

Marker Code

Student Personal Identification
Number (SPIN)

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Pacific Senior Secondary Certificate

ENGLISH

2011

QUESTION and ANSWER BOOKLET

Time allowed: Three hours

INSTRUCTIONS

1. Answer **ALL** sections.

			<u>Suggested Time</u>
SECTION I	READING COMPREHENSION	40 marks	60 mins
SECTION II	FORMAL WRITING	20 marks	40 mins
SECTION III	RESPONSE TO TEXTS	<u>40 marks</u>	<u>80 mins</u>
	Total	100 marks	180 mins

2. Write your answers in the spaces provided in this booklet.
3. Write your **Student Personal Identification Number (SPIN)** on this page and on the **FOLD-OUT FLAP** at the back.
4. If you use extra sheets of paper be sure to show clearly the question being answered. Write your SPIN on the top right-hand corner of each sheet and tie it securely at the appropriate place in this booklet.
5. Check that this booklet has pages 2-19 in the correct order and that none of these pages is blank. Pages 20-22 have been left blank deliberately.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

TOTAL MARKS

100

SECTION I: READING COMPREHENSION

(40 marks)

Read ALL FIVE passages and answer ALL the questions that follow each passage. You should spend about 60 minutes on this section.

PASSAGE ONE

(16 marks)

Going For Goals

1 In September 2000, international leaders came together to discuss global poverty. The result was the Millennium Declaration quickly followed by eight goals and a bold new global campaign to end poverty.

The Millennium Development Goals (MDGs) are ambitious but they are reachable – as long as the drive to succeed remains strong and donor countries are prepared to increase **their** expenditure on development assistance.

10 **To date the signs are favourable.** Donor countries have responded with substantial increases in ODA (official development assistance) and enthusiastic promises of support. A number of key international organisations (for example the World Bank, and agencies within the United Nations system) are heavily geared towards achieving the MDGs. Grassroots volunteer agencies and charities worldwide (civil society) are equally enthusiastic and embracing. At the Second United Nations Millennium Summit in September 2005, the international community had no hesitation in reaffirming its commitment.

20 Over the past eight years, momentum has been built. Rich countries have taken great steps to live up to their end of the global partnership and so have many poor nations. With help from Australia and other donors, countries like **Vietnam** and **China** have made great progress towards developing poverty reduction plans, improving their administrative systems to stop the misuse of public funds, and building their technical skills and capacity. **These countries are also reaping the benefits – faster growth, improved work opportunities and better services in education and health.**

But while some developing countries are doing well, a large number are stagnating. These are the countries with weak governance and unstable societies, sometimes referred to as **fragile states**. Home to about a billion people, together they represent the frontline of the fight against poverty. Most countries that fall into this category are located in sub-Saharan Africa. Some are also in the Pacific region.

30 At this point it seems likely the world as a whole will achieve the target of halving the proportion of people living in extreme poverty by 2015. The rate is expected to fall from 29 percent (as recorded in 1990) to 10 percent in 2015. Also the number of extreme poor has fallen by about 280 million since 1990 with the total number now hovering just below a billion. But there's a caution. The global numbers mask considerable regional variation.

Most of the world's poverty reduction over the past decade has taken place in Asia, especially East Asia, where it has been driven by rapid economic growth. Asia as a whole is on track, but there is concern poverty is becoming concentrated in South Asia.

40 Elsewhere – in Africa and the Pacific for example, countries are **lagging**. Although it has received the most international attention, Africa, because of its size, remains the bigger challenge. In the Pacific, more than three million people live in extreme poverty, and with environmental changes affecting food production, hunger is becoming an increasing problem.

(Source: adapted from FOCUS magazine: Volume 23, Number 2: Oct – Dec 2008)

A. MULTIPLE CHOICE

(6 marks)

Write the letter of your choice in the box on the right of each question.

1. The primary purpose of the passage is to tell us about
 - A. the Millennium Development Goals.
 - B. economic growth in Asian countries.
 - C. the efforts made to combat poverty in the world.
 - D. the environmental changes in Africa and the Pacific.

2. The outcome of the meeting of international leaders in September 2000, included a
 - A. meeting to discuss global progress.
 - B. declaration and campaign to end poverty.
 - C. declaration for all leaders to come together.
 - D. discussion of the international leaders' goals.

3. The word '**their**' in bold in paragraph 2 (line 6) refers to
 - A. donor countries.
 - B. volunteer agencies.
 - C. the United Nations.
 - D. international leaders.

4. Countries like Vietnam and China (lines 17 and 18) have improved in terms of
 - A. politics and management.
 - B. infrastructure and transportation.
 - C. transportation and health services.
 - D. employment opportunities and education services.

5. The **fragile states** (line 25) are best described as countries
 - A. with few resources.
 - B. with about a billion people.
 - C. that are weak and unstable.
 - D. located in the Pacific region.

6. According to the author, poverty in the Pacific is made worse by
 - A. international attention.
 - B. environmental changes.
 - C. food production problems.
 - D. poor health and education services.

