



DEPARTMENT OF
EDUCATION

UPPER SECONDARY
SCHOOL CERTIFICATE
EXAMINATIONS

APPLIED
ENGLISH

Friday

18 October 2013

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 **23** printed pages in the question booklet. An electronic answer sheet for part A and **2** pages answer booklet for Part B are inserted in the question booklet.
3. There are two parts in this paper. Answer all questions.

Part A: Multiple Choice (Questions 1-30) 30 Marks

This section will be electronically marked.

All answers to the Multiple Choice Part **MUST** be answered on the **ELECTRONIC ANSWER SHEET** provided.

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

If you make a mistake, rub the shading out completely using an eraser and shade in your alternative clearly.

Part B: Short Answer (Questions 31- 70) 40 Marks

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

4. You are required to only write 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. Where you have made an error, cross out all the working and start on a new line.
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) 30 MARKS

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

For questions 1 and 2, refer to these articles.

POSITION VACANT
 SHORTHAND/WORD PROCESSOR OPERATOR
 18years and over
 Medical reception duties. Varied and interesting work in modern private hospital. Must be conscientious, have a pleasant personality and be prepared for shift work.
 Mr John Henderson, Executive Officer
 Christo Road Hospital
 Christo Road
 NEW LAMTON 2305

<p>16 Watson Ave Fish Bay 9201 6th 12 of December 2012</p> <div style="border: 1px solid black; text-align: center; width: fit-content; margin: 0 auto; padding: 2px 10px;">LETTER A</div> <p>Mr John Henderson, Executive Officer Christo Road Hospital Christo Road New Lambton 2305</p> <p>Dear Mr Henderson,</p> <p>I am applying for the position for the Shorthand/Word Processor operator advertised in the Lake Macquarie Post on the 5th December.</p> <p>Because I am particularly interested in medicine, I undertook my school Work Experience at the Royal Charles Hospital, and since completing my Secretarial Certificate, I have done some relief work in doctor’s surgeries, and I am told I have a good aptitude both in picking up the work and in dealing with people.</p> <p>Because work is limited in this field, I am unemployed at the moment but I have returned to the college to increase my shorthand speeds and to do computer work</p> <p>I am very reliable, conscientious and versatile and am quite happy to undertake shift work.</p> <p>My resume is attached, outlining my background and containing the names of referees.</p> <p>I would be very pleased to present my work at an interview. My phone number is contained in my resume.</p> <p>Yours Sincerely <i>Katie Hatherell</i> Katie Hatherell</p>	<p>16 Watson Ave Fish Bay 9201 12th December 2012</p> <div style="border: 1px solid black; text-align: center; width: fit-content; margin: 0 auto; padding: 2px 10px;">LETTER B</div> <p>The Officer In-charge P O Box 93 Flathead Beach 2903</p> <p>Dear Sir / Madam,</p> <p>I am writing a letter of application in response to your position as Dental Nurse advertised in the Fish Bay Trumpeter dated 10/11/12.</p> <p>My previous history is I have completed 2 years vet nursing course and work experience with that I find I have the ability to deal with clients.</p> <p>I have also recently doing a clerical computer operator course.</p> <p>Subjects include communications, payroll word-processing one and two Windows Data Base.</p> <p>As I have a knowledge of the medical industry and willing to participate in any other training and willing to learn.</p> <p>I feel I could be an asset to your practice.</p> <p>Your</p>
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Compare application letter “A to B”. Letter B was written by an 18 year old young lady in response to the advertisement for the position of dental assistant. She was of the opinion that her communication skills were adequate and could not understand why she received no reply to her application. Letter “A” is an improvement of letter “B “.

QUESTION 1

Which of these could have been the main reason why she did not get a reply.

- A. Inside Address B. Salutation C. Position applied for D. Signature

QUESTION 2

Identify the type of information shown in paragraph 2 of letter “A” that is not necessary in an application letter.

- A. Education Qualification B. Personal Quality
C. Relevant to Job D. Personal Development

For questions 3 to 5, refer to the text “Australia’s Near Neighbours”.

Australia’s Near Neighbours

NEW GUINEA

New Guinea, almost exactly divided by Indonesian New Guinea (West Irian) and eastern New Guinea (the Australian Trust Territory of New Guinea and Papua), comprises a long bird-shaped island of approximately 350,000 square miles, which lies entirely within the hot-wet tropics and at the eastern extremity of the great Asia-Australian monsoon region.

The island’s most significant geographical feature is the central spine of mountains and subsidiary ranges, which runs for nearly 1400 miles from the Bird’s Head of West New Guinea to the tail of Papua in the east at an average height of between 8000 and 15,000 feet.

Individual mountains in West New Guinea with permanent snowcaps exceed 16,000 feet. The highest peak in east New Guinea is Mt. Wilhelm, 14,790 feet.

New Guinea’s wild topography is the principal reason why man, when he arrived on the island millennia ago, tended to settle in tiny pockets.

New Guinea’s present population comprises approximately 2,250,000 indigenes, 28,000 Europeans and several thousand Asian mainly of Chinese derivation. It seems that about 6000 years ago the distinctive garden culture of New Guinea began to take shape, having arrived by way of the agricultural revolution then taking place in Asia and diffusing through the Pacific.

New Guinea’s modern history began in 1526 when the Portuguese governor of the Moluccas was blown ashore on the Bird’s Head of West New Guinea.

He named the island *Ilhas dos Papuas* (Island of Papuans) a Portuguese term for the Malay term *orang papuwah* (frizzy-haired man).

New Guinea: Area 86,100 square miles, population (all races) 2,183,000 Trust Territory administered by Australia; capital of Port Moresby.

From then more and more Europeans discovered bits and pieces of the New Guinea coast, including Torres who discovered the Gulf of Papua.

In 1906 Australia took over the administration of Papua to which, as a spoil of the 1914-18 War, was added German New Guinea, which became a Mandated Territory in 1920.

