



Cambridge
International
AS & A Level

Cambridge International Examinations
Cambridge International Advanced Subsidiary and Advanced Level

ENGLISH LANGUAGE

9093/33

Paper 3 Text Analysis

May/June 2016

2 hours 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

Answer **two** questions.

You should spend about 15 minutes reading the passages and questions before you start writing your answers.

You are reminded of the need for good English and clear presentation in your answers.

The number of marks is given in brackets [] at the end of each question or part question.

Both questions carry equal marks.

This document consists of **5** printed pages, **3** blank pages and **1** insert.

2

- 1 The following text is a welcome message from a headteacher, which is taken from a school website.
- (a) Imagine that you are a teacher at The Open International School. You have been asked to write a 'frequently asked questions' page for the website to help students who are due to join the school, explaining what to expect. Write the first three questions and the answers to go with them. You should write between 120 and 150 words. [10]
- (b) Compare the language and style of your response with the language and style of the original text. [15]

Dear families, staff and students,

When I knew that I had been appointed as Headteacher at The Open International School, my vision for the school was quite simple: to help lead the growth and development of an international learning environment where students would be eager to come and learn and interact every day, where parents would be confident about the quality of teaching and learning going on in the classrooms through the curriculum programmes on offer, and where staff would feel professionally fulfilled and proud to be part of the academic team.

5

Such ambitions entail foresight, drive and enthusiasm, together with a great deal of hard work, work that can only be realised with the support of a solid team of professionals. At The Open we are lucky to have a very dedicated and hardworking group of teachers and support staff that allows my personal vision to slowly take shape. We have a principled and knowledgeable governor, overseeing decisions made and ensuring that they will benefit all members of the school community. Our parent body are pioneers; having committed themselves and their children's education to a new academic venture that began in September 2013, they have been willing to make the journey with us as we celebrate our successes and learn from our mistakes.

10

15

As a fledgling international school we have twelve nationalities represented amongst the student body, and four amongst the staff. As these numbers grow, so will the cultural diversity and international experience that we can offer our students. By choosing to follow world-renowned educational programmes, we will ensure your child receives a first class educational experience throughout the school.

20

Coming to The Open has allowed me to fulfil one of my personal and professional ambitions, that is, to be part of a team of professionals working to give our young students the best possible opportunity to realise their full potential academically, socially and personally. I hope that by choosing The Open International School for your child, your own ambitions for their education will be realised and together we will provide them with the necessary skills and aptitudes for the challenges of the 21st century.

25

30

Kavita Folami

3

2 Texts A and B both relate to the conservation of pandas and other species of wildlife.

Text A is an extract from a television interview with Chris Packham, a campaigner for wildlife protection.

Text B is an article about breeding pandas in captivity, which is taken from the *National Geographic* website.

Compare the language and style of Text A and Text B.

[25]

Text A

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micro-pause

// = speech overlaps

underlining = stressed sound/syllable(s)

Interviewer: which is more important to you (.) saving these single species that you go on about or actually having a much broader view of what wildlife protection should be about

Packham: its the broader view (.) er sometimes we choose individual species as flagships (.) and we generate icons so that we can (.) motivate peoples er passion er to help us conserve them

5

Interviewer: well weve done it with the panda for example

//

Packham: well yes but the panda is a bit of a legacy from the past (1) when conservation er really got going say at the beginning of the (.) the seventies we had save the tiger save the whale save the panda and it was all about those individual species (.) now i suppose that behind the scenes weve changed our our tune (1) we might still wave the flag for those species and do so vigorously but we're thinking about the broader environment that we can look after (.) once weve motivated people by using those those flagship animals

10

15

Interviewer: well you dont (.) if i may say so (.) you dont fly the flag for the panda at all (.)

Packham: not at all (.) not the panda no

//

Interviewer: you say that the panda has gone down an evolutionary cul de sac¹ and frankly youve said several times (1) its not very nice but we should let them go (.) become extinct

20

Packham: yeah and i will continue to pick on the panda because its an easy target for me (.) to hope that people will conduct an audit within the spending of conservation (.) i feel that a disproportionate amount

25

4

of money time and effort is foisted upon that one species which is perhaps at the end of its tenure on our planet and we have to accept that extinction (.) especially under extreme pressure generated by humans (.) is very much part and parcel of modern life (.) um and its not always a bad thing (.) ive got nothing against pandas (.) im asking (.) im asking (.) my question is can we afford it (.) can we afford to keep the panda at the expense of the bigger picture that you mentioned (.) and i would argue that by raising that debate (.) we have managed to get people to think far more carefully about spending the very small pot of money that conservation has

30

35

Notes:¹*cul de sac*: a road with a dead end.

Text B**Is Breeding Pandas in Captivity Worth it?**

Some say it boosts awareness; others think money should be spent elsewhere.

People love their pandas – the endangered black-and-white mammal is perhaps the most recognisable conservation symbol in the world.

Possibly as few as 1,600 giant pandas still roam the mountainous forests of central China, and more than 300 live in captivity in various facilities around the globe. On Friday, Washington D.C.'s National Zoo welcomed the most recent arrival to the captive population – a healthy infant born to Mei Xiang.

5

But is the considerable effort and millions of dollars put into breeding the animals in captivity really worth it?

10

Some conservationists say yes, claiming public 'pandamonium' can translate to real conservation action. But others argue that the money could be better spent on other things, such as preserving threatened habitat.

"Everyone is enormously excited about baby pandas because they are undeniably attractive," said Stuart Pimm, a conservation ecologist at Duke University. "So by having pandas in zoos it really engages people – it really is about getting people to care, and that's important."

15

The giant panda is also the logo of WWF¹, the world's largest conservation organisation, and "acts as a symbol of hope for conservation," Barney Long, head of Asian species conservation at WWF-US, said by email.

20

Putting Pandas Back

But Marc Bekoff, an ethologist² at University of Colorado, Boulder, said there's little evidence that pandas serving as inspirational icons for conservation does anything for boosting panda populations in the wild.

So far, scientists have attempted two reintroductions of captive-bred pandas into Sichuan Province: Xiang Xiang, who died in 2007 after being beaten up by wild resident males in Wolong, and Tao Tao, who's been living in the Liziping Nature Reserve since 2012.

25

Bekoff believes that no more captive pandas should be born, and that existing animals should be put in refuges out of the public eye, since it's unknown what kind of stress they endure due to such exposure.

30

Will Travers, CEO of the wildlife-advocacy group Born Free USA, added that captive-breeding programmes spend a significant amount of money on pandas, yet don't have much to show for it.

"Pandas [are the] poster animal for the zoo industry – [they] receive millions and millions worth of support, and some of this is directed in a wasteful way," he said. He claims the money would be better spent preserving their habitat.

35

Notes:

¹ WWF: World Wildlife Fund for Nature.

² *ethologist*: a person who studies animal behaviour.

BLANK PAGE

BLANK PAGE

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cie.org.uk after the live examination series.

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.