

**MAJLIS PEPERIKSAAN MALAYSIA**

**(MALAYSIAN EXAMINATIONS COUNCIL)**

**Instructions to candidates:**

**DO NOT OPEN THIS QUESTIONS BOOKLET UNTIL YOU ARE TOLD TO DO SO.**

*There are fifty questions in this test. For each question, choose the most appropriate answer.*

*Indicate your answer in the separate answer sheet given.*

*Read the instructions on the answer sheet carefully.*

*Attempt* **all** *questions.*

**This question paper consists of 17 printed pages and 3 blank pages.**

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*Questions* **1** *to* **15** *based on the following passage.*

KUALA LUMPUR, Thurs. – A team of researchers has developed a stratified fish rearing technique, which could breed about one million fish within 0.4ha pond. Developed by Technology Park Malaysia (TPM), the technique is a novel and innovate **(1) \_\_\_\_\_\_\_\_\_** to overcome shortage faced by aquaculture **(2) \_\_\_\_\_\_\_\_\_**. The technique is similar to the concept **(3)** \_\_\_\_\_\_\_\_\_ building condominiums and flats to overcome land **(4) \_\_\_\_\_\_\_\_\_\_** in urban areas.

“Different fish have different **(5) \_\_\_\_\_\_\_\_\_** habits. For example, *tilapia* prefers to eat **(6) \_\_\_\_\_\_\_\_\_** the surface, others like *patin* and catfish **(7) \_\_\_\_\_\_\_\_\_** to feed at the middle and bottom **(8) \_\_\_\_\_\_\_\_** respectively,” said the TPM Director.

Based on **(9) \_\_\_\_\_\_\_\_\_** feeding habit, fish could be bred at **(10) \_\_\_\_\_\_\_\_** water levels. The ponds would be closely **(11)** \_\_\_\_\_\_\_\_\_ to ensure an adequate supply of oxygen **(12)** \_\_\_\_\_\_\_\_ also to prevent fish fry from being **(13)** \_\_\_\_\_\_\_\_ by other larger fish. At the moment, **(14) \_\_\_\_\_\_\_\_\_** of this technology still remain a well-guarded **(15) ­\_\_\_\_\_\_\_\_** secret. The TPM Director said that a patent is pending.

