



DEPARTMENT OF  
EDUCATION

UPPER SECONDARY  
SCHOOL CERTIFICATE  
EXAMINATIONS

LANGUAGE  
&  
LITERATURE  
(1)

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

L&L

## INSTRUCTIONS TO CANDIDATES

*To be read by the external invigilator to all candidates*

1. The subject code for **Language & Literature** is **1**
2. There are **16** printed pages in the question booklet and **2** printed pages of Answer Sheet insert.
3. There are two sections in this paper. Answer all questions.

### **Section A : Multiple Choice Questions - 30 marks**

This section will be electronically marked.

Electronic Answer Sheets will be distributed by your external invigilator. All answers to the Multiple Choice Section **MUST** be answered on Electronic Answer Sheet.

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

### **Section B: Short Answer Questions - 40 marks**

4. Write down your name, your school name and your 10-digit candidate number on the Section B Answer Sheet provided.
5. You are required to write only the correct answer in the space provided.
6. Calculators may be used.
7. Answers written on the question paper will not be marked. Write answers neatly beside each question number on the answer sheet. Answer **ALL** questions. Answers written on any other paper including rough work paper and the question paper will not be marked.
8. Correctional 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.
9. 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)      1 mark each**

**Answer each question by shading in with HB pencil the circle directly below the correct alternative; A, B, C, or D on the electronic ANSWER SHEET provided. If you make a mistake, rub the shading out completely using an eraser and shade the your alternative clearly.**

**For questions 1 to 10, refer to the text below.**

**PASSAGE**

First introduced in 1927, The Hardy Boys Mystery Stories are a series of books about the adventures of brothers Frank and Joe Hardy, teenaged detectives who solve one baffling mystery after another. The Hardy Boys were so popular among young boys that in 1930 a similar series was created for girls featuring a sixteen-year-old detective named Nancy Drew. The cover of each volume of The Hardy Boys states that the author of the series is Franklin W. Dixon; the Nancy Drew Mystery Stories are supposedly written by Carolyn Keene. Over the years, though, many fans of both series have been surprised to find out that Franklin W. Dixon and Carolyn Keene are not real people. If Franklin W. Dixon and Carolyn Keene never existed, then who wrote The Hardy Boys and Nancy Drew mysteries?

The Hardy Boys and the Nancy Drew books were written through a process called ghostwriting. A ghostwriter writes a book according to a specific formula. While ghostwriters are paid for writing the books, their authorship is not acknowledged, and their names do not appear on the published books. Ghostwriters can write books for children or adults, the content of which is unspecific. Sometimes they work on book series with a lot of individual titles, such as The Hardy Boys and the Nancy Drew series.

The initial idea for both The Hardy Boys and the Nancy Drew series was developed by a man named Edward Stratemeyer, who owned a publishing company that specialized in children's books. Stratemeyer noticed the increasing popularity of mysteries among adults, and *surmised* that children would enjoy reading mysteries about younger detectives with whom they could identify. Stratemeyer first developed each book with an outline describing the plot and setting. Once he completed the outline, Stratemeyer then hired a ghostwriter to convert it into a book of slightly over 200 pages. After the ghostwriter had written a draft of a book, he or she would send it back to Stratemeyer, who would make a list of corrections and mail it back to the ghostwriter. The ghostwriter would revise the book according to Stratemeyer's instructions and then return it to him. Once Stratemeyer approved the book, it was ready for publication.

Because each series ran for so many years, Nancy Drew and The Hardy Boys both had a number of different ghostwriters producing books; however, the first ghostwriter for each series proved to be the most influential. The initial ghostwriter for The Hardy Boys was a Canadian journalist named Leslie McFarlane. A few years later, Mildred A. Wirt, a young writer from Iowa, began writing the Nancy Drew books. Although they were using prepared outlines as guides, both McFarlane and Wirt developed the characters themselves. The personalities of Frank and Joe Hardy and Nancy Drew arose directly from McFarlane's and Wirt's imaginations. For example, Mildred Wirt had been a star college athlete and gave Nancy similar athletic abilities. The ghostwriters were also responsible for numerous plot and setting details. Leslie McFarlane used elements of his small Canadian town to create Bayport, the Hardy Boys' fictional hometown.



