



DEPARTMENT OF  
EDUCATION

UPPER SECONDARY  
SCHOOL CERTIFICATE  
EXAMINATIONS

LANGUAGE  
&  
LITERATURE  
(1)

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

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 **20** printed pages in the question booklet and **2 printed** pages in the answer booklet.
3. There are two parts in this paper. Answer all questions.

### **Part 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 Part **MUST** be answered on this Answer Sheet.

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

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

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

4. You are required to write only the correct answer in the space provided.
5. Calculators may be used.
6. Answers written on the question paper will not be marked. Write answers neatly in spaces as allocated on the answer sheet. Answer **ALL** questions.
7. Answer all questions on the answer sheet. Answers 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) 30 MARKS**

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

For questions 1 to 5, refer to the text below.

**School ground bullying**

It is acknowledged that various forms of bullying occur in classrooms and school grounds. Studies show that student bullies have been found to be low in compassion and therefore are not sensitive to other students' troubles and pain.

In one study, students provided the following reasons for participating in bullying incidents:

- They did it because the other children annoyed them;
- They did it to get even;
- They did it for the fun of it;
- They did it because other students were doing it too;
- They wanted to show others how tough they were;
- They bullied those they perceived to be weak; and
- They did it in order to get things or money off other students;

Another study found additional reasons for students bullying others. These include;

- Frustration. Such students may have some disabilities. Parents or teachers may have not identified their disabilities. Therefore, they are frustrated and resentful because they are expected to perform at the level required by the school;
- Students come from environments that encourage bullying. Some students get away with bullying behaviour. At the same time those students who continue to be bullied slowly and reluctantly show aggressive behaviour to survive in bullying environments. This usually happens in situations where the responsible adults have repeatedly disregarded acts of bullying in class or in school grounds;
- No role models of positive behaviour. Students who have no role models or may have poor role models of positive behaviour in their homes, tend to display negative behaviour when interacting with other students;
- Abuse in the home. Students who are abused in their homes can express their anger by bullying other students;
- Students are neglected in the home. Students who are neglected at home bully others to attract attention. They have not learned how to behave well when interacting with others; and
- Undue influence. Acceptable behaviour for the group members. Some forms of bullying are dictated by the ringleader of the group. Studies have also found that the presence of bystanders (students) can contribute to bullying, and that they (bystanders) can be passive and deliberately ignore bullying incidents they witness. Some also prevent sensible students from defusing conflicts witnessed. Bullying can be influenced by peer groups.

Another study on school playground bullying found that although bystanders (students) were present in 88% of the bullying incidents, they only intervened in 19% of the bullying cases that they had witnessed.

Some bullies attack other students physically by shoving, tripping, punching, hitting, kicking, biting, fighting, throwing objects, indecently touching and even sexually assaulting students.

Other bullies swear, taunt, make fun of or tease others. This is known as verbal bullying.

Verbal bullying also includes sending cruel texts, messages, or emails or posting insults about a person on Facebook or other sites. This is known as cyber bullying.

**QUESTION 1**

Which one of the following gives the best definition of ‘bullying’?

Bullying is when students are picked on repeatedly by

- A. individuals only.
- B. individuals or groups.
- C. bigger groups only.
- D. bigger individuals only.

**QUESTION 2**

According to the article, studies have shown that student bullies have been found to be low in compassion.

What does the underlined phrase mean?

- A. lacking self pity
- B. lacking sympathy
- C. being lonely and sad
- D. being helpful and generous

**QUESTION 3**

According to the text, students take part in bullying for the following reasons.

- i They do it because others annoy them.
- ii They do it for the fun of it.
- iii They do it in order to be famous.
- iv They do it because their parents force them.

Which one of the following gives the best reasons?

- A. i and iii only
- B. i ii and iii
- C. i and ii and iv
- D. ii and iv only

**QUESTION 4**

According to the article, cyber bullying is also referred to as \_\_\_\_\_bullying.

- A. gender
- B. verbal
- C. peer
- D. group

**QUESTION 5**

According to the article, how many studies were conducted in the area of bullying?

- A. one
- B. two
- C. three
- D. four

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For questions 6 to 9, refer to the text below.

