



DEPARTMENT OF
EDUCATION

UPPER SECONDARY
SCHOOL CERTIFICATE
EXAMINATIONS

**APPLIED
ENGLISH**

Friday

19 October 2012

Time allowed:

2 hours and 30 minutes

(8:00am – 10:30 am)

NO EXTRA TIME

(NO OTHER TIME)

Candidates are advised to fully
utilise the allocated time

APP ENG

INSTRUCTIONS TO CANDIDATES

To be read by the external invigilator to all candidates

1. The subject code for **Applied English** is **2**.
2. There are **16** printed pages in the question booklet and **2 printed** pages in the answer booklet.
3. There are two sections in this paper. Answer all questions.

Section A: Multiple Choice (Questions 1- 30) 30 marks

This section will be electronically marked.

All answers for the Multiple Choice Section **MUST** be answered on this Answer Sheet.

Carefully following the instructions, fill in your Candidate Information and Subject Information.

Section B: Short Answers (Questions 31-70) 40 marks

Write down your name, your school name and complete your 10 digit candidate number on the Section B Answer Sheet Provided.

4. You are required to write only the correct answer in the space provided.
5. Answers written on the question paper will not be marked. Write answers neatly in spaces as allocated on the answer sheet. Answer **ALL** questions.
6. Correction Fluid is not allowed on the answer sheet. If you decide to change an answer, make sure it is absolutely clear to the marker what your final answer is.
7. Dictionaries are not permitted.

Penalty For Cheating Or Assisting To Cheat In National Examinations Is Non-Certification.

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

PART A: MULTIPLE CHOICE (Questions 1 to 30)

For each question, choose the best answer by shading a circle below A or B or C or D on the electronic ANSWER SHEET.

For questions 1 to 4, refer to the text below.



Public Service of Papua New Guinea
VACANCY NOTICE
CHIEF EXECUTIVE OFFICER
PAPUA NEW GUINEA COCOA BOARD

Executive Level 4

We are seeking a highly qualified and experienced executive to provide leadership and strategic direction to the Cocoa Board of Papua New Guinea. Applicants must meet the PNG Public Service minimum person specifications and possess a Masters Qualifications in Economics, Public Policy, Business Management, Tropical Agriculture and other relevant qualifications. Sound knowledge and experience of more than 5 years in the Agriculture Industry, proven strong record of policy decision making at the executive level, have knowledge of food safety regulations, sustainability of supply chain, certificate and other international trade requirements, exposure to international environment with regard to international cocoa organizations, strong analytic and research skills and demonstrate good leadership command with good communication and interpersonal skills.

The government and the National Public Service are equal opportunity employers and encourage both men and women to apply.

Further information about the selection and copies of the National Gazette with full details of the job specifications can be obtained from the Department of Personnel Management by contacting **327 6337, 327 6339 327 6343 or 327 6390. Applications close at 4:06 on Friday 18th May 2012.**

Completed Applications (2 copies) should be forwarded to:

The Secretary
Department of Personnel Management
P. O Box 519
WAIGANI
National Capital District

Attention: Acting Director – Senior Executive Services
Authorized by:

JOHN MAO KALI, OBE
Secretary
Department of Personnel Management

QUESTION 1

This newspaper article is an example of a

- A. News story.
- B. Feature article.
- C. Position vacant.
- D. Government announcement.

QUESTION 2

Any response to this article will be attended to by the

- A. Office Secretary.
- B. Department Secretary.
- C. Acting Director.
- D. Senior Executive Director.

QUESTION 3

How many years of experience should a respondent have?

- A. 1- 2 years
- B. 3 years
- C. 4 years
- D. 5 years or more

QUESTION 4

It is implied that selection of the successful candidate will be based on all of the following EXCEPT

- A. merit.
- B. gender.
- C. experience.
- D. qualification.

For questions 5 to 11, refer to the text below.

The choice of language for communication among Papua New Guineans has never been an issue. In urban areas most people speak Tokpisin to get around or communicate with each other. English is chosen in an environment that requires communication in that language. Most people code switch between these languages whenever possible. No one seems to bother which language is used in their everyday communication.