1. A pattern

B fashion

C solution

D invention

1. A factory

B industry

C experiment

D production

1. A in

B on

C of

D for

1. A shortage

B expansion

C exploitation

D development

1. A living

B feeding

C hunting

D roaming

1. A by

B near

C from

D towards

1. A prefer

B preferring

C preferred

D preference

1. A levels

B sections

C segments

D compartments

1. A its

B this

C that

D one’s

1. A adapted

B different

C changing

D adjustable

1. A patrolled

B surveyed

C monitored

D investigated

1. A and

B but

C then

D hence

1. A eaten

B rejected

C removed

D outnumbered

1. A details

B effects

C studies

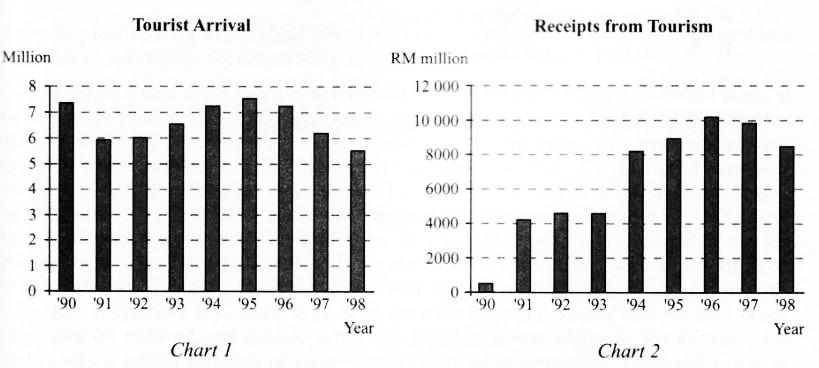
D products

1. A top

B trade

C national

D agricultural

*Questions* **16** *to* **19** *are based on the following charts.*

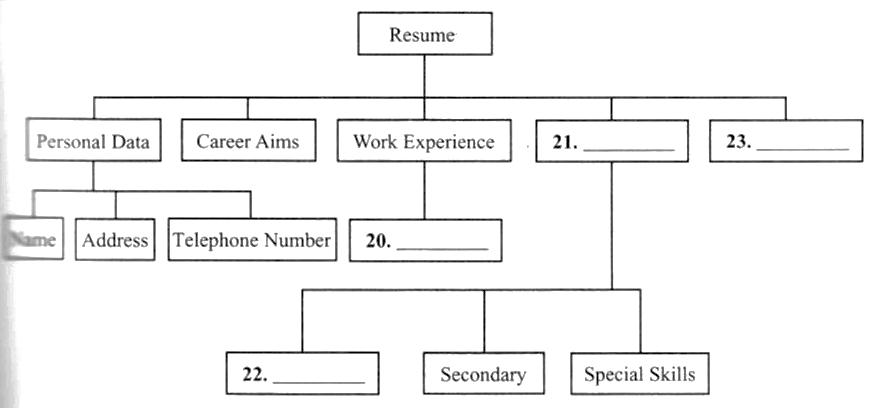
(Adapted from *The Edge,* January 31, 2000)

1. Which of the following describes tourist arrival in Malaysia?
2. Tourist arrival figures were similar for the years 1993 and 1998
3. After 1991, tourist arrival steadily increased for the next five years.
4. Tourist arrival has been falling since 1995 when it hit a high of 7.5 million.
5. Statistics for the last decade show that the most drastic decline was in 1997.
6. Chart 2 gives the information that there is a
7. Slight drop in income from 1991 to 1993
8. Steady increase in income from 1990 onwards
9. Sharp increase in income from 1993 to 1994
10. Gradual decline in income from 1996 to 1998
11. I and II
12. II and III
13. III and IV
14. I and IV
15. Which of the statements below is the true of Charts 1 and 2?
16. Although tourist arrival exceeded 7 million in 1990, receipts were low.
17. Receipts from tourist remained almost constant for four years from 1991.
18. After tourist arrival peaked in 1995 there has been a steady decline in income.
19. Income from tourism was highest in 1996 because arrival was highest in that year.
20. Which of the following questions can be answered either from Chart 1 or Chart 2?
21. Why was income in 1990 at its lowest?
22. What is the projected number of tourists?
23. Who is responsible for the statistics on tourism?
24. When will income from tourism reach RM12000 million?

*Questions* **20** *to* **23** *are based on the following passage.*

A resume provides information about you to prospective employers. It should be organised into categories of information for easy reading.

The personal data is the first part of a resume. Put this information in a prominent place, at the top of the resume. It includes your name and mailing address. Your gender, age, marital status or Employee Provident Fund (EPF) number are not important. However, nowadays, a telephone contact number e-mail address is considered essential. Career aims comes next. Here, describe your career goals or the kind of job that you want. If you have any work experience, list the jobs that you have had as well as the length of time you have worked and your job title or the type of work that you did in the work experience section. You should also mention any job training courses that you have attended. In the section on education, start with the highest level of education that you have completed. List your tertiary qualification – your degrees and diplomas – if you have any. Also, write down the most important courses that you have taken. Then, give the name of your school. After that, highlight special abilities. For example, you might speak a second language or know certain computer programmes. These skills may be important in a particular job. Finally, give your reference. These are the people who will be able to give an accurate and supportive report of your character and capabilities. They may be your teachers, or even your current employer.



1. A Positions held

B Types of jobs

C Place of work

D Amount of work

1. A Abilities

B Training

C Education

D Qualification

1. A Courses

B Degrees

C Tertiary

D Diplomas

1. A Reports

B Courses

C Employers

D References

*Questions* **24** *to* **30** *are based on the following passage.*

Just 25 years ago, medical researchers boasted that victory against infectious disease was simply a matter of time. Polio had been tamed by the Salk/Sabin vaccines, and smallpox, diphtheria, and tetanus were virtually gone. Moreover, widespread antibiotic use had transformed the most terrifying diseases known to man – tuberculosis, syphilis, pneumonia, bacterial meningitis and bubonic plague - into manageable illness, if caught in time. Many who went to medical school were told not to bother going into infectious diseases and that it was better to concentrate on real problems like cancer and heart disease.

*That thinking* was destroyed by the rise era number of diseases particularly AIDS. The sight of tens of thousands of young people dying from a virus that no one had known about was a shocking experience. Faced with AIDS and an ever-increasing number of antibiotic-resistant bacteria, the medical profession has had to renew its battle against germs. The question is no longer: When will infectious diseases be wiped out? Rather, it is: Where will the next deadly new killer appear?