*Yes, You Can*

Sheryl Sandberg's 'Lean In' By Anne-Marie Slaughter

When I was an assistant professor at the University of Chicago Law School in the early '90s, I tried to explain to a prominent senior colleague why I had not yet managed to write one of the 10 or so articles required to getting tenure in three years.

He listened to me, then said,  
'Journals don't publish excuses.'

It's a lesson that comes through loud and clear in Sheryl Sandberg's new book, *Lean In: Women, Work, and the Will to Lead*.

Her point in a nutshell, is that notwithstanding the many gender biases that still operate all over the workplace, excuses and justifications won't get women anywhere.

Instead believe in yourself, give it your all, 'lean in' and 'don't leave before you leave' – which is to say, don't doubt your ability to combine work and family and thus edge yourself out of plum assignments before you even have a baby.

Leaning in can promote a virtuous circle: you assume you can juggle work and family, you step forward, you succeed professionally, and then you're in a better position to ask for what you need and to make changes that could benefit others.

No one who reads this book will ever doubt that Sandberg herself has the will to lead, not to mention the requisite commitment, intelligence and ferocious work ethic. Sandberg has been the chief operating officer of Facebook since 2008. At 43, she has already had a storied career; research assistant to Lawrence Summers at the World Bank; management consultant at McKinsey; chief of staff to Summers at the Treasury Department; and six and half years at Google, where she rose to the post of vice-president of global online sales and operations.

She has also made it to the top of the notoriously male-dominated world of Silicon Valley, where the paucity of women among the ranks of computer scientists and engineers is still all too visible.

Sandberg is not just tough, however.

She also comes across as compassionate, funny, honest and likable. Indeed, although she refers early on in the book to a study showing that for men success and likability are positively correlated, whereas for women inversely correlated, she manages to beat that bum rap.

(Who can forget when Barack Obama, in one of his few slips on the 2008 campaign trail, said patronizingly to his chief rival: "You're likable enough, Hillary?")

Sandberg's advice to young women to be more ambitious, which can sound like a finger-wagging admonishment when taken out of context, is framed here in more encouraging terms – "What would you do if you weren't afraid?" – addressing the self-doubt that still holds many women back.

Most important, Sandberg is willing to draw the curtain aside on her own insecurities. She describes the many times in her career when she was deeply unsure of herself, and the uncertainty that has never entirely gone away;

"I still face situations that I fear are beyond my capabilities. I still have days when I feel like a fraud. And I still sometimes find myself spoken over and discounted while men sitting next to me are not. But now I know how to take a deep breath and keep my hand up. I have learned to sit at the table."

Sandberg quotes other powerful women sharing their own insecurities, including a wonderful anecdote from Virginia Rometty, the first female chief executive officer of IBM.

As Sandberg tells the story, Rometty was offered a "big job" early in her career, but she was worried she might not have the proper experience. So she told the recruiter she would have to think it over

When she discussed the offer with her husband, he pointed out, “Do you think a man would ever have answered that question that way?”

It all comes down to confidence. Sandberg suggests, and it is easier to be confident if you realize that your role models have plenty of doubts of their own.

Sandberg’s career as a feminist champion began with her 2010 TED talk, in which she first laid out her lean – in message.

She followed up with a commencement address to the Barnard class of 2011. Both went viral.

*Lean In* builds on the themes of these earlier talks, bolstered by extensive references to scholarly works and popular literature.

She advises women to “make your partner a real partner”, recalling how she and her husband set patterns early on in their relationship that made them genuine equals when it came to child care.

Her phrase “It’s a juggle gym, not a ladder” describes the many different paths careers can take, sideways and even downward on their way up. She also shares Eric Schmidt’s advice to her when she was considering a job offer at Google, which was a less attractive option than others she had at the time: “Only one criterion mattered when picking a job –fast growth”.

Sandberg connects this to the value of personal growth, even when, or especially when, you are afraid.

*Lean In* is full of many such gems, slogans that ambitious women would do well to pin up on their wall. Figure out what you want to do before you meet with the people who can hire you. Ask yourself constantly: “How can I do better? What am I doing that I don’t know? What am I doing that I don’t see? “Done is better than perfect.”

*The New York Times*

#### QUESTION 6

Which one of the meanings best represents the phrase “Journals don’t publish excuses.”

Excuses and justifications

- A. are gender qualities for women.
- B. only hinder professional women’s progress.
- C. are progressive qualities for women.
- D. feature heavily in Sandberg’s book.