The most trouble people have with language is the moment a language is written. One can speak Tokpisin competently, but transferring it to writing is difficult to many speakers. The same is also true of English though more so with speakers of English as a second, third, or fourth language. Written English demands adherence to rules of composition and stylistics, known also as grammar or rules of language construction. Ignorance of these rules results in poor constructions, punctuation errors, spelling mistakes, and misuse of words and expressions.

The main reason for insisting on school age children beginning with indigenous languages is that our children can have some form of language competency at the elementary level before transiting into English at the third grade and upwards. Linguist, Anne Cursan and Michael Adams, tell us that in "India, South Africa, Malaysia, Switzerland, and many more, speakers learn multiple languages because they participate in multilingual communities in which different languages are used by various speakers for different purposes. In many countries where English is not the primary language, children start learning English as an additional language fairly early and intensively in their schooling."

"The desire for a shared language (Sometimes within the country as well as internationally) and the desire for the opportunities available for speakers of English can compete with the desire to maintain more local identities and, therefore, languages. The debate about the use and status of English in Kenya, for example, has been lively and captures many of the concerns shared by other countries in the expanding ... circle."

Ngugi wa Thiongo best known for introducing the term "decolonizing the mind" by replacing the English language with local languages is one of the influential people in the debate on language choice. African writers, according to Ngugi, must do justice to the local languages by writing their own local languages. He writes: "We the African writers are bound by our calling to do for our language what Spencer, Milton and Shakespeare did for English: what Pushkin and Tolstoy did for Russians: indeed

what all writers in world history have done for their languages by meeting the challenge of creating a literature in them, of which the process later opens the languages for philosophy, science, technology and all the other areas of human creative endeavours.”

Ngugi’s position is challenged by the South African writer Harry Mashabela. “But learning and using English will not only give us the much-needed unifying chord but will also land us into the exciting world of ideas; it will enable us to keep company with kings in the world of ideas and also make it possible for us to share the experiences of our own brothers in the world: men such as black Americans W. E. Burghardt DuBois, Ralph Ellison, James Baldwin, Richard Wright, Langston Hughes; Chinua Achebe of Nigeria, Ghana’s Ayi Kwei Armah.”

The Nigerian writer Chinua Achebe expands the argument: “The price a world language must be prepared to pay is submission to many different kinds of use. The African writer should aim to use English in a way that brings out his message best without altering the language to the extent that its value as a medium of international exchange will be lost. He should aim at fashioning out an English which is at once universal and able to carry his peculiar experience. I feel that the English language will be able to carry the weight of my African experience. But it will have to be a new English, still in full communion with its ancestral home but altered to suit its new African surroundings.”

The point about bringing this debate to this column is that many of us choose the language with which to communicate in because of the necessity to do so at a particular time and place. I choose to speak and write in English most times, but allow code switching with Tokpisin on many occasions. Most people speak Tokpisin without a second thought, but writing in Tokpisin is difficult to many Papua New Guineans. In schools the language of instruction is English, but Tokpisin is always on the tip of the tongue, when English becomes difficult to understand and use with some of my university students.

John Kasaipwalova experimented on this linguistic situation in the story “Bomana Kalabus O” where he experimented with the registers of English and Tokpisin. We know that English alone would not affect change in a multilingual environment such as Papua New Guinea. In literary usage we also know that English is insufficient in capturing all our cultural knowledge without the help of our local languages as is the case with Russel Soaba’s writings captured in the poetry collection Kwamra: A Season of Harvest.

Adult literacy classes in Port Moresby city are conducted in Tokpisin and English. Many of the students are mothers living in the city with no skills of reading or writing in English or even Tokpisin, but converse competently in spoken Tokpisin. The methods, approaches, and resource materials used in literacy programme make the difference in a learner’s ability to read and write within a short period.

Come to think of it, the head rush in the direction of imposing an English only curriculum next year is troubling. The poor performance of students in formal education is not necessarily because of the use of a vernacular or a lingua franca in schools. Other factors must be considered, such as; teachers’ language competency and pedagogic skills, learning resources, and attitudes to learning in a different linguistic and cultural locality. Enhancing reading and writing competencies of teachers and students alike might break the hoodoo.

