

ENGLISH LANGUAGE II

DATE: 31 May 2016

LENGTH OF THE EXAMINATION: 3 hours (180 minutes)

PERMITTED EQUIPMENT: None

SPECIAL REMARKS: Answer **ALL THREE** Parts.
There is a choice of theme and its associated question in Part 3.

**EUROPEAN BACCALAUREATE 2016
ENGLISH LANGUAGE II**

Part 1 – Reading Comprehension

Read the following text and then answer the questions that follow.

Rosa Parks was no accidental civil rights activist

In 1950s America, when people were treated differently because of the colour of their skin, an African-American woman named Rosa Parks boarded a bus and later refused to obey the bus driver's order to give up her seat for a white passenger.

Growing up in the southern US in the seventies, it was impossible not to know of the changes that led to the end of racial segregation. While I was too young to have witnessed it firsthand, I had somewhat older friends, whose primary schools had been segregated, meaning that white kids had school buses and black kids walked. There were water
5 fountains for some and not for others. Some lunch counters were only open to the 'right' customers. Things just were this way until they weren't anymore. Change came about when certain brave individuals decided to act. Dr Martin Luther King, Malcolm X and Rosa Parks were among the extraordinary personalities whose lives inspired what became known as the Civil Rights Movement.

- 10 Given this, it's hard to understand why so many historical narratives insist on presenting Rosa Parks as an 'accidental' figure in civil rights. On the occasion of Parks' funeral (she was the first African-American woman to lie in state at the Capitol Rotunda), *The New York Times* described her as the "accidental matriarch of the civil rights movement", with many more piling in to sing her praises as "quiet", "humble", "dignified", "soft-spoken", "not angry"
15 and having "never raised her voice".

- Nonsense. Nonsense. You don't inspire change by not scaring the pigeons. Rosa's decision not to get up from a bus seat didn't happen "just" because she was tired; no amount of simple fatigue explains her response. There was certainly much more to it. When the driver threatened to call the police, Parks boldly told him to go ahead and do it.
20 This was not a casual refusal to obey social norms but rather the action of someone who could no longer tolerate the status quo.

- Instead of undervaluing her choice we should properly remember the event for the deliberately provocative act that it was: a stand made by someone committed to a cause, by someone who knew the outcome would have a far greater reach than simply what
25 happened to her that afternoon.

The incident kicked off a citywide boycott of public transport in Montgomery that crippled the town's services and showed the full power of what could happen the day half the population decided not to take it anymore. It was on this issue that Dr Martin Luther King was launched into nationwide exposure.

- 30 It's this kind of event, deceptively simple and often presented as some kind of historical accident, that shames us in our 21st century Twitter activism generation. Those of us for whom signing an e-petition (so easy with the click of a button) is infinitely preferable to getting up and going out onto the streets to say we're not going to take it anymore. Yes,

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35 you can retweet the cause of the moment or the issue of the day, or leave that impassioned comment below the line, but we should all know that this is only a first step.

There are so many people and groups who still experience discrimination, and we seem stuck in a loop of merely 'Retweeting', 'Like'ing, and 'Raising Awareness'. At what point will we consider that awareness has been adequately raised, and realise that we need action to instigate change?

40 It is unfortunate that in countries like ours where the relative standard of living is high most people content themselves with passively supporting good causes. Nowadays the boldest and most admirable steps are taken in countries where oppressed people act because they have nothing left to lose. How bad do things have to get before people actually do something? Does change only come when we have no other choice?

45 It's time we all saw Mrs Rosa Parks not only as an inspiration, but also a template for the right way to battle injustice in society. In the face of blatant discrimination, you can't just write a letter to the bus company. You can't just sneer as the bus goes by or vote down the bus on a social network. You have to actually get up and get on that bus.

(713 words)

Brooke Magnanti (b. 1975), adapted from *The Telegraph*, Monday February 4 2013

PART 1 QUESTIONS ARE ON THE NEXT PAGE

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Part 1 - Questions (total 20 marks)

Answer the following questions, using your own words wherever possible.

Use the number of marks allocated to each question when deciding how much to write for your answer.