**QUESTION 6**

According to the passage, The Hardy Boys and Nancy Drew books were created based on the idea that

- I. mystery books for adults are popular
- II. children enjoy reading about characters they can relate to
- III. girls and boys are interested in the same things

- A. I only                      B. I and II only              C. II and III only              D. I, II, and III

**QUESTION 7**

Based on information in the passage, it can be inferred that Leslie McFarlane and Mildred Wirt

- A. disliked writing according to a specific formula.
- B. respected the art of ghostwriting.
- C. were unsuccessful in their previous occupations.
- D. found it helpful to write from personal experience.

**QUESTION 8**

According to the passage, some teachers and librarians objected to ghostwritten books such as The Hardy Boys and Nancy Drew Mystery Stories because they

- A. disapproved of mystery stories.
- B. thought the books were too expensive.
- C. believed the books were not quality literature.
- D. disliked Edward Stratemeyer's questionable business practices.

**QUESTION 9**

Which of the following best describes the author's attitude toward The Hardy Boys and Nancy Drew book series?

- A. balanced and respectful                      B. doubtful and critical  
C. hostile but forgiving                              D. overwhelmingly praising

**QUESTION 10**

Which of the following best describes the sequence of this passage?

- A. introduction, history explanation, controversy, conclusion
- B. introduction, explanation history, controversy, conclusion
- C. history, explanation, summary, conclusion, controversy
- D. history, controversy, explanation, summary, conclusion

For questions 11 to 20, refer to the text below.

## PUTIN'S LIST

Russia's Leader proposes a New Canon by MARTIN SIXSMITH

Published: March 16, 2012

Were an announcement made by President Obama that the White House intended to draw up a list of 100 books all Americans would be made to study and then be tested on, few would mistake it for a sure fire vote winner. But during this year's presidential campaign season, another candidate evidently thought it was. In January, during the run-up to Russia's March 4 election, the front-runner, Bladimir Putin, proposed "a canon of 100 Russian books that every school leaver will be required to read at home... and then write an essay about one of them." Reading, according to Putin, is not just an elective individual activity, but one that has decisive implications for the nation. "State policy with regard to culture must provide appropriate guidelines," he wrote in an essay in the *Nezavisimaya Gazeta* newspaper, and culture shapes "public consciousness and patterns of behaviour." The Kremlin's duty, Putin explained, is to counter the decline in literacy and restore Russia as "a reading nation." [1]

To Western ears, this proposal may sound harmless, if a little whimsical. France's Canute-like Academe Francaise rarely tires of such propositions to shore up Gallic culture against the onslaught of les Anglo-Saxons. But literacy in Russia is not as neutral a commodity as it is in the West. For centuries the arts in Russia have served as a stamp of national validation, a common meeting place and a repository of shared values. In times of censorship and repression, literature has provided the nation's sole forum for public discourse. It is a precious asset, whose ownership confers power. In the early Soviet years, a poem could be a death sentence, as the poet Osip Mandelstam pointed out. "Only in Russia do they respect poetry," he told his wife. "They even kill you for it," He died in the gulag soon afterward. And Aleksandr Solzhenitsyn claimed that great writers have been Russia's second government because they exercise the moral authority the politicians lack. [2]

Hardly surprising, then, that Putin's proposal should provoke strident cries of "hands off!" For some anti-Putin commentators the presidential book club is a sneaky bid to reassert state control of the arts. "Social engineering through state-mandated literature," the Daily News editorialist Alexander Nazaryan called it, "nakedly Soviet in its desire to manipulate the human intellect into docility." [3]

Alarmist hype? Probably. But most Russians have not forgotten the past. Under Communism the state was the nation's only publisher. There was mass production of "approved" books, with print runs of up to a million, a blanket *nyet* to unofficial writers (countered by a phenomenal circulation of underground samizdat publications) and an idiosyncratic roster of foreign authors approved for public consumption (Sinclair Lewis, Robert Burns and John Galsworthy were feted and promoted; other, greater writers banned). For half a century after the Union of Soviet Writers decreed the only acceptable subject for literature to be man's struggle for socialist progress, the public was force-fed a constipating diet of heroic pap. [4]

