



Higher level

Paper 1

Respond to **one** of the following options. Write 450 to 600 words.

1. Teenagers in your town are becoming excessively dependent on technological devices. You wish to warn them and the general public of the dangers of this dependence. Write a text in which you define this dependence, explain the dangers associated with it, and suggest ways in which it can be avoided.

Essay

Blog

Opinioncolumn

2. Some students at your school are completing their assignments unethically. You would like to notify the school administration that this is happening. Write a text in which you explain the problem, give reasons for it, and suggest ways in which it can be solved.

Opinioncolumn

Report

Email

3. You participated in a science exhibition and were impressed by the effectiveness of some of the projects and their perceived benefit to humanity. Write a text in which you describe those projects, explain their benefits and connect them to practicality and effectiveness.

Report

Essay

Blog

Paper 2 listening

Text A: Man attacks neurologist at Central Hospital

Listen to this news report about a man who attacked a neurologist at a hospital because his wife was not getting better.

Match the following statements with their speaker(s).

1. Nothing will cure Mrs Tran except real science.
 A. Dr Hapkin B. Dr Maverik C. Both
2. Central Hospital does not resort to alternative medicine.
 A. Dr Hapkin B. Dr Maverik C. Both
3. Acupuncture is not a real science.
 A. Dr Hapkin B. Dr Maverik C. Both
4. Attacking doctors is not right.
 A. Dr Hapkin B. The police C. Both
5. Regardless of a person's state of mind, attacking doctors is not acceptable.
 A. Dr Hapkin B. the police C. Both

Text B: Assimilation

Listen to Lizzy and Abdul discussing assimilation into British society.

Complete the sentences below with quotations from the text.

6. The discussion Abdul was thinking about revolved around ...

7. Complete integration is believed to be mandatory for ...

8. Abdul is afraid that complete integration means that immigrants will not ...

9. Abdul thinks that immigrants who are forced to adopt a new identity may ...

10. To Lizzy, full integration means immigrants will ...



Choose A, B, or C.

11. Abdul is worried that immigrants will ... ☐
A. have to wear their national clothes
B. will not assimilate into the British society
C. be forced to speak English at home.
12. Lizzy insists that being proud of one's ancestry is ... ☐
A. appropriate
B. not right
C. intolerable.
13. One of the things Lizzy expects immigrants to do is ... ☐
A. not to live on social welfare
B. speak their own languages with Britons
C. condemn others who have different cultural practices.
14. Coexistence and tolerance are Lizzy's ... ☐
A. dreams
B. hopes.
C. beliefs.
15. Lizzy thinks that the misunderstanding of assimilation is ... ☐
A. maddening
B. distressing
C. enriching.

Text C: What I learned from the CAS seventh learning outcome

Listen to Hayley speaking about the importance of recognizing ethical action in CAS.

Answer the following questions.

16. What will the CAS celebration focus on?

17. Give one example of what Hayley wanted to accomplish in CAS.

18. Who did Hayley want to act as basketball coach for?

19. How are the school's facilities described?

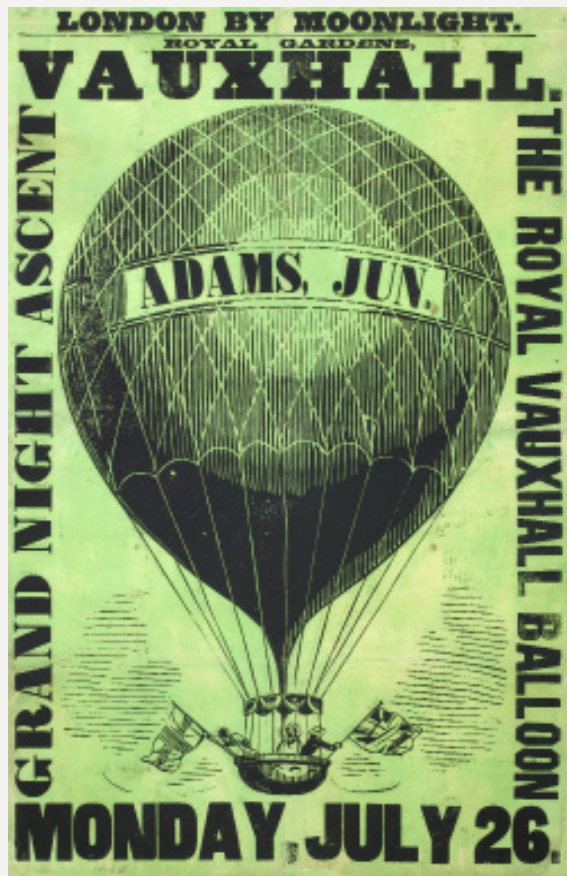
20. What role did Hayley want parents to play during basketball games?

