

No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without written permission from the IB.

Additionally, the license tied with this product prohibits commercial use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, is not permitted and is subject to the IB's prior written consent via a license. More information on how to request a license can be obtained from <http://www.ibo.org/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite de l'IB.

De plus, la licence associée à ce produit interdit toute utilisation commerciale de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, n'est pas autorisée et est soumise au consentement écrit préalable de l'IB par l'intermédiaire d'une licence. Pour plus d'informations sur la procédure à suivre pour demander une licence, rendez-vous à l'adresse <http://www.ibo.org/fr/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin que medie la autorización escrita del IB.

Además, la licencia vinculada a este producto prohíbe el uso con fines comerciales de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales— no está permitido y estará sujeto al otorgamiento previo de una licencia escrita por parte del IB. En este enlace encontrará más información sobre cómo solicitar una licencia: <http://www.ibo.org/es/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

English A: language and literature – Higher level – Paper 1
Anglais A : langue et littérature – Niveau supérieur – Épreuve 1
Inglés A: lengua y literatura – Nivel superior – Prueba 1

Thursday 7 November 2019 (afternoon)

Jeudi 7 novembre 2019 (après-midi)

Jueves 7 de noviembre de 2019 (tarde)

2 hours / 2 heures / 2 horas

Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Question 1 consists of two texts for comparative analysis.
- Question 2 consists of two texts for comparative analysis.
- Choose either question 1 or question 2. Write one comparative textual analysis.
- The maximum mark for this examination paper is **[20 marks]**.

Instructions destinées aux candidats

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- La question 1 comporte deux textes pour l'analyse comparative.
- La question 2 comporte deux textes pour l'analyse comparative.
- Choisissez soit la question 1, soit la question 2. Rédigez une analyse comparative de textes.
- Le nombre maximum de points pour cette épreuve d'examen est de **[20 points]**.

Instrucciones para los alumnos

- No abra esta prueba hasta que se lo autoricen.
- En la pregunta 1 hay dos textos para el análisis comparativo.
- En la pregunta 2 hay dos textos para el análisis comparativo.
- Elija la pregunta 1 o la pregunta 2. Escriba un análisis comparativo de los textos.
- La puntuación máxima para esta prueba de examen es **[20 puntos]**.

Choose either question 1 or question 2.

1. Analyse, compare and contrast the following two texts. Include comments on the similarities and differences between the texts and the significance of context, audience, purpose and formal and stylistic features.

Text A

Akshata,

Becoming a father transformed me in ways that I could never have thought possible. I could never go back to being the person I used to be before. Your arrival in my life brought unimaginable joy and a larger responsibility. I was no more just a husband, a son, or a promising employee of a fast-growing company. I was a father, who had to measure up to the expectations his daughter would have of him at every stage of her life.

Your birth raised the benchmark of my life, in every aspect. My interactions at the workplace became more thoughtful and measured; the quality of my transactions with the outside world more considerate, dignified, and mature. I felt a need to deal with every human being more sensitively and courteously. After all, some day you would grow up and understand the world around you, and I didn't want you ever to think that I had done anything even remotely wrong.

I am often asked about the qualities that I have imparted to my children. I tell them that it is your mother who shouldered this great responsibility and I am ever so grateful to her for bringing you up to be the fine individuals you are. She communicated values more by action than by talking about them. She taught Rohan and you the importance of simplicity and austerity. There was this one instance, in Bangalore¹, when you were selected for a school drama for which you were required to wear a special dress. It was in the mid-eighties, Infosys² had just begun its operations, and we did not have any money to spend on non-basic goods. Your mother explained to you that we would not be able to buy the dress and that you would have to drop out of the performance. Much later, you told me that you had not been able to understand or appreciate that incident. We realize it must have been a bit drastic for a child to forgo an important event in school, but, we know you learnt something important from that – the importance of austerity.

Life has changed for us since then and there is enough money. But, you know, our lifestyle continues to be simple. I remember discussing with your mother the issue of sending you kids to school by car once we were a little comfortable with money, but your mother insisted that Rohan and you go to school with your classmates in the regular autorickshaw. You made great friends with the "rickshaw uncle" and had fun with the other kids in the auto. The simplest things in life are often the happiest and they are for free.

You would often ask me why there was no television at our home when the rest of your friends discussed stuff they watched on TV. Your mother decided early on that there would be no TV in our home so that there would be time for things like studying, reading, discussions, and meeting friends. She insisted that it was important to create an environment conducive to learning at home. Therefore, every night we dedicated the time between 8pm and 10pm to pursuits that brought the family together in a productive environment. While Rohan and you did your schoolwork, your mother and I read books on History, Literature, Physics, Mathematics, and Engineering, or did any office work.