Scientists are watching the lethal Marburg and Ebola viruses in Africa and the Junin and Guanarito viruses in South America. Germs, which were once confined to certain regions, may now travel to all parts of the world. Two cases of malaria reported in 1991 in New York, for example, were transmitted by local mosquitoes. The mosquitoes were probably infected when they bit untreated malaria victims who had recently retired m the United States from Latin America or Asia.

These two incidents come on top of a long series of horror stories. In 1993, several deaths occurred in the U.S. Northwest from eating undercooked hamburgers tainted with a hazardous strain of *E. coli* bacteria. The rare Hantavirus, once unknown as a cause of disease in America, emerged from rodents to kill more than 50 people in the United States and Canada.

The possibility of contracting a life-threatening infectious disease is still very low - at least in the developed world. But the threats are real enough to spur medical researchers to learn more about how microbes cause disease and how to keep them at bay. It is tempting to think of the tiny pathogens that produce diseases as malevolent little beasts, out to destroy higher forms of life. *In fact, all they are u3'ink, to do* is *survive and reproduce, just as we are.* Human suffering and death are merely unfortunate by-products.

(Adapted from *Journal of Medical Science,* Vol. XII)

1. Medical researchers were confident 25 years ago because
2. They had found a cure for all infectious diseases
3. Some disease like polio had become non-existent
4. The focus of medicine was on cancer and heart disease
5. The most infectious disease could be controlled with vaccines and antibiotics
6. The expression *That thinking* refers to the
7. Idea that infectious diseases will be on the rise
8. Knowledge that antibiotics could cure many illnesses
9. Notion that science had won the fight against bacteria
10. Fact that cancer and heart disease are the real problems
11. The advent of AIDS showed the medical world that
12. More young people are going to die
13. Antibiotics are necessary for the sick
14. The war against AIDS requires different approaches
15. Medical researchers do not know enough about viruses
16. Which of the following is the main idea of paragraph 3?
17. Every part of the world has dangerous diseases
18. Scientists are researching the spread of diseases
19. International travel has aided the spread of diseases
20. Africa and South America are the homes of some dangerous viruses
21. The two incidents mentioned by the writer in paragraph 4 support the idea that
22. Undercooked food contains killer germs
23. Rodents have become carriers of killer diseases
24. Viruses and bacteria, which were thought to be harmless, have become killers
25. *E. coli* bacteria and the Hantavirus are the main causes of death in North America
26. Which term is **not** used by the writer to mean “germs”?
27. Beasts
28. Microbes
29. Pathogens
30. By-products
31. The sentence *In fact, all they are trying to do is survive and reproduce, just as we are* (Line 33) serves as \_\_\_\_\_\_\_\_ the idea expressed in the same sentence before it.
32. A contrast to
33. A clarification of
34. A comparison of
35. An exemplification of

*Questions* **31** *to* **36** *are based on the following passage.*

I am someone who has always loved language. I spend a great deal of time thinking about the way it can evoke emotion, a visual image, a complex idea or a simple truth. *Language is the tool of my trade.* And I use them all – all the English’s I grew up with.

One day. I was giving a talk to a large group of people about my writing, my life and my book, *The Joy Luck Club.* The talk was going along well until I remembered one major difference that made the whole talk sound wrong. My mother was in the room and it was perhaps the first time she had heard me give a speech. I was saying things literary people tend to say, things like. “The intersection of memory upon imagination…” and “There is an aspect of my fiction that relates thus-and-thus”. It was a speech wrought with grammatical phrases, burdened; it seemed to me, with complex forms of standard English that I have learned in school, forms of English I did not use at home with my mother.

One day I was walking down the street with her and we were talking about the price of new and used furniture. I heard myself saying, "Not waste money that way." It was a different sort of English, “family talk”, the language I grew up with. You should know that my mother's command of spoken English belies how much she actually understands. She reads *Forbes* magazine, watches “Wall Street Week”, converses daily with her stockbroker – and grasps all kind of things I cannot begin to understand.

Yet some friends tell me they understand only 50 per cent of what my mother says. Some say they understand 80 to 90 per cent. Some say they understand none of it, as if she were speaking pure Chinese. But to me, my mother’s English is perfectly clear, perfectly natural.