From that time until 1949 the administrative services of Papua New Guinea were separated from one another. The interwar years were those of slow growth. New Guinea prospered, even though copra, prices were low, through the discovery of gold. Papua, which was much the poorer part of the Australian possession largely, stagnated although there was some copra and rubber growing.

After World War II the job of postwar reconstruction in Papua New Guinea was complicated. There was urgent need of schools, hospitals, and the rehabilitation of plantation, vastly expanded air services, refurbished port installations and in general for a new economic infrastructure.

In the post war period the Administration increasingly created primary and secondary schools, sent New Guineans to Australia for education and pursued a vigorous programme of village and adult education in a variety of subjects.

In 1967, a University of Papua New Guinea was established in Port Moresby. Political development was a first slow in the post-war period with some New Guineans being appointed to the Legislative Council. New Guinean participation increased considerably with the creation of a House of Assembly in 1964.

In 1968 the House has been enlarged to ten official members, fifteen members for Regional electorates (Intermediate Certificate required as qualification) and sixty-nine open electorates on a common roll basis. 1968 saw, too, the appointment of native members of the House with limited ministerial function and the creation of an Administrators council requiring consultation of the Administrator on important measures.

The basic political unit in New Guinea is the Local Government Councils of which five were created in 1951. There are now more than 130 Councils covering upwards of 1,500,000 people.

Papua New Guinea receives an annual Australian grant –in- aid that amounted to \$76 million in the 1967-68 financial years as well as a further \$40 million in Commonwealth department spending.

There is a very considerable deficit between export revenue and import expenditure and New Guinea faces the problem common to all emerging tropical countries. How can its economy become viable?

The mass of New Guineans are subsistence farmers who obtain an adequate living from the land. Crops include copra, coffee, and cocoa. Tea, grown in the Highlands, is a very important new crop with a promising future. There are also possibilities of minerals, such as the copper fields now being surveyed on Bougainville.

The New Guinea economy, native and expatriate, would soon collapse without the annual Australian grant in aid. Economic viability in terms of Australian productivity and standards is immensely distant.

Source: Anderson et al, 1969 Efficient Reading, p132.

(Adapted from The Australia, March, 1968 by special permission of the publishers)

QUESTION 3

“New Guinea’s wild topography is (paragraph 4). What pattern of settlement resulted from this?

- | | |
|--|------------------------------------|
| A. People settled in one big area | B. Settlements were disorganized |
| C. Settlements were organized systematically | D. People settled in small groups. |

QUESTION 4

New Guinea's modern history began in 1526.... (paragraph 6). This marked the _____ of PNG.

- A. colonisation B. discovery C. settlement D. modernisation

QUESTION 5

The title "Australia's Near Neighbours New Guinea" can be replaced with a new title that reflects Australia and PNG's relationship today.

- A. "Australia's Rival in Development, New Guinea"
B. "Australia's Dependent Territory, New Guinea"
C. "Settlements were organized systematically"
D. "Australia's Threat to Development in New Guinea"

For questions 6 to 9, refer to the text "The Art of Making Sago".

The Art of Sago Making

Sago is produced by an ingenious method, which has been passed down for many generations. The only modern inventions could be the trough, fashioned from corrugated iron, which is used for collecting the wet residue and the piece of rounded metal fitting at the end of the wooden grinder, used to crust the pith. Otherwise, all other implements have changed very little since the first day sago was discovered as a food source.

A mature sago palm is about 12 years old and the user knows when it is ready as soon as a forked crown appears at the top of the tree.

When the tree is felled, one side of the bark is removed using an axe and sharpened sticks. The inner core, a soft pith is pounded by grinders shaped from slightly curved sticks. The workers sing to make their job lighter.

Nearly all the implements used in the production of sago come from the palm itself. To transport the crushed pith to the processing plant, short dry branches are used and green versions of the same thing are used for seats. The conveyor is made from a green bough with the primary filter from coconut fibre and the secondary filter, woven from young sago leaves. The water pail is made from branches fastened to a wooden handle by twine.

The conveyor and the rest of the filtration system are erected near a water source. Without water, sago cannot be extracted. This workstation is usually readied while the pith is being harvested. While waiting, other workers prepare by branches for the fire, remove the ribs from the sago leaves to wrap the sago in or prepare strings to be attached to the top end of the wrapping for the handles.

It is a painstaking job that is religiously followed from the crack of dawn to dusk.

Depending on the richness of the sago pith, up to 150kg of sago can be processed from a single harvest and that is enough to keep a family well stocked through the dry months or to meet its social obligations.

When the crushed pith arrives at the processing plant, small amounts of crushed pith are loaded at the head of the conveyor and spread before the primary filter. Water is then added to pith, which is tossed and squeezed against the filter as the milky sago extract is collected in the corrugated iron trough located at ground level.

When the crushed pith appears to have been drained of its goodness, it is then discarded nearby. This process is repeated until all the crushed pith has been put through the wash.

As the residue settles, a fine cake builds up until the water in the trough thins out. Excess water is drained off and the wet cakes are scooped up and built into cylindrical shapes. The head of the conveyor is used to knead the sago. They are then transferred one by one to a bed of banana leaves on the ground. The wet sago is then covered with dry sago leaves and a bonfire is lit

When the fire burns out, a broom that has been prepared from loose sago leaves is used to clear debris and dust the sago, revealing a golden brown coat. The wrapping materials brought out and the sago is packed for its journey home.

People don't get tired of eating sago. Apart from being rich in starch, sago has high fiber content. There are numerous recipes to make from this very versatile food, including the sumptuous mid-day porridge, prepared in coconut milk with fresh mussels or cockles and mashed pumpkin. In your writer's *Notu* language of Northern Province, this dish is called *moba*.

Sago is a valued palm tree because it is not only a food source but also a gift and can be used in barter system as well. The sago also provides roofing and wall material for homes and the dry branches are used to burn shells needed to produce lime used by betelnut chewers. A hunter will visit the rotting pile of pith to kill the foraging wild pig and it is here that little girls would also collect mushrooms or sago grubs.

