

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

Thursday 14 November 2002 (afternoon)
Jeudi 14 novembre 2002 (après-midi)
Jueves 14 de noviembre de 2002 (tarde)

2 hours / 2 heures / 2 horas

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.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

- Ne pas ouvrir cette épreuve avant d'y être autorisé.
- 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. Écrire un commentaire comparatif.

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.

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.

Text 1 (a)

Strawberries

“Doubtless God could have made a better berry,” said Yeats¹, “but doubtless God never did”. The strong flavour of strawberry is best on its own. Strawberries are at their peak in June and July. It is no accident that Wimbledon² is associated with strawberries. That’s when the outdoor crop peaks³.

5 A strawberry should be dense and juicy, red to the core, fragrant and sweet. Most imports are mealy, hollow, and bland. Even when they are locally grown, supermarket varieties such as *Elsanta* are ordinary. Try Tamella, Korona or Pegasus. Totem keeps its shape when frozen. Tri-star is one of the sweeter ever-bearing types. Wild Alpine strawberries, or *fraises des bois*, are small, red or cream-coloured, especially fragrant, and
10 prized for flavour. They are rarely cultivated for sale because yields are low and they are very soft when ripe.

A perfectly ripe strawberry is firm, almost crisp. It should slice easily. Whether you are picking your own or buying at market, white tipped berries are fine, even preferable. They’ll ripen within a day, while a ripe strawberry begins to go mushy and ferment in the
15 same period. An overripe berry is purple, not red, and dull, not shiny. The strawberry’s flavour deteriorates rapidly after peak ripeness.

The strawberry’s classic partner is rhubarb, at its peak in May or June. Italians sprinkle fine balsamic vinegar on sliced berries. Black pepper and fresh orange juice are also nice with them.

From *The Farmers’ Market Cookbook* by Nina Planck, 2000

¹ Yeats: an Irish poet and writer

² Wimbledon: an English lawn tennis tournament

³ peaks: comes to its best

Text 1 (b)

Strawberries

There were never strawberries
like the ones we had
that sultry afternoon
sitting on the step
5 of the open French window
facing each other
your knees held in mine
the blue plates in our laps
the strawberries glistening
10 in the hot sunlight
we dipped them in sugar
looking at each other
not hurrying the feast
for one to come
15 the empty plates
laid on the stone together
with the two forks crossed
and I bent towards you
sweet in that air
20 in my arms
abandoned like a child
from your eager mouth
the taste of strawberries
in my memory
25 lean back again
let me love you

let the sun beat
on our forgetfulness
one hour of all
30 the heat intense
and summer lightning
on the Kilpatrick hills

let the storm wash the plates

From *Collected Poems* by Edwin Morgan, 1990

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.

Text 2 (a)

The Wave

We sensed it was coming and the others just dropped to the floor to protect themselves. I was steering and the white water just threw me forward into the wheel. It was just an unbelievable wave. It picked us up and the boat took off across the face of the wave like it was a surfboard. We were absolutely charging across this wave, like I'm talking about
5 literally thumping across the water.

But we're in a 43-foot, nine-tonne yacht. It's going whack, whack, whack across the wave doing 15 maybe 20 knots, and I'm hanging onto the wheel, crouched down, waiting for the wave to break over us. I'm thinking in a split second, what do I do? Do I try and pull the boat away? Do I let it go straight ahead and try to steady it? Do I try and pull up
10 through the back of it or what? Then I realized the yacht was just hanging in there. I decided I'd just steer her straight and let her go the way she wanted. This is all happening in a split second. I'm crouched down waiting for the water to literally engulf us and then suddenly I'm thinking, God I've got no water around. I've got my eyes and my mouth closed and there's no water around. What's going on?

I opened my eyes and looked up and could see the wave curling over us. We were
15 literally in the tube of the wave. It was just a phenomenal, unbelievable situation. You could see it breaking over us, and we were just staying out of the break. Next thing, of course, it caught up with us and *whumphh*, it broke all over us. Equally quickly it was all gone.

From *Fatal Storm, the inside story of the Sydney – Hobart race*,
by experienced yachtsman and journalist Rob Mundle, 1999

Text 2 (b)

Helmsmanship

Steering is one of the seaman's most responsible tasks. A helmsman¹ is not only required to be familiar with the steering qualities of his ship and have a complete knowledge of the compass, but is also required to be absolutely reliable, trustworthy and capable of concentration. A good, intelligent helmsman is highly regarded in every ship by the master and the officers, and every young sailor should aspire to become a helmsman upon whom officers and pilots can rely implicitly. A mistake on the helmsman's part which is not at once detected, and corrected, can lead, and often has done, to disaster.

The successful helmsman is one who maintains a steady course with the least possible movement of the wheel. To this end his undivided attention is essential. If, through inattentiveness or inexperience on the helm's part, a ship yaws from side to side of her course, the steering engine is continually on the move. Naturally it is better for him if he turns the wheel a little than if he turns it a lot.

A conscientious helmsman will only hand over to a relief when a manoeuvre has been completed and the ship has been steadied on her course. An indication of how the vessel is steering, that is, carrying port or starboard helm, steering well or steering badly, should always be given by the man-at-the-wheel to his relief. If the wheel is handed over in a proper manner, it will make things easier for the new helmsman.

From Seamanship Handbook, 1958

¹ Helmsman: the person responsible for steering a boat