Her language, as I hear it, is vivid, direct, and full of observation and imagery. That was the language that helped shape the way I saw things, expressed things, made sense of the world. I have described the kind of English my mother speaks as “broken” or “fractured”. But I wince when I say that.

It has always bothered me that I can think of no way to describe it other than “broken”, as if it were damaged and needed to be fixed, as if it lacked a certain wholeness and soundness. It limits people’s perception of the speaker. I know this because when I was growing up, I believed that my mother’s English reflected the quality of what she had to say. That is, because she expressed them imperfectly, I considered her thoughts imperfect. And I had plenty of evidence to support me: the fact that people in departmental stores, at banks, at restaurant did not take her seriously, did not give her good service, pretended not to understand her, or even acted as if they did not hear her.

My mother has long realised her limitations in English as well. And she wanted thing to be different for us. When I was growing up, *Readers’ Digest* was the only magazine that my parents subscribed to because it contained “Word Power”. That elevated *Readers’ Digest* from entertainment to education. With polysyllabic “Word Power” as our passport, our family had access to better opportunities. We – our parent’s children – could win approval and *rise like balloons above the masses.*

I think my mother’s English almost had an effect on my choice of career. The language spoken in the family, especially in immigrant families, which are more insular, plays a large role in shaping the language of the child. While my English skills were never judged as poor, compared to mathematics they could not be considered as my strong suit. In primary school, I did moderately well in English but those grades were not good enough to override the opinion that my true abilities were in mathematics and science. And I had teachers who tried to steer me away from writing and into mathematics and science. Fortunately, I happen to be rebellious in nature and enjoy dispelling *the assumptions* made about me. I became an English major my first year at university. I started writing non-fiction freelance the week after I was told by my boss that writing was my worst skill and that I should think about accounts management.

However, I later decided to envision a reader for my short stories, and I decided on my mother. So, because of this, I began to write using all the English’s I grew up with: the English I spoke to my mother, which may be termed “simple”, or “broken”; my translation of her Chinese and what I imagined to be her translation of her Chinese if she could speak in perfect English. Apart from what any critic had to say about my work I knew that I had succeeded where it counted when my other finished reading my book and gave me her verdict; “So easy to read”.

(Adapted from *Mother Tongue*, by Amy Tan)

1. What was it about her speech that made the writer uneasy?
2. She felt she was talking above her audience
3. She was not sure what her audience wanted to hear
4. She realised that most of her listeners were not paying attention
5. She thought that her speech was too difficult for her mother to understand
6. The writer says, *Language is the tool of my trade* (line 3). She is most likely to be
7. An author
8. A translator
9. A publisher
10. A copywriter
11. The writer’s parents subscribed to Reader’s Digest for the following reasons **except**
12. It was the only magazine available
13. It gave the children more opportunities in life
14. It helped to improve the children’s vocabulary
15. It helped to widen the children’s general knowledge
16. The phrase … *rise like balloons above the masses* … in line 43-44 means to
17. Overcome limitations
18. Have power over people
19. Do better than other people
20. Be different from other people
21. … *the assumptions*… (line 53) made about the writer when she was in school could be that she
22. Was a good student
23. Was rebellious in nature
24. Came from an immigrant family
25. Should choose a career in mathematics and science
26. What do you think is the writer’s attitude towards her mother’s English?
27. She is proud of it
28. She is ashamed of it
29. She thinks it is good
30. She is embarrassed by it

*Questions* **37** *to* **43** *are based on the following passage*

Many wild creatures are constantly threatened with extinction. One such animal is the tiger. No more than 5000 to 7500 of the majestic carnivores remain on the entire planet – a 95 per cent decline in this century. Unless something drastic is done soon, tigers will be seen only in zoos or circuses.

Officials only recently realised the scale of the slaughter of tigers. An operation by the Indian government and TRAFFIC, an organisation that monitors the wildlife trade, uncovered a vast poaching network centre in New Delhi. One raid alone, in August 1993, yielded 617 pounds of tiger bone (equivalent to 20 tigers) and eight pelts. The operation also discovered more than a dozen families in dirty squatter houses, engaged in illicit wildlife trade. *There,* tigers are skinned, their prized parts dried and packaged, their bones cleaned and bleached. The skins, which can bring as much as £9500, travel west, often to the homes of wealthy Arabs, while the bones move east, across mountainous terrain to the Chinese border.