Where would many of us be without the good old sago? We now have food readily available to us but in the past, when we struggled to grow up in the village, sago was the important food source. I remember too well the hardship involved in producing sago, let alone the bloodthirsty mosquitoes.

Sago making is a special experience so when I see people in markets selling sago, I always give them a nod and a smile. They deserve my respect for what is hard work in anyone's language

By Barney Orere

QUESTION 6

What does "ingenious" in line 1 mean?

- A. Open B. Traditional C. Modern D. Clever

QUESTION 7

An example of “ Social Obligations” in paragraph 6 can be

- A. Selling sago for money. B. Using sago for sorcery.
C. Exchanging sago for goods needed. D. Sharing sago amongst sago makers

QUESTION 8

Sago_____

- A. is made by specialists. B. is a staple for everyone.
C. is not a staple traditional food D. cannot be replaced by modern food.

QUESTION 9

From the text, one can conclude that sago

- A. has a variety of uses B. has value to coastal people only
C. is the identity of PNG D. is cheap and healthy

For questions 10 to 12, refer to the text “Drama and Legal Awareness are Effective Tools to Engage Communities Around Land Issues in Vanuatu”.

In March 2011, Justice for the Poor in Vanuatu (*Jastis Blong Evriwan*) (JBE) conducted an assessment of community dissemination of land leasing research carried out in 2010 on the Vanuatu islands of Epi and Tanna. The assessment found that the use of drama and legal awareness was an effective tool for engaging communities’ dialogue about land issues. The community dissemination exercise was combined with a legal awareness program, conducted in collaboration with a ni-Vanuatu Lawyer and representatives of the Department of Lands and Justice, aimed at enhancing understanding of custom landholders’ rights with regard to land leasing. The assessment aimed to: (i) determine responses to the JBE dissemination and awareness activities in researched communities; (ii) better understand successes and blockages in addressing leasing problems; and (iii) inform options for future JBE assistance. For the assessment, JBE researchers went back into communities targeted by dissemination in 2010 and interviewed community members and customary authorities who attended the dissemination events.

The key dissemination messages remembered by communities include: the importance of land and its protection for future generations in the context of a growing population; the need for greater consultation and inclusive group decision-making regarding the leasing of land; the importance of transparent processes for customary landholder identification; the need to understand the social and environmental impact of leasing and obtain specialist advice to make informal decisions; the rights and responsibilities of both lessors and lessees; the changing role of chiefs influenced by ‘new opportunities’ for monetary benefits; the need to restore confidence and respect in *kastom* governance, and the need for benefit –sharing within the group. Communities report that they now have a better understanding of leasing realities on their islands and are in a better position to prevent improper dealings through knowledge of the proper procedures. The majority of people interviewed expressed a demand for continuing education on the rights and responsibilities of customary landholders in relation to land leasing, including for women and youth, who do not always have access to such information.

Many respondents suggested that targeted trainings be held for chiefs in particular so that they could more appropriately respond to problems related to land. In addition, some respondents noted the need for JBE presence or other locally based advisory services that could assist them in navigating land negotiations.

The community dialogues have also generated action at the local level. On Epi, the dissemination events triggered community meetings to discuss community-based solution to leasing problems. As a result, customary authorities have taken steps to control the creation of new leases requiring that an application for a lease should be first discussed with the broader community and be authorised by the village, area and island council of chiefs. To improve coordination, the Epi Council of Chiefs has requested the Department of Lands to refrain from registering leases without Council approval. In addition, a number of community members have sought legal assistance to challenge existing leases on the basis of unfulfilled development promises or fraud in leasing processes. Unfortunately, some of these actions, have stalled apparently due to the inability of community members to meet legal costs. One of the leases, covering a significant area of the island is reportedly being looked at by local legal aid and advocacy organization. On Tanna, the Island of Chiefs is working to clarify principles of customary landholding and authority structures to prevent conflict arising from confusion. In at least one case, awareness has contributed to reduce tensions over land, by clarifying acceptable claims. In both Epi and Tanna, communities and chief are putting more effort into resolving disputes in local forums as much as possible to avoid lengthy and cumbersome court processes.

While the dissemination was positively received, community members stressed the importance of providing people with opportunity to receive information and advice on specific issues of importance within the community. JBE will continue to explore creative dissemination and awareness techniques that reflect the social and cultural background of the intended audience to ensure that research findings are shared and discussed with local communities.

QUESTION 10

The name “*Jastis Blong Evriwan*” suggests that

- A. Vanuatu communities are purely traditional
- B. Modern knowledge cannot be transmitted easily through a known language.
- C. Justice for everyone can be achieved in Vanuatu
- D. The Communities are Contemporary and Justice already prevails in Vanuatu Communities.

QUESTION 11

In the context of the last paragraph, what is JBE advocating?

- | | |
|----------------------------|-----------------|
| A. Sustainable development | B. Western ways |
| C. Justice and Equity | D. Vanuatu ways |

QUESTION 12

Which language has more influence on this expression? “*Jastis Blon Evriwan*”

- | | | | |
|-------------|------------|------------|----------|
| A. Tokpisin | B. Bislama | C. English | D. Dutch |
|-------------|------------|------------|----------|

For questions 13 to 15, refer to the article “Information Helps Make More Productive Workers”.

By DEBORAH KNUCKELY

Internal corporate communication is more than just glossy staff brochures. It serves a real purpose in organization; the team that knows which end of the field they are kicking towards is more likely to score goals.

Internal communication is not only useful for building team spirit; it is vital for disseminating information about the company and its industry. It also provides accurate information about industrial issues and educates staff about new processes. Corporations can use a variety of tools for distributing information, but the importance lies in the message, not the method of distribution. While management often saw customers as the company's most important 'public', their staff were the ambassadors, the managing director of Alex Gottshall communicators Pty Ltd, Mr. Alex Gottshall, said.