Manui 01/04/10

QUESTION 5

Code switching in paragraph one means

- | | |
|---|-------------------------------------|
| A. sending secret messages. | B. using machines to send messages. |
| C. using special words to confuse others. | D. using different languages. |

QUESTION 6

According to the article most people have problems with

- | | |
|----------------------|----------------------|
| A. written language. | B. spoken languages. |
| C. written English. | D. written Tokpisin. |

QUESTION 7

According to paragraph 2, people whom English is not the first language have difficulty in writing because

- A. written English requires set rules of composition.
- B. their first language has a negative influence.
- C. they cannot think in English to write in it.
- D. their ideas and experiences cannot be adequately expressed in English.

QUESTION 8

The article suggests that the MAIN reason why elementary children use a local language in the classroom is because it helps their _____ skills.

- A. cultural
- B. language
- C. writing
- D. speaking

QUESTION 9

“We the African writers are bound by our calling to do for our language what Spencer, Milton and Shakespeare did for English: what Pushkin and Tolstoy did for Russia: indeed what world writers in history have done for their languages...”

The above quote is

- A. an assumption.
- B. a satire.
- C. an allegory.
- D. an analogy.

QUESTION 10

The Nigerian writer Chinua Achebe urges his fellow African writers to use a variety of English

- A. to encompass African culture and experiences.
- B. spoken by black Americans.
- C. spoken by English speaking countries.
- D. pidginized to the context of natives of a country.

QUESTION 11

In the essay conclusion, the hoodoo refers to

- A. luck.
- B. character.
- C. performance.
- D. ignorance.

For questions 12 to 16, refer to the text below.

Charles Dickens remains one of the most influential British writers of all time in many corners of the world, including ours, as revealed in an award winning novel: *Mister Pip* by Lloyd Jones.

“I have tried to describe the events as they happened to me and my mum on the island. I have not tried to embellish. Everyone says the same thing of Dickens. They love his characters. Well, something has changed in me. As I have grown older I have fallen out of love with his characters. They are too loud, they are grotesque. But strip away their masks and you find what their creator understood about human soul and its suffering and vanity. When I told my father of my mum’s death he broke down and wept. This is when I learnt there is a place for embellishment after all. But it belongs to life—not to literature”. This is the voice of Matilda, a young Bougainvillean lass, researching her Masters thesis on Charles Dickens in England. Matilda Laimo is a fictional character in Lloyd Jones’s novel: *Mister Pip* (2006), published by the Text Publishing Company of Melbourne Australia. The novel went on to win the Commonwealth Writers’ Prize, Japan’s KiriYama Prize, Montana Deutz medal and was shortlisted for the Man Booker Prize.

Matilda Laimo’s story began during the Bougainville Crisis of the early 1990s. Matilda grew up in the middle of the civil war where men had gone into the jungle to join the rebels or had been killed in the conflict. Matilda and her mother Dolores Laimo lived through the Crisis to experience the darkest moments of her life. Matilda’s father lives in exile in Townsville, Australia.

The other important character in the book is Mr. Watts, the only white person, the self-appointed teacher of the tiny primary school where the only textbook is the Dickens novel, ‘*Great Expectations*’. Mr. Watts teaches the children about their lives through the words, lines, and images painted by Charles Dickens during the Victorian era in England. Dickens’ world came alive for the young children in Mr. Watt’s class.

In the beginning of the novel Matilda tells us about the background of her own life narrative in Bougainville: “during the blockade we could not waste fuel or candles. But as the rebels and redskins went on butchering one another, we had another reason for hiding under the cover of night. Mr. Watts had given us another world to spend the night in. We could escape to another place. It didn’t matter that it was Victorian England. We found we could easily get there...By the time Mr. Watts reached the end of chapter one I felt like I had been spoken to by this boy Pip. This boy, who I couldn’t see or touch but knew by ear. I had found a new friend.” It was Pip who captured all her imaginations as Matilda lived through the ordeal before coming out to tell her story about that experience and the influence Mr. Watts, Mr. Pip, and Charles Dickens had on her life.