It is quite a well-known fact that when a daughter gets married, a father has mixed feelings about it. He hates the fact that there is somebody else in his daughter's life with whom she
40 shares her affections – a smart, confident, younger man who gets the attention that was earlier his alone. I, too, was a little sad and jealous when you told us you had found your life partner. But when I met Rishi and found him to be all that you had described him to be – brilliant, handsome, and, most importantly, honest – I understood why you let your heart be stolen. It was then that I reconciled to sharing your affections with him. A few months ago, you made me a
45 proud grandparent. If holding you in my arms for the first time gave me indescribable joy, seeing Krishnaa, your lovely daughter, for the first time at your home in Santa Monica³, was a different experience altogether. I wondered, whether from now on, I would have to behave like a wise, grand old man! But, then I realized the bonus to growing older and becoming a grandparent. I would have the joy of pampering a child! Besides, you know what they say about grandparents
50 and grandchildren having a common enemy – the parent! I am convinced Krishnaa and I will eventually exchange notes about you and be completely on the same page when it comes to criticizing you!

As you pursue your goals and live a contented life, remember that there is only one planet for us to live in and that planet is now becoming endangered. Remember that it is your responsibility to
55 pass on this planet to Krishnaa in a better condition than you got it from us.

Take care, my child!
Lovingly, Appa⁴

Adapted from Infosys Founder N R Narayana Murthy's letter to his daughter from
Sudha Menon's *Legacy: Letters from eminent parents to their daughters*.
Published by Penguin Random House India (2013)