In practice, state control had the effect of turning millions of readers to "serious" literature. It took only a modicum of taste to see through the worst forms of propagandist hackery, and that left the Russian classics and the poetry of the 19<sup>th</sup> and 20<sup>th</sup> centuries as the only available alternatives. As a student in Leningrad in the 1970s, I saw my fellow subway travellers reading Pushkin, Tolstoy or Akhmatova. On their evening journey they would alight at the Kirov or the Philharmonia to stand in line for ballet and classical concerts. It wasn't that Russians were more discerning than we were; it was simply that trash fiction, Hollywood schlock and musical bubble gum were excluded from their universe by a self-interested state. [5]

The proof that Russians are just like us came with the collapse of Communism in 1991, when a vigorous cultural free-for-all exploded in the vacuum left by the hastily departed censors. A pent-up desire for Western gewgaws, long denied by the strait-laced Kremlin, was sated with gusto. Literature, music and art turned to the trivial, the sensational and the offensive. Fiction sank to the level of Western popular culture, if not below it; pornography invaded the shelves and cinema and TV filled up with *inconsequential* soaps and car-crash reality. [6]

In recent years there has been a further modulation. The fascination with all things Western, mainly American, is abating, and serious home-grown writers have emerged. Many of them are less than enraptured with the reality of modern Russia, which naturally evokes the suspicion that Putin's list could be a means of deflecting attention toward more patriotic works. Putin's explanation of the idea carries overtones of Great Russian nationalism and a rejection of the atomizing "Western" cult of the individual". A "subtle cultural therapy," he wrote shapes "a mind-set that binds the nation together," inculcating "civic patriotism" and persuading people to take pride in being citizens of Russia... [7]

*Courtesy of NYT*

#### QUESTION 11

Putin's proposal for the new Canon was presented

- |    |                         |    |                               |
|----|-------------------------|----|-------------------------------|
| A. | in his campaign speech. | B. | in the recommended 100 books. |
| C. | to the Kremlin.         | D. | on a TV interview.            |

#### QUESTION 12

Paragraph two states that most Russians express their views on national issues through

- |    |                          |    |                |
|----|--------------------------|----|----------------|
| A. | public forums.           | B. | conversations. |
| C. | elected representatives. | D. | literature.    |

#### QUESTION 13

According to paragraph 2, Literature in Russia is

- |    |   |    |                              |
|----|---|----|------------------------------|
| A. | held in highest esteem.                 | B. | not seen as invaluable.      |
| C. | being saturated with western influence. | D. | seen as a neutral commodity. |

#### QUESTION 14

Anti- Putin commentators see Putin's canon mainly as

- |    |   |
|----|---|
| A. | an opposition to the state control of Russian literature. |
| B. | a catalyst to enrich Russian literature.                  |
| C. | a way to create a submissive Soviet human intellect.      |
| D. | a prohibition of western literature into Russia.          |

**QUESTION 15**

The system in Russia that countered the mass production of 'approved' books was the

- A. Union of Soviet Writers.
- B. *samizdat* publications.
- C. state approved writers.
- D. propagandists for socialist progress.

**QUESTION 16**

Russian classics and poetry of the 19<sup>th</sup> and 20<sup>th</sup> centuries was

- A. one of the many choices of literature available.
- B. enjoyed greatly by its citizens.
- C. the best literature available.
- D. the worst form of propaganda.

**QUESTION 17**

What disintegrated the rigid state control of Russian fiction literature?

- A. the collapse of Communism
- B. pressure of the people
- C. western influence
- D. the mass media

**QUESTION 18**

Which of these words mean the same as *inconsequential*?

- A. entertaining
- B. insignificant
- C. educational
- D. pleasurable

**QUESTION 19**

What idea is expressed in paragraph 7?

- A. anti-patriotism
- B. American influence
- C. national unity
- D. culturing of Russians

**QUESTION 20**

The last paragraph states that fascination for all things American is

- A. being criticized.
- B. non-existent.
- C. emerging fast.
- D. diminishing.

**For questions 21 – 30, refer to the text below.**

### **The Storm**

“Crack-crack...kowowww! Thunder, and then a shock of lightening etched its reflection upon the corrugated metal siding,” Rowan read aloud.

She worked to read clearly, with depth and emotion. Her eyes scanned the next paragraph. She took a breath to continue, but was interrupted by her younger brother Nolan, stretched out on the living room couch, flicking a pencil against his forehead.