1. Explain the meaning of the following words or phrases as they appear in the text:

- | | |
|----------------------------------|------------------|
| a. firsthand (line 3) | (1 mark) |
| b. to sing her praises (line 14) | (2 marks) |
| c. crippled (line 26) | (1 mark) |
| d. instigate (line 39) | (1 mark) |
| e. sneer (line 47) | (1 mark) |

2. How did racial segregation affect black people in 1950's America? Use specific examples from the text to support your answer. (3 marks)

3. How does the author's view of Rosa Parks differ from how she was seen when she died? (3 marks)

4. a. What does the author mean by "You don't inspire change by not scaring the pigeons" (line 16) and explain how this relates to people who now use social media? (5 marks)

b. According to the author, how should we think of Rosa Parks now? (3 marks)

PART 2 QUESTIONS ARE ON THE NEXT PAGE

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Part 2 – Guided Writing (total 40 marks)

“...signing an e-petition (so easy with the click of a button) is infinitely preferable to getting up and going out onto the streets to say we’re not going to take it anymore.”

Write a formal letter to the editor of *The Telegraph* expressing your opinion on the author's view that change does not come about without action.

Begin your letter: *Dear Editor*

You should write **approximately 300 words**.

Part 3 - Essay on Themes and Set Texts (total 40 marks)

Write an essay of **approximately 500 words** on **ONE** of the following questions, each of which is based on one of the themes you have studied. Number your answer clearly to show which question you have attempted. You should refer in detail to the set text in your answer and to **at least one other text** that you have studied in class.

EITHER: **a) Uprooted – *Brick Lane***, Monica Ali (b. 1967), (London, 2004)

Is there a difference in how different generations deal with being uprooted?

In your answer you should make reference to *Brick Lane*, and at least one other text that you have studied in class.

OR: **b) Choice and Freewill – *Hobson’s Choice***, Harold Brighouse (1882 - 1958), (London, 1992)

“The strongest principle of growth lies in human choice.”

George Elliot (1819 - 1880), *Daniel Deronda*, (London, 1876)

With reference to *Hobson’s Choice*, and at least one other text that you have studied in class, discuss how characters change and grow through the choices they make.

Name und Vorname

Name and Christian name

Nom et prénom

Guillardini, Sergio Alvaro

Code : 02-ES-00007

Fach / Subject
Discipline

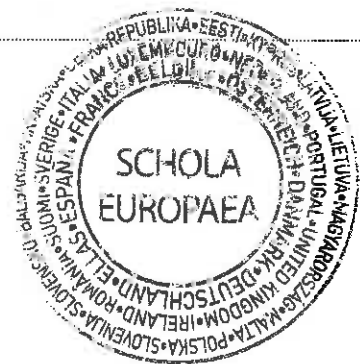
L2

Datum / Date / Date

31/05/18

Lehrer / Teacher
Professeur

O'Driscoll



Part One.

1. a) Taking part of an action by yourself and not by someone telling you.
b) Talking of someone who died.
c) Impaired movement, in this case the city.
d) To provoke something to happen.
e) Looking with a bad expression in your face for something to happen.

2.

Before the changes on black people's rights they had to walk to the school, no right to drink in the same water fountains as white people. Some lunch counters were available to them and they had to give their seats to white people in the public transport.

3.

When Rosa Parks died people described her as "quiet", "humble", "dignified", "soft-spoken", "not angry" and "never raised her voice". The author differs from this because in his opinion the act of Rosa Parks to not stand up and give her seat was an act of rebellion against the oppression first and not only an act of laziness/fatigue. Her act was because she couldn't "tolerate the status quo". The author describes it as "a stand made by someone committed to an issue" and he states she knew that an extreme would break life.

4.

a) The meaning of "You don't inspire change by not scaring the pigeons" is that for making a change of an actual situation, kind words won't do anything. You need to make a stand and make some rebellion. The author compares this to the situation nowadays where people think that by only signing an online petition will change the world.

b) The author wants us to see Rosa Parks as a model to fight back the injustice in society. He tells us that in the war against injustice we shouldn't stay passive and we must fight inequality in our land. To summarise the author presents Rosa Parks as a model to follow in terms of fight against injustice.

Name und Vorname

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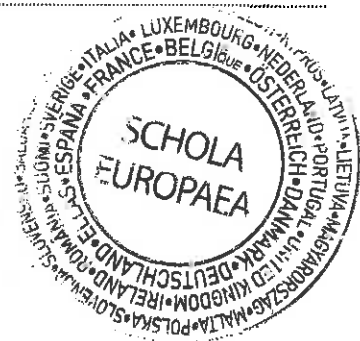
Datum / Date / Date

31/03/16

Lehrer / Teacher

Professeur

W. O'Brien



Part TWO

Avenue Vertebo 1042

Versy, 1050

Brussels, Belgium

Press Street 47

Hatfield, AL9 7TS

Alabama, USA

31 of May, 2016

Dear Editor,

I'm writing you this letter for expressing my opinion on the British Magnutis's article, specially his views that change does not come about without actions.

