



ENGLISH B – HIGHER LEVEL – PAPER 1
ANGLAIS B – NIVEAU SUPÉRIEUR – ÉPREUVE 1
INGLÉS B – NIVEL SUPERIOR – PRUEBA 1

Monday 11 May 2009 (morning)
Lundi 11 mai 2009 (matin)
Lunes 11 de mayo de 2009 (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

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TEXT B

LIFE AFTER HERMIONE

Join Lucy Cavendish as she discusses life after Hermione with Emma Watson in her first non-wizard role as Pauline Fossil in *Ballet Shoes*.

Lucy: Great to meet you Emma! Can you tell us about your exciting new role?

5 **Emma:** *Ballet Shoes* is an adaptation of the popular Noel Streatfeild novel on BBC One. It's a story about three impoverished orphans named Pauline, Petrova and Posy. The story has entranced generations of young girls.

Lucy: [- X -]

Emma: I play one of the three orphans, Pauline.

Lucy: [- 7 -]

10 **Emma:** Well, the girls triumph over adversity using their own talents and in the process discover themselves. Pauline turns out to be a brilliant actress, Posy a wonderful dancer and Petrova is extremely skilled at fixing cars and flying airplanes.

Lucy: [- 8 -]

15 **Emma:** Well, this one was shot over four weeks whereas the Harry Potter movies go on for months. And I'm not classed as a child actor anymore so I don't work restricted hours, but I was amazed at how hard it was. I enjoyed it, though.

Lucy: [- 9 -]

20 **Emma:** I was nine-years-old when the producers of Harry Potter appeared at my school in Oxford looking for their Hermione. There were about 18 of us there and we weren't sure who we were auditioning for. I had no interest in any other part. I knew I wanted to be Hermione. After many rounds of auditions and realizing I was a contender for the role, I became obsessed with it. My mother tried to prepare me for the eventuality that
25 I might not get selected but I wouldn't listen. When I got the role, it felt like I had won the lottery.



Emma Watson as Hermione in the Harry Potter movies

Lucy: [- 10 -]

Emma: I suppose it has but I have combined being an actress and a student pretty well.

30 **Lucy:** **Obviously, since you've managed to secure A grades in all your final exam subjects and at the same time film for nine months out of the year! Still, it must be hard maintaining friendships, mustn't it?**

35 **Emma:** When I heard I'd got the part of Hermione my mother told me it was very important that I keep the friends I'd made already and now I understand what she meant. Fitting in is a big issue now and it takes time for everyone to adjust. I'm no longer the girl they get the number 19 bus with into town to grab a coffee. Whenever I've tried to do anything normal like that, I just get mobbed. It's an uncomfortable experience for everyone.

Lucy: [- 11 -]

40 **Emma:** We've still got two more Harry Potter movies to film. I'll be 20 when the final instalment is completed. I'm applying to Cambridge University to read English and philosophy. I feel it's terribly important to continue with my education, in case acting doesn't work out for me.

Adapted from Lucy Cavendish, "What Emma did next", The Telegraph's *Stella Magazine* (December 2007), © Telegraph Media Group Limited 2007

TEXT C

Leaving Brooklyn

When I first fell in love he was sixteen, twelve years older than I, but over the few years I loved him I learned, reading and observing couples around me, that a dozen years did not remain an uncrossable gap. Time shrank with age. When I was sixteen, he would be twenty-eight, when I was twenty he would be thirty-two.

5 From as early on as I can remember, until I was about twelve years old, I was always in love, though Bobby was the first and the best and longest love. Sometimes it was a boy in my class; more often it was someone older and unattainable, a friend's big brother or a boy working after school in a luncheonette, or the sons of my parents' friends. I would see them two or three times, barely speak to them, and spend the next few months talking to them in my head, telling
10 everything I thought and dreamed, supplying their responses and gestures, and inventing their characters and moods. So I was never alone. This being in love, in my early years, felt like a condition, like having body temperature. And it never seemed strange that love was always with me, attached to someone ignorant of the attachment, or that I lived my life with an image secretly installed in my head. And then at twelve-years-old, just when most girls are starting, I stopped
15 falling in love. I opened my eyes and apprehended the real world of bodies and boundaries, limits and mortality. I saw how absurd and illusory my being in love was. Why should I do this? How foolish to love so much, give so much in secret, and get nothing real in return. Love had disappointed me and I broke myself of the habit of loving and gave myself to solitude.