“I was never a big fan of *onomatopoeia*,” Nolan said, in his usual, supercilious manner. “It is impossible to write words that truly sound like a thunderstorm, a jar opening, or a falling tree, yes? But please, do continue.”

Rowan sucked her teeth. “That’s why I can’t stand doing this in front of you, Nollie. You are no help at all. Haven’t you something better to do?”

“Ha! Better than to annoy you before your moment of reckoning? I don’t think so.” Nolan’s enjoyment of getting under his big sister’s skin was fully conspicuous.

“Nollie, please keep quiet!” Mother Ann broke in. “This is important. Rowan presents in less than an hour. She needs to focus. Row, sweetheart, please continue.”

Mother Ann’s comments seemed to *assuage* Rowan’s irritation. She cleared her throat and continued where she had left off. “Farmer John knew this was a storm of epic proportion. Even the cows retreated to their hutches. Not one person in the...”

“The cows retreated? The cows retreated?” Nolan chortled upon hearing the repetition of this line in his own voice. “That’s great. Even the stupid cows retreated! Oh, man. That must have been one heck of a storm-a-brewin’. Mama, I’m scared!” Nolan howled at the ceiling and curled up into a tight little ball of laughter.

“Nollie!” Mother Ann shouted suddenly, her thunderous voice *tantamount* to the rumbling storm Rowan was attempting to capture in her reading. Nolan gave a little start. “You have no idea how difficult it is to speak in front of a crowd. Your sister has been preparing for this presentation for weeks and I swear if you don’t...”

Mother Ann continued to *castigate* Nolan most thoroughly, scolding him for his rudeness and lack of respect. Then, feeling as though she had achieved the intended effect, she sighed rather contentedly and reclined in her chair. Sometimes she reminded even herself the fury by which, if completely necessary, she could quell any quarrel.

Nolan had fallen silent and was now sitting upright, his hands folded before him. He actually appeared a bit remorseful.

“Oh, Mother,” Rowan sighed, crumpling to the floor, *despondent*. “It’s no use. ‘The Storm’ shall be the end of me.”

“Ahh, but Rowan, my dear,” Mother rejoined. “This is but a mere shower!”



**QUESTION 21**

As used in paragraph 3, which is the best definition for *onomatopoeia*?

- A. a story that is told orally
- B. a word that imitates the sound it represents
- C. the repetition of the initial letter sound
- D. the repetition of similar vowel sounds

**QUESTION 22**

Rowan gets upset with Nolan because he is

- I. annoying her.
- II. interrupting her reading.
- III. making fun of her delivery of the reading.

- A. I only      B. II only      C. I and II      D. II and III

**QUESTION 23**

As used in paragraph 3, which is the best definition for *supercilious*?

- A. arrogant and haughty
- B. comical and carefree
- C. gifted with words
- D. youthful and smart

**QUESTION 24**

Which of the following words best describes Nolan's personality?

- A. intelligent      B. malicious      C. playful      D. juvenile

**QUESTION 25**

What is Nolan most likely referring to when he jokes about Rowan's "moment of reckoning"?

- A. the end of her life
- B. an upcoming presentation
- C. a time when Mother will yell at Rowan
- D. the moment when Nolan will annoy Rowan even more

**QUESTION 26**

In the middle of the story, the author writes, "Mother Ann's comments seemed to assuage Rowan's irritation." Which is the best way to rewrite this sentence, while keeping its original meaning?

- A. Mother Ann's comments made Rowan feel worse.
- B. Mother Ann's comments were intended to defend Rowan.
- C. Mother Ann's comments did nothing to help Rowan.
- D. Mother Ann's comments helped to ease Rowan's irritation.

**QUESTION 27**

As used at the end of the story, which is the best antonym for *despondent*?

- A. hopeless
- B. irritated
- C. optimistic
- D. humiliated

**QUESTION 28**

What does Mother Ann most likely mean when she tells Rowan, "This is but a mere shower"?

- A. Rowan's present situation isn't that bad.
- B. Rowan's presentation will be a disaster.
- C. It has started to rain outside.
- D. Mother's anger with Nolan is a minor thing.