First of all, let me communicate you, that I found very interesting Magnutis's article. I'm looking forward for reading more articles from him. For beginning I must express that I found Magnutis's views correct and I can just agree with it, if we want to instigate a change, we have to move, signing an online petition it is not a bad choice, but we can't expect any big change coming from it. If we want something we must move for it. I do not know if you saw the last events in Ireland. Thanks to the Panama Papers leaks, it was found that their Prime Minister had off-shore money, so, the people signed an online petition and stood up in front of the parliament. In less of 24 hours the Prime Minister had resigned.

I found this a good example, they wanted to rise up against the injustice and they reached their goals.

It's obvious that all this stands up, must not include any kind of violence, like sometimes we can appreciate on television. One of the men who changed the world, Mahatma Gandhi, was to use as mode of protest sitting in a public place and staying there during a long time, and he managed to achieve incredible transformations.

In conclusion, I must say that changes in the world won't come alone, we must instigate it to happen but always in a peaceful way, together we can make the world a better place. Rosa Parks was a woman we must remember for the eternity, like Gandhi, Malcolm X, Dr. Martin Luther King and a lot of others who care for the human rights.

Yours sincerely,
Sergio



Part 3

Option B: Choice and free will

"The strongest principle of growth lies in human choice" this quote from George Eliot represents how important it is having choices for the human, but sometimes we can't choose what we want for ourselves, like it happens in Hobson's choice.

Starting with the title, Hobson's choice, the severity sounds like "absolute choice" with it's a trouble they confront in the novel. The novel is set in the United Kingdom in 1832, or for the industrial revolution, Hobson a craftsman with multiple daughters in 19th century, decides that they should not marry without their will, it's then when Maggie the older sister decides to marry Will through the last worker, here we can see another card game where the boy named "Will" has his will ignored by Maggie, after a time Maggie owns the shop, the other married and Hobson has nothing to say, he is completely ignored.

Maggie who had no choice at the beginning, makes the choice of going against her father, this really good to her, she got the job, she knew, where she wanted. By having the opportunity to make a choice she is capable of creating a situation of oppression very common in that time, this choice is how they get out of it for us to have choice.

In the other hand Hansen, who wanted to deny his daughter's affair, and in the end, and very ill, he states "You give me half share in my own business, no exception, no lower, no regret" for him his daughter's happiness don't stand as much as each individual's share, it's a sign that Maggie married a wicked man till the end he don't show any regret.

Will Harvey, who even if at first it seems he is cheating, by kissing Maggie with this attempt to take part against Hansen, he shows us how if sometimes you seem to not have choice in fact you have it. Will, choosing this way, he ends with education, a better and a good marriage.

In Jane the theme of choice is also treated. Jane, a teenage girl, gets pregnant, when the choice of what she is doing with the baby, at first, she decides to get an abortion, but she stops back and decides to search for an adoptive family, thanks to this she meets Mark and Karen, two young parents looking for a baby, later we discover that Mark in fact doesn't want to have the baby, but she is not brave enough to tell Karen, if the truth what has been discovered in C. would lead to have an unwanted child.

In conclusion, this shows us the importance of making choices, change is our growth line, unlike Jane and for all we can make.

STUDENT NAME: GUILLARDINI GONZALEZ, Sergio

STUDENT NUMBER: 02 - ES - 00007

**EN LII HARMONISED EXAMINATION
WRITTEN CRITERIA
PART II (20 language and 20 content - total 40 marks)**

	LANGUAGE (including style and register)	CONTENT (including appropriateness/organisation)
Band 18 - 20	<ul style="list-style-type: none">▪ Approaches native competence▪ Command of a wide range of sentence patterns and complex structures▪ Virtually no errors▪ Rich vocabulary▪ Virtually all conventions of appropriate register observed	<ul style="list-style-type: none">▪ Fully focused and informed content▪ Integrates intelligently and imaginatively adapted Part 1 material▪ Virtually faultless awareness and use of appropriate tone and register▪ Tone and register are attentively and subtly matched to audience
Band 16 - 17	<ul style="list-style-type: none">▪ Confident and very competent use of a comprehensive range of sentence patterns▪ Only rare minor errors▪ Generally accurate punctuation and spelling▪ Wide ranging vocabulary, well adapted to the task▪ Few, if any instances of inappropriate register. Reading is usually easy	<ul style="list-style-type: none">▪ Very well focused and informed content, combined with intelligently selected and adapted Part 1 material▪ Accurate and appropriate use of tone and register▪ Well organised, and sensitive to intended audience▪ Closely observes word limit
Band 14 - 15	<ul style="list-style-type: none">▪ Noticeably work of L2 learner but a competent grasp of varied structures and sentence patterns even if leading to occasional errors. Vocabulary adequate to task▪ Appropriate register generally maintained despite occasional minor lapses▪ Reading usually easy but may lack naturalness▪ May be very correct but basic and limited	<ul style="list-style-type: none">▪ Focused and generally informed content.▪ Sensibly selected Part 1 material▪ Mostly proficient and predominantly appropriate use of tone and register▪ Organisation generally appropriate and aware of intended audience▪ Word limit observed or not obviously disregarded
Band 12 - 13	<ul style="list-style-type: none">▪ Adequate writing▪ Some use of varied and complex structures but accuracy inconsistent▪ Vocabulary reasonable but some topic-specific weakness▪ Appropriate register generally maintained but some language may be inappropriately informal▪ Message conveyed despite occasional awkwardness	<ul style="list-style-type: none">▪ Adequately focused and informed content, using Part 1 material but perhaps a little unselectively▪ Despite occasional inappropriate language use, respects most features of required tone and register▪ Usually aware of intended audience▪ Word limit apparently unheeded
Band		