In general, workers rated the human side of their job as the most important aspect, he said. Consequently, the benefits of effective internal communication were widespread. Good communication systems could boost morale and therefore increase productivity and add to the company's bottom line. It was a very powerful tool for motivation, team building and increasing staff enthusiasm. It was also an effective way of developing and reinforcing the corporate culture. The rumors, which regularly swept through the corporate grapevine, were less likely to get out of hand if accurate information was readily available to staff, he said.

A director of Top Services, a Melbourne management consultancy specializing in training and communication, Mr. Graeme Foster, said effective communication could also decrease the time spent ironing out misunderstandings and the ill will they created.

Blue-collar people must receive the same treatment. It could lower the amount of paper work and increase the self-esteem of workers, he said.

By providing a forum for workers to get problems off their chest and hereby management, it would help workers feel more in control of their job.

Mr. Gottshall said the most appropriate method of communicating with staff depended on the type of information and the size of the company.

A small company located on one site could survive with verbal communication. Larger of geographically diverse organizations were more likely to need written communication, whether by a printed newsletter or a more technologically advanced news system such as used by Portland Aluminum.

Mr. Foster said newsletters could work well technically but could get in the way of real communication. It was very important for a team to meet and spend time together, he said. The way in which corporate missions, goals and philosophies were communicated to staff were assessed in Professor Roger Collins' survey of human resource practices published in the Australian Personnel Management November updated by CCH Australia Ltd.

The three most popular methods, used by at least 60 per cent of corporations, were written documentation, such as information booklets of policy manuals, employee newsletters of magazines, and induction programs. Professor Collins of the Australian Graduate School of Management found that more than half of the organizations used presentations by senior management and 58 per cent of companies had managers brief their staff.

Mr. Gottshall said face-to-face communication was the best methods, but could be laborious. Rather than direct communication from the head of the company, many workers would absorb the information better if it were presented by a lower-level manager with whom they worked and could relate, he said.

With verbal communication there was always a risk of misinterpretation, so the use of supporting documentation was often desirable.

The glossy magazines many larger companies produced could only be judged as successful if they encouraged feedback and two-way communication with staff at all levels.

‘It can’t just be corporate propaganda,’ Mr. Gottshall said. The most common complaint from staff was that they first heard company news from newspapers, he said. News such as poor profit results should be communicated to all staff before it reached external news sources, particularly as bad news could multiply on the grapevine and decrease productivity. Blue-collar workers should not be treated differently from other staff when it came to conveying information about the company, but it was vital the message was consistent and understandable. A company could improve its internal communications by listening to what the employees wanted and assessing how they perceived the company, Mr. Gottshall said.

Source : Weekend Australia

QUESTION 13

From this reading, it can be summed that communication

- A. is necessary for harmony in the workplace
- B. boosts workers morale for high productivity.
- C. is a waste of resources in the workplace
- D. consumes a lot of man hours

QUESTION 14

Which of these is an example of a verbal communication?

- A. Letter
- B. Email
- C. Meeting
- D. Memo

QUESTION 15

“Mr Foster said newsletters could work well technically but could get in the way of real communication”. What is “real communication” referring to?

- A. Two way communication
- B. Face to face communication
- C. Written and Verbal communication
- D. Non – verbal communication

For questions 16 to 19, refer to the text “My mom”.

MY MOM

I was a child only a mother can love. My father despised me because I was my mother’s first child from a failed relationship with an expatriate man. I could tell I am different from the rest of my family. I am light skinned with curly hair and a sharp nose and blue eyes. I knew deep down in my heart that I am the prettiest girl in the family but my dad would hurl insults at me when he was in a bad mood. “You ugly bastard, come here. Do this or do that”. Sometimes he would cover his hatred by calling me ‘darling’ or ‘princess’, but I could look through his sunken eyes and see the lies hidden in them.

My mother was very submissive to him, probably to compensate for her promiscuous single life. She seldom spoke out to defend me. Every time when I was mistreated, she would shed a few tears. I knew she felt for me, but she had difficulty speaking out.

When it came to getting special treatment among children in the family, I was the last. Mom would try to make up for it by buying me lollies or giving me extra lunch money secretly. She would volunteer to do house jobs that Dad would command me to do while leaving his own children outside playing or relaxing on the lounge watching television. I knew that I wasn’t my Dad’s child. He didn’t love, care for or treat me like my brothers and sisters. The indifferent treatment I got from Dad said it all, loud and clear. I could tell that Mom was hurt by all this.

When I turned 13, Mom hesitantly asked Dad if they could have a small family barbeque for me. The answer my Mom got was an instant “No”. “Why not?” my Mom reacted. “I don’t have any money for silly bastards”, Dad fired back.

“She is my child, isn’t she?” “Yes! Of course, she is. Go get her dad to give you the money for the birthday party. I am not wasting a toea on the bitch”.

“Well, I am taking my daughter. We are out of here. I have had enough of this”, Mom said in sobs. “You aren’t going anywhere, idiot”. “Of course I am going”.

These were the last word that I heard from my mother. Dad beat and kicked her mercilessly, killing her instantly with her child. She was four months pregnant. I came out of my room to find out why mom was silent. On the floor, she lay with blood running out of her mouth. Her bright sweet face turned black. My heart sank.

Tears flowed like running water. I shouted. “Mama! Mama! Mama?” She did not respond as she always did. She lay silent. I lifted her now disjointed neck and put it on my lap and wept bitterly. “Mama, Mama. Did you do it for me?” I whispered into her ear. She was motionless.

I was still clinging on to her when a swarm of policemen and women arrived in our house. A policewoman escorted me out to a waiting police vehicle. An ambulance took my mother away to the morgue. That was the last time I saw my mother.

The following days were total chaos. There were unending interrogations at the police station. Families, friends, news reporters and onlookers flooded our little house. In just a short time, these events took my attention away from my mom and she seemed history.

I went in to the seclusion of my room to mourn for my mother. I felt an overwhelming loss. The world seemed to function. People did their normal daily chores. There was laughter and joy in the neighborhood but there was something missing. A part of me was missing. I could sense it. My mother was no more. She was my source, the seat of my being, where I began. Deep down in my heart there is an incurable sore that reminds me of my lovely mom. That reality is still in me.