¹ Bangalore: city in Karnataka, India

² Infosys: successful global consulting and IT services company

³ Santa Monica: city in California, USA

⁴ Appa: father

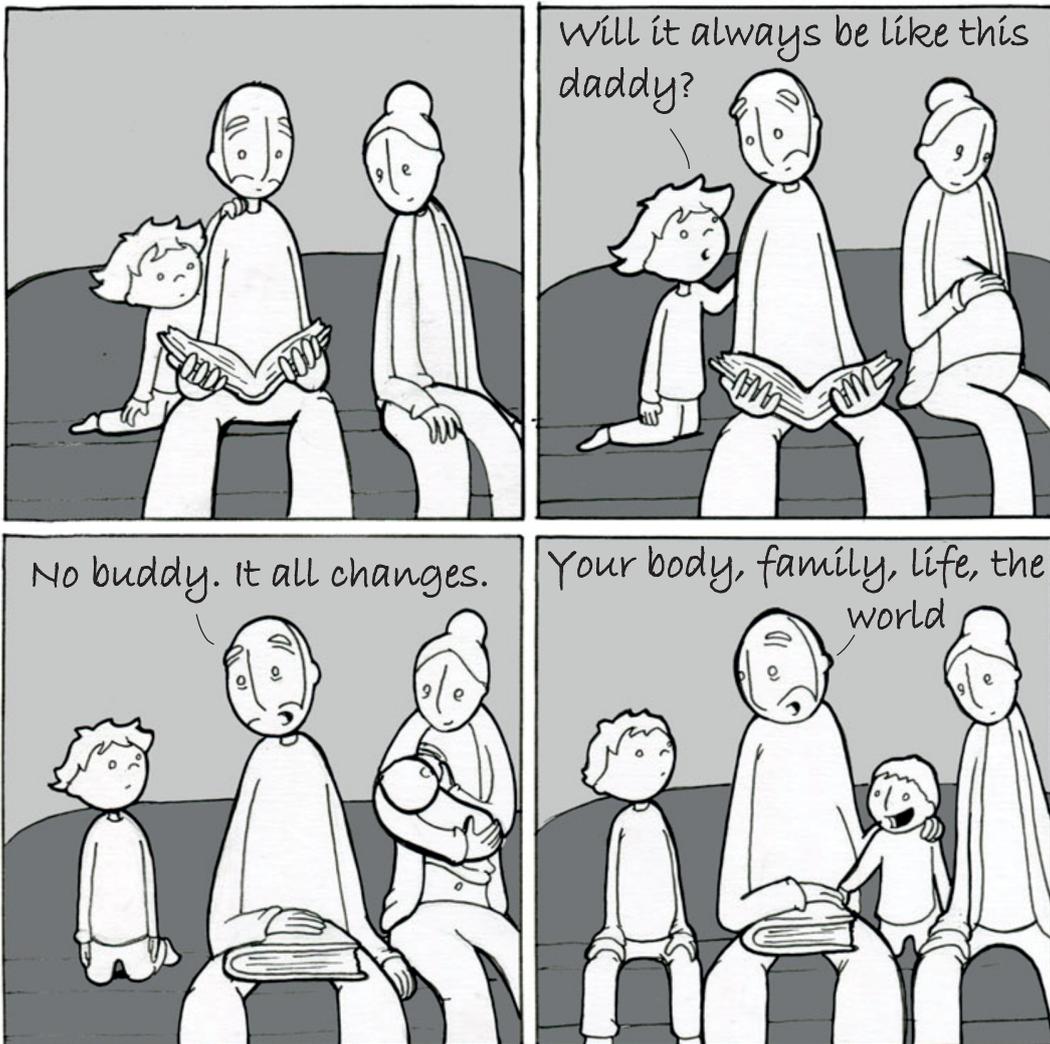
Text B

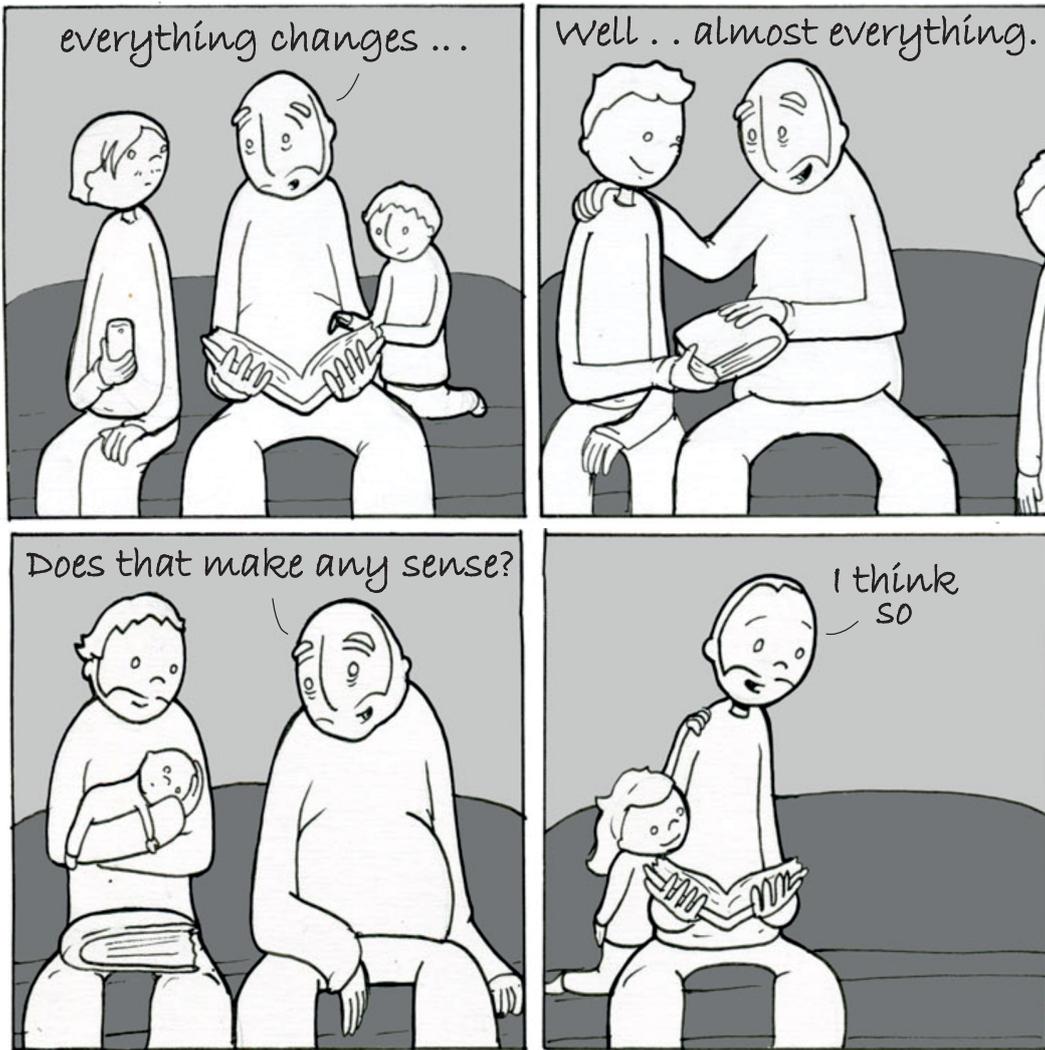
[HOME](#) [ABOUT](#) [CONTACT](#) [COMICS](#) [SUBSCRIBE](#) [GUEST-COMICS](#) [STORE](#) [SUPPORT LUNARBABOON](#)

LUNARBABOON

A half man/half moon monkey trying to make sense of it all

CONSTANT





www.lunarbaboon.com

Used with Permission.