21. Choose the five correct statements.

- A. The CAS advisor's words made Hayley think. ☐
- B. Hayley noticed that Mr Kelly was pensive. ☐
- C. Orphans will not enjoy seeing other children being helped by their parents. ☐
- D. Hayley did not initially think of the children's feelings. ☐
- E. Empowerment is not as important as kindness in CAS experiences. ☐
- F. Hayley eventually brought the children to the school.
- G. Hayley helped the children create their own basketball court.
- H. With the help of Hayley, the social therapist worked closely with the children.
- I. Fulfilling a selfish need did not feature in Hayley's reflections.
- J. The experience with the children has a profound effect on Hayley.

Paper 2 reading

Text C: What happened to Vauxhall Gardens?



This poster advertises Vauxhall Gardens' closing night on Monday 26 July 1859. It was dubbed the 'Last Night For Ever'. People sang, horses performed in The Rotunda and finally, after some dancing, visitors watched a firework display entitled 'Farewell for Ever'.

The Gardens closed because people were visiting them less and less. Other gardens had become more fashionable than Vauxhall. Once the railways were built, Londoners were also able to travel further to enjoy the fresh air of the countryside and seaside.

What were Vauxhall Pleasure Gardens like?

As London became more built up in the 17th and 18th centuries, Londoners began to need open spaces to relax in. Pleasure gardens were built at the edge of the city

and were privately run. The most famous were Vauxhall Pleasure Gardens.

The people who went to the gardens were the highest in society, including members of the royal family. They went to be entertained and to escape from the noise and pollution of the city. There were also pickpockets and footpads, who frequented the gardens and gave them a truly mixed atmosphere.

What was special about visiting the Vauxhall Gardens?

Vauxhall Gardens opened to visitors in 1661 under the name 'New Spring Gardens'. Before Westminster Bridge was built, it could only be reached by sailing up the Thames.

Visiting Vauxhall Gardens was an excellent opportunity to show off the latest fashions. It also provided 'fresh air' and 'gentle exercise', which were thought to help keep people well, and at that time health was a concern for all classes. People could combine this health trip with meeting up with friends and family, seeing the most well-known figures of the day or maybe even a meeting with a secret admirer.

How did the Pleasure Gardens change?

When Vauxhall Pleasure Gardens opened, like most gardens, entry was free, but exclusive. Guests needed an invitation and good social connections to get in.

This changed in 1728 when Mr Jonathan Tyers took over the Gardens. Tyers saw a business opportunity in reducing their exclusivity, and instead, attracting greater numbers of people. He started to charge an entrance fee but kept this deliberately low to encourage a broader clientele.

Mr Tyers also introduced entertainment that made Vauxhall Pleasure Gardens famous. He built pavilions, lodges, and an elegant music room, 'The Rotunda'. Fountains of water suddenly showered unsuspecting visitors with jets of water to amuse dry onlookers! A remarkable marble statue of the composer Handel was made for the Gardens in 1738. In 1850, a hot-air balloon was sent up into the sky above the Gardens. Instead of a basket, a horse was secured underneath the balloon with the balloonist on its back.