The word embellishment as used in the book captures my attention. Matilda talks about embellishment towards the end of the book. Embellishment is a noun, meaning adornment or enrichment. Adding ornaments or decorations to increase beauty of something is one meaning of the word embellish. Another meaning is to add false details to something by making an account or description more interesting by inventing or exaggerating details, and in the context of music adding ornamentation to melody such as extra notes, accents, or trills to a melody to make it more beautiful or interesting.

Matilda declares that embellishment is more true to life than it is to literature. Embellishment is the outcome of adding something to enrich what is already present. Matilda grew up with the wondrous and exciting world of *Mister Pip* as embellished by Mr. Watts.

Matilda discovers the place of embellishment in life in her search for the world described to her by Mr. Watts through Charles Dickens’ book. She comes to the shocking conclusion that *Mister Pip*’s England was never that fantastic, magical, and the fairy tale world, but one which went through periods of defining moments that shaped its contemporary history. *Mister Pip*’s world was stark, harsh, plain, and grim. Dickens capitalized on that experience for most of his fiction, revealing nothing of the future that England would become.

Mr. Watts, the self-appointed envoy for Charles Dickens and the bearer of Western knowledge, stubborn enough to risk his own life for the Bougainvilleans, was caught up in the armed conflict between the PNG government and Bougainvilleans. He had a lot to do with the embellishment of Charles Dickens’ world that Matilda grew up as a child to believe in.

In much the same way *The Great Expectation* was a window into the world of *Mister Pip* I think of Lloyd Jones’ *Mister Pip* as a window into the world of Matilda, her people, and Mr. Watts’s, during the

Bougainville crisis. Matilda's escape from the dangers of the Bougainville conflict to Australia provides us a window into one of the defining moments in our history. She joins up with her father in Australia and grows up in exile from her country.

Matilda's discovery, that embellishment belongs to life rather than literature, is our observation of life. We need also to ask how embellishment might have anything to do with our lives. Embellishment occurs the moment we adorn ourselves with underserved titles and appear powerful. Others accentuate self-importance without demonstrating the solid foundations for such titles and offices they hold. Still others make themselves look so big without evidence of productivity, progress, or substance. Our society is now saturated with such people. Stripping away their masks would reveal their emptiness, hollowness, and a magnitude of fictitious lives.

At least that is one thing I learnt from reading Lloyd Jones' Mister Pip, which gave me a new sense of appreciation of the works of Charles Dickens.

Posted by Manui at 2/17/2010 09:19:00 PM

QUESTION 12

This book review is on

- | | |
|---------------------|-----------------|
| A. Charles Dickens. | B. Mister Pip. |
| C. Matilda Laimo. | D. Lloyd Jones. |

QUESTION 13

If the characters in Dickens' novels are grotesque, it means the characters are all of these EXCEPT

- | | | | |
|-------------|---------------|--------------|-------------|
| A. natural. | B. distorted. | C. fearsome. | D. bizarre. |
|-------------|---------------|--------------|-------------|

QUESTION 14

Matilda grew up in exile while living

- | | |
|------------------------|---------------------|
| A. with her mother. | B. with her father. |
| C. with her relatives. | D. on mainland PNG. |

QUESTION 15

According to Matilda, embellishment is prevalent in

- | | |
|-------------------|-----------------------|
| A. life. | B. movies. |
| C. Fiction books. | D. Non-fiction books. |

QUESTION 16

"Mr. Watts is a self-appointed envoy for Charles Dickens."

As used in this sentence, the word envoy means

- | | | | |
|--------------|-------------|------------|--------------------|
| A. diplomat. | B. scholar. | C. friend. | D. representative. |
|--------------|-------------|------------|--------------------|

For questions 17 to 20, refer to the two Passages below.

PASSAGE i

All the sound reasons ever given for conserving other natural resources apply to the conservation of wildlife – and with three fold power. When a spendthrift squanders his capital it is lost to him and his heirs; yet it goes somewhere else. When a nation allows any one kind of natural resource to be squandered it must suffer a real, positive loss; yet substitutes of another kind can generally be found. But when wildlife is squandered it does not go elsewhere, like squandered money; it cannot possibly be replaced by any substitute, as some inorganic resources are: it is simply an absolute, dead loss, gone beyond even the hope of recall.