10 – 11	<ul style="list-style-type: none"> ▪ Uncertain and imprecise grasp of grammatical structure ▪ Possibly a range and/or high number of minor inaccuracies and occasionally obscured meaning ▪ Vocabulary may be repetitive, inappropriate or show weaknesses in certain areas ▪ Variable register, alternating between formal and informal ▪ Message generally clear 	<ul style="list-style-type: none"> ▪ Sometimes focused but also limited or imprecise content ▪ Often use of Part 1 material is somewhat unselective or clumsy ▪ Often inappropriate or inaccurate use of tone and register ▪ Organisation uncertain ▪ Limited awareness of intended audience
Band 8 – 9	<ul style="list-style-type: none"> ▪ Clearly inadequate grasp of grammatical structure or very frequent and possibly basic errors ▪ Meaning is often obscured ▪ Poor range of vocabulary hampers communication ▪ Register is inconsistent and uncontrolled ▪ The message is essentially conveyed but at times only with the reader's collusion 	<ul style="list-style-type: none"> ▪ Content is not well informed or focused. ▪ Part 1 material used in an arbitrary and unselective manner ▪ Frequently inappropriate and inaccurate use of tone and register ▪ Organisation very limited ▪ Apparently unaware of intended audience
Band 6 – 7	<ul style="list-style-type: none"> ▪ Only a very basic grasp of grammatical structure ▪ Errors outnumber correct usage ▪ Only basic meaning is conveyed ▪ Correct register not apparent ▪ The response may be very short 	<ul style="list-style-type: none"> ▪ Content and use of part 1 material almost entirely arbitrary and unfocused if used at all ▪ Little or no awareness of tone and register ▪ Little organisation ▪ Unaware of audience
Band 4 – 5	<ul style="list-style-type: none"> ▪ A few simple sentences ▪ Grammatical awareness very poor ▪ Meaning carried only by a few individual words, so that reading may be extremely difficult 	<ul style="list-style-type: none"> ▪ Content ill-informed and unselective ▪ Hardly any awareness of tone and register
Band 1 – 3	<ul style="list-style-type: none"> ▪ A few random phrases ▪ Practically no meaning 	<ul style="list-style-type: none"> ▪ Entirely inappropriate content
Band 0	No work submitted	

EN LII HARMONISED EXAMINATION
WRITTEN CRITERIA
PART III (20 language and 20 content - total 40 marks)