#### QUESTION 7

In paragraph 8, the writer makes reference to ‘a study showing that for men success and likeability are positively correlated, whereas for women they are inversely correlated...’

The underlined phrase means that success and likability contribute towards

- A. producing effective leaders in men and women.
- B. producing effective leaders in women.
- C. producing effective leaders in men.
- D. Sandberg’s effective leadership.

**QUESTION 8**

Sandberg shares her own insecurities with young women because she wants them to become aware of

- A. their own insecurities that hinder them from moving forward.
- B. how she dwelt with men colleagues from her workplace.
- C. men's insecurities that hinder their progress.
- D. their roles and responsibilities of growing up.

**QUESTION 9**

Anne-Marie Slaughter's article; "Yes, You Can" is dominated by her

- A. testimonies of professional success.
- B. insecurities and failures.
- C. insecurities and arguments.
- D. professional and family matters.

**For questions 10 to 13, refer to the passage below.**

**A Leader Assesses His Organization and His Constraints**

Great leaders take the time to assess the strengths and weaknesses of their organizations so that they can enhance capabilities and mitigate weaknesses. They also carefully assess their leadership constraints, in the public sector generally to stay within those constraints, but sometimes to shift or reduce them. Our administrative example is Elmer Staats, generally considered the most successful comptroller general of the United States to have headed the General Accounting Office (GAO). The Office of the comptroller General was set up in the Budget and Accounting Act of 1921, and is fundamentally different from all other executive agencies in several respects. Although the comptroller general is appointed by the president, the term is for fifteen years and removal from office is only by Congress. This creates tremendous independence from the executive branch. Further, the GAO's prime client is Congress, which directs many of the agency's work through specialized requests for reports and is also the receiver of all standard operating audits of agencies. By federal standards it is exceptionally small (now less than 4,000 employees) but exceptionally powerful. It tries to remain totally nonpartisan, but its work auditing agencies and evaluations of policy implementation and possible policy projects always have the potential for controversy. In the main, the GAO has done an exceptional job of avoiding controversy because of its effort to be politically neutral and technically competent.

When Elmer Staats assumed his post in 1966, the GAO had just finished one of those unusual periods of controversy caused by his predecessor's aggressiveness in pursuing defense contractor audits. Comptroller Joseph Campbell had promoted the watchdog side of the GAO; ultimately, Staats promoted the governmental effectiveness side. That is to say, while not discontinuing financial audit and policy compliance functions, he greatly enhanced management audits and largely introduced program evaluation as a major thrust. In assessing the agency, this shift of focus would mean different task skill than had been the norm. Thus, the GAO reduced its hiring of accountants and increased the hiring of systems analysis, computer specialists, economists, social scientists, engineers, and the like. To better respond to congressional needs (external coordination) and to promote role clarity, he changed the structure of the GAO to mirror the congressional committees and subcommittees where possible. To improve subordinate effort and better organization, he "developed a conscious socialization program for new staff that included dress codes, extensive training programs rotation programs, clear promotion

guidelines, rules against fraternization, and a considerable emphasis on esprit de corps” (Cooper 1990, 221). To improve cooperation with audited agencies, he developed stringent requirements for agencies to be able to (1) review draft reports prior to publication, and (2) attach their responses to the report. Audit “creativity” was enhanced by ensuring that audit teams included diversity in disciplinary training as well as in ethnic makeup and gender.

In terms of leadership constraints, the comptroller general during Staat’s tenure actually gave up some areas of leadership while substantially enhancing others. After meeting with J. Edgar Hoover, staff of the GAO was generally more inclined to turn over fraud and abuse leads to the FBI. Staats also worked with Congress to create inspectors general in the agencies, so that the GAO could focus more on requests from Congress, which were increasing enormously in number and complexity (congressional requests composed only 10 percent of the agency’s business in 1921, and today they constitute approximately 80 percent). This work was endorsed and codified in the 1970 Legislative Reorganization Act.

Thus, through deft organizational analysis, realignment of leadership responsibilities and constraints, and systematic reprioritization of agency goals, Elmer Staats completed the GAO’s transformation from an agency of “voucher auditors” and finance investigators into the most sophisticated program evaluation agency in the world.