PASSAGE ii

The public still has a hazy idea that Nature has an overflowing sanctuary of her own, somewhere or other, which will fill up the gaps automatically. The result is that poaching is commonly regarded as a *venial* offence, poachers caught red-handed are rarely punished, and willing ears are always lent to the cry that rich sportsmen are trying to take the bread out of the poor settler's mouth. The poor settler does not reflect that he himself, and all other classes alike, really have a common interest in the conservation of any wildlife that does not conflict with legitimate human development.

Passages i and ii adapted from: *Animal Sanctuaries in Labrador*, W. Wood (1911)

QUESTION 17

The author of passage i probably uses the expression 'three-fold power'

- A. because there are three-times as many reasons for conserving wildlife.
- B. to indicate the magnitude of the problem.
- C. to emphasize the contrast between loss of money and loss of other resources.
- D. to stress the need for saving money, resources and time.

QUESTION 18

From the context, the word 'venial' in passage two means

- A. major.
- B. criminal.
- C. frequent.
- D. trivial.

QUESTION 19

Both passages imply that

- A. wildlife cannot be replaced once it is exterminated.
- B. poachers must be severely punished.
- C. wildlife has much in common with other natural resources.
- D. conservation is in conflict with human development.

QUESTION 20

It can be inferred that the spendthrift in passage one and the poor settler mentioned in passage two are alike in that they are

- A. in conflict with the aims of conservation.
- B. inclined to waste natural resources.
- C. more concerned with the present than the future.
- D. unable to control their spending.

For questions 21 to 27, refer to the text below.

MOSQUITOES

When we are young, we learn that tigers and sharks are dangerous animals. We might be scared of them because they are big and powerful. As we get older, however, we learn that sometimes the most dangerous animals are also the smallest animals. In fact, the animal that kills the most people every year is one that you have probably killed yourself many times: the mosquito.

While it may seem that all mosquitoes are biters, this is not actually the case. Male mosquitoes eat plant nectar. On the other hand, female mosquitoes feed on animal blood. They need this blood to live and produce eggs. When a female mosquito bites a human being, it transmits a small amount of saliva into the blood. This saliva may or may not contain a deadly disease. The result of the bite can be as minor as an itchy bump or as serious as death.

Because a mosquito can bite many people in the course of its life, it can carry diseases from one person to another very easily. Two of the most deadly diseases carried by mosquitoes are malaria and yellow fever. More than 700 million people become sick from these diseases every year. At least 2 million of these people will die from these diseases.

Many scientists are working on safer and better ways to kill mosquitoes, but so far, there is no sure way to protect everyone in the world from their deadly bites. Mosquito nets can be placed over beds to protect people against being bitten. These nets help people stay safe at night, but they do not kill any mosquitoes. Mosquitoes have many natural enemies like bats, birds, dragonflies, and certain kinds of fish. Bringing more of these animals into places where mosquitoes live might help to cut down the amount of mosquitoes in that area. This is a natural solution, but it does not always work very well. Mosquitoes can also be killed with poisons or sprays. Even though these sprays kill mosquitoes, they may also harm other plants or animals.

Although mosquitoes may not seem as scary, as larger, more powerful, they are far more dangerous to human beings. But things are changing. It is highly likely that one day scientists will find a way to keep everyone safe from mosquitoes and the diseases they carry.

QUESTION 21

According to the author, some people are more afraid of tigers and sharks than mosquitoes because tigers and sharks

- A. kill more people than mosquitoes.
- B. are big and powerful.
- C. are found all over the world.
- D. have no natural enemies.

QUESTION 22

Based on the information in paragraph 2, we can understand that

- I. male mosquitoes and female mosquitoes have different eating habits
 - II. male mosquitoes are harmless to humans
 - III. female mosquitoes are responsible for transmitting diseases to humans
- A. I only
B. I and II only
C. II and III only
D. I, II, and III

QUESTION 23

In paragraph 2 the author writes, "This saliva may or may not contain a deadly disease."

The purpose of this statement is to

- A. oppose a previous argument.
B. question an upcoming conclusion.
C. confirm a hypothesis.
D. introduce a later statement.

