



DEPARTMENT OF
EDUCATION

LOWER SECONDARY
SCHOOL CERTIFICATE
EXAMINATIONS

ENGLISH

Friday

11 October 2013

Time allowed: 3 hours

8:30 am – 11:30 am

En

INSTRUCTIONS TO CANDIDATES:

(To be read out by the external invigilator before the start of the examination)

There are **50** questions in this paper worth **50** marks. Attempt ALL questions even if you are not so sure of some of the answers.

The Examination is divided into two parts:

PART A: Multiple Choice (Questions 1 to 25)

PART B: Short Answer (Questions 26 to 50)

The Answer Sheet is part of the Examination Booklet. Take out the middle pages and remove the Answer Sheet by tearing along the perforation. You may use the blank sheet for rough work.

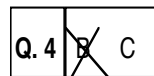
For each question in **PART A, (Questions 1 to 25)** choose the best answer by writing the letter A, B, C or D in the space provided on the **ANSWER SHEET**.

For each question in **PART B, (Questions 26 to 50)** work out the answer and write the answer in the space provided on the **ANSWER SHEET**.

If you find a question very difficult, do not spend too much time thinking about it. Skip the question and go on with the rest of the paper. If you have time in the end, return to the difficult question and think about it more carefully.

Write your answers in BLUE or BLACK pen or biro.

If you decide to change an answer, make your correction as shown below so that it is clear to the markers what your final answer is. Do NOT use correction fluid on your answer sheet.



Hand in BOTH the Answer Sheet and the papers used for rough work at the end of the examination.

PENALTY FOR CHEATING OR ASSISTING TO CHEAT IN NATIONAL EXAMINATIONS IS NON-CERTIFICATION.

DO NOT TURN OVER THIS PAGE AND DO NOT WRITE UNTIL YOU ARE TOLD TO START.

For questions 14 to 17, refer to the text below.

AGAINST ALL ODDS

Suzanne Valadon was the child of a single mother, Madeleine, a peasant who had never learned to read or write. The two came to Paris when Suzanne was still young, and Madeleine eked out a small living as a laundress. When business was bad – and it often was – Suzanne had to beg for stale bread and leftovers from neighbourhood restaurants.

Suzanne had no playground but the streets. There she saw stout women with calloused hands selling fruit and vegetables, weary millers resting at cafes, and clowns from the Cirque Nouveau*. All these made impressions on her mind, and when a sympathetic coal man gave her a piece of charcoal, she used it to scratch pictures on the pavement. There, on skinned knees and with blackened fingers, Suzanne Valadon dreamed of being an artist.

For many years, however, this dream had to be buried beneath life's necessities. By the time she was ten or eleven, Suzanne was working for a dressmaker, and later she waited on tables in a cheap restaurant and worked as an errand girl and a babysitter. She even trained as an acrobat. She was lithe and surprisingly strong for her size, but after six months, she slipped from a trapeze and broke her leg, making acrobatics impossible. All these time she kept drawing, though, and even while she was in the hospital her fingers were busy making figures on her plaster cast.

Suzanne's artistic career and reputation blossomed. Not only did famous artists like Renoir and Toulouse-Lautrec applaud her work, but others did so as well. Francois Jourdain, a collector and art critic, said, "Suzanne Valadon's line is crude but firm, executed with undaunted courage, which gives her studies unexpected character and reveals a mania for truth,"

Today, Suzanne's paintings and drawings can be found in art museums all over the world because, against all odds, she held onto her dream.

*French for 'New Circus'

Source: 2008 ACER p. 3

QUESTION 14

The Cirque Nouveau was a

- A. cafe. B. street. C. circus. D. clown.

QUESTION 15

While Suzanne held various job she

- A. took every opportunity to draw. B. had no interest in her work.
C. lost interest in art. D. gave her all attention to her work.

QUESTION 16

In her later life, artists and art critics thought that Suzanne's work was

- A. hostile and primitive B. dark and gloomy.
C. odd and puzzling. D. strong and honest.

QUESTION 17

The title of this passage is 'Against All Odds.'

The title tells us that Suzanne

- A. painted with an unusual style. B. succeeded in spite of great difficulties.
C. gave up her dream to become an artist. D. had an odd life with many different jobs.

For questions 18 to 21, refer to the poem below.

The Horse

The horse moves
independently
without reference
to his load
he has eyes 5
like a woman and
turns them
about, throws

back his ears
and is generally 10
conscious of
the world. Yet
he pull when
he must and
pulls well, blowing 15
fog from

his nostrils
like fumes from
the twin
exhausts of a car. 20

William Carlos Williams

QUESTION 18

Which one of the following words sums up the poet's feelings for this horse?

