

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

Wednesday 12 November 2003 (afternoon)

Mercredi 12 novembre 2003 (après-midi)

Miércoles 12 de noviembre de 2003 (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 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 purpose.

Text 1 (a)

Snakes are virtually deaf to sounds transmitted through the air but can, instead, detect vibrations such as those produced by a footstep that travel through the ground. Their eyes too, differ considerably from any other reptilian eye.

5 When a snake hunts it is often very important for it to be able to advance with a minimum of movement so as not to attract the attention of its victim. The snake lies with its body quite straight and pointing directly at its prey. The scales on its underside are shaped like narrow rectangles running across the width of the body and overlapping one another with their free edges to the rear. The snake is able to hitch these scales up and forward in groups by contracting its belly muscles. The back edges catch on the ground
10 and as the contractions pass downwards in waves, the snake advances smoothly and silently with no lateral movement whatsoever.

If the ancestral snakes did indeed spend a period of time below ground, their prey is likely to have been small and limited to worms and termites. When they came above ground, their scope became much greater. Maybe it was, indeed, just this that tempted
15 them back there. A few boas and pythons now grow to such a length that they can tackle creatures as big as goats. Having seized their prey with their mouths, they swiftly coil themselves around it and then kill it by tightening their coils so that the victim cannot expand its chest to breathe. It dies by suffocation rather than crushing.

20 The more advanced snakes kill, not by constriction, but by poison and have more advanced ways of killing.

The rattlesnake hunts mostly at night and does so with the aid of a sensory device which has no parallel elsewhere in the animal kingdom. Between the nostril and the eye is the pit which detects infra-red radiation, that is to say heat, and it is so sensitive that it responds to a rise of three hundredths of one degree centigrade. What is more, it is
25 directional and enables the snake to identify the source of the heat with precision. So, the rattlesnake is able to detect a small squirrel crouching motionless half a metre away even in total darkness. The snake glides smoothly towards it in near silence; once within range it strikes, shooting its head forward at a speed of 3 metres a second; and then its huge fangs inject its victim with a dose of extremely virulent poison. It must surely be one of the most
30 efficient killers in the animal world.

David Attenborough, adapted from *Life on Earth* (1979)

Text 1 (b)

It was a page torn from a very old library book. Harry smoothed it out eagerly and Ron leaned close to read it too.

5 *Of the many fearsome beasts and monsters that roam our land, there is none more curious or more deadly than the Basilisk, known also as the King of Serpents. This snake, which may reach gigantic size, and live many hundreds of years, is born from a chicken's egg hatched beneath a toad. Its methods of killing are most wondrous, for aside from its deadly and venomous fangs, the Basilisk has a murderous stare, and all who are fixed with the beam of its eye shall suffer instant death. Spiders flee before the Basilisk, for it is their mortal enemy, and the Basilisk flees only from the crowing of the rooster, which is fatal to it.*

10

And beneath this, a single word had been written, in a hand Harry recognized as Hermione's. *Pipes.*

It was as though somebody had just flicked a light on in his brain.

15 'Ron,' he breathed, 'this is it. This is the answer. The monster in the Chamber's a Basilisk – a giant serpent! That's why I've been hearing that voice all over the place, and nobody else has heard it. Its because I understand Parseltongue¹ ...'

20 'The Basilisk kills people by looking at them. But no one's died – because no one looked it straight in the eye. Colin saw it through his camera. The Basilisk burned up all the film inside it, but Colin just got Petrified². Hermione was found with a mirror next to her. Hermione had just realized the monster was a Basilisk. I bet you anything she pulled out her mirror – and–'

Ron's jaw had dropped.

'And Mrs Norris?' he whispered eagerly.

Harry thought hard, picturing the scene on the night of Hallowe'en.

25 'The water...' he said slowly, 'the flood from the bathroom. I bet you Mrs Norris only saw the reflection...'

He scanned the page in his hand eagerly. The more he looked at it, the more it made sense.

30 'But how's the Basilisk been getting around the place?' said Ron. 'A dirty great snake... Someone would've seen...'

Harry however pointed at the word Hermione had scribbled at the foot of the page.

'Pipes', he said. 'Pipes...Ron, it's been using the plumbing. I've been hearing that voice inside the walls...'