QUESTION 24

As used in paragraph 2, minor means

- A. insignificant. B. deadly. C. frustrating. D. dangerous.

QUESTION 25

It can be understood that the introduction of dragonflies might reduce the number of mosquitoes in a given area because dragonflies

- A. work together with mosquitoes. B. kill mosquitoes.
C. cannot be killed by poisons or sprays. D. attract bats.

QUESTION 26

Which of the following best summarizes the information in paragraph 4?

- A. Mosquito nets provide adequate protection from deadly mosquitoes.
B. Poisons and sprays provide adequate protection from deadly mosquitoes.
C. The introduction of the mosquito's natural enemies provides adequate protection.
D. There is no perfect solution to the mosquito problem.

QUESTION 27

Which of the following words best describes the author's overall attitude towards the prospect of solving the mosquito problem?

- A. despondent, meaning hopeless or dejected
- B. exasperated, meaning extremely irritated or annoyed
- C. equivocal, meaning doubtful or uncertain
- D. optimistic, meaning hopeful or taking a favourable view

For questions 28 to 30, refer to the text below.

The piranha is a much-maligned fish. Most people think that this is a deadly creature that swarms through rivers and creeks of the Amazon rainforest looking for victims to tear apart. And ‘woe betide’ anyone unlucky enough to be in the same water as a shoal of piranhas. It takes only a few minutes for the vicious piranhas to reduce someone to a mere skeleton.

The truth is that the piranha is really a much more nuanced animal than the mindless killer depicted in the media. In fact, piranhas are a group made up of approximately twelve different species. Each piranha species occupies its own ecological niche. One type of piranha takes chunks out of the fins of other fish. Another type eats fruit falling from trees into the river. Each piranha species plays a *unique* role in the ecology of the rainforest floodplains. So what should you do next time you hear someone talking about the “deadly piranha”? You can remind them that the piranha is not always the notorious killer fish that the tough, muscular heroes of popular nature television shows would have us believe.

QUESTION 28

The primary purpose of the author is to

- A. correct misconceptions about the piranha.
- B. illustrate the importance of piranhas in rainforest ecology.
- C. describe two different species of piranhas.
- D. instruct the reader on what to say if someone describes the piranha as “deadly”.

QUESTION 29

In paragraph 1, the author most likely uses the old-fashioned expression ‘woe betide’ to

- A. highlight the danger posed by piranhas.
- B. suggest that the reputation of the piranha is well-deserved.
- C. emphasize the sarcastic tone.
- D. indicate that the passage was written in the 19th century.

QUESTION 30

As used in paragraph 2, which is the best definition for *unique*?

- A. irreplaceable
- B. important
- C. common
- D. unusual

PART B: SHORT ANSWERS (Questions 31 to 70)

For questions 31 to 35, refer to the following text. Make sure to use correct word form, spelling and punctuation.

Anne Frank

Anne Frank's life was short and tragic. Yet her brave spirit has survived in her diary. She wrote this diary while hiding from the Nazis during World War II (1939-1945).

Anne Frank was born in Frankfurt, Germany, on June 12, 1929. Her family was Jewish. In 1933, the Nazi Party came to power in Germany. The Nazis blamed the Jews for the nation's problems and began a campaign against them. The Frank family moved to Amsterdam in The Netherlands to escape the Nazis. But in 1940, Germany invaded The Netherlands, and Jewish people there began to suffer under anti-Jewish policies.

HIDDEN AWAY

Anne's father prepared a hiding place for his family. He sealed off several rooms at the back of his office building, and he covered the entrance with a movable bookcase. In July 1942, Anne, her mother and father, her sister Margot, and four Jewish friends stepped behind the bookcase into the hidden rooms.

The Frank family and their friends stayed shut away in secret for over two years. Brave friends risked their lives to bring them food. But constant fear and loss of freedom were hard to bear. For comfort, Anne started to write a diary. She was very good at expressing her thoughts and feelings in words.

HOPES FOR THE FUTURE

Anne was 13 when she started to write. Her diary reveals that, just like other teenagers, she looked forward to adult life. She hoped to have a career as a writer, and she longed to find love. She had high ideals and wished "to be useful or give pleasure to people around me."