Adapted from museumoflondon.org.uk (2011)



Text B: Green Week in Cameroon Raises Awareness

- Green Cameroon, an NGO with a mission to conserve Cameroon's rich biodiversity by working on practical solutions to address conservation problems, recently launched a
- 5 Green Media Campaign to raise awareness among Cameroonians about the importance of caring for their environment to ensure a safe, healthy and happy future for all. Green Week is a central part of the campaign, which
- 10 will take place from 8–14 April. Green Week is expected to attract over 1000 participants and will involve presentations by speakers from all over Cameroon on their perspectives and work in relation to the four event themes:
- 15 forests, water, waste and agriculture.

Forest day: Monday 8th of April

- The positive work of the team from Bimbia Community Forest and the concept of fuel-efficient cook stoves will be discussed. Philip
- 20 Wotany from the Bimbia Bonadikombo Community Forest will explain what a community forest is, how to manage forests sustainably, and the challenges of community forest management. To complement this
- 25 discussion, the Executive Director of Green Cameroon will present a workshop on fuel-efficient stoves and how those can address deforestation and energy security.

Water day: Tuesday 9th of April

- 30 Selected representatives of local community water initiatives will present and discuss the opportunities and challenges associated with setting up autonomous water management system as an alternative to state and privately
- 35 managed water resources. 'Live Build', which helps to connect remote communities with proper access to water, will present the spectrum of players in the world of water

management, complemented by the screening of the documentary 'Flow: for love of water', 40 which provides examples of people and institutions that are working toward practical solutions to the water crisis.

Waste day: Wednesday 10th of April

Waste day will be informative and fun, with 45 clean up, sorting and composting activities. Dr. Eugene Tata, who is working in close partnership with the University of Buea, will present on the concept of 'zero waste', discussing paper recycling and waste to energy 50 (biogas) solutions. The University of Buea has an operational biogas generator, which uses sewerage as a waste resource that is converted into a fuel gas.

Land day: Thursday 9th of April

55 Francois Medjo from 'Astradhe' will present the implementation of a system of payment for ecosystem services in two communities around Dja forest. This will be followed by discussions about a controversial land claim 60 for a proposed palm oil biofuel operation in the Mundemba area. This day will close with the interesting documentary Planet for Sale.

Sustainable agriculture day: Friday 10th of April

The Ministry of Agriculture and 'Trees for the 65 Future' will present on organic farming and agro-forestry. During the presentation, the advantages for the environment and health, and how to implement organic practices using bio-control and bio-fertilisers will be 70 discussed. The day will finish with the movie Local Solutions to a Global Disorder.

Adapted from greenafricadirectory.org (2013)

Text C: *So Much to Tell You***FEBRUARY 6**

5 I don't know what I am doing here. Well, I do really. It's because I was getting nowhere at the hospital. I have been sent here to learn to talk again. Sent here because my mother can't stand my silent presence at home. Sent here because of my face, I suppose.

10 I don't know.

This is my third day at this boarding school, Warrington. Today Mr. Lindell, our English teacher, gave us these journals and told us we have to write in them every night, during homework (except that homework here

15 is called Prep). We have Prep for two hours every weeknight. For that time we have to sit at our desks and be silent.

I am in Prep now. On my left is a girl called Cathy Preshill. On the right is a girl called Sophie Smith. Cathy

20 seems very thin to me and I wonder if she has anorexia, but she probably doesn't. I do though – anorexia of speech.

This journal is starting to scare me already. When Mr. Lindell gave them out, I felt the fear and promised

25 myself that I would not write in it, that it would stay a cold and empty book, with no secrets. Now here I am on the first page saying more than I wanted to, more than I should. What if he reads them? He said he wouldn't; if he doesn't keep his promise I am lost.

30 FEBRUARY 11

I think I write too much in this journal. When I started it, I was determined that I wasn't going to think about my father ever again, much less write about him. But he's still so powerful.