Lunarbaboon © 2012-2020 Golden Bell Entertainment, LLC. All Rights Reserved.
Golden Bell, Webcomic World, Lunarbaboon, and all associated logos are trademarks and/or registered trademarks of Golden Bell Entertainment, LLC., Lunarbaboon, LLC., and/or Webcomic World, LLC.

- 2. Analyse, compare and contrast the following two texts. Include comments on the similarities and differences between the texts and the significance of context, audience, purpose and formal and stylistic features.

Text C



SUBSCRIBE NOW
to get home delivery

NEWS SPORTS LIFE MONEY TECH OPINION TRAVEL 27° VIDEO NEWSLETTERS

The most northerly town in the world is at risk of disappearing

Matthew Vickery, Special to USA TODAY Published 6:00 a.m. ET Dec. 8, 2017

		246	26		
CONNECT	TWEET	LINKEDIN	COMMENT	EMAIL	MORE



A street in Longyearbyen, Norway, the most northerly town in the world, where the sun doesn't rise in winter.

LONGYEARBYEN, Norway — It's freezing, snowing and so far north that the sun won't rise again until March, but the 2000 residents of the world's most northerly town wish it were much colder.

- 5 That's because the weather here on Norway's Arctic Circle island of Svalbard is tame in comparison to what it should be, despite the icy breeze that flows in from the sea.

- 10 Residents and experts fear this tight-knit community — where polar bears outnumber people — is at risk of disappearing because temperatures are rising at an accelerated pace compared to the rest of the world.

- 15 "Every single consecutive month has been above average," said Kim Holmén, International Director of the Norwegian Polar Institute. "We have tremendous increase in the wintertime temperatures, almost 10 degrees Celsius (18 degrees Fahrenheit) increase over the past 30 years or so."

"Wherever I look there is change, very obvious change. The snow melts earlier in the spring, the glaciers are diminishing by a foot, two feet per year in thickness," Holmén said from the Svalbard Science Center in Longyearbyen. "It influences life, it influences the landscape, and it influences the people, of course."

- 20 Melting permafrost and higher temperatures have caused havoc here in recent years, triggering sometimes deadly avalanches on the steep mountains that flank the town. Houses have been destroyed, while roads and some areas have been closed or declared unsafe to live because of the risk.

- 25 Within the past two years, hundreds of residents have been affected, some having to evacuate from their homes.



Mark Sabbatini, a local journalist, has lost his home and is now bankrupt due to melting permafrost. In front of him sits the alternative English language newspaper he publishes.

Mark Sabbatini, 49, a local journalist and Longyearbyen resident, said he lost his apartment because the melting permafrost created dangerous cracks in the foundation. Sabbatini, who is originally from Alaska, said he is now bankrupt.

“We lost the whole value of the apartment, with no insurance compensation or any compensation. We had people who were left broke and had to leave the island, people like me who’ve been left bankrupt and living off borrowed funds and begging — literally begging at times — for just barely enough money to stay alive,” an emotional Sabbatini said ...

30

35

40

The region was seeing an “amplification” of global warming, Arctic climate expert David Barber of the University of Manitoba told USA TODAY. He warned that projections predict “profound effects on the physics, biology and geochemistry of the Arctic”. The consequences won’t be confined to the Arctic. Melting ice sheets from the north have the ability to influence ocean currents that also help control the climate farther south ...

45

50

Longyearbyen, a former mining town established in 1906 by American businessman John Munro Longyearbyen, has diversified its economy in recent years, profiting from adventurous tourists as well as researchers studying the Arctic.

55

The changing conditions could put these newer economic developments at risk.

“At Scott Turner Glacier where we do our ice cave tours, we see from year to year how fast the ice is melting,” said Martin Munck, founder of the Green Dog tour company in Svalbard. “If worst-case scenario comes, and there is no snow during winter ... I doubt anyone would like to live here. No tourism and four dark months, with no light-reflecting white snow and no way to go out on tours.” ...