Throughout her time in hiding, Anne maintained her faith in human nature. She wrote, "In spite of everything, I still believe that people are really good at heart."

BETRAYED

In 1944, the Frank family's hiding place was betrayed to the Gestapo (German secret police). Anne was sent to the Bergen-Belsen prison camp in Germany. She died at the camp in 1945 at the age of 15.

Otto, Anne's father, was the only member of the Frank family to survive the war. He published her diary in 1947. Since then, it has been published in more than 50 languages. Millions of people have visited the family's hiding place in Amsterdam. Anne Frank's story still inspires people to fight against all kinds of discrimination.

QUESTION 31

What object has immortalized Anne Frank's story?

QUESTION 32

How old was Anne when World War II broke out?

QUESTION 33

Why is this sentence enclosed in quotation marks ("...")?

"In spite of everything, I still believe that people are really good at heart."

QUESTION 34

The campaign against the Jewish by the Nazis is a form of _____.

QUESTION 35

According to the last sentence, what do people who face all kinds of discrimination find in Anne's story?

For questions 36 to 45, refer to the letter below.

19 Greenhill Road
EVERTON PARK QLD 4053

20 /02/ 12

The Manager
Conway and Son Pty Ltd
P. O. Box 34
SANDGATE QLD 4017

Dear Sir or Madam

I wish to apply for the position of office junior advertised in last Saturday's Courier-Mail.

I am seventeen years old and left school last December, having completed Year 12. The subjects I studied were English, Maths B, Legal Studies, Accounting, Economics and Geography. I have worked in a part-time position on Thursday night and Saturday morning for the past two years.

I am interested in taking an additional course of study at night in the computer or accounting field to further my career and would like to gain practical experience in an office at the same time.

Enclosed is a copy of my resume, giving details of my qualifications, experience and interests. Also enclosed are testimonials from two people who have known my family for many years. My resume lists the names and addresses of another two people who are prepared to act as referees.

I am prepared to work hard and undergo any training necessary for the position. I am available for interview at any time convenient to you, and may be contacted at the above address or by telephone on 3355 9694.

Yours _____.

Joshua P. Peterson

Joshua P. Peterson
Enc.

QUESTION 36

What type of an official letter is this?

QUESTION 37

In what month was the letter written?

QUESTION 38

In which country does the author of the letter live?

QUESTION 39

What firm is the letter addressed to?

QUESTION 40

What is the line “Dear Sir or Madam” technically referred to as?

QUESTION 41

Which word in the letter refers to ones qualifications, experiences and interests?

QUESTION 42

People identified to write references are referred to as _____.

QUESTION 43

Which paragraph indicates a sacrifice that the author is willing to make?

QUESTION 44

What is the correct word after *Yours* in the closing part of the above letter?

QUESTION 45

The author knows the company manager very well. Is this statement TRUE or FALSE?

For questions 46 to 55, fill in each blank with the most suitable word. Each word must be spelt and punctuated correctly.

Cost of Corruption

Due to its nature, the scale of corruption is impossible to quantify. (46)_____ the globe, corruption impacts people’s lives in a multitude of ways. In the worst cases, corruption costs lives. In countless other cases, it costs their freedom, health or money. It has dire global consequences, trapping millions in poverty and misery, while breeding social, economic and political unrest.

In Papua New Guinea, the cost of (47)_____ is evident in political, economical, social and environmental sectors; corruption is both the lack of basic service delivery, and a barrier to overcoming it.

On the political front, corruption constitutes a major obstacle (48)_____ democracy and the rule of law. In a democratic system, offices and institutions lose (49)_____ legitimacy when they are misused for private advantage. Accountable political leadership cannot develop in a corrupt climate.

Economically, corruption leads to the depletion of national wealth. It is often responsible for the funnelling of scarce public resources to un-economic high profile projects, (50)_____ as dams, powers plants, pipelines and refineries (51)_____ the expense of less spectacular but fundamental

infrastructure projects such as schools, hospitals and roads, or the supply of power and water (52) _____ rural areas. Furthermore, corruption discourages investment.