35 I wonder what it's like where he is? Kind of like here, maybe. Having to line up, always being ordered around, no privacy, no freedom, Anyway I'm in Prep again. The others seem to be doing so much work. Cathy, the thin one, seems so intense and serious. Sophie is
40 the opposite. She's very funny and lively, can't sit still, always getting in trouble.

FEBRUARY 12

Here is a letter I received in today's mail:

Darling,

45 Am in a great hurry, so this is just a short note, hoping that you are happy in the new school. J.J. is well and sends his love. We are all very excited about the trip. What would you like us to bring you back? And do you have everything you need for school?

50 Love,

Mummy

Am I happy in the new school? No, but perhaps it is better than the hospital in some ways. Not so many weirdoes, better food, no more group therapy.

55 There is only one question she really wants answered and that is the question she cannot bring herself to ask.

Extracts from *So Much to Tell You* by John Marsden (1987)

Paper 2 reading

Text A: What happened to Vauxhall Gardens?

- 1** From statements A to L, select the five that are true according to text B.
Write the appropriate letters in the boxes provided.

[5]

Example:

A

- | | |
|--|--|
| A. 1859 marked the closing of Vauxhall Gardens. | |
| B. The firework display on 26 July 1859 promised more entertainment to future visitors. | |
| C. Other entertainment sites, not necessarily in London, became more stylish than Vauxhall. | |
| D. Vauxhall Pleasure Gardens a distance away from London was run by the private sector. | |
| E. Royalty, among other people, frequented Vauxhall. | |
| F. Vauxhall Gardens retained its original name. | |
| G. Initially, Vauxhall was accessible only by boat. | |
| H. Generally people in the 17th century were concerned about their health. | |
| I. Visitors to the Gardens went solely to see famous or influential people. | |
| J. All people were allowed into the Gardens when they opened. | |
| K. Select visitors to the Gardens were allowed in when it opened. | |
| L. To enter the Gardens, social standing was not as important as invitations. | |



Choose the correct phrases from the text to complete the following sentences. Base your answers on the information as it appears in the text.

Example: Vauxhall's closing night was called ...

... 'Last Night For Ever'.

2. Londoners managed to reach gardens newer than Vauxhall because ...

3. London in the 18th century suffered from ...

4. To encourage all people to visit Vauxhall, Tyers kept the entrance fee ...

5. A feature that was crafted for Vauxhall was ...

6. A hot-air balloon flew over Vauxhall ...

Find the option in the right-hand column that could meaningfully replace one of the words on the left.

Example: dubbed (line 1)

7. further (line 6)

☐

A brag about

8. famous (line 11)

☐

B designed

9. mixed (line 16)

☐

C diverse

10. show off (line 20)

☐

D far-off

11. secured (line 33)

☐

E flaunt

F harmonized

G more

H named

I notorious

J positioned

K positioned

L procured

M well-known

Text B: Green Week in Cameroon Raises Awareness

Answer the following questions.

- 12.** How does Green Cameroon help preserve the plant and animal species in Cameroon?

- 13.** What is Green Week an essential element in?

The sentences below are either true or false. Tick [✓] the correct response then justify it with a relevant brief quotation from the text. Both a tick [✓] and a quotation are required for one mark.

	True	False
Example: The number of participants attending Green Week is expected to exceed 1000.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Justification: "Green Week is expected to attract over 1000 participants."		
14. Cost-effective cook stoves running on gas will not feature on the discussions.	True	False
Justification: _____		
15. The issues facing communities living in forests will be explained.	<input type="checkbox"/>	<input type="checkbox"/>
Justification: _____		
16. Live Build brings neighbouring communities together.	<input type="checkbox"/>	<input type="checkbox"/>
Justification: _____		
17. A university is planning to install a biogas generator.	<input type="checkbox"/>	<input type="checkbox"/>
Justification: _____		
18. A discussion focusing on contentious acquisition of land is scheduled.	<input type="checkbox"/>	<input type="checkbox"/>
Justification: _____		
19. A film will conclude Sustainable Agriculture Day.	<input type="checkbox"/>	<input type="checkbox"/>
Justification: _____		



Complete the following table by indicating to whom or to what the word(s) underlined refer(s).