20 There is no explaining these sudden and terrible conversions, but surely mine had something to do with Mrs. Amerman, the 7th grade Social Studies teacher. "Accuracy and speed. Accuracy and speed," she chanted, training us to excel in the standardized tests that determined our school's rank in the city. "Those qualities are not only for the test. They will help you get through life as well."

25 She also taught outline form, which had a certain classic beauty and was very unlike my kind of love. The largest category was [– X –] Roman numerals. Below [– 32 –] came the capital letters. Below capital letters came the Arabic numbers, and below them, the lower-case letters. The headings marched [– 33 –] the page, each one indented farther to the right till the design [– 34 –] the page was an upside-down staircase. Any thought could be fit somewhere
30 in the outline, once you figured out its degree [– 35 –] significance in the pattern. Above all, everything in the world could be outlined. There was one rule to remember, Mrs. Amerman warned. "You can't have a I without a II. You can't have an A without a B because nothing can be divided into one part. Do you see, children?"

I became accurate, logical and speedy and no fact escaped the net of my outlines. Now what
35 I love is slowness. Slow people, slow reading, slow traveling and slow love. Everything good comes slow. And inaccuracy. Things just slightly off, falling nonchalantly from perfection.

Adapted from the novel *Leaving Brooklyn* by Lynne Sharon Schwartz (1990)

TEXT D

THINK BEFORE YOU INK

Tattoos are everywhere or so it seems. Rock stars, sports figures, fashion models and movie stars flaunt them. Many teenagers have followed suit, proudly displaying tattoos. As teenager, Andrew, contends, "Tattoos are cool. Having one or not is a personal choice."

Although exact statistics are hard to come by, one source estimates that 25% of all 15- to 25-year-olds in the United States have a tattoo. Why are tattoos so appealing to today's youth?

For the most part, the decision to get a tattoo is one of either inclusion or exclusion. Some get body art to fit in. In tribal societies, for example, getting a tattoo is seen as a transition from childhood to adulthood which everyone goes through. Team logos, military insignia or other designs that symbolize an affiliation are all inclusive tattoos. They signal that the wearer is part of the club. Tattoos can also help individuals stand out from the rest of society. Tattoos serve as a symbol of rebellion or alternative lifestyle for many of today's youth and as a sign of independence.

For some, a tattoo is a way of making a grand romantic gesture. Michelle relates, "My brother has the name of a girl he used to date on his ankle." The problem? "He's not dating her anymore." According to *Teen* magazine, doctors estimate that 30% of all tattoo removal is done on teen girls who want the name of an ex-boyfriend removed.

Despite the increase in tattoo popularity, many people still regard body art negatively, citing health risks as the number one deterrent. Because tattooing requires breaking the skin, it may carry health risks, including infection and allergic reactions.

Tattooing has also suffered from negative associations. In prisons around the world, tattoos are frequently associated with criminals. Many prisoners and criminal gangs get tattoos to indicate criminal behavior, prison sentences and organizational affiliations. At the same time, however, members of the U.S. military and British Armed Forces have an equally well established and long-standing history of tattooing to indicate military units and battles fought.

Young people today feel that those with tattoos are discriminated against. High school student, Marissa, says that "Tattoos have a 'bad rep' these days. This is not fair. We are only trying to express ourselves." Fair or not, research shows that people with conspicuous, visible tattoos are prevented from working in many fields.

Dermatologist Dr. Sally Beckman cautions today's youth to "think before you ink". According to Dr. Beckman, for most youths, getting a tattoo might just be a fad and, like all fads, tattoos lose their appeal over time. "Is there really a piece of clothing or a pair of shoes that you love so much that you would commit to wearing it for the rest of your life? Styles, cuts and colors change. Unlike a piece of clothing, tattoos are hard to shed. Getting a tattoo removed is more painful than getting it in the first place. Besides, what is 'cool' when you are 16 might not be very appealing at 30."

Whatever your decision, it is important to arm yourself with as much information as possible.