Days seemed to run like water. In only ten days, my mother's body was released from the hospital. On the same day, a funeral service was held at a church. Although we were not brought up in the faith, the hymn we sang still sings in my soul. It was "God be with you till we meet again". I believe that sometime I will meet her in eternity.

What happened at the end of the service was unforgettable. Dad told me: "You can stay with your uncle". "Why?" I questioned him angrily.

"Because you are not known by the Department and there is no ticket for you. I will go with your brothers and sisters and take your mom home". I couldn't believe it. I was shocked and dumbfounded. I wept openly and shouted, "How can this be? Mom, how can this be?" Nobody seemed to pay attention to me. Friends ushered me away. My mother was taken to a place I did not know, and buried in a cemetery where I will not lay flowers in future. Our separation was so quick and abrupt.

Since the funeral of my mother, I have never met dad. My other half brothers and sisters were held back by his family in the village. My uncle told me that dad was imprisoned for ten years in a prison camp near his home. There was no way I could communicate with my two half-brothers and three sisters. They were also part of me because we came out of the love and care of the same womb. They have a bit of me in them, and I carry a bit of them in me.

My desire to see them is temporal, but as days passed it seemed eternal. I carry two sores. One to see my mom and the other to see my brothers and sisters.

The experience I went through taught me how to become a different person. I obeyed my uncle who became my legal guardian. I studied very hard in my schoolwork. I entered university and graduated with honors in Psychology. I met a young handsome man who was two years older than me. He had a menial job in town. He was the type of man I preferred. I did not think of his education, status, job security or an extravagant life, but of a man who can be a loving, caring and humble husband and father of our children. This, I found in him.

We wedded in his church. Incidentally, that was the church in which we had Mom's funeral. Here, I found a man who could fill the gap my Mom, my brothers and sisters left in my heart. He could nurse my sore in my heart. He became a source of strength and security and a beginning of new life for me.

As I lived the new married life, I carried the sore but with the warmth and love of my uncle, my husband and now our two children. I tried to be the best mother and wife.

There at the horizon of my life, I see a glimpse of mother waiting to make up for the missed time. When that time comes, I will take her in my arms, tell her I missed her, I love her, and thank her for the pain she bore because of me. I will also show her, her son in law and her grandchildren.

Source: Jojo Kua

QUESTION 16

What genre is ‘My Mom’?

- A. Historical biography
- B. A personal recount
- C. Historical autobiography
- D. An autobiography

QUESTION 17

According to the text, what word confirms that the writer’s mother is dead?

- A. Disjointed
- B. Fired
- C. Dumbfounded
- D. Silent

QUESTION 18

What does the following sentence mean?

“These events took my attention away from my mom and she seemed history.”

- A. The writer’s attention on the loss of her mom is diverted by other happenings.
- B. The writer was not comforted by other happenings
- C. The writer felt the loss of her mother as so much happened
- D. The other happenings brought more sense of loss.

QUESTION 19

The mother in “My Mom” is an example of a story that depicts best the character of a person who

- A. is a victim of violence against women
- B. is a victim of cultural indifference
- C. is a victim of violence against children
- D. is very protective over her children

For questions 20 and 21, refer to the text below.

I have a dream

I say to you today, my friends, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident; that all men are created equal.

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at a table of brotherhood.

I have a dream that one day the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but the content of their character.

I have a dream today.

I have a dream that one day down in Alabama with its vicious racists ... little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

Martin Luther King, 28 August 1963



QUESTION 20

One of the important reasons why Martin Luther King's speech is popular is that it is:

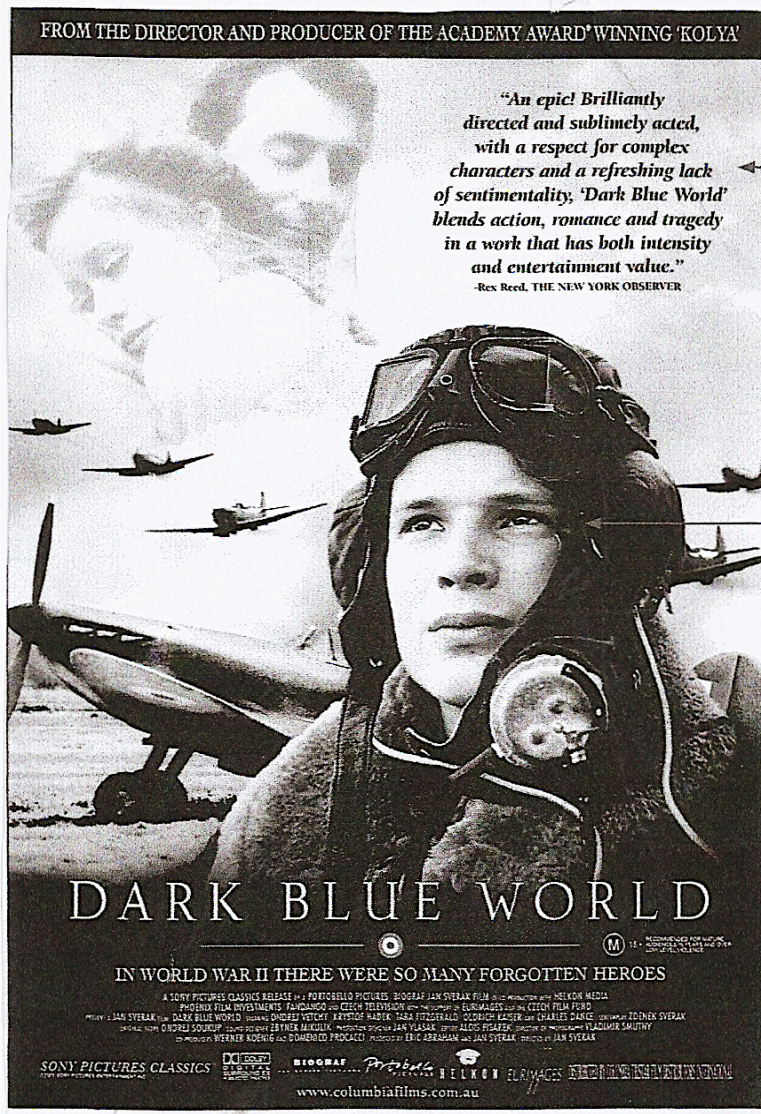
- A. Critical B. Racial C. Discriminating D. Inspiring

QUESTION 21

What is Martin Luther King's American dream?