In the phrase ...	the word(s)	Refer(s) to ...
Example: ... caring for <u>their</u> environment... (line 7)	“their”	Cameroonians
20. ... a central part of the campaign, <u>which</u> ... (line 9)	“which”	_____
21. ... on <u>their</u> perspectives ... (line 13)	“their”	_____
22. ... and how <u>those</u> can ... (line 27)	“those”	_____
23. ... as a waste resource that is ... (line 53)	“that”	_____
24. This day will close with ... (line 62)	“This day”	_____

Text C: So Much to Tell You*Answer the following questions.***25.** To where does “here” (line 1) refer?

26. Which phrase between lines 1 and 9 shows that the narrator is not sure why she was sent to Warrington?

27. What do students do during “Prep”?

28. The narrator says she was sent to Warrington “to learn to talk again” (line 2). Which phrase between lines 10 and 16 refers to the narrator’s inability to speak?

29. Why is the narrator afraid of the homework Mr Lindell assigned his class?

30. Give two ways in which the narrator perceives her time at Warrington.**A.**

B.

31. How is Warrington better than the hospital?

*Choose the correct answer from A, B, C, or D. Write the letter in the box provided.***32.** The time the narrator spent at the hospital is best described as:☐**A.** beneficial.**C.** fruitless**B.** scary**D.** therapeutic.**33.** Cathy and Sophie are:☐**A.** alike in many aspects**C.** anorexic**B.** different in many aspects**D.** troublemakers.**34.** The tone of the letter the narrator receives from her mother is:☐**A.** unnaturally light**C.** a little sarcastic**B.** somewhat serious**D.** unnaturally supportive.**35.** The question the mother could not bring herself to ask is:☐**A.** “Would you like to come with us on the trip?”**B.** “Have you started writing in your journal?”**C.** “Would you like to return to the hospital?”**D.** “Have you started talking yet?”

Internal assessment

“The Story of an Hour”

Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of “killed.” He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.

She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which some one was singing reached her faintly, and countless sparrows were twittering in the eaves.

There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

“The Wish”

Under the palm of one hand the child became aware of the scab of an old cut on his kneecap. He bent forward to examine it closely. A scab was always a fascinating thing; it presented a special challenge he was never able to resist.

Yes, he thought, I will pick it off, even if it isn't ready, even if the middle of it sticks, even if it hurts like anything.

With a fingernail he began to explore cautiously around the edges of the scab. He got the nail underneath, and when he raised it, but ever so slightly, it suddenly came off, the whole hard brown scab came off beautifully, leaving an interesting little circle of smooth red skin.

Nice. Very nice indeed. He rubbed the circle and it didn't hurt. He picked up the scab, put it on his thigh, and flipped it with a finger so that it flew away and landed on the edge of the carpet, the enormous red and black and yellow carpet that stretched the whole length of the hall from the stairs on which he sat to the front door in the distance. A tremendous carpet. Bigger than the tennis lawn. Much bigger than that. He regarded it gravely, setting his eyes upon it with mild pleasure. He had never really noticed it before, but now, all of a sudden, the colors seemed to brighten mysteriously and spring out at him in a most dazzling way.

You see, he told himself, I know how it is.

The red parts of the carpet are red-hot lumps of coal. What I must do is this: I must walk all the way along it to the front door without touching them. If I touch the red I will be burnt. As a matter of fact, I will be burnt up completely. And the black parts of the carpet ... yes, the black parts are snakes, poisonous snakes, adders mostly, and cobras, thick like tree trunks round the middle, and if I touch one of them, I'll be bitten and I'll die before tea time.