*Source: Dynamics of Leadership in Public Service  
Theory and Practice second edition  
Montgomery Van Wart pg; 224*

#### QUESTION 10

How many years is the term of office for the United States Comptroller General?

- A. 10                      B. 15                      C. 20                      D. 30

#### QUESTION 11

Which two factors assisted GAO to avoid controversy during policy and project implementation?

- A. Nonpartisan and audits  
B. Political neutrality and technical competence  
C. Policy implementation and policy projects  
D. Congress and budget office

#### QUESTION 12

Paragraph 2 illustrates leadership styles of two GAO’s; Elmer Staats and Joseph Cambell.

Elmar Staats is best portrayed as someone who

- A. enhanced management audits and program evaluations.  
B. discontinued financial audits and policy compliance functions.  
C. only enhanced financial audits and policy compliance functions.  
D. enhanced only management audit and program evaluations.

**QUESTION 13**

The leadership qualities of Elmer Staats can best be summarized as

- |    |                                  |    |                                |
|----|----------------------------------|----|--------------------------------|
| A. | ordinary and simplistic.         | B. | extra-ordinary and innovative. |
| C. | non-visionary and old fashioned. | D. | traditional and conservative.  |

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

**Looking for Alibrandi**

(screenplay extract) by Melina Marchetta

**SCENE 54 EXT. THE TOWN HALL. NIGHT:**

*Josie in her dress. Although not offensive, it's the total opposite to the store dress she wanted.*

*Clusters of teenagers dressed eclectically congregate on the steps of the Town Hall. Sera, looking classy, tops up her lipstick. Anna in a simple elegant design holds up Sera's mirror.*

SERA: Next time tell them you want to wear what you want to wear.

*Josie looks at what Sera is wearing.*

JOSIE: As if your parents saw you leave home in that.

**SCENE 55 INT. THE TOWN HALL – THE FOYER. NIGHT.**

*Josie looks around her at the clash of students from both private and public schools. The divisions between the two are palpable. Robert comes up behind her.*

ROBERT: Who's this beautiful woman?

*Josie turns around to face him and Robert pretends to be shocked to see who it is.*

*Sera bops off checking out the people. Robert watches her go.*

*Josie spots Jacob, but continues looking around. She sees John speaking to Carly Bishop.*

He couldn't get out of it. They live in the same street.

*Across the hall, Jacob, Anton and a few of their friends stand around, bored.*

*Suddenly, Jacob stands alert, staring across the space with a ghost of a smile on his face. He taps Anton on the head.*

**SCENE 56 INT. THE TOWN HALL – THE DANCE FLOOR. NIGHT.**

*The dance floor is crowded. Robert is doing his best to impress Sera, and she grudgingly agrees to dance with him. Josie and Anna are sitting at one of the tables trying to look like that is really where they want to be. Josie watches out for John, who she spots sitting at a table, talking to some St. Anthony's boys. He sees her and waves and then goes back to his conversation.*

JOSIE: [voice over] Ok John, take your time.

*Anna notices the boys approach and nudges Josie.*

ANNA: That's him.

*The girls nod, smiling at each other as the boys approach. They reach the girls.*



*Anton is entranced as he stares at Anna. Jacob judges him.*

ANTON: I saw you at the Stanavic wedding.

*Anna doesn't answer, but smiles shyly. The four of them are locked in an absurd silence before Josie nudges Anna. Anton points to the dance floor questioningly and Anna nods. Josie and Jacob stand side by side, neither speaks for a while.*

JACOB: So, how about a dance, Miss Vice Captain of St Martyrs.

JOSIE: It's 'Ms Vice Captain,' Mr. Captain of Crook High.

*Jacob leans forward confidingly.*

JACOB: Actually, it's 'Sir.'

### **SCENE 57 INT. THE TOWN HALL – THE DANCE FLOOR. NIGHT.**

*Jacob and Josie are dancing to an upbeat song. The dance floor is crowded with couples, as well as groups of girls dancing and singing together*

JOSIE: I didn't think you'd be the type to come to one of these?

JACOB: Ah, so she thinks she's got me all worked out.