	LANGUAGE (including style and register)	CONTENT (including relevance/organisation)
Band 18 – 20	<ul style="list-style-type: none"> Approaches native competence Command of a wide range of sentence patterns and complex structures Virtually no errors Rich vocabulary. Virtually all conventions of appropriate register observed 	<ul style="list-style-type: none"> Fully alive to question's possibilities and implications and including systematic reference to texts Challenges premises, qualifies opinions Highly effective introduction; fully structured and coherent argument leading to a conclusion which synthesises across texts and even provides fresh illumination Deep, accurate knowledge, literary appreciation and independent response
Band 16 – 17	<ul style="list-style-type: none"> Confident and very competent use of a comprehensive range of sentence patterns Only rare minor errors Generally accurate punctuation and spelling Wide ranging vocabulary, well adapted to the task Few, if any, violations of appropriate register. Reading is usually easy 	<ul style="list-style-type: none"> Assured and entirely relevant answer, able to challenge and analyse ideas Clear introduction leading through well structured and coherent argument to conclusion which attempts some original synthesis Evidence of thorough, accurate knowledge, critical skills and personal response to a number of texts studied Closely observes word limit
Band 14 – 15	<ul style="list-style-type: none"> Noticeably work of L2 learner but a competent grasp of advanced structures and sentence patterns even if leading to occasional errors Vocabulary adequate to task Appropriate register generally maintained despite occasional minor lapses Reading usually easy but may lack naturalness May be very correct but basic and limited 	<ul style="list-style-type: none"> Consistently relevant answer, able to identify and consider ideas Introduction gives sense of direction, substantially maintained within sound structure, leading to clear if slightly repetitive or uncertain conclusion Solid knowledge and understanding; Perhaps some tendency to narration but makes points and musters evidence effectively Refers to texts studied in answer Word limit observed or not obviously disregarded
Band 12 – 13	<ul style="list-style-type: none"> Adequate writing Some use of advanced and complex structures but accuracy inconsistent Vocabulary reasonable but some topic-specific weakness Appropriate register generally maintained despite some inappropriately informal language Message conveyed despite occasional awkwardness 	<ul style="list-style-type: none"> Relevant answer despite occasional lack of focus and limited scope Includes introduction – even if this does not entirely set essay's direction Provides some sense of structure and organisation. Conclusion may be short or perfunctory Demonstrates at least basic knowledge of texts and understanding Makes limited use of more than one text Some narration Word limit apparently unheeded
Band 10-11	<ul style="list-style-type: none"> Uncertain and imprecise grasp of grammatical structure 	<ul style="list-style-type: none"> Some irrelevance Introduction lacks clarity and purpose;



	<ul style="list-style-type: none"> ▪ Possibly a range and/or high number of minor inaccuracies and occasionally obscured meaning ▪ Vocabulary may be repetitive, inappropriate or show weakness in certain areas ▪ Variable register, alternating between formal and informal ▪ Message generally clear 	<ul style="list-style-type: none"> ▪ texts introduced with little or no analysis; ▪ argument not entirely coherent or convincingly structured; ▪ conclusion may be abrupt and perfunctory. ▪ Some knowledge of the text evident but little depth and almost total failure to refer to more than one text. ▪ Tendency to narrate
Band 8 – 9	<ul style="list-style-type: none"> ▪ Clearly inadequate grasp of grammatical structure or very frequent and possibly basic errors ▪ Meaning is often obscured ▪ Poor range of vocabulary hampers communication ▪ Register is inconsistent and uncontrolled ▪ The message is essentially conveyed but at times only with a the reader's collusion 	<ul style="list-style-type: none"> ▪ Does not entirely avoid question but not focused. Poor or entirely mechanical linkage between introduction, argument and conclusion ▪ Structure somewhat arbitrary ▪ Demonstrates little knowledge or understanding of the text studied ▪ Lacking in reference to more than one text
Band 6 – 7	<ul style="list-style-type: none"> ▪ Only a very basic grasp of grammatical structure ▪ Only basic meaning is conveyed ▪ Correct register is not apparent ▪ Reading is difficult ▪ May be an extremely short response 	<ul style="list-style-type: none"> ▪ Avoids or misunderstands question despite occasional relevance ▪ Introduction, conclusion and coherence ineffective ▪ Poor knowledge of the text(s) studied: makes basic factual errors ▪ Reference to main text sparse and undirected ▪ No reference to other texts
Band 4 – 5	<ul style="list-style-type: none"> ▪ A few simple sentences ▪ Very poor grammatical awareness ▪ Meaning carried only by a few individual words; reading may be extremely difficult 	<ul style="list-style-type: none"> ▪ Almost entirely avoids question; almost no relevance ▪ Very poor knowledge and understanding of the main text ▪ No reference to additional texts studied
Band 1 – 3	A few random phrases. Practically no meaning.	Barely recognisable glimpses of main text studied.
Band 0	No work submitted.	

EB 2016 ENGLISH L2 MAIN

SCHOOL ~~SEA~~ ^{SEA} ~~SEA~~ ^{SEA}
TEACHER ~~C. D. SCOLL~~ ^{C. D. SCOLL}

MAKE SURE TO RECORD CANDIDATES IN STRICT ALPHABETICAL ORDER. PLEASE QUOTE THE FULL CODE NUMBERS.
LINE A = TEACHER'S MARK; LINE B = EXTERNAL'S MARK

Candidate No	PART 1										PART 2			PART 3			GRAND TOTAL (100)	COMMENT FOR EACH CANDIDATE
	1a	1b	1c	1d	1e	2	3	4a	4b	TOTAL (20)	L	C	TOTAL (40)	L	C	TOTAL (40)		
	(1)	(2)	(1)	(1)	(1)	(3)	(3)	(5)	(3)		(20)	(20)		(20)	(20)			
08-ES- A 00007	1	1	1	1	5	2	3	2	2	13.5	11	13	24	11.5	13	24.5	62	FOR PART 1, PARTS 2+3 1b. Half marks for telling about someone 2. Build to nation segment / kept apart / treated differently 1c. Only 2 out of possible 5 mentioned.