J.K Rowling, adapted from *Harry Potter and the Chamber of Secrets* (1998)

¹ Parseltongue: a made up word for the language of snakes

² petrified: stunned

SECTION B

Analyse and compare the following 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)

Learning to Learn

Research shows that most of today's children are being locked into the same kinds of artificial role differentiation that you and I were taught.

Male dominance – and female collusion with it – can be observed first-hand in nursery school children.

5 'You stay here with the mummies and babies. I'm going fishing,' says little Gerald to little Judy as he trots off.

'I want to go too,' calls Judy, running after him.

Gerald turns and repeats, 'No, you stay with the mummies and babies!'

'But I want to go fishing!' Judy cries.

10 'No,' insists Gerald. 'But when I come back I'll take you to a Chinese restaurant.' While supervising a playroom in the nursery school where she works, Laura Carper observed this scene between two four-year-olds.

'Another scene I observe now and then goes like this,' she wrote. 'Three or four little boys seat themselves around the play table in the play kitchen. The boys start issuing
15 orders such as "I'd like a cup of coffee!" or "Bacon and eggs!" or "Some more toast!" and the girl runs back and forth between stove and table, cooking and serving. In one such scene the boys got completely out of hand, demanding cups of coffee while the girl was racing around in a frenzy. She finally gained control of the situation by announcing that there was no more coffee. Apparently it never occurred to her to sit at the table herself and
20 demand coffee from one of the boys.'

The girls in this nursery are acting out an ancient trade-off – waiting on the master in exchange for being protected.

Studying adolescents at the University of Michigan, psychologists found that up until
25 the age of eighteen (and sometimes past that) girls show virtually no thrust towards independence, aren't interested in confronting authority with rebellion, and don't insist on 'their rights to form and hold independent beliefs and controls'. In all of these respects, they differ from boys.

The data shows that dependency in women increases as they grow older.

It also shows – strikingly – that girls, from the time they are quite young, are trained
30 into dependency, while boys are trained out of it.

Colette Dowling, adapted from *The Cinderella Complex* (1981)

Text 2 (b)**The Education of Women**

Wherein, then, is man so much her superior that he must forever remain her master? In physical strength? Then allow me to say that the ox and the elephant is his superior! But, even on this point, why is she the feeble, sickly, suffering being we behold her? Look at the most defective and irrational education, and you will find the solution to the problem.

5 Is the girl allowed to expand her limbs and chest in healthful exercise in the fresh breezes of heaven? Strongly developed limbs in a girl is unfashionable – a healthy, sound voice is vulgar – a ruddy glow on the cheeks is coarse; and when life within her is so strong as to show itself in spite of bolts and bars, then she has to undergo a bleaching process¹, eat lemons and slate pencils – drink vinegar, and keep in the shade! And do you know why
10 these irrationalities are practiced? Because man wishes them so, and whatever he mostly admires in woman will she possess. That is the influence man has over woman, for she has been made to believe that she was created for his benefit only, as a plaything to pass an idle hour, or a drudge² to do his bidding. Until this falsehood is eradicated from her mind, until she feels that the obligations of the sexes are mutual, until, in fact, she has all her
15 rights equal with man, there will be no other object in her education except to get married. When a boy arrives at the age of twelve or so, the parents consult as to the kind of education that shall best fit him for all the purposes of life, to enable him to become a useful, respectable, independent member of society.

But for what purpose is the girl educated? Do parents ever direct the education of a
20 daughter for any such purpose? Oh! No! The rich man's daughter is taught to dance, to play on the piano, to draw and paint (which she sometimes practices on her own face), to speak a little bad French, etc., etc., not for the intrinsic value and beauty of these accomplishments, but to attract and ultimately catch a beau and get married; for no sooner is she married than these things are all laid aside as some idle things to be thought of no
25 more. Do you not yet understand what has made woman what she is? Then see what the sickly taste and perverted judgment of man now admires in a woman. Not strength of body and mind, but a pale delicate face; hands too small to hold a broom, for that were treason in a lady; and above all, that beautiful diffidence³ that dare not take a step without the arm of a man to support her tender frame, and that shrinking modesty (mock) that faints at the
30 mention of the leg of a table.

Adapted from a speech by Mrs E.L. Rose on women's rights in Boston (1851).
From *Speeches that Changed the World*, compiled by Owen Collins (1998).

¹ bleaching process: a process believed to make the skin paler/lighter

² drudge: a servant

³ diffidence: shyness