*Around the room, hundreds of other teenagers mix awkwardly, brashly, hesitantly or flirtatiously.*

*The music changes to a slower song. There is an awkward moment as Josie starts to leave the dance floor, but Jacob holds out his hand for her to continue dancing. Hesitantly, Josie places her hand in his and slowly their fingers entwine. They avoid each other's eyes as they move closer. She looks across at John who is still at the same table, now by himself.*

*Jacob touches her hair gently as her hand moves over his shoulder and around his neck. She looks into his eyes.*

JOSIE: [voice over] Please God, let me be in love with John Barton.

*The dance crowd blocks her view of John as she and Jacob move slowly together.*

### **SCENE 58 INT. THE TOWN HALL – THE LADIES' ROOM. NIGHT.**

*Sera, Josie and another St Martha's friend enter a crowded ladies' room. Carly Bishop is standing in front of the mirror preening herself. Sera pushes through and does the same.*

JOSIE: [asides, to a friend] It's the clash of the cleavages.

*Anna walks in, flushed and giggling, squeezing Josie's arm as Sera joins them.*

ANNA: He's waiting outside the door for me.

SERA: If you dance any further apart, you'll be in separate suburbs.

*Anna grins at Josie.*

ANNA: Unlike some people.

COOK HIGH GIRL: He's our school captain.

*Carly floats past them.*

CARLY: But not exactly the school captain she wants.

*Carly bumps past them as she walks out, flicking her hair in their faces. Girls from Cook High do impersonations of her. Everyone, including Josie, laughs.*

**SCENE 59 EXT. THE TOWN HALL – NIGHT.**

*Groups of students walk out of the Town Hall, Parents, parked illegally, are beeping their horns. Josie stands with Robert, her friends and Anton. Jacob hovers, with his friends, close by. Carly comes out with her friends, swishing past the others. She stops to ask John, who indicates ‘No.’ Josie looks triumphant. John comes up to Josie.*

JOHN: I meant to ask you to dance.

JOSIE: Maybe next time.

ANTON: Lets go to Oxford Street. [*He looks at Anna.*] I can fit five in my car.

JOSIE: I can’t come. Can anyone drop me off?

*She finds herself looking at John Barton, however he hesitates.*

JACOB: I’ll take you.

*Jacob stands beside Josie as Robert looks on suspiciously.*

ANTON: [to Robert, reassuringly] He’s a friend of mine.

Robert thinks for a moment and nods, chauvinistically.

ROBERT: [*reassuring Josie, indicating Anton*] I play soccer with him.

JOSIE: Well, that says it all, Dad.

Jacob can’t help grinning. The others begin to disband.

JOHN: See you later, Josie.

*John kisses her on the cheek.*

JOSIE: Bye, John.

*Jacob casually puts his hands in his pockets, pleased with himself. Jacob and John looked at each other.*

JACOB: Bye, John.

*Josie watches as John walks away. He seems to be swallowed up by the night.*

**QUESTION 14**

What did Sera do to suggest that she had a rebellious character?

- |                                |  |
|--------------------------------|--|
| A. She wore too much lipstick. | B. She wore clothes of her own choice. |
| C. She rode in her car.        | D. She danced all through the night.   |

**QUESTION 15**

Where was the setting of the screen play titled “Looking for Alibrandi” by Melina Marchetta?

- |                 |                      |
|-----------------|----------------------|
| A. Ladies’ Room | B. St Anthony’s Hall |
| C. Town Hall    | D. St Martyrs Hall   |

**QUESTION 16**

Who did Josie dance with?

- |           |          |         |          |
|-----------|----------|---------|----------|
| A. Robert | B. Jacob | C. Sera | D. Anton |
|-----------|----------|---------|----------|

**QUESTION 17**

The underlined phrase “parked illegally” in scene 59 means \_\_\_\_\_ parked.

- |             |               |           |             |
|-------------|---------------|-----------|-------------|
| A. properly | B. improperly | C. safely | D. directly |
|-------------|---------------|-----------|-------------|

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

### *A Brief Biography of Jean Piaget*

#### **Jean Piaget (1896 -1980)**

Jean Piaget was born in Neuchatel (Switzerland) on August 9, 1896. He died in Geneva on September 16, 1980. He was the oldest child of Arthur Piaget, professor of medieval literature at the University, and of Rebecca Jackson. At age 11, while he was a pupil at Neuchatel Latin high school, he wrote a short notice on an albino sparrow. This short paper is generally considered as the start of a brilliant scientific career made of over sixty books and several hundred articles.