- A. Freedom from black suppression
 B. Freedom from black men rule
 C. Both men and women be free one day.
 D. Both black and white race be equal one day

For questions 22 and 23, refer to this film advertisement.



QUESTION 22

The word DARK in the title most likely refers to _____

- A. death.
- B. darkness.
- C. romance.
- D. life.

QUESTION 23

Rex Reed’s comments on the film are very _____

- A. expressive.
- B. extreme.
- C. exorbitant.
- D. exhaustive.

For questions 24 to 26, refer to the newspaper article “Locals want to partake in spin off activities”.

Local want to partake in spinoff activities

By PISAI GUMAR

Wafi Golpu project landowners have urged Morobe Mining Joint not to engage outside contractors in spin-off activities but provide business opportunities to locals to avoid future problems.

At the opening of the Lukwo Bridge at Demakwa base camp, in Mumeng, Morobe, three landowner representatives from Yanta, Hengabu and Babuaf told MMJV not to neglect their people in the spin-off activities of the project.

Hengabu chairman Paul Yanam commended the company for building the bridge and giving the people access to the project area.

“Wafi is not Hidden Valley that most landowners missed out on spin-off business,” he said. “This is Wafi and any business dealings need to be done and executed in corroboration with landowners, district and provincial government.”

Huon Gulf MP Ross Seymour, Morobe provincial acting administrator Geoving Belong and Bulolo district administrator Tae Gwambelele also urged MMJV to work closely with landowners and the provincial administrator to avoid future issues.

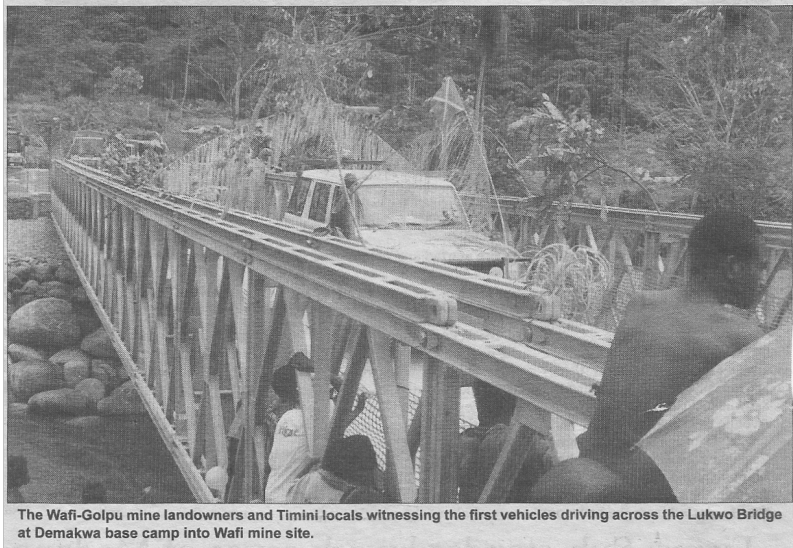
“You (MMJV) are honest to build the bridge not only links the project but a symbolic link with landowners, government and company; therefore all business activities must be executed using the bridge and not by air or other routes,” Gwambelele said.

Last month, Babuaf landowners blocked a portal access to the underground mine site and what they claimed as failure by MMJV to address their concerns about spin-off activities.

Mumeng LLG president Mathias Philip said the people did not want the Wafi project to be disrupted by such issues.

MMJV project director Max Exparon said the company realized its responsibilities and would honor its commitment with all stakeholders to develop the gold mine.

“It ensures to connect people to business and a stakeholder to opportunities; as the project was a significant milestone, the bridge was a great symbol of mutual benefit for all to work together for greater benefit,” he said.



The Wafi-Golpu mine landowners and Timini locals witnessing the first vehicles driving across the Lukwo Bridge at Demakwa base camp into Wafi mine site.

Source: The National; Monday April 22, 2013.

QUESTION 24

In paragraph 6, Mr. Gwambelek is advocating _____ in development.

- | | |
|-------------------|-----------------|
| A. ownership | B. transparency |
| C. accountability | D. partnership |

QUESTION 25

What is the irony reflected in this socio – economic context?

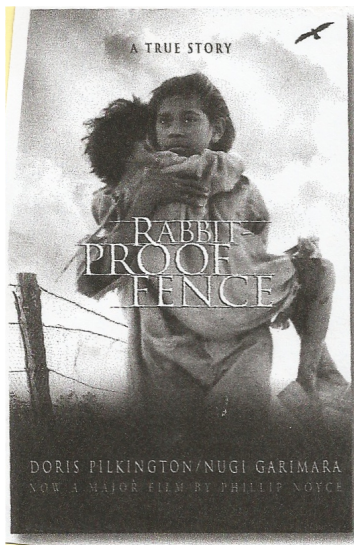
- A. Poverty alleviation in a resource rich environment
- B. More infrastructural development in a developing area
- C. Maximum development in a resources rich community
- D. Poverty in the midst of plenty

QUESTION 26

What is implied if air transport is the only transport to be used by the resources developer?

- A. The government doesn't care about locals
- B. Locals are ignorant of their rights
- C. Locals are left out in tangible development
- D. Developer's care about the locals well – being

For questions 27 and 28, refer to the biography.



One day in a clearing close to the fence, the girls spied an emu and a family of six tiny black and white striped chicks strolling along behind him. While Daisy stood perfectly still behind some trees, Molly and Gracie chased and captured a chick each. The old man emu turned on them but gave up when he remembered that the other four chicks were unprotected.