- A. respect B. fear
C. repulsion D. bitterness

QUESTION 19

How does the horse do his work?

- A. lazily B. efficiently
C. cheerfully D. reluctantly

QUESTION 20

Lines 5 – 12 suggests that the horse

- A. is enslaved by human beings.
B. has an ugly appearance.
C. has its own unique characteristics.
D. is a typical example of this species.

QUESTION 21

The word 'Yet' (line 12) could be seen as dividing the poem into two contrasting parts.

Which of the following pairs of words summarises the way the horse is described in the two parts?

First part (lines 1-12) second part (lines 13-20)

- A. happy unhappy
B. special ordinary
C. disobedient dependent
D. unconstrained controlled

For questions 22 to 25, refer to the text below.

THE EUCALYPTS

Australia, unlike most other countries, had a very small amount of forest. Most of these forests are made up of those most typically Australian trees – the eucalypts. They symbolize the Australian bush – indeed, the Australian landscape – for the misty blueness of our distant hills is in part due to the oil that vaporises out of the eucalypts' leaves.

They are the hosts, the givers of life, to an immense variety of other creatures – micro-organisms living on the decaying leaves, insects feeding on the leaves and pollinating the flowers, birds eating these insects and sipping the trees' nectar, possums living in the hollow branch holes, and eagles and goannas that prey on the possums and birds.

The most distinctive feature of a eucalypt is its bud. In this bud, the sepals and petals have become fused into a little cap (in some trees, two little caps). The cap falls off when the flower opens. The botanical name *Eucalyptus* comes from Greek words, meaning 'well covered.' The shape of the buds and the woody fruit, or 'gum nut,' are important aids in identifying individual species of eucalypts.

Eucalypts have been given many different common names. Often they are called 'gum trees.' The name 'gum' refers to a substance that exudes from the bark of some species. Other names depend on the bark: stringybark, ironbark; or the wood: tallowwood, bloodwood. Some names describe the appearance of the whole tree: blackbutt, brown barrel. Other names are of Aboriginal origin, such as jarrah, mugga or bangalay.

Although fires destroy eucalypt forests, these same fires lead to the creation of new eucalypt forests from seed shed onto the bare, burnt soil. Many eucalypts need fire or similar wide destruction in order to regenerate. Other eucalypts are well protected against fire by their bark. Their leaves may all be consumed, yet a few months after the fire they will bear a new green fuzz of leaves along the trunk, coming from little growth buds that lie hidden beneath the bark, and that only shoot out when the crown of the tree is destroyed.

Eucalypts have been planted over millions of hectares in other parts of the world, particularly in Africa and South America. Overseas, freed from all the native insects that normally chomp away at their leaves, they are among the fastest-growing trees in the world. In the highlands of Ethiopia, they have provided trees for the first time in centuries – trees that enabled a city to be built, be-

cause they gave it fuel and building material. The city is the capital of Ethiopia and is called Addis Ababa, meaning 'beautiful flower' in honour of Australia's eucalypts.

Source: 2008 ACER p. 5

QUESTION 22

The blue colour of the Australian hills is largely from the

- A. eucalypt bud.
- B. bark of the eucalypt.
- C. effect of the eucalyptus on the air.
- D. colour of the eucalypts' leaves.

QUESTION 23

The passage says that the eucalypt bud helps people to

- A. classify different types of eucalypts.
- B. remember the names of the eucalypts.
- C. find names for different types of eucalypts.
- D. distinguish the eucalypts from other plants.

QUESTION 24

Eucalypts grow very well in countries such as Africa because in those countries the

- A. soil is different.
- B. insects are different.
- C. animals are different.
- D. weather conditions are different.

QUESTION 25

Eucalyptus trees helped the city of Addis Ababa by providing a

- A. source of timber.
- B. 'beautiful flower.'
- C. symbol of the Australian bush.
- D. a source of food for native animals.

PART B: SHORT ANSWERS (QUESTIONS 26 to 50)

25 MARKS

For questions 26 to 30, change the word in capitals letters into its correct form.

QUESTION 26

Several party leaders were in COMPETE for the office of the Prime Minister.

QUESTION 27

The neighbour's noisy party meant a SLEEP night for everybody.

QUESTION 28

There is huge EQUALITY between the developed and the developing countries.

QUESTION 29

We had an ENJOY evening sharing stories and jokes.

QUESTION 30

Flight delays by Air Niugini causes a lot of INCONVENIENT for the travelling public.

For questions 31 to 35, complete each sentence with an appropriate word.