His interest for mollusks was developed during his late adolescence to the point that he became a well-known malacologist by finishing schools. He published many papers in the field that remained of interest for him all along his life.

After high school graduation, he studied natural sciences at the University of Neuchatel where he obtained a Ph. D. During this period, he published two philosophical essays, which he considered as “adolescence work” but were important for the general orientation of his thinking.

After a semester spent at the University of Zurich where he developed an interest for psychoanalysis, he left Switzerland for France. He spent one year working at the Ecole de la rue de la Grange-aux-Belles a boys’ institution created by Alfred Binet and then directed by De Simon who had developed with Binet a test for the measurement of intelligence. There, he standardized Burt ‘s test of intelligence and did his first experimental studies of the growing mind.

In 1921, he became director of studies at the J.J. Rousseau Institute in Geneva at the request of Sir Ed. Claparede and P. Bovet.

In 1923, he and Valentine Chatenay were married. The couple had three children, Jacqueline, Lucienne and Laurent whose intellectual development from infancy to language was studied by Piaget.

Successively or simultaneously, Piaget occupied several chairs: psychology, sociology and history of science at Neuchatel from 1925 to 1929; history of scientific thinking at Geneva from 1929 to 1939; the International Bureau of Education from 1929 to 1967; psychology and sociology at Lausanne from 1938 to 1951; sociology at Geneva from 1940 to 1971. He was reportedly, the only Swiss to be invited at the Sorbonne from 1952 to 1963. In 1955, he created and directed until his death the International Center for Genetic Epistemology.

He researched in developmental psychology and genetic epistemology had one unique goal: how does knowledge grow? His answer is that growth of knowledge is a progressive construction of logically embedded structures superseding on another by a process of inclusion of lower less powerful logical means into higher and more powerful ones up to adulthood. Therefore, children’s logic and modes of thinking are initially entirely different from those of adults.

Piaget’s oeuvre is known all over the world and is still an inspiration in fields like psychology, sociology, education, epistemology, economics and law as witnessed in the annual catalogues of the Jean Piaget Archives. He was awarded numerous prizes and honorary degrees all over the world.

#### Principal Appointments

1921 -25	Research Director, Institut Jean-Jacques Rousseau, Geneva
1925 -29	Professor of Psychology, Sociology and the Philosophy of Science, University of Neuchatel
1929 -39	Professor of History of Scientific Thought, University of Geneva

1929-67	Director, International Bureau of Education, Geneva
1932-71	Director, Institute of Educational Sciences, University of Geneva.
1938-51	Professor of Experimental Psychology and Sociology, University of Lausanne
1939-51	Professor of Sociology, University of Geneva
1940 -71	Professor of Experimental Psychology, University of Geneva
1952-64	Professor of Genetic Psychology, Sorbonne, Paris
1955-80	Director, International Center for Genetic Epistemology, Geneva
1971-80	Emeritus Professor, University of Geneva

**QUESTION 18**

How many decades did Piaget live for, before he died?

- A. six                      B. seven                      C. eight                      D. nine

**QUESTION 19**

What was Piaget's highest position?

- A. Research Director                      B. Professor  
C. Director.                      D. PhD

**QUESTION 20**

Which one of the following statements is **true** according to Piaget's bio-data?

- A. Piaget developed the theory of cognitive development using his own children.  
B. Piaget was the chairperson of psychology and sociology boards only.  
C. Piaget got married to Valentine at the age of 26.  
D. Piaget's theory is that adults think in the same way as children.

**QUESTION 21**

How many years was Piaget the Director for an institute at the University of Geneva?

- A. four                      B. twenty five                      C. thirty eight                      D. thirty nine

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

## CLIENT EASTWOOD

### I INTRODUCTION

Clint Eastwood was born in 1930. He is one of America's top movie actors, directors and producers. Eastwood rose to fame with his tough-guy characters in a series of Westerns and renegade-cop movies beginning in the 1960s, but he has also earned a reputation as a gifted director, producer and even composer.

