



EUROPEAN BACCALAUREATE 2019

ENGLISH LANGUAGE I

DATE: 3 June 2019

LENGTH OF THE EXAMINATION: 4 hours (240 minutes)

PERMITTED EQUIPMENT: None

SPECIAL REMARKS: Answer ALL THREE Parts
There is a choice of questions in Part 3

Each of your answers will be marked equally for the content (i.e. the knowledge and understanding you show of texts) and expression (i.e. the ambition shown in your use of language, and the accuracy of your spelling, punctuation and grammar).

EUROPEAN BACCALAUREATE 2019
ENGLISH LANGUAGE I

Part 1

Write a critical commentary on the following two poems. Compare and contrast them with regard to content, style and overall effect on the reader.

(30 marks)

Tamer and Hawk

I thought I was so tough,
But gentled at your hands
Cannot be quick enough
To fly for you and show
5 That when I go I go
At your commands.

Even in the flight above
I am no longer free:
You seeled me with your love,
10 I am blind to other birds —
The habit of your words
Has hooded me.

As formerly, I wheel
I hover and I twist,
15 But only want the feel
In my possessive thought,
Of catcher and of caught
Upon your wrist.

You but half-civilize,
20 Taming me in this way.
Through having only eyes
For you I fear to lose,
I lose to keep, and choose
Tamer as prey.

(113 words)

Thom Gunn (1929-2004),
Collected Poems (London, 1995)

THE SECOND POEM IS ON THE NEXT PAGE

**EUROPEAN BACCALAUREATE 2019
ENGLISH LANGUAGE I**

Hawk Roosting

I sit in the top of the wood, my eyes closed.
Inaction, no falsifying dream
Between my hooked head and hooked feet:
Or in sleep rehearse perfect kills and eat.

- 5 The convenience of the high trees!
The air's buoyancy and the sun's ray
Are of advantage to me;
And the earth's face upward for my inspection.

- 10 My feet are locked upon the rough bark.
It took the whole of Creation
To produce my foot, my each feather:
Now I hold Creation in my foot

- Or fly up, and revolve it all slowly—
I kill where I please because it is all mine.
15 There is no sophistry in my body:
My manners are tearing off heads—

- The allotment of death.
For the one path of my flight is direct
Through the bones of the living.
20 No arguments assert my right:

The sun is behind me.
Nothing has changed since I began.
My eye has permitted no change.
I am going to keep things like this.

(164 words)

Ted Hughes (1930-1998),
Collected Poems (London, 2005)

PART 2 OF THE EXAMINATION IS ON THE NEXT PAGE

EUROPEAN BACCALAUREATE 2019
ENGLISH LANGUAGE I

Part 2

Write a critical commentary on the following newspaper article, paying particular attention to the methods used in conveying the writer's ideas and in persuading the reader to his point of view.

(30 marks)

We won't save the Earth with a better kind of disposable coffee cup

We must challenge the corporations that urge us to live in a throwaway society rather than seeking 'greener' ways of maintaining the status quo

Do you believe in miracles? If so, please form an orderly queue. Plenty of people imagine we can carry on as we are, as long as we substitute one material for another. Last month, a request to Starbucks and Costa to replace their plastic coffee cups with cups made from corn starch was retweeted 60,000 times, before it was deleted.

- 5 Those who supported this call failed to ask themselves where the corn starch would come from, how much land would be needed to grow it, or how much food production it would displace. They overlooked the damage this cultivation would inflict: growing corn (maize) is notorious for causing soil erosion, and often requires heavy doses of pesticides and fertilisers.
- 10 Environmental problems are not just caused by plastic: they are caused by mass disposability. Or, to put it another way, the problem is pursuing, on the one planet known to harbour life, a four-planet lifestyle. Regardless of what we consume, the sheer volume of consumption is overwhelming the Earth's living systems.
- 15 Don't get me wrong. Our greed for plastic is a major environmental blight, and the campaigns to limit its use are well motivated and sometimes effective. But we cannot address our environmental crisis by swapping one overused resource for another. When I challenged that call, some people asked me, "So what should we use instead?" But the right question is, "How should we live?" Unfortunately, systemic thinking is an endangered species.
- 20 The problems we face are structural: a political system captured by commercial interests, and an economic system that seeks endless growth. Of course we should try to minimise our own impacts, but we cannot confront these forces merely by "taking responsibility" for what we consume.
- 25 The most obvious example is the fishing industry. Throughout the oceans, this industry, driven by our appetites and protected by governments, is causing cascading ecological collapse. Even marine plastic is in large part a fishing issue. It turns out that 46% of the Great Pacific garbage patch – which has come to symbolise our throwaway society – is composed of discarded nets, and much of the rest consists of other kinds of fishing gear. Abandoned fishing materials tend to be far more dangerous to marine
- 30 life than other forms of waste. As for the bags and bottles contributing to the disaster, the great majority arise in poorer nations without good disposal systems. But because this point is not being made, we are looking in the wrong places for solutions.