Indian conservationists watch dismay as this new round of poaching unravels the work of decades. Sanjay Debroy, a wildlife officer who directed a tiger reserve in Assam for more than 12 years has heard that 30 to 40 of the park’s estimated 90 tigers were killed in just four months. ‘I thought I had done something to restore the tiger.’ Debroy says, ‘but now I watch my life’s work go down the drain’.

The situation is even worse in eastern Russia’s taiga. The Amur tiger that in habits this 800-mile stretch of evergreen forest nearly disappeared during the 1930s, when Communist bigwigs would kill 10 cats in a single hunt. When state decided to protect the tigers, their population recovered from roughly 30 to as many as 400 by the late 1980s – but then tiger process surged just when fall of the Soviet Union led to economic chaos, leaving local wildlife departments broke and officials susceptible to bribes. The losses have been great. In the winter of 1992-93, some tigers were killed in the taiga. Unless the Russian government controls hunting, the Amur tiger could face extinction within two or three years.

The crises expose the shortcomings of old-line conversation efforts. Says Samuel LaBudde of the Endangered Species Project in San Francisco: The failure to address market demand – means that millions invested to save the tiger have amounted to little more than a subsidy for the Chinese traditional-medicine market.

But Western publicity campaigns, which helped reduce the demand for ivory, may have less effect on the demand for tiger bone in China, Korea, and Taiwan. And tiger-bone remedies are so *ingrained* in these cultures that their governments have been slow control to the trade. In fact, all three countries have long paid lip service to agreements protecting endangered species while continuing to do business as usual. In September 1993 the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) warned China and Taiwan to stop their illicit trade in tiger and rhino parts, and in April 1994 the US announced limited trade sanctions against Taiwan for its failure to do so. However, investigations by environmental groups suggest that potions made from endangered species are still readily available on the market.

Even if international pressure eliminated poaching, the tiger would still be in trouble. Its habitat and food supply is shrinking as the territory claimed by humans expands. Say Geoffrey Ward, co-author of *Tiger-Wallahs*: “Poaching is murder, but given the pressures of human population growth, crowding is slow strangulation”. Humans and tigers have coexisted for hundreds of thousands of years. Until now, the big cat has been highly adaptable and resilient. But the tiger has finally come face to face with man, who has proved to be more resourceful killer.

(Adapted from the article *Can Tigers Survive?* By Hal Linden)

1. The word *There* refers to the
2. Chinese border
3. Dirty squatter houses
4. Homes of wealthy Arabs
5. Network centre in New Delhi
6. How the Indian conservationists feel about poaching?
7. They are shocked by how widespread it is
8. They are indifferent towards the poaching activities
9. They are angry because they have to organise more raids
10. They are unhappy because it obstructs their efforts to save tigers
11. Which of the following statements about the situation of the Amur tiger in Russia is true?
12. The habitat of tiger is severely endangered
13. The Amur tiger became extinct during the 1930s
14. The 1980s saw an increase in the tiger population
15. The Amur tiger was an unpopular hunting choice for the communists
16. The weakness of the old-line conservation effort is that it
17. Requires too much money to implement
18. Has not been able to eliminate poaching of tigers
19. Has failed to stop buyers from buying tiger parts
20. Affected the sale of Chinese traditional medicine
21. The word *ingrained* shows that tiger-bone remedies are
22. A cruel element in Asia culture
23. A beneficial part of Asian culture
24. An accepted part of Asian culture
25. An effective remedy in Asian culture
26. What is the main idea in paragraph 6?
27. China and Taiwan were warned against illegal trade in tiger and rhino-parts
28. The United States imposed limited sanctions against Taiwan and China in 1994
29. Environmental groups have tried to stop the illegal trade in tiger and rhino-parts
30. Despite threats and sanctions, illicit trade in endangered animals still continues in Taiwan and china
31. Which of the following is **not** a reason why the tiger is in danger?
32. The food-supply for the tiger has run out
33. Poaching greatly reduces the tiger population
34. The habitat of tiger is endangered by humans
35. Humans are increasing in numbers and kill the tiger for medicine