**QUESTION 29**

If X is *tantamount* to Y, then X

- A. is longer than Y.
- B. is less than Y.
- C. equals Y.
- D. and Y have no connection.

**QUESTION 30**

If Mother Ann is *castigating* Nolan, what is she doing?

- A. yelling at him
- B. abusing him
- C. threatening him
- D. cautioning him

**PART B      SHORT ANSWERS**

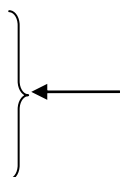
**For questions 31 to 70, write your answers on the Answer Sheet provided.**

**All your answers must have correct SPELLING, PUNCTUATION and WORD FORM.**

**For questions 31 to 35, refer to the poem below.**

**After**

After we've waged wars  
laid waste  
maimed and murdered  
and drunk our fill  
What then?

**QUESTION 31**

Name the part indicated by the arrow.

After we've raped and plundered  
Gouged the earth,  
Taken all her riches  
And stripped of her dignity  
What then?

**QUESTION 32**

Name the part indicated by the arrow.

After we've polluted the rivers  
Cut all the trees  
Annihilated all beasts  
And built our cities  
What then?

**QUESTION 33**

The pronoun *her* is used here to refer to \_\_\_\_\_.

After we've melted the poles  
Drowned the islands  
Gorged on tuna  
Harpooned all the whales  
What then?

**QUESTION 34**

The use of people pronouns to refer to other things is an example of what figurative language?

After we've decimated cultures  
Displaced our peoples  
Robbed them of land  
And established destitution  
What then?

**QUESTION 35**

Who is responsible for all the disaster?

After we've fed our lust  
Satisfied our greed  
Abandoned all common sense  
And that which is morally right  
What then?

After we've destroyed  
Our past  
Our present  
Our future  
What then?

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

## HELEN KELLER

Helen Keller (1880-1968), American author and lecturer, who was deaf and blind and who served as an inspiration for other people with disabilities. She was born on June 27, 1880, in Tuscumbia, Alabama, the daughter of well-to-do parents: Arthur Keller, a former officer in the Confederate army, and Kate Adams, who was related to Robert E. Lee. When 19 months old, Helen was stricken with an acute illness that left her deaf and blind. In a short time she forgot the few words she knew and became silent. She made use of signs to get what she wanted, but when her parents or the family servants did not understand her, her frustration found an outlet in screaming and tantrums.

In the 1880s people who were both deaf and blind were classified in law as idiots. A doctor who examined Keller, however, thought that her intelligence could be developed. On the advice of Alexander Graham Bell, the inventor, who was also a teacher of deaf people, Keller's parents sent for a teacher from the Perkins Institute for the Blind in Boston, Massachusetts. Anne Mansfield Sullivan (later Macy), a 19-year-old orphan of Irish immigrants, was chosen for the task. Thus began an association that lasted until Sullivan's death in 1936.

Sullivan's first task was to break through the barrier of darkness and silence that surrounded the child. By means of a finger alphabet, Sullivan "spelled" onto the palm of Keller's hand the names of familiar things, such as doll and puppy. The first big achievement came when Sullivan pumped water from a well onto Keller's hand and spelled out the word for water, and Keller suddenly grasped that everything has its own name. Two years later she was reading and writing fluently using the Braille system. When Keller was ten, she begged to relearn how to speak. At first this seemed impossible, but Sullivan discovered that Keller could learn sounds by placing her fingers on her teacher's larynx and sensing the vibrations. The moving account of how Sullivan taught her to speak is told in Helen Keller's *The Story of My Life* (1902).

In 1900 Keller entered Radcliffe College, where Anne Sullivan "spelled" the lectures into her hand. Four years later Keller graduated with honours to worldwide acclaim and decided to devote her life to helping blind and deaf people. Through her essays and articles in major magazines and newspapers, Keller explained the problems encountered by people who are deaf and blind and the responsibilities of society. In addition to *The Story of My Life*, she published *Optimism, or My Key to Life* (1903), *The World I Live In* (1908), and *Out of the Dark* (1913).