QUESTION 31

Neither Paul _____ Jason has the money to pay for the damages.

QUESTION 32

The public protested _____ the racist attitude displayed by an Asian shop owner.

QUESTION 33

The Supreme Court found him _____ and sentenced him to life imprisonment.

QUESTION 34

The Bird of Paradise is _____, it is the only one of its kind found in Papua New Guinea.

QUESTION 35

Children in rural schools are _____ to walking long distances to school.

For questions 36 to 40, refer to the text below.

Leonardo da Vinci

Leonardo da Vinci was born in 1452 in the area of Florence, Italy. He did many things. He was a scientist. He was an inventor – he made new things. He was a musician. He was a mathematician. He was an architect – he knew how to plan the construction of buildings. He knew about animals. He knew about plants. He could do many things well. He was very talented.

He was famous for his painting. He painted the Mona Lisa and the Last Supper. They are his most famous paintings. Many people knew about them. He started working on The Last Supper in 1495 in Milan. He finished it in 1498. He started working on the Mona Lisa in 1503 in Italy. He finished it a short time before he died. It is now in France.

Leonardo's paintings were very good. He understood how bodies worked. He knew how happy or sad people looked. He knew how emotion looked on people's faces. He understood nature, light, and shadow. His paintings looked real.

Leonardo had many ideas for inventions. He drew plans for a helicopter. He drew plans for a tank. He had an idea for a calculator. He had an idea for making solar power, which is power that comes from the sun.

Leonardo lived at the same time as Michelangelo and Raphael. He was 27 years older than Michelangelo. He was 31 years older than Raphael. Leonardo died in 1519.

Source: englishforeveryone.org

QUESTION 36

What does an architect do?

QUESTION 37

What is solar related to?

QUESTION 38

Approximately how long did it take for the Mona Lisa to be painted?

QUESTION 39

How many more years did da Vinci take to paint the Mona Lisa than the Last Supper?

QUESTION 40

According to the information in the last paragraph, state the year that Raphael was born.

CLOZE PASSAGE**10 MARKS**

For questions 41 to 50, write the most suitable word next to the question number on the Answer Sheet. Each word must be correct in grammar, spelling and punctuation.

Pollution

Pollution is one of the greatest problems facing mankind. The nuclear accident at Chernobyl and the poisoning of the river Rhine by chemicals are just two recent examples of disaster affecting the environment. What can be _____ **41** _____? Some people say there is no practical solution. However, I believe the problem can be dealt _____ **42** _____ on three levels: internationally, nationally, and last but not the least on a personal level.

Let me begin by looking at the type of international action that can be taken. The first point I would like to make is that, when a disaster such as that at Chernobyl occurs, it affects millions of people. Radiation does not respect international borders. _____ **43** _____ my opinion, there should be strict safety regulations governing the construction of reactors. Furthermore, teams of international experts should regularly inspect reactors. Similarly, if a country wishes to get rid of nuclear _____ **44** _____ by dumping it at sea, it should only be allowed once the matter has been thoroughly discussed by all countries that would be affected. Environmental disasters can be avoided.

Let us now look at what can be done on a _____ **45** _____ level. Governments must be prepared to take action against pollution. For instance, air pollution can be reduced if car manufacturers and companies were made to fit effective filters on car exhausts and factory chimneys. These measures would _____ **46** _____ turn help reduce the damage caused to lakes and forests by acid rain.

Lastly, what can we do as _____ **47** _____? Firstly, I think we should be prepared to make changes to our lifestyles. Personally, I try and use public transport or my bicycle as much as possible. When I buy petrol, I make _____ **48** _____ that it is the lead free variety. Secondly, we can protect against companies responsible for pollution by making our opinions known and hitting them in the pocket. For example, if the public boycotted products such as aerosols, which damage the ozone _____ **49** _____, then manufacturers would have to change their packaging policies. We would show them that we are not prepared to let them get _____ **50** _____ with destroying the environment.

To sum up, I have tried to show that there are steps that can be taken in the fight against pollution.

END OF EXAMINATION

ENGLISH – ANSWER SHEET

YEAR		PROVINCE		SCHOOL			CANDIDATE NO.		
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MARKER 1

PART A: Write A, B, C or D in the box next to each question number.

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PART B: Write your answers next to each question number below.

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MARKER 2

DO NOT WRITE ON THIS PAGE

YOU MAY DO YOUR ROUGH WORK ON THIS PAGE

CAREFULLY TEAR ALONG THIS PERFORATION

YOU MAY DO YOUR ROUGH WORK ON THIS PAGE