60

Yet with the annual average temperature of Longyearbyen expected to reach above freezing in the next year or two — a phenomenon never seen in the town’s recorded history — there’s frustration and anger.

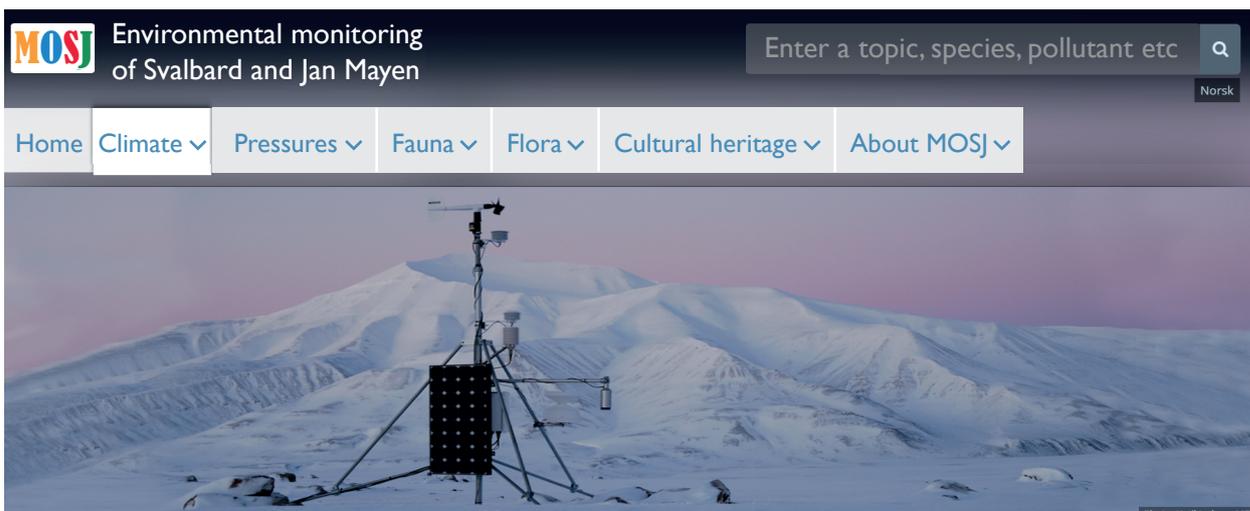
65

“Man has changed the atmosphere,” Holmén lamented. “There are many people I hear now who are discussing moving down (to mainland Norway). But (Longyearbyen) is still a place that many newcomers find extremely attractive, and many fall in love with it. It is resilient.”



From USA Today. © 2017 Gannett-USA Today. All rights reserved. Used under license. <https://usatoday.com/>

Text D



Home > Climate > Land >

Permafrost

🕒 Last updated 16 March 2018

5 An important aspect of climate change in the Arctic is the melting of the permafrost (a thick subsurface layer of soil that remains frozen throughout the year). In Svalbard, monitoring of permafrost is ongoing in several boreholes, including at Janssonhaugen, 20 km from Longyearbyen. Heating and thawing of permafrost may result in greater instability in hillsides, increasing the probability of landslides and avalanches. Thawing permafrost can damage buildings and infrastructure and cultural heritage sites in coastal areas are exposed to increased erosion.