In 1913 Keller was persuaded that public speaking would make her mission more effective. After intensive lessons with Anne Sullivan, she began a speaking tour across the United States in 1914. Because Keller's pronunciation was sometimes difficult to understand, Sullivan repeated the lecturer's words to the audience. Keller also began to travel and lecture throughout the world, enlisting the aid of many famous people she met. Philanthropist Andrew Carnegie gave her an annual income, writers Mark

Twain and Robert Louis Stevenson sang her praises, and nearly every U.S. president of her time invited her to the White House. Keller received many honours and awards, and she served on many commissions for the blind. She was also a pacifist and was active in socialist causes. After World War II (1939-1945), she visited wounded veterans in American hospitals and lectured in Europe on behalf of the physically disabled.

After nearly 50 years of companionship, Anne Sullivan died in 1936. Polly Thompson, Keller's secretary, replaced her. Keller's later writings include *Midstream—My Later Life* (1930), *Let Us Have Faith* (1940), *Teacher: Anne Sullivan Macy* (1955), and *The Open Door* (1957). Her life was the subject of a motion picture, *The Unconquered* (1954), and her childhood training with Anne Sullivan was the subject of a play by William Gibson, *The Miracle Worker* (1959), which won a Pulitzer Prize in 1960.

A motion picture adaptation of *The Miracle Worker* (1962) starred Patty Duke as Helen Keller and Anne Bancroft as Anne Sullivan. Keller died in Westport, Connecticut, on June 1, 1968.

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**QUESTION 36**

Which word in paragraph one expresses Helen Keller's life as a divine guidance and influence on human beings; especially to those with disabilities?

**QUESTION 37**

Which of Helen Keller's **senses** were severely affected after her acute illness?

**QUESTION 38**

Who were Anne Sullivan's parents according to the second paragraph?

**QUESTION 39**

Keller dedicated a book in honour of her teacher – Anne Sullivan Macy. How many years after Sullivan's death was this book published?

**QUESTION 40**

What difficulty did Keller have in her public speeches?

**QUESTION 41**

Someone who contributes to benefiting humanity through charitable deeds is known as a/an \_\_\_\_\_.

**QUESTION 42**

How old was Helen Keller when she published her first book?

**QUESTION 43**

Which book did Keller publish at the age of sixty?

**QUESTION 44**

Who played the role of Helen Keller in the movie *The Miracle Worker*?

**QUESTION 45**

The last sentence states that Helen Keller was several weeks short of her \_\_\_\_\_ birthday.

For questions 46 to 55, select from the word list the word that matches the given definition

stanza, metaphor, irony, prose, propaganda, synonym, flashback, alliteration,  
satire, allegory, genre, personification, analogy

**QUESTION 46**

Ordinary form of written language that is not poetry, drama, or song.

**QUESTION 47**

A mode of writing that ridicules a person, institution, habit, society or an idea. It combines humor and criticism with an intention to reform or eradicate the object of ridicule.

**QUESTION 48**

A comparison between two things that are similar in some ways, often used to explain something or make it easier to understand.

**QUESTION 49**

A figure of speech in which what is actually said is the opposite of what is intended.

**QUESTION 50**

A scene within a story that interrupts the sequence of events to relate events that occurred in the past.

**QUESTION 51**

A word that means the same, or almost the same, as another word in the same language.

**QUESTION 52**

The repetition of the same or similar consonant sounds, generally at the beginning of the words.

**QUESTION 53**

A work in which the characters and events are to be understood as representing other things and symbolically expressing a deeper, often spiritual, moral, or political meaning.

**QUESTION 54**

A category or class of artistic endeavor having a particular form, technique, style or content.

**QUESTION 55**

False, distorted or misleading information that is spread deliberately to help or harm an organisation, cause or person.

**For questions 56 to 60, refer to the text below.**

**Change the form of the word in bold into a suitable form to complete the text.**

**Each word must be spelt correctly.**

In 1994 five people died in an IRA **(56) terror** bomb attack. The police were under enormous pressure to catch the criminals. Desperate to solve the case, they unfairly forced confessions from four ordinary and **(57) power** Irish people.

Despite the weakness of the evidence against them and the unreliability of their confessions, they got long sentences, capital punishment having fortunately been abolished.

The admission to the bombings by other IRA prisoners was not enough to prove their **(58) innocent**. It took a fifteen-year campaign to overcome the unwillingness of the judicial system to admit its **(59) frighten** terrible mistake. Even though the five people received compensation, nothing can pay them back for fifteen wasted years. This story is one of the most **(60) shame** episodes in British justice.