The effect of corruption on the social fabric of society is the (53) _____ damaging of all. It undermines people's trust in the political system, in its institutions and its leadership. Frustration and general apathy among a disillusioned public result in a weak civil society. That in turn clears the way for despots as well as democratically elected yet unscrupulous leaders to turn national assets (54) _____ personal wealth. Demanding and paying bribes become the norm. Those unwilling to comply often emigrate, leaving the country drained of its most able and most honest citizens.

Environmental degradation is yet another consequence of corrupt systems. The lack of, or non-enforcement of, environmental regulations and legislation has led to the careless exploitation of natural resources, from timber and minerals to animals, by both domestic and international agents. Environmentally devastating projects are given preference in funding because (55) _____ are easy targets for siphoning off public money into private pockets.

For questions 56 to 60, select the best word from the word list to complete each statement.

code switching, grammar, indigenous language, language competency, dialect, register, communication, medium of instruction, fiction, non-fiction

QUESTION 56 describing imaginary events and people

QUESTION 57 to be quite good at language skills

QUESTION 58 how words in a language come together to form sentences

QUESTION 59 a variety of a particular language

QUESTION 60 the language of instruction used in schools

For questions 61 to 70, refer to the text below.

Write the correct form of the word that is in bold and CAPITAL letters. Each word must be sensible in context and be spelt correctly.

Sepik Language To Go Digital

A digital archive is expected to help preserve the endangered language of a group of people in Papua New Guinea.

Most of the people who spoke the language *Arapesh* in the northern coast of Wewak, East Sepik province, when (61) **ANTHROPOLOGY** Lise Dobrin conducted her field work about 15 years ago have died.

Their children no longer speak the language, and their grandchildren have almost no knowledge of their (62) **ANCESTOR** tongue.

But Dobrin, an assistant professor of linguistics at the University of Virginia, in the United States, has created a digital archive with help of some middle-aged and younger *Arapesh*.

Dobrin **(63) BEGIN** her work with *Arapesh* people in the late 1990s. From 1998 to 1999 in the village of Wautogik, she recorded *Arapesh* conversations to document **(64) SPEAKING** patterns. She used a portable analogue stereo cassette recorder and microphones to record villagers telling stories, talking about how they did things in everyday life. The fledgling Internet was of no use to her then.

That's not the case today. When a group of urban *Arapesh* who use Facebook stumbled upon the *Arapesh* archive, they reached out to Dobrin, saying, in effect, "Can you help us learn our language?"

Many Papua New Guineans are now global citizens, but they want to learn their ethnicity," Dobrin said.

Last month, she brought together a dozen people to discuss the **(65) GOOD** ways to make *Arapesh*, and possibly other endangered languages, available online to the tech-savvy generation and to connect far-flung villagers to one another.

Emmanuel Narokobi, an *Arapesh* man, took part from PNG via Skype. Narokobi, who has an information technology business, says he was eager to relearn his language.

"Being *Arapesh* is there, but **(66) HIDE** or in the background. I would like to be able to take off this modern mask," he says. "It would be a big deal to me deal to me to connect these different worlds.

In a country of seven million people, the **(67) TECHNOLOGY** device spreading most quickly seems to be the mobile phone, Narokobi says.

The number of cell phone users has surpassed two million, but that still leaves twice as many people without them. Even fewer have access to the Internet.

Dobrin is working with Narokobi and other urban *Arapesh* to determine what information would be useful to them.

The community-based addition to this research and the effort to "mobilize the materials" is part of a trend in **(68) LANGUAGES**, she says, to expand the preservation of endangered languages with information and materials that communities want.

"I feel like I'm holding a treasure – their culture – in a safe for them," Dobrin says.

Although the **(69) CHALLENGE** are steep, she had begun a long-term **(70) RECIPROCATE** with the *Arapesh* to help preserve their way of life, enabling them to re-draw a sense of identity.

END OF EXAMINATION

PART B: Write the answer for each question in the space provided.

Q 31	
Q 32	
Q 33	
Q 34	
Q 35	

Q 56	
Q 57	
Q 58	
Q 59	
Q 60	

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Q 54	
Q 55	