5.0.10.6

[illegible]

EB 2016 ENGLISH L2 MAIN

SCHOOL LEAS
TEACHER Q. DELSCOLL

MAKE SURE TO RECORD CANDIDATES IN STRICT ALPHABETICAL ORDER. PLEASE QUOTE THE FULL CODE NUMBERS.
LINE A = TEACHER'S MARK: LINE B = EXTERNAL'S MARK

Candidate No	PART 1										PART 2		PART 2		GRAND TOTAL (100)	COMMENT FOR EACH CANDIDATE			
	1a (1)	1b (2)	1c (1)	1d (1)	1e (1)	2 (3)	3 (3)	4a (5)	4b (3)	TOTAL (20)	L (20)	C (20)	TOTAL (40)	L (20)			C (20)	TOTAL (40)	
08-25- A 00007	1	1	1	1	5	2	3	2	2	2	13.5	11	13	24	11.5	13	24.5	62	FOR PART 1 PARTS 2 & 3 1b. Half marks for: talking about sound and 2. failed to mention symboliser/kept apart from text of difficulty ca. Only 2 out of possible 5 mentioned.

5.8105

EUROPEAN BACCALAUREATE 2016

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Suggested Part 1 answers (total 20 marks)

1. Explain the meaning of the following words or phrases as they appear in the text:

- a) **firsthand:** personally / directly / seen with my own eyes / had personal experience of it (1 mark)
- b) **to sing her praises:** to emphasise how wonderful she was / to stress and compliment her qualities / to speak very positively about her (2 marks)
- c) **crippled:** brought to a halt / severely affected (1 mark)
- d) **instigate:** initiate / bring about (1 mark)
- e) **sneer:** to make a face or have a facial expression that shows contempt/disapproval/scorn (1 mark)

(Total 6 marks)

2) How did racial segregation affect black people in 1950s America? Use specific examples from the text to support your answer.

Black and white people were separated and treated differently, kept apart (1 mark).

Specific examples are: school transport, use of water fountains, access to lunch counters (any two = 2 marks).

(Total 3 marks)

Answers continued on next page...

- 3) How does the author's view of Rosa Parks differ from how she was seen when she died?

Students must mention both perceptions to get full marks.

Perception upon her death:	Author's view:
1. accidental to the Civil Rights movement	1. central to the Civil Rights movement, e.g. it was her issue which brought Martin Luther King to national /public attention
2. someone who was quiet, reserved, humble	2. someone who was not afraid to raise her voice and speak boldly /committed to a cause
3. myth about why she did what she did, i.e. the only reason she stayed sitting was due to fatigue.	3. she did not stay sitting because she was tired but because she'd had enough of the way things were.

(Total 3 marks)

- 4) a. What does the author mean by "You don't inspire change by not scaring the pigeons" and explain how this relates to people who now use social media?

The author means that you can't be passive, reserved or delicate when trying to encourage change (1 mark for giving an idea of the action)

It is an uncomfortable thing, which requires courage and bravery, and disturbs the status quo (1 mark for consequence/justification of the action)

Those people who use social media are often not willing to take any more demanding an action/are often disinclined to be more pro-active (1 mark)

They prefer to do something which takes less energy and is safer i.e. simply pressing a button (1 mark)

Users content themselves with minimum action and don't realise that this is only a first step. (1 mark)

Answers which convey a similar idea to the above should be accepted
(Total 5 marks)

4) b. According to the author, how should we think of Rosa Parks now?

Everybody should give her the credit and place in history that she deserves (1 mark).

She should be an inspiration for us (1 mark)

Standing up for your rights/as well as a model (template) for how to fight injustice in society (1 mark)
(Total 3 marks)

Answers continued on next page...