*Questions* **44** *to* **50** *are based on the following passage.*

As adolescents progress through school and learn more about their strengths and weaknesses, they asked to decide what they want to do with their lives. According to a development theory of vocational choice unfolds through three stages: (1) the fantasy stage, (2) the tentative stage, and (3) the realistic stage. Children up to about age 10, who are in the *fantasy stage* of vocational development, base their choices primarily on wishes and whims, wanting to be basketball players, fire fighters, rock stars, or whatever else strikes them as glamorous and exciting. As Linda Gottfredson (1996) emphasizes, however, these youngsters are already beginning to narrow their ideas about future careers to those that are consistent with their emerging self-concepts – as human beings rather than bunnies or ninja turtles, as males or females, and so on. As early as kindergarten, for instance, almost all boys choose traditionally masculine occupations such as fire fighters for example, and most girls name traditionally female occupations such as nurse or teacher.

According to Ginzberg, it is during the second stage of vocational choice, the *tentative stage*, which adolescent aged 11 to 18 begin to weigh factors other than their wishes and to make preliminary decisions. After considering their interests (Would I enjoy counselling people?), they consider their capabilities (Am I skilled at relating to people, or am I too shy and insecure for this kind of work?). They also start thinking about their values (Is it really important to me to help people, or do I value power, money, or intellectual challenges more?). As they get older, adolescents base their vocational choices more on their values and capacities and loss on their fantasies and interests.

As adolescents leave this tentative stage, they also begin to take into account the realities of the job market and the requirements for different occupations. They might now consider the availability of job openings in a field such as psychological counselling, the years of education required, the work conditions, and so on. During this third stage of vocational choice, the *realistic stage* which spans the ages of about 18 to 22, the individual is likely to narrow things down to a specific choice based on interests, capacities, values, and available opportunities. Now a firm vocational identity is achieved and serious preparation for a chosen occupation begins.

The main developmental trend evident in Ginzberg's states is increasing realism about what one can be. As adolescents narrow down career choices in terms of both personal factors (their own interest, capacities, and values) and environmental factors (the opportunities available and tile realities of the job market), they seek the vocation that best suits them. According toinfluential vocational theorists, vocational choice is just this: an effort to find an optional fit between one's self-concept or personality and an occupation.

As they get older, adolescents from lower-income families often make compromises in their career plans. They lower their career aspirations and aim toward the jobs they think they can get rather than the jobs they may most want.

Similarly, the vocational choices of females have been and continue to be constrained by traditional gender norms. *Still,* young women are increasingly aspiring toward high-status jobs and many are seriously considering traditionally male-dominated jobs. Although many doubt their ability to attain such jobs, and they think they should aim instead toward feminine-stereotyped – and often lower status-occupations, a number of young women have broken through this invisible glass ceiling and succeeded in the world of men.

(Adapted from Carol K. Sigelman, *Life-Span Human Development*)

1. Children up to ten years old decide what they want based on
2. Their likes
3. Their strengths
4. No particular reason
5. The influence of their parents
6. The example that children want to be nurses, fire fighters or basketball players supports the idea that
7. All children would like to be famous
8. Even at an early age they know how to choose
9. They realise that they are humans and male or female
10. Even at an early age they know of different occupations
11. Adolescents between the ages of 11 to 18 consider several factors when choosing a career. They are
12. Values
13. Interest
14. Capacities
15. Challenge
16. I, II and III
17. I, III and IV
18. II, III and IV
19. I, II and IV
20. The third stage of vocational choice is called the ‘realistic stage’ mainly because the adolescent is
21. Beginning to narrow his career choices
22. Becoming more realistic about what he can achieve
23. Becoming aware that he must prepare himself for the career of his choice
24. Learning to balance his personal factors with job availability and requirements
25. The writer uses the word *Still* to
26. Indicate a particular point in time
27. Signal a contrast to what has just been said
28. Present an idea which is similar to the previous one
29. Emphasize the validity of the idea in spite of what has just been said
30. Many young women choose lower-status occupations because they
31. Are not as capable as men
32. Prefer jobs which are less demanding
33. Are not trained for male-dominated occupations
34. Have been influenced by expectations of society
35. Which of the following best sums up the central idea of the passage?
36. There are three stages on the development of vocational choice
37. The trend in the three stages in increasing realism about what one can be
38. Adolescents find it difficult to make vocational choices that suit them best
39. As adolescents progress through the three stages, societal influences become stronger