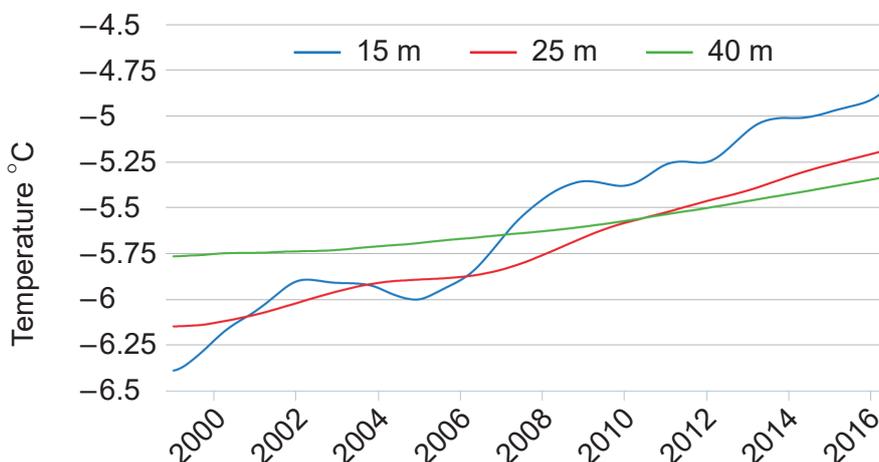
Casual factors

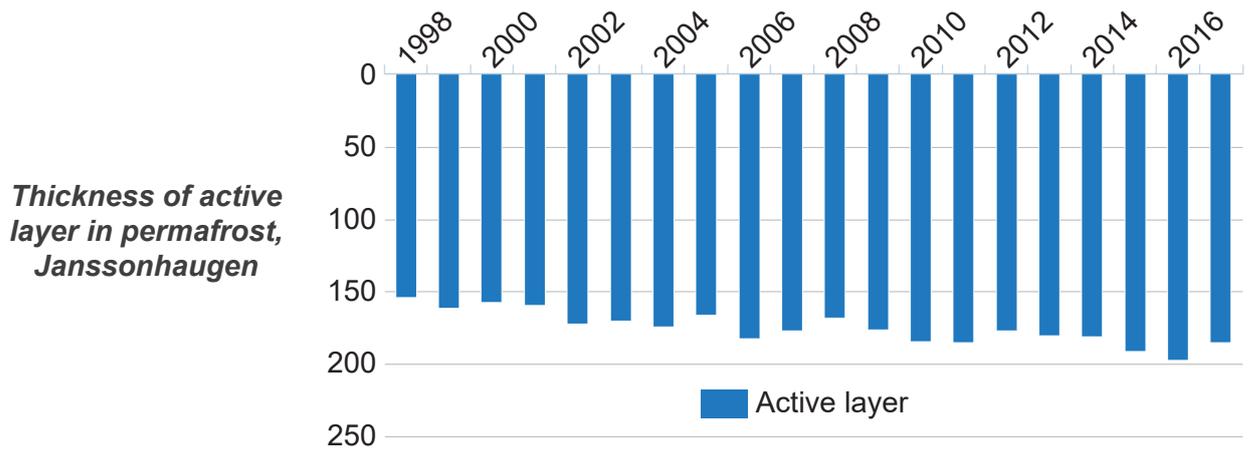
10 The warming of the permafrost at Janssonhaugen is first and foremost a response to the rise in the air temperature in recent decades.

Studies so far show that any changes in the snow cover have had no effect on the permafrost at Janssonhaugen. This is because the locality is extremely exposed to wind, and the ground around the borehole is blown free of snow for large parts of the winter.

What is being monitored

Ground temperature in permafrost, Janssonhaugen





15 **Status and trend**

Permafrost monitoring began in 1998. Analyses show that the temperature in the upper part of the permafrost is rising on average 0.8°C per decade and that this rise has been accelerating during the past decade.

20 Rising temperatures in the permafrost have been recorded right down to a depth of 80 metres during the time the monitoring has been taking place. The active layer (the uppermost soil layer of the permafrost that thaws in the summer) has become 25–30 cm thicker since 1998.

Consequences

25 All buildings in the Svalbard settlements are built on piles driven into the permafrost, and roads, bridges, airports and other infrastructure are also constructed on permafrost. When warming and thawing of the permafrost occurs, the infrastructure may be affected in the longer term. In addition, the permafrost is essential for stabilizing steep mountainsides, which may become more unstable when warming takes place. This will have consequences for travelling, and also potentially for animal life if, for example, areas with arctic fox dens become unstable and collapse. Many cultural heritage remains in Svalbard are situated in the shore zone, where they 30 may be vulnerable to increasing erosion in the future.

35 On a circumpolar¹ level, the most important consequence of the warming and thawing of the permafrost is, nevertheless, that large volumes of greenhouse gases, like CO₂ (carbon dioxide) and CH₄ (methane), may be released if ever deeper layers of the permafrost thaw. These gases have been kept out of the atmosphere because the organic carbon has been frozen in the ground. The release of such greenhouse gases may lead to a further rise in the temperature and thawing of the permafrost. This is one of the many feedback mechanisms in the Arctic, and attempts are continually being made to improve the estimates of the emissions from thawing permafrost.

Text and banner reproduced with the kind permission of mosj.no (MOSJ²)
Image and diagrams: Norwegian Meteorological Institute

¹ circumpolar: situated around one of the earth’s polar regions

² MOSJ: “Environmental monitoring of Svalbard and Jan Mayen (Norwegian islands),” an environmental monitoring system under the direction of the Norwegian Polar Institute