### II EARLY CAREER

Clinton Eastwood, Jr. was born in San Francisco, California. He first gained recognition as an actor in the Western television series *Rawhide* (1959-1966). Eastwood became a film star with his role as a hired killer in the movies *Per un pugno di dollari* (made in Italy by director Sergio Leone and dubbed in English as *A Fistful of Dollars*, 1964). The film is part of a genre known as a spaghetti Western, referring to its Italian origins. Eastwood recreated the character, referred to only as the Man with No Name, in the movies *Per qualche dollaro in piu* (*For a Few Dollars More*, 1965) and *Il buono, il brutto, il cattivo* (*The Good, the Bad, and the Ugly*, 1966). Other films of the late 1960s starring Eastwood included the Western *Hang 'Em High* (1968), the drama *Coogan's Bluff* (1968), and the comedic musical *Paint Your Wagon* (1969).

### III 1970S AND 1980S

In 1971 Eastwood starred in the thriller *Play Misty for Me*, a film that also marked his directorial debut. During this period the actor moved from cowboy films to urban dramas, finding popular acclaim in his role as the hard-bitten, law bending police officer Harry Callahan in *Dirty Harry* (1971) and its sequels, *Magnum Force* (1973), *The Enforcer* (1976), *Sudden Impact* (1983, which he also directed and produced), and *The Dead Pool* (1988). Other movies Eastwood appeared in during the 1970s and 1980s included the *Thunderbolt and Lightfoot* (1974), *The Outlaw Josey Wales* (1976; also directed), *Every Which Way But Loose* (1978), *Escape from Alcatraz* (1979), *Any Which Way You Can* (1980), *Honkytonk Man* (1982; also directed), and *Pale Rider* (1985; also directed and produced). Showing his range of interests, Eastwood directed and produced *Bird* (1988) a study of the life of American jazz saxophonist Charlie Parker.

### IV 1990S TO TODAY

In the 1990s, Eastwood started to show his exceptional versatility. He began the decade acting in and directing *White Hunter, Black Heart* (1990), a film inspired by the life of motion picture director John Huston. Eastwood's critical breakthrough as a director and producer was with *Unforgiven* (1992), a Western about a reformed gunslinger (played by Eastwood) who comes out of retirement for one last job. The film won four Academy Awards, including best director and best picture. In 1993, Eastwood starred as a Secret Service agent in the drama *In the Line of Fire* and directed and acted in *A Perfect World*, a film about the pursuit of a kidnapper.

Eastwood added composing to his repertoire with the romantic film *The Bridges of Madison County* (1995), a movie that he not only directed, produced, and starred in but for which he also wrote the music. He filled the same roles for the action movies *Absolute Power* (1997) *True Crime* (1999), and *Space Cowboys* (2000).

Eastwood earned further acclaim as a director and producer with the chilling drama *Mystic River* (2003), which earned him Academy Award nominations for best director and best picture and brought

Sean Penn his first Oscar for best actor. Eastwood won his second Oscar for best director with *Million Dollar Baby* (2004), a film about an aging boxing trainer (Eastwood) and his female pupil that also won Academy Awards for best picture, best actress (Hilary Swank), and best supporting actor (Morgan Freeman). *Flags of Our Fathers* and *Letters from Iwo Jima*, two World War II films by Eastwood depicting the Battle of Iwo Jima from both the American and the Japanese perspectives, were released in 2006.

Eastwood heads his own production company, Malpasco. He has been the recipient of a number of career awards, including the Irving G. Thalberg Memorial Award in 1994, a Lifetime Achievement Award from the American Film Institute in 1996, and the Golden Globe Cecil B. DeMille Award in 1998. From 1986 to 1988 Eastwood served as mayor of Carmel, California.

**QUESTION 22**

When was Clint Eastwood born?

- A. 1965                      B. 1964                      C. 1930                      D. 1929

**QUESTION 23**

Clint Eastwood starred in the film titled "Paint your Wagon" in \_\_\_\_\_ .

- A. 1966                      B. 1967                      C. 1968                      D. 1969

**QUESTION 24**

Which one of the following films won four Academy Awards?

- A. Unforgiven    B. Absolute Power  
C. Flags of Fathers    D. Sudden Impact

**QUESTION 25**

He produced the movie titled "Space Cowboys" at the age of \_\_\_\_\_ .

- A. 68                      B. 69                      C. 70                      D. 71

**For questions 26 to 28, refer to the text below.**

**Child Labour Laws Lacking**

**By ELIZABETH MIAE**

Child labour is evident in PNG, which lacks appropriate laws to address it, according to an International Labour Organisation (ILO) project report.