EUROPEAN BACCALAUREATE 2019 ENGLISH LANGUAGE I

35 From this misdirection arise a thousand perversities. One prominent environmentalist
posted a picture of the king prawns she had bought, celebrating the fact that she had
persuaded the supermarket to put them in her own container rather than a plastic bag,
and linking this to the protection of the seas. But buying prawns causes many times
40 more damage to marine life than any plastic in which they are wrapped. Prawn fishing
has the highest rates of bycatch of any fishery – scooping up vast numbers of turtles
and other threatened species. Prawn farming is just as bad, eliminating tracts of
mangrove forests, crucial nurseries for thousands of species.

Yet, we are kept remarkably ignorant of such issues. As consumers, we are confused,
bamboozled and almost powerless – and corporate power has gone to great lengths
to persuade us to see ourselves this way. Yet it is only as citizens taking political action
that we can promote meaningful change.

45 The answer to the question “How should we live?” is: “Simply.” But living simply is
highly complicated. In Aldous Huxley’s *Brave New World*¹, the government massacred
the Simple Lifers. This is generally unnecessary: today they can safely be
marginalised, insulted and dismissed. The ideology of consumption is so prevalent
that it has become invisible: it is the plastic soup in which we swim.

50 One-planet living means not only seeking to reduce our own consumption, but also
mobilising against the system that promotes the great tide of junk. This means fighting
corporate power, changing political outcomes and challenging the growth-based,
world-consuming system we call capitalism.

55 As last month’s Hothouse Earth paper, which warned of the danger of flipping the
planet into a new, irreversible climatic state, concluded: “Incremental linear changes
... are not enough to stabilise the Earth system. Widespread, rapid and fundamental
transformations will likely be required to reduce the risk of crossing the threshold.”

Disposable coffee cups made from new materials are not just a non-solution: they are
a perpetuation of the problem. Defending the planet means changing the world.

(774 words)

Edited version of an article by George Monbiot (b. 1963),
published in *The Guardian*, 6 September 2018

PART 3 OF THE EXAMINATION IS ON THE NEXT PAGE

¹ Aldous Huxley’s (1894-1963) novel *Brave New World* is set in a future that is sterile and controlled.

**EUROPEAN BACCALAUREATE 2019
ENGLISH LANGUAGE I**

Part 3

Answer **ONE** of the following questions. The questions refer to the theme you have studied (**Women in Society**) and to the set texts, which are:

Macbeth (William Shakespeare); **I Have Crossed an Ocean** (Grace Nichols); **The Handmaid's Tale** (Margaret Atwood); **A Room of One's Own** (Virginia Woolf).

EITHER: a) 'At last one pays the penalty —
The woman — women always do!'

Thomas Hardy (1840-1928), *The Coquette and After*
from *Poems of the Past and Present* (London, 1901)

In the texts that you have studied, to what extent do women 'pay the penalty' for the actions of others?

*In your answer, you should make detailed reference to **at least two** of the set texts. You may refer briefly to other texts studied in class, where relevant, if you wish.*

(40 marks)

OR: b) In the texts that you have studied, in what ways do the expectations of their society influence the lives of female characters?

*In your answer, you should make detailed reference to **at least two** of the set texts. You may refer briefly to other texts studied in class, where relevant, if you wish.*

(40 marks)

END OF THE EXAMINATION