B. SHORT ANSWERS**(10 marks)****Answer the following questions using information from Passage 1.**

7. The author is confident that the Millennium Development Goals can be reached if two conditions are met. Name these TWO conditions.

(i) _____

(ii) _____

(2 marks)

8. **To date the signs are favourable** (line 7). Identify TWO examples of the signs the article refers to.

Sign 1 _____

Sign 2 _____

(2 marks)

9. Give TWO reasons why some countries are reaping benefits such as better services in education and health. (lines 20-22)

(i) _____

(ii) _____

(2 marks)

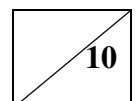
10. Although the figures (lines 29-31) indicate poverty reduction, the author cautions that they mask regional variation. Explain **regional variation**.

(2 marks)

11. Identify ONE idea you have learned from the article and give a reason why you think this is important.

Idea _____

Importance _____

(2 marks)

PASSAGE TWO

(6 marks)

CROW ENGINEERING LTD**INTERNAL MEMORANDUM**

TO: All Division Supervisors
FROM: J. Ridge, General Manager
DATE: 13 February 2009

SUBJECT: Confirmation of decisions made at Supervisors' Meeting

At a meeting held between Division Supervisors and the General Manager on Monday, 10 February 2009, the following problems were discussed:

- (a) a 10 percent increase in the amount of overtime being worked, compared to the same period last year;
- (b) the frequent requests from employees for permission to use company tools and equipment over weekends.

Figures from each Division Supervisor's department were tabled and distributed. Considerable discussion took place on ways to overcome the problems being experienced.

It was then agreed that:

- (a) there will be no overtime periods in March and April;
- (b) company tools will no longer be charged out to employees for weekend use;
- (c) each employee will have to pay \$30 towards the cost of a pair of company-issued safety shoes, effective from 1 July.

Division supervisors are officially authorised to implement these changes accordingly, as Company policy, until further notified.

(Source: adapted from Business Communication by David Pinner)

12. What is the primary purpose of the memorandum?

(1 mark)

13. Name ONE of the problems discussed at the meeting.

(1 mark)

14. Identify TWO of the decisions made at the meeting.

Decision 1 _____

Decision 2 _____

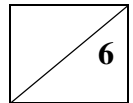
_____ (2 marks)

15. Who has been given authority to ensure that the decisions are carried out for the Company?

_____ (1 mark)

16. What is the purpose of the \$30 that each employee has been asked to pay?

_____ (1 mark)



PASSAGE THREE

(6 marks)

The Child (by Valerie Church)

1 I saw him standing on the corner,
 A small boy watching the traffic.
But to others he was no ordinary boy,
 For his incomplete brain
 5 Punctured his simple exterior
 He was totally happy in his world,
 Gazing,
 Unaware of cruel eyes
 And the mocking voices of other boys
 10 On the opposite kerb.
 He ignored them completely,
 And the mocking grew more intense.
 Suddenly he turned his gaze from the road,
 And smiled simply at the onlookers,
 15 Who turned away ashamed.

17. Identify an example of a figure of speech that is used in the poem and give a quote to support your answer.

(1 mark)

18. **But to others he was no ordinary boy** (line 3). Explain in what way the boy is not ordinary.

(1 mark)

19. Explain the boy's feelings (i) as he watched the traffic AND (ii) towards the cruel eyes and the mocking voices around him.

(i) _____

(ii) _____

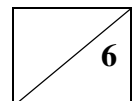
(2 marks)

20. What is your feeling towards (i) the boys on the opposite kerb AND (ii) the boy who was no ordinary boy?

(i) _____

(ii) _____

(2 marks)



PASSAGE FOUR

(6 marks)

- 1 Recently I shared a book with a little girl from a home where no one reads. When I finished the book, the girl urged, "Read it again." I was reading one of my own books, *Barbie and the Bandits*, so her request was one of the most satisfying I could receive. Yet what I felt was not pleasure, but dismay. The little girl's family, like
- 5 many families, is indifferent to books.

- What will happen to children from homes like these? Will they ever learn to love books? It is unlikely, unless you do something. I know you believe in the joy and power of reading. Don't let the burdens you face – cataloguing books, preparing budgets, and meeting with the library board – keep you from a more important
- 10 purpose: bringing the joy of reading to children who might otherwise never know it.

(Source: *Ten Steps to Improving Reading Skills* by John Langan)

21. The tone of the passage is best described as

- A. pleading.
B. objective.
C. indignant.
D. complimentary.

☐

(1 mark)

22. What is the writer's attitude towards the girl's family? Explain why.

(i) Writer's view _____

(ii) Reason _____

(2 marks)

23. Identify TWO of the burdens that can keep people from encouraging children to read. (paragraph 2).

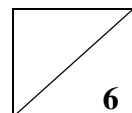
(i) _____

(ii) _____

(2 marks)

24. Give an important message you can derive from the passage about reading.

(1 mark)



PASSAGE FIVE

(6 marks)

DIRECTIONS

For general purposes, use one teaspoon to each cup of flour.

