

PART ONE (5 x 1 mark = 5 marks)

Read the following text and answer questions 1 – 5 (maximum 10 words) without reproducing the exact words from the passage that refers to the question.

MARK

Val Plumwood

Val Plumwood who has died aged 68 from a stroke, was an Australian environmental philosopher who lived her life in opposition to prevailing mores. Her book “Feminism and the Mastery of nature” (1992) has become a classic.

In the 1970’s she became involved in a radical critique of the traditional western concept of nature, in which only human beings mattered and nature was not morally significant. This critique emerged in Norway and Australia; the Norwegian philosopher Arne Naess became the founder of the deep ecology movement. The Australian ideas had their origins in a small group of philosophers at the Australian National University (ANU) in Canberra; Plumwood was a key member.

Both Naess and the ANU group recognised that environmental problems were the upshot not merely of faulty policies and technologies but also of underlying attitudes to the natural world built into Western thought. If we chose to conserve nature rather than exploit it, this was only for the sake of the utility for future human generations. Humanity was under no moral obligation to preserve nature for nature’s sake.

With her second husband, the philosopher Richard Routley, Plumwood asked a question that became the title of one of their most famous papers: “Is there a need for a new, an environmental, ethic – an ethic of nature?” She dedicated the rest of her life to exploring this. She saw that anthropocentrism, as a value system, rested on the assumption that there was a deep division between humanity and nature: human beings were somehow different in kind from the rest of material nature. The “something” that set us apart was the mind. The division between mind and matter became refined, in the western tradition, into an opposition between reason and nature.

Plumwood analysed how this division had historically become constructed, and how it informed categories of western thought. She showed how this dual system made inferior all the terms associated with nature rather than reason - women, the working class, the colonised, the indigenous, as well as the other-than-human world. She demonstrated that such an ideology legitimised the domination of many social groups. The implication is that environmentalism and struggles for social justice cannot be separated.

Plumwood’s understanding of nature’s agency was drawn from involvement with the community of life about her. She was born Val Morrel to poor parents who ran a poultry farm, surrounded by forests, near Sydney. In the 1970’s she and Routley built a stone house in the heart of the temperate rainforest in southern Australia. After their divorce in 1981, she lived there alone, although she saw herself as a member of a community of animals and plants. The deep knowledge of botany, animal behaviour and local natural history she gained from this way of life was legendary. After her divorce, she adopted the name of Plumwood, after Plumwood mountain, where her home was. The mountain was named after the Plumwood tree, a tall and beautiful rainforest species...

Famous for her fearlessness, she was tested in 1985 when she was attacked by a crocodile while kayaking alone in the Kakadu national park in the Northern Territory. After being rolled over three times, then released from the crocodile's jaws, she crawled for hours through tropical swamps with serious injuries before being rescued. This experience made her well placed to write about death and its part in nature, much of her later work revolved around this.

Of Plumwood's many legacies, the main one for me, as a long-time colleague and friend, was her integrity. She energetically lived the life she theorised and never failed to speak out on behalf of non-human others; she always made her voice heard for wild-life killed on local roads, rare orchids destroyed by mowing in the cemetery near her home or crocodiles threatened with hunting in northern Australia. She showed how philosophy could not only diagnose the world's ills, but become more than words: a way of life.

A son and daughter from her first marriage predeceased her.

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1) According to the ANU, what was the traditional view of Nature in Western society?

2) What was the key idea behind "Anthropocentrism"?

3) What did the opposition between reason and nature bring about?

4) How was Val Plumwood able to understand the role of nature in life?

5) Why did the writer of the obituary particularly admire her integrity?

PART TWO (5 x 1 mark = 5 marks)

Read the following text. For items 1 to 5 choose the option (a, b or c) which fits best according to the text.

MARK

INSTANT RECALL

I was idly flicking through blogs when I stumbled upon a website. It was a collection of polaroid photographs and gradually I began to realize that there was one for every day between March 1979 and October 1997. There was no way of telling who they belonged to, no commentary or captions, just the photos, arranged month by month like contact sheets. There was a sense, too, that I was not supposed to be there, browsing through these snaps of friends and family, of baseball games and picnics, but they were funny. There were pictures of things that did not exist any more as well as car parks and swimming-pools.

Slowly it became apparent whose collection it was – friends would come and go but one man regularly popped up over the 18 years documented, doing ordinary stuff like eating dinner or unusual things in faraway countries. In one picture he is proudly holding a skinned goat, in another he is on stilts. A lot of the time he looks serious while doing ridiculous things. During the 80s there are lots of pictures of him playing music with an avant-garde street performance outfit called Janus Circus. There are pictures of TV screens – ball games, Frank Zappa’s death, president Carter, Reagan and Clinton.

Then, in 1997, events take a dark turn. There are pictures of the photographer in hospital, then with a long scar across his head. He is gravely ill. For a short while his health appears to improve and he returns home. In October there is a picture of a ring, then two days later a wedding ceremony. But just a few weeks after that he is back in hospital with some friends from the early photos. On October 25 the series ends. The photographer has died.