EN LII HARMONISED EXAMINATION
WRITTEN CRITERIA
PART II (20 language and 20 content - total 40 marks)

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Band 16 – 17	<ul style="list-style-type: none"> Confident and very competent use of a comprehensive range of sentence patterns Only rare minor errors Generally accurate punctuation and spelling Wide ranging vocabulary, well adapted to the task Few, if any instances of inappropriate register. Reading is usually easy 	<ul style="list-style-type: none"> Very well focused and informed content, combined with intelligently selected and adapted Part 1 material Accurate and appropriate use of tone and register Well organised, and sensitive to intended audience Closely observes word limit
Band 14 – 15	<ul style="list-style-type: none"> Noticeably work of L2 learner but a competent grasp of varied structures and sentence patterns even if leading to occasional errors. Vocabulary adequate to task Appropriate register generally maintained despite occasional minor lapses Reading usually easy but may lack naturalness May be very correct but basic and limited 	<ul style="list-style-type: none"> Focused and generally informed content. Sensibly selected Part 1 material Mostly proficient and predominantly appropriate use of tone and register Organisation generally appropriate and aware of intended audience Word limit observed or not obviously disregarded
Band 12 – 13	<ul style="list-style-type: none"> Adequate writing Some use of varied and complex structures but accuracy inconsistent Vocabulary reasonable but some topic-specific weakness Appropriate register generally maintained but some language may be inappropriately informal Message conveyed despite occasional awkwardness 	<ul style="list-style-type: none"> Adequately focused and informed content, using Part 1 material but perhaps a little unselectively Despite occasional inappropriate language use, respects most features of required tone and register Usually aware of intended audience Word limit apparently unheeded
Band		

10 – 11	<ul style="list-style-type: none"> ▪ Uncertain and imprecise grasp of grammatical structure ▪ Possibly a range and/or high number of minor inaccuracies and occasionally obscured meaning ▪ Vocabulary may be repetitive, inappropriate or show weaknesses in certain areas ▪ Variable register, alternating between formal and informal ▪ Message generally clear 	<ul style="list-style-type: none"> ▪ Sometimes focused but also limited or imprecise content ▪ Often use of Part 1 material is somewhat unselective or clumsy ▪ Often inappropriate or inaccurate use of tone and register ▪ Organisation uncertain ▪ Limited awareness of intended audience
Band 8 – 9	<ul style="list-style-type: none"> ▪ Clearly inadequate grasp of grammatical structure or very frequent and possibly basic errors ▪ Meaning is often obscured ▪ Poor range of vocabulary hampers communication ▪ Register is inconsistent and uncontrolled ▪ The message is essentially conveyed but at times only with the reader's collusion 	<ul style="list-style-type: none"> ▪ Content is not well informed or focused. ▪ Part 1 material used in an arbitrary and unselective manner ▪ Frequently inappropriate and inaccurate use of tone and register ▪ Organisation very limited ▪ Apparently unaware of intended audience
Band 6 – 7	<ul style="list-style-type: none"> ▪ Only a very basic grasp of grammatical structure ▪ Errors outnumber correct usage ▪ Only basic meaning is conveyed ▪ Correct register not apparent ▪ The response may be very short 	<ul style="list-style-type: none"> ▪ Content and use of part 1 material almost entirely arbitrary and unfocused if used at all ▪ Little or no awareness of tone and register ▪ Little organisation ▪ Unaware of audience
Band 4 – 5	<ul style="list-style-type: none"> ▪ A few simple sentences ▪ Grammatical awareness very poor ▪ Meaning carried only by a few individual words, so that reading may be extremely difficult 	<ul style="list-style-type: none"> ▪ Content ill-informed and unselective ▪ Hardly any awareness of tone and register
Band 1 – 3	<ul style="list-style-type: none"> ▪ A few random phrases ▪ Practically no meaning 	<ul style="list-style-type: none"> ▪ Entirely inappropriate content
Band 0	No work submitted	

EN LII HARMONISED EXAMINATION
WRITTEN CRITERIA
PART III (20 language and 20 content - total 40 marks)

