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English B – Standard level – Paper 2 – Reading comprehension
Anglais B – Niveau moyen – Épreuve 2 – Compréhension écrite
Inglés B – Nivel Medio – Prueba 2 – Comprensión de lectura

Monday 10 May 2021 (afternoon)
Lundi 10 mai 2021 (après-midi)
Lunes 10 de mayo de 2021 (tarde)

1 h

Text booklet – Instructions to candidates

- Do not open this booklet until instructed to do so.
- This booklet accompanies paper 2 reading comprehension.

Livret de textes – Instructions destinées aux candidats

- N'ouvrez pas ce livret avant d'y être autorisé(e).
- Ce livret accompagne la partie de l'épreuve 2 portant sur la compréhension écrite.

Cuadernillo de textos – Instrucciones para los alumnos

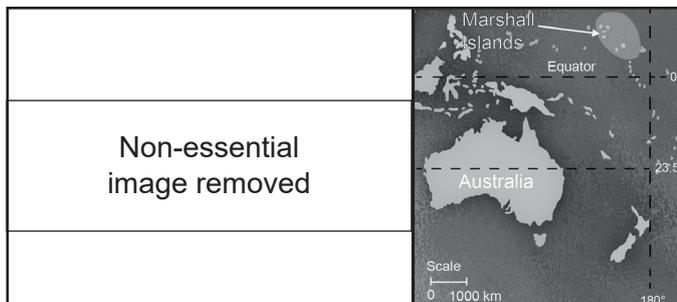
- No abra este cuadernillo hasta que se lo autoricen.
- Este cuadernillo acompaña a la parte de comprensión de lectura de la prueba 2.

Text A

An activist shares her ideas for fighting the climate crisis

More than 500 young people from around the world came to the United Nations Youth Climate Summit in New York over the weekend to discuss how to solve the climate crisis.

Here's what one young person suggested the world needs to do.



5

Bertine Lakjohn is 18. She comes from the Marshall Islands, a country in the Pacific Ocean made up of more than 1000 islands that are on average just over 2 meters above sea level. Global warming is bringing more frequent and more violent storms and the country's existence is threatened because the level of the sea is rising.

Bertine said her interest in climate issues began when she was in high school.

[- 5 -]

10

In high school I facilitated a youth leadership camp about why leadership is important in fighting climate change. First, we educated young people about leadership, and about the impact of climate change. Then we had a dialogue about climate change and invited government officials to this discussion.

15

I also wrote a poem. It was about how industrialization has a huge impact on not just the environment but also on our culture and our traditions.

[- 6 -]

20

I moved to Japan for high school, and when I came back everything was entirely different. Before I left, the water was warmer in a place where I used to like swimming, and then when I came back it was super cold. The fish that swam there are no longer there. That's when I knew I had to do something about it urgently.

[- 7 -]

Before, youth were only informing people that climate change was happening. Now we're pressuring the government, not just people in general, but the people who can actually do something. We're telling them that we can't just wait until the crisis hits us.

25

[- 8 -]

I think governments need to listen to youth. In my country, it's mostly the youth that are taking initiative on this climate change issue and the best way for us to have a voice is to have youth representation in the government.

Text B

Africa counts on technology to attract youth to farming

5 RULINDO, Rwanda – Marie Chantal Akingeneye lost her only cow to an unknown illness. Since then she has had no source for fertilizer for her fruit and vegetables. She hopes a new phone app could help. The United Nations developed this technology and after attending a training course on how to use the app, Marie Chantal thinks it will help to keep her goats and pigs healthy and modernize her farm for her six-year-old son to take over.

Non-essential
image removed

10 “It tells farmers about diseases that attack animals,” the 28-year-old mother explains. “The cow died because I didn’t know it was sick.”

Experts say that these simple, mobile phone-based apps could produce great results in Africa by encouraging more youth to become farmers and helping to solve problems of unemployment and hunger. The free app also provides information on weather, market prices for crops, and producing and conserving healthy foods.

15 It is becoming increasingly important for farmers to access up-to-date information as climate change nowadays means traditional knowledge on planting seasons is unreliable. A simple text to farmers just to say, “The weather forecast for the next three days is this” can fundamentally change what they do.

20 Daniel Nshimiyimana, a Rwandan university graduate who turned his grandparents’ neglected land into a successful farm producing bananas, maize and beans, is one of 50 farmers who have been testing the app since 2016. “The app helps by telling me about the quality of seeds I have to plant, the quantity of fertilizer to use, the distance between the trees,” he said. “My bunches of bananas used to weigh 30 kilos. Now they are 40, 50 kilos,” Nshimiyimana said, proudly pointing at the banana trees.

25 But according to one senior consultant, the advantages of technology can be uncertain when it is donor-funded. “If the funding runs out, the project is going to fail.” It will also take time for technology to revolutionize Africa’s agriculture as farmers tend to be conservative with poor digital literacy.

Text C

No exams, no uniform and no football team: Inside the best school in the world

- 1 Welcome to High Tech High, where classes are just as likely to be making skateboards as studying maths, yet 95 % go on to university.
- 2 A group of casually dressed teenagers are chattering about their upcoming lessons. The walls around them are hung with artwork. Subject boundaries are fluid. Maths and physics are taught as one. English and history share time. An art and physics scheme resulted in a school full of life-size wooden staircases which led nowhere.

Non-essential
image removed
- 3 High Tech High has achieved fame thanks to a documentary called *Most Likely To Succeed*, which showed the life of the school and has been screened around the world.
- 4 At this school, written exams have been replaced by projects that are displayed to an audience of parents, alumni and locals. The teens don't carry satchels of books and the corridors are locker-free. But everywhere there's an air of purpose and good fortune.
- 5 This is a school that gets results for its pupils. Pupils are not elite: 15% have special educational needs, 50 % are low-income and 44 % of the graduates are the first in their family to go on to higher education.
- 6 High Tech High was envisioned by Larry Rosenstock, who rethought schooling for the 21st century. He looked at all the elements of a child's education and he posed the question: How can a system of education that was set up to produce workers for the factories of the 19th and 20th century be relevant to young people today?
- 7 In previous generations, workers sat in rows in offices or stood in line by conveyor belts¹. They needed to learn discipline, patience and an understanding of hierarchy. In the 21st century, employment already looks quite different. With less job security and a fast-changing job market, workers need to learn flexibility, resilience and teamwork. In addition to academic skills, there will also be more focus on technology, politics and language.
- 8 The school teaches children aged 14–18. The youngest and most senior years share the ground floor, with the elders acting as positive role models for the newbies².
- 9 The school's approach to teaching and learning reflects Rosenstock's approach. He discovered that if children made things as they learnt, their comprehension of the topic was improved. Deeper learning is based on encouraging critical thinking, learning to collaborate, and effective presentation skills.

¹ conveyor belts: a continuously moving strip of rubber or metal which is used in factories for moving objects along

² newbies: newcomers

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References:

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Text B Win, T. L., 2018. Africa bets on technology to lure youth to farming. Available at: <https://www.reuters.com/article/us-africa-agriculture-tech/africa-bets-on-technology-to-lure-youth-to-farming-idUSKCN1MD1Y6> [accessed 15 July 2020]. Source adapted.

Text C Lambert, V., 2019. No exams, no uniform and no football team: Inside the best school in the world. Available at: <https://www.telegraph.co.uk/education/0/no-exams-no-uniform-no-football-team-inside-best-school-world/> [accessed 16 July 2020]. Source adapted.