Of course I was not alone in discovering this remarkable site. Since the end of May it has been passed from blog to blog across America. “The first I knew about it was when all my other websites started to closing down under the strain,” says New Yorker Hugh Crawford, who was responsible for putting his friend’s pictures on line after his death. “Initially it was not meant to be looked at by anyone. A group of us were putting on an exhibition of the photos and the site was a place where we could look at the pictures while we talked on the phone.”

The photographer’s name was Jamie Livingston. He was a film maker and editor who worked on public information films, adverts and promo videos for MTV. Taking a single photo every day began by accident when he was 22 and studying film with Crawford at Bart College, in upstate New York. “He’d been doing it for about a month before he realised he’d been taking a photo about one picture a day, and then he made the commitment to keep doing that,” says Crawford. “That’s what he was like. There are some people who have flashes of brilliance and do things in a huge rush or creative burst but he was more of a steady, keep-at-it kind of guy and he did amazing stuff. Part of the appeal of the site is that Jamie was not this amazing-looking guy. He led an incredible life, but there’s an every man quality to the photographs.”

There are a lot of visual jokes, funny shots and fluted self-portraits, but the plan was to take one picture and keep it no matter how it turned out. Once they found themselves walking with a circus of elephants through the heart of New York, late at night. Crawford turned to his friend and suggested this could be the picture of the day. “He was like, “No, I

took a picture of my lunch, it's already been taken," laughs Crawford. [...]

Only one mystery remains about Livingston's life: "There's one woman who appears a lot (in the earlier photographs) who seems to have been a girlfriend but no one knows who she is," says Crawford, much of whose own life story is told within the pictures as well. The more famous the pictures become, the more likely it is that one day he'll find out.

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1. When looking at the photos, the writer

- a) felt confused.
- b) felt like an intruder.
- c) saw they were focussed on places.

2. The protagonist of the photos

- a) had a boring life.
- b) had a varied life.
- c) lived close to celebrities.

3. As far as the photo collection is concerned, Hugh Crawford

- a) admits that its use didn't turn out as planned.
- b) claims that he published his friend's pictures without permission.
- c) is unhappy about the attention it is getting.

4. According to Hugh Crawford, taking a photo on a day-to-day basis

- a) proved Livingston's huge talent.
- b) showed Livingston's commitment.
- c) was Livingston's dream.

5. According to Hugh Crawford, when making his collection, Livingston

- a) didn't like being given advice by others.
- b) didn't like taking surprising photos.
- c) wouldn't go back on what he decided.

PART THREE (5 x 1 mark = 5 marks)

Read the following text and choose the sentence which best fits each gap from the list supplied. Then write the corresponding letter in the appropriate white box provided on the next page. Three of these sentences are not to be used.

MARK

Pupils get 8-minute lessons

The Tyneside comprehensive whose star pupil, Laura Spence, was rejected by Oxford University is to teach all GCSE subjects in eight-minute bursts after finding that they boosted pupils' results by half a grade.

The mini-lessons at Monkseaton community high school are interspersed with frequent breaks for sport or word games. The technique is based on neuroscience research which has found that the memory develops most effectively with short bursts of learning repeated at intervals.

Monkseaton is to extend the method to all GCSE teaching from this autumn after a pilot scheme improved results by an average of half a grade for science pupils.

Paul Kelley, the headmaster, said: "It may seem bizarre to teach an eight-minute lesson, break for 10 minutes to dribble a basketball and then repeat the process, but it works." "In rigorous evaluation, _____ 1 _____."

Kelley and his school made headlines in 2000 when Spence was rejected by Oxford despite a prediction of five As at A-level. Gordon Brown, then chancellor, described her rejection as an "absolute scandal" and said that she had fallen victim to the "old Establishment". She went to Harvard instead.

Monkseaton, which is a comprehensive in a deprived area, _____ 2 _____ and has sent pupils to top British universities and Ivy League colleges in America.

Kelley's technique, known as "spaced learning", is based on the research of Douglas Fields, a neuroscientist at the National Institute of Child Health and Human Development in Baltimore. He has found that connections between developing brain cells form most effectively when they _____ 3 _____.

The implication is that teaching conventional lessons or trying to revise by cramming for long periods _____ 4 _____.

In one of about 40 experiments carried out at Monkseaton, nine groups of children of equal ability were taught for the same biology GCSE paper. All received the same teaching apart from one group who were given mini-lessons in the schools gym. It _____ 5 _____.

"While repeating information is vital in making memories stick, even more important is giving the brain a break between the repetitions," said Kelley.

He is so convinced the lessons work that he is entering 52 13-year-olds for a GCSE in science this summer. One half will have received conventional teaching while the other half will have received mini-lessons.

Professor Alan Smithers of Buckingham University cautioned: "It sounds like one of these fads that overtake educationists from time to time."

Sian Griffiths

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- A.** are allowed breaks from stimulation
- B.** consistently wins high grades
- C.** don't have the time to assimilate what's being taught
- D.** fails to take full advantage of a pupil's potential
- E.** students show improvement regardless of subject, teacher or their ability
- F.** was this group that last autumn scored highest in a mock GCSE paper
- G.** was unpredictable who would score higher overall
- H.** you know what is expected from fully tapping your potential

GAP	SENTENCE
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5	