	LANGUAGE (including style and register)	CONTENT (including relevance/organisation)
Band 18 – 20	<ul style="list-style-type: none"> Approaches native competence Command of a wide range of sentence patterns and complex structures Virtually no errors Rich vocabulary. Virtually all conventions of appropriate register observed 	<ul style="list-style-type: none"> Fully alive to question's possibilities and implications and including systematic reference to texts Challenges premises, qualifies opinions Highly effective introduction; fully structured and coherent argument leading to a conclusion which synthesises across texts and even provides fresh illumination Deep, accurate knowledge, literary appreciation and independent response
Band 16 – 17	<ul style="list-style-type: none"> Confident and very competent use of a comprehensive range of sentence patterns Only rare minor errors Generally accurate punctuation and spelling Wide ranging vocabulary, well adapted to the task Few, if any, violations of appropriate register. Reading is usually easy 	<ul style="list-style-type: none"> Assured and entirely relevant answer, able to challenge and analyse ideas Clear introduction leading through well structured and coherent argument to conclusion which attempts some original synthesis Evidence of thorough, accurate knowledge, critical skills and personal response to a number of texts studied Closely observes word limit
Band 14 – 15	<ul style="list-style-type: none"> Noticeably work of L2 learner but a competent grasp of advanced structures and sentence patterns even if leading to occasional errors Vocabulary adequate to task Appropriate register generally maintained despite occasional minor lapses Reading usually easy but may lack naturalness May be very correct but basic and limited 	<ul style="list-style-type: none"> Consistently relevant answer, able to identify and consider ideas Introduction gives sense of direction, substantially maintained within sound structure, leading to clear if slightly repetitive or uncertain conclusion Solid knowledge and understanding; Perhaps some tendency to narration but makes points and musters evidence effectively Refers to texts studied in answer Word limit observed or not obviously disregarded
Band 12 – 13	<ul style="list-style-type: none"> Adequate writing Some use of advanced and complex structures but accuracy inconsistent Vocabulary reasonable but some topic-specific weakness Appropriate register generally maintained despite some inappropriately informal language Message conveyed despite occasional awkwardness 	<ul style="list-style-type: none"> Relevant answer despite occasional lack of focus and limited scope Includes introduction – even if this does not entirely set essay's direction Provides some sense of structure and organisation. Conclusion may be short or perfunctory Demonstrates at least basic knowledge of texts and understanding Makes limited use of more than one text Some narration Word limit apparently unheeded
Band 10-11	<ul style="list-style-type: none"> Uncertain and imprecise grasp of grammatical structure 	<ul style="list-style-type: none"> Some irrelevance Introduction lacks clarity and purpose;

	<ul style="list-style-type: none"> ▪ Possibly a range and/or high number of minor inaccuracies and occasionally obscured meaning ▪ Vocabulary may be repetitive, inappropriate or show weakness in certain areas ▪ Variable register, alternating between formal and informal ▪ Message generally clear 	<ul style="list-style-type: none"> ▪ texts introduced with little or no analysis; ▪ argument not entirely coherent or convincingly structured; ▪ conclusion may be abrupt and perfunctory. ▪ Some knowledge of the text evident but little depth and almost total failure to refer to more than one text. ▪ Tendency to narrate
Band 8 – 9	<ul style="list-style-type: none"> ▪ Clearly inadequate grasp of grammatical structure or very frequent and possibly basic errors ▪ Meaning is often obscured ▪ Poor range of vocabulary hampers communication ▪ Register is inconsistent and uncontrolled ▪ The message is essentially conveyed but at times only with a the reader's collusion 	<ul style="list-style-type: none"> ▪ Does not entirely avoid question but not focused. Poor or entirely mechanical linkage between introduction, argument and conclusion ▪ Structure somewhat arbitrary ▪ Demonstrates little knowledge or understanding of the text studied ▪ Lacking in reference to more than one text
Band 6 – 7	<ul style="list-style-type: none"> ▪ Only a very basic grasp of grammatical structure ▪ Only basic meaning is conveyed ▪ Correct register is not apparent ▪ Reading is difficult ▪ May be an extremely short response 	<ul style="list-style-type: none"> ▪ Avoids or misunderstands question despite occasional relevance ▪ Introduction, conclusion and coherence ineffective ▪ Poor knowledge of the text(s) studied: makes basic factual errors ▪ Reference to main text sparse and undirected ▪ No reference to other texts
Band 4 – 5	<ul style="list-style-type: none"> ▪ A few simple sentences ▪ Very poor grammatical awareness ▪ Meaning carried only by a few individual words; reading may be extremely difficult 	<ul style="list-style-type: none"> ▪ Almost entirely avoids question; almost no relevance ▪ Very poor knowledge and understanding of the main text ▪ No reference to additional texts studied
Band 1 – 3	A few random phrases. Practically no meaning.	Barely recognisable glimpse of main text studied.
Band 0	No work submitted.	


Course name	S7L2-ENG	Teacher's name	Mme A. O'DRISCOLL
Student count	23	Name of 2nd grader	M. DUNLEA.
Date 31/5/2016		Name of 3rd grader	


Students		Grade (out of 10)		3rd potential grader
Student N°	Surname, name	1st grader	2nd grader	

02-ES-00007	GUILLARDINI GONZALEZ, Sergio	6.2	6.8	
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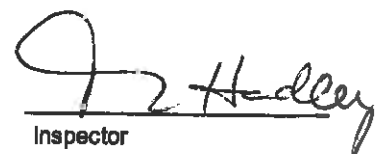
IMPORTANT NOTICE: Grades are marked out of 10 in this exam.

Signatures:


 1st grader


 2nd grader

3rd grader (when applicable)


 Inspector