B., 2016. No diet, no detox: how to relearn the art of eating. *The Guardian Online*, [online] 5 January. Available at: <https://www.theguardian.com/lifeandstyle/2016/jan/05/diet-detox-art-healthy-eating> [Accessed 30 May 2022]. SOURCE ADAPTED.