**For questions 61 to 70, fill in the most suitable word in the text below. Make sure to spell and punctuate each word correctly**

### **George Washington**

George Washington was born on his father's estate in Westmoreland County, Virginia, on February 22, 1732. He was the eldest son of a well-to-do Virginia farmer, Augustine Washington, by his second wife, Mary Ball. The Washington family was descended from \_\_\_\_\_ **61** \_\_\_\_\_ brothers, John and Lawrence Washington, who emigrated from England to Virginia in 1657. The family's rise to modest wealth in three generations was the result of steady application to farming, land buying, and development of local industries.

Young George seems to have received most of his schooling from his father and, after the father's death in 1743, from his elder half-brother Lawrence. The boy had a liking for mathematics, and he applied it to acquiring a knowledge of surveying, which was a skill greatly in \_\_\_\_\_ **62** \_\_\_\_\_ in a country where people were seeking new lands in the West. For the Virginians of that time the West meant chiefly the upper Ohio River valley. Throughout his life, George Washington maintained a keen \_\_\_\_\_ **63** \_\_\_\_\_ in the development of these western lands, and from time to time he acquired properties there.

George \_\_\_\_\_ **64** \_\_\_\_\_ up a tall, strong young man, who excelled in outdoor pursuits, liked music and theatrical performances, and was a trifle awkward with girls but fond of dancing. His driving force was the ambition to gain wealth and eminence and to do \_\_\_\_\_ **65** \_\_\_\_\_ whatever he set his hand to.

His first real adventure as a boy was accompanying a surveying party to the Shenandoah Valley of northern Virginia and descending the Shenandoah River by canoe. An earlier suggestion that he should be sent to sea seems to have \_\_\_\_\_ **66** \_\_\_\_\_ discouraged by his uncle Joseph Ball, who described the prospects of an unknown colonial youth in the British Navy of that day as such \_\_\_\_\_ **67** \_\_\_\_\_ "he had better be put apprentice to a tinker." When he was 17 he was appointed surveyor of Culpeper County, Virginia, the first public office he \_\_\_\_\_ **68** \_\_\_\_\_.

In 1751 George had his first and only experience of foreign lands when he \_\_\_\_\_ **69** \_\_\_\_\_ his half-brother Lawrence to the island of Barbados in the West Indies. Lawrence was desperately ill with tuberculosis and thought the climate might help, but the trip did him little good. Moreover, George was stricken with smallpox. He bore the scars from the disease for the rest of his life. Fortunately this experience gave him immunity to the \_\_\_\_\_ **70** \_\_\_\_\_, which was later to decimate colonial troops during the American Revolution.

**END OF EXAMINATION**



**LANGUAGE AND LITERATURE - 2012  
ANSWER SHEET – PART B**

Fill in the boxes with the province, school and candidate numbers.

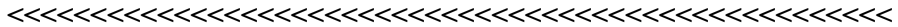
Write your name and school in the spaces provided.

Grade		Year		Province		School			Candidate No.		
<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>								

Name: \_\_\_\_\_

School: \_\_\_\_\_

1. This Answer Sheet is for PART B only.
2. PART B requires ONE –word answers.
3. Write the answer beside the correct question number in the space provided.



**FOR MARKERS USE ONLY**

		MARKERS' INITIAL	
	SCORE	Marker 1	Marker 2
Q 31 - 35			
Q 36 - 45			
Q 46 - 55			
Q 56 – 60			
Q 61 - 70			
<b>TOTAL 40</b>			

**PART B: SHORT ANSWERS (QUESTIONS 31 – 70)**

Q 31	
Q 32	
Q 33	
Q 34	
Q 35	

Q36	
Q 37	
Q 38	
Q 39	
Q 40	

Q 41	
Q 42	
Q 43	
Q 44	
Q 45	

Q 46	
Q 47	
Q 48	
Q 49	
Q 50	

Q 51	
Q 52	
Q 53	
Q54	
Q 55	

Q 56	
Q 57	
Q 58	
Q 59	
Q 60	

Q 61	
Q 62	
Q 63	
Q 64	
Q 65	

Q 66	
Q 67	
Q 68	
Q 69	
Q 70	