The three girls waited in seclusion of the small acacia bushes to see if anyone would come to investigate the commotion, but no one appeared so they plucked and cooked the emu chicks for supper, accompanied by damper and washed down with black bitter tea; there was no sugar left.

After supper they slept under some thick shrubs. That night Molly dreamed that she and her younger sisters were being pursued by a policeman and a black tracker on a horse. She could see them riding beside the fence on magnificent grey stallions, coming towards them from the north. They were coming closer, and closer - at that critical moment she woke with fear and covered in sweat. Then she heard

them. It wasn't a dream after all. It was real. Clop, clop, clopping of the horses came. Molly shook the other two awake. 'Keep still and don't make a noise,' she whispered, shivering slightly. 'It might be a

policeman and that Mardu tracker.’ They lay on they stomachs’ not daring to move and watched sleepily as the riders passed slowly by them. Molly sat up and sighed with relief and said, ‘They’re only station yowadas, not policeman.’

Source ; Rabbit Proof Fence

QUESTION 27

What is one word to describe the physical environment?

- A. Conducive but harse
- B. Dangerous and rugged
- C. Hostile and harse
- D. Pleasant but hostile

QUESTION 28

What are the girls pursuing?

- A. Discovery
- B. Freedom
- C. Perfection
- D. Recovery

For questions 29 and 30, refer to the picture inserted.



QUESTION 29

What two oxymorons can best describe this picture?

- A. Big and small, power and prowess
- B. Powerful and powerless, small and tinny
- C. Big and huge, powerful and prowess
- D. Huge and tinny, strong and weak

QUESTION 30

The picture shows a _____ contest.

- A. Wrestle
- B. Wrestled
- C. Wrestling
- D. Wrestler

PART B: SHORT ANSWERS (QUESTIONS 31 to 70) 40 MARKS

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

For questions 31 to 35, refer to this newspaper article.

Teacher paid only 88t a fortnight

A teacher in Madang claims he received only 88 toea as his fortnightly salary last week. The teacher, who asked not to be identified, said when he did not receive any pay slip, he decided to check his bank account.

The bank statement showed that only 88t was deposited from the salary section of the national education department.

“I got one 50t, one 20t, one 10t, one 5t, one 2t and a 1t. Imagine that,” he said. Another teacher, Fidelma Buluk who teaches at Dumpu Primary School in the Usino local level government, said she received only K56. Her husband, who is teaching at the Talidig Vocational Centre, was paid only K39.

Buluk said teachers were adults who had families to look after and did not deserve to receive such amounts as salary for fulltime work. “We spend the whole day standing and teaching and at night times we spend half the night doing lesson plans for the next day’s work. We don’t deserve this,” Buluk said. She said she was paid only K153 during the Christmas period and had not been paid when she got K56.

A Good Shepard Lutheran High School teacher received K89.66. Nine others received less than K100. An official at the Madang education salary section said the problem was with the Port Moresby pay office and so it was hard for the divisional officers to comment.

In some schools, teachers getting paid roam around in the town while teachers toiling in the classrooms are struggling to get on the payroll. They also complained that the salary section in Madang was too slow processing restoration forms for teacher to be put back on payroll.

Others found their pay slips sent to other provinces.

Helen Ekoda, who teaches at Kesewai Primary School, said her pay slips were sent to Northern. “Right now I couldn’t get a loan because the bank requires my pay slip. I don’t know why the education department cannot get so many things right,” Ekoda said

Source; The National-Monday, April 22, 2013

Question 31.

What is an antonym of the word deposited as used in paragraph 1?

Question 32.

In one word, suggest a possible reason why the teacher in Madang was paid 88 toea.

Question 33.

What is the gender of the teacher who was paid K0.88?

Question 34.

Which province was Helen Ekoda's pay slip sent to?

Question 35.

Name one thing the education department can't get right according to Ekoda in the last paragraph.

For questions 36 to 45, write the most suitable word in the spaces provided next to the question numbers on the answer sheet. The grammar and spelling of the word must be correct.

At a time when many are concerned about the proliferation of violence, sexual explicitness and morbidity in material on offer in our society, it has been totally refreshing to look again into the richness available in the writings of major poets' of our time. One of the genuine delights of compiling *Poets and Poetry* (36) the opportunity to select from the wealth of quality poetry available to us. Tacky special effects and gory sensationalism have nothing to compare with the depth and sensitivity on offer here.

Poetry (37) a special capacity to touch the soul. Well written, (38) connects with our finest human qualities with compassion, empathy, wonder and appreciation of the beautiful. There (39) such poems, here. Crafted with skill, it can also disturb us, shaking us out of our comfort zone and demanding

(40) emotional response from us. Ground out of the agony or joy of the poet's experience, it can move us deeply. So many of the poems on offer here by poets as diverse (41) Hopkins and Heaney, Dickson and Dawe, Oodgeroo and Owen, have just such capacity. We confidently anticipate that everyone who uses this book will discover treasure of lasting value from the poems we have selected.

Poets and Poetry features separate chapters on thirteen major poets. While a significant number are Australian, there are (42) poets from Ireland, England, and the USA. Each of these chapters (43) with an account of the poet's life and background. The poems chosen to represent each poet offer a significant encounter with the diversity and uniqueness of his or her work. Questions are provided to help students 'break open' the poems (44) search of gold. A number of appreciation essays, which serve as models for students, have also been included.

The first three chapters of *Poets and Poetry* pick up issues of central importance to the skills of appreciating poetry. These are 'The Poet's Purpose', 'Understanding the Poet's Craft' and 'A Love of Poetry'. Four chapters of thematically selected poems round out (45) book, offering us the opportunity to include a taste of the work of other gifted writers.

We have enjoyed putting this book together. Our hope is that others will share the pleasure that such a selection offers.

For questions 46 to 50, refer to the following extract on DWU – PNG Studies Journal 2012.