SCONES

Sift together three cups of flour, 4 ½ level teaspoons of EDMONDS ACTO BAKING POWDER and a pinch of salt. (Sugar if desired). Rub in 25 g (1 oz) butter, add one cup of milk and mix to a soft dough. Knead on a floured board, roll out, place on a greased or floured oven tray and bake in a hot oven 230 degrees Celsius for 10-15 minutes or until golden brown.

Ingredients: Sodium acid pyrophosphate, sharps, sodium bicarbonate, maize, cornflour.

Manufactured by: Tucker Group Limited, Private Bag No. 30 Suva, FIJI

25. Explain in your own words the language register used in this article and why you think it is appropriate.

Language register _____

Why it is appropriate _____
(2 marks)

26. What is the product specifically used for?

(1 mark)

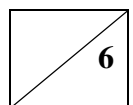
27. Name TWO other ingredients you will need if you are going to follow the recipe.

(i) _____

(ii) _____
(2 marks)

28. Where is the product manufactured?

(1 mark)



SECTION II: FORMAL WRITING**(20 marks)****(Spend about 40 minutes on this section.)****QUESTION 29****Write an essay of about 200-300 words on ONE of the following topics.****Present your ideas in a clear, well-developed and convincing manner.****You should allow time for planning, drafting and editing.****The blank page is for your planning and will not be assessed.**

1. Each school must have a library.
2. Information Technology is the answer to all our problems.
3. A key leader of my country who must be remembered is.....
4. "Ladies and gentlemen, the purpose of my speech is to inform you of the positive impacts of television."
5. "Ladies and gentlemen, my speech today will be on violence in our community and what we need to do about it."
6. Food security must be a priority concern of government today.

USE THIS PAGE FOR PLANNING AND DRAFTING OF YOUR ESSAY.

(Work on this page will not be assessed.)

Write your chosen topic in the box.

SECTION III: RESPONSE TO TEXTS**(40 marks)**

This section contains **SIX questions**, each of which offers **TWO** options.

Answer **TWO** questions from this section.

For each question you choose, answer **EITHER A OR B**.

Write an essay of about 200-300 words on each question.

State the titles and writers of the works you have chosen to answer the questions. Use examples from your chosen works in your answer.

Do NOT use the same text or the same writer in your two essays.

Spend about 40 minutes on **each** question.

QUESTION 30: NOVEL**EITHER**

- A. Discuss the main character in terms of
 (i) his/her actions, and
 (ii) what other characters say about him/her
 AND explain how these have enhanced your understanding of a novel you have studied.

(20 marks)**OR**

- B. There are three main elements to setting: *place, time and social climate*. Discuss the significance of **TWO** of these elements in the development of a novel you have studied.

(20 marks)**QUESTION 31: SHORT STORIES****EITHER**

- A. *Writers sometimes use the ending of their short stories to communicate an important message to their readers.*

Discuss this statement with reference to **TWO** short stories you have studied.

(20 marks)**OR**

- B. Discuss, with reference to **TWO** short stories you have studied, how the setting contributed to your understanding of the short stories.

(20 marks)

QUESTION 32: DRAMA**EITHER**

- A. *The climax is the event that determines how the conflict will end, favourably or unfavourably for the protagonist.*

Discuss this statement with reference to a drama you have studied.

(20 marks)

OR

- B. Discuss TWO important incidents in a drama you have studied AND their importance in enhancing your understanding of the theme.

(20 marks)

QUESTION 33: POETRY**EITHER**

- A. *You have been invited to give a presentation to your school on important messages you have learned from the study of poetry.*

Discuss this statement with reference to TWO poems you have studied.

(20 marks)

OR

- B. Discuss how TWO poets are successful in using imagery and symbolism to portray key themes in TWO poems you have studied.

(20 marks)

QUESTION 34: NON-FICTION**EITHER**

- A. Discuss the elements of setting in a work of non-fiction you have studied AND how this is effective in enhancing your understanding.

(20 marks)

OR

- B. Discuss the portrayal of a main character in a work of non-fiction you have studied AND how this has contributed to your understanding of an important theme.

(20 marks)

QUESTION 35: FILM**EITHER**

- A. *Scenery and character are key elements in revealing an important message.*

Discuss the above statement with reference to a film that you have studied.

(20 marks)

OR

- B. With reference to a film you have studied, discuss TWO features which you find hard to forget AND explain why.

(20 marks)

Circle the OPTION

[illegible]

Circle the OPTION

[illegible]

[illegible]

Second Question Answered

11

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Student Personal Identification Number (SPIN)					

ENGLISH

2011

(For Markers only)

Section (Question)	Marker	Check Marker
I (1 – 6)	6	
I (7 – 11)	10	
I (12 – 16)	6	
I (17 – 20)	6	
I (21 – 24)	6	
I (25 – 28)	6	
II (29)	20	
Write the NUMBER and LETTER of the Literature questions you answered in the circles below.		
III ○ ○	20	
III ○ ○	20	
TOTAL	100	