New Voting System

The Limited Preferential Voting System was introduced to replace the FPTP which was being abused and was producing leaders who could not claim majority representation. A preferential voting system had already been used prior to independence in PNG but was abandoned afterwards for the simpler FPTP System. The LPV system allowed each voter to mark three choices in the hope that it would break up bloc voting, ensure a more peaceful election and enable the winner to be elected by a majority (Trawen, pp.2-3,2006). Major awareness campaigns were conducted throughout the country in each electorate by the Electoral Commission and civil society groups as well as in the media.

Many people were sceptical about the complex LPV system which they thought would not be understood by the majority of the nation's illiterate people and would create major problems. Initial surveys carried out by pre-poll monitoring observers (including the author) suggested that many people were still unsure and could not explain the LPV process of voting when asked to do so. However, some people told the author that the main issue was that it was a system they had never used and that seems to have created the uncertainty that was recorded in the survey. On the other hand, those who were able to be involved in a mock election process conducted by electoral officials were able to understand the process of marking three choices. As expected, the area in PNG

that normally experience peaceful and orderly elections conducted successful elections using the LPV system. These were the New Guinea islands and most of the coastal areas on the mainland.

There were a number of things that the proponents of LPV hoped that the new system would achieve. The main one was that it would ensure that the eventual winner would be elected through an exhaustive process and by a majority of the voters (Standish,p196,2006). However, as it turned out the high number of candidates that many PNG electorates are notorious for nominating continued to prevent the eventual winner getting majority votes from all the votes cast. Instead many victorious candidates won after a large number of votes had been exhausted. Their win came from the remaining ballot papers. For instance, in the 2007 national elections for the Madang Provincial seat, a total of 152,260 ballots were allowed for count after the removal of informal votes. Of that 57091 (37.5%) ballots were exhausted or eliminated in the process of counting. The remaining ballots totaled 95,169 (62%) from which the winner Sir Arnold Amet scored a majority of 55,936 (58.8%) to win. In effect out of the original 152,260 ballot papers allowed for counting, Sir Arnold only scored 36.74%.

The LPV also hoped to ensure that more women would be elected into Parliament since voters were now offered three choices (Trawen, p3,2006); however, this did not happen.

Source; DWU PNG Studies Journal

Question 46.

The voting system that allowed candidates to win by popular vote is called _____ system.

Question 47.

Which system of voting was used in 1974?

Question 48.

Which word in paragraph (3) means 'supporters' of the LPV system?

Question 49.

According to the text, which groups of people were able to understand LPV System when it was introduced recently?

Question 50.

What was one of the reasons for introducing LPV system in the election process?

For questions 51 to 60, refer to the Cloze Passage.

A (51) is a word that is similar in meaning to another. In English grammar, the (52) of the sentence must agree with the verb in the same sentence. Discussing the inanimate in an animate manner is technically called (53) in literary terms. The sequence of events in a narrative or story is the (54). The time and place in which the action takes place is the (55). The (56) in literature is the struggle between two opposing forces. The way a writer has chosen to write is the writing (57). (58) is the term that is used to describe a particular form of literature. A (59) is an expression or saying that has become so over used that it has lost its impact. Rough and smooth are examples of (60)

For questions 61 to 70, write the most suitable word in the spaces provided next to the question number on the answer sheet, the grammar and spelling of the word must be correct.**Alice Dubois, War Hero**

In August 1914 many French refugees, fleeing ahead of the German (61) of their country, managed to cross the channel into England. One of these refugees was an attractive, intelligent (62) named Louise de Bettignes. She spoke English, German and Italian as well as her native French. She brought to England messages containing military information that had been entrusted to her by French officials. She also had information taken from her own observations. She was invited to London and asked if she would like to go back to France and organize a system of espionage.

Disguised as a dressmaker and seller of laces and calling herself Alice Dubois, she returned to her home town of Lillie, France, and began to organize (63) her agents were a chemist, who forged passports, a mapmaker, Paul Bernard (64) at one time wrote in coded shorthand a 1,600 word spy report to fit beneath the stamp on a post card. An Marie –Leonie Vanhoutte, who, as Charlotte the cheese peddler, roamed with Alice the lace peddler to gather information. Eventually, the group had 40 (65).

Alice crossed into Holland once a week with information the group collected. She worked out (66) many methods of sending messages. She signaled with carillon bells. She hid messages in cakes of chocolate, toys, umbrellas, a lame man's leg and balls to yarn. Once she carried a message written in invisible ink on transparent paper placed beneath the glossy surface of a photograph. She hid a map in the rim of a (67) of glasses.

During one of Alice's (68) into Holland, Charlotte received a message telling her to hurry to a certain inn on account of Alice. She knew that it might be a trap, but not wanting to show that she had anything to hide, she went to the inn. There she was questioned by an informer. She (69) not to know anyone named Alice, and informed the informer that he had the wrong person. The next day Charlotte was arrested by German secret agents. When Alice returned, she was trialed for a few days and finally

arrested. Both women (70) convicted and sentenced to death, but at the last minute the death sentence were changed to 27 years' imprisonment for Alice and 15years for Charlotte. Alice died in prison on September 27, 1918, a few weeks before the war ended. Charlotte survived the war.

Source: PASTEP (2002)

END OF EXAMINATION

**APPLIED ENGLISH - 2013
ANSWER SHEET FOR PART : B**

Fill in the codes for the province, school and candidate.

Write your name and school in the spaces provided.

Year	Province	School			Candidate No		
13							

Candidate Name: _____

School Name: _____

1. This answer sheet is for PART B only.
2. Part B requires SHORT answers.
3. Write the answer beside the correct question number in the space provided.

FOR MARKERS' USE ONLY

QUESTION	SCORE	MARKERS' INITIAL	
		Marker 1	Marker 2
Q31 – 35			
Q36 – 45			
Q46 – 50			
Q51 – 60			
Q61– 70			
TOTAL / 40			

PART B: SHORT ANSWERS

Q31	
Q32	
Q33	
Q34	
Q35	

Q51	
Q52	
Q53	
Q54	
Q55	

Q36	
Q37	
Q38	
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Q40	
Q41	
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