The elimination of child labour through education project was established in 2008 by the ILO and the government to reduce poverty and improve labour conditions in developing countries. It is funded by the European Union.

Its report says more than 31.4% of children aged between 14 and 19 in the country are engaged in economic activities. Evidence of child labour in the country includes street children selling betel nuts and cigarettes, children employed fulltime in commercial trading and manufacturing facilities and outlets, children engaged in the commercial sex trade and children employed in the agriculture sector instead of being in school.

Child labour is regarded internationally as a human and child rights issue.

The United Nations Convention on the “rights of the child” states in Article 32 that “the rights of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or interfere with the child’s education, to be harmful to the child’s health or physical, mental, spiritual, moral or social development.”

It says that according to the Industrial Relations Act of PNG, the minimum age for employment is 16. But the PNG Census 2000 figures showed that over 16.6% of the children in the 10-14 age group are employed in the monetary and non-monetary sectors.

“Currently there is no specific law on child labour,” ILO national coordinator Richard Samuel said.

“The issue itself is becoming a major concern to the stakeholders,” he said.

Related legislations include:

- Lukautim Pikini Act – children’s welfare;
- Employment Act – states the minimum age for employment is 16;
- Occupational Health and Safety Act – states that a child should not carry out any work that is likely to be hazardous.

Samuel said ILO’s perspective was that child labour was an emerging problem in PNG whereas in other countries it was a development issue.

“For us in PNG, we’re looking at sporadic cases like children selling newspapers, directing traffic,” he said.

“It’s in its infant stage and we need to address it at this level before it becomes a major problem.”

He added that the free education policy by the government was one way of addressing child labour.

But one thing that they found out from children was that they were benefiting from what they were doing. He said some of those children preferred to make money rather than be in school.

## QUESTION 26

The initial discussion on child labour in PNG took place in 2008.

Who funded this activity?

- |                                      |                   |
|--------------------------------------|-------------------|
| A. International Labour Organisation | B. European Union |
| C. United Nations                    | D. PNG Government |

**QUESTION 27**

Below are some activities that a child can perform;

- |      |                                |     |                 |
|------|--------------------------------|-----|-----------------|
| i.   | fetch water for the mother     | iv. | sweep the house |
| ii.  | help mother to cook            | v.  | go to school    |
| iii. | sell soft drinks at the market | vi. | watch TV        |

Which one of these activities is classified under child labour?

- A. i, iii, iv      B. ii, v, vi      C. i, ii, v      D. ii, iii, v

**QUESTION 28**

The phrase...“in its infant stage and we need to address it... before it becomes a major problem,” refers to the

- A. law on child labour.      B. commitment made by ILO.  
C. child labour activities.      D. concerns raised about child labour.

**For questions 29 and 30, refer to the poem below.**

Revelation  
By Willie Soutar

Machines of death from east to west  
Drove through the darkened sky:  
Machines of death from west to east  
Through the same darkness fly.

They pass; and on the foredoomed town  
Loosen their slaughtering load:  
They see no faces in the stones:  
They hear no cries of blood.

They leave a ruin; and they meet  
A ruin on return:  
The mourners in the alien street  
At their own doorways mourn.

**QUESTION 29**

Machines of death from west to east would most likely refer to \_\_\_\_\_.

- A. machine guns  
B. canons  
C. war planes  
D. helicopters

**QUESTION 30**

The phrase “leave a ruin” would evoke in the reader all of these emotions **EXCEPT** \_\_\_\_\_.

- A. sadness  
B. contentment  
C. bitterness  
D. anger



**PART B: SHORT ANSWERS (QUESTIONS 41 to 71) 40 MARKS**

For questions 31 to 40, write in the correct form of the verb that is underlined.

***Hijacking in South Africa***

People who live in and around Johannesburg are used to stories of cars being hijacked and it is difficult to find a family that has not been affected by a hijack. Johannesburg is in the Gauteng district and last year in this district alone, 8979 hijackings were reported to the police. That is about 24 a day. Most did not result in death but in more than 80 per cent of cases, hijackers were armed with guns and there was a threat of death.

People drive defensively in Johannesburg. They keep their windows up, their doors locked and skip red lights because any car waiting at an intersection is vulnerable. They are vigilant and careful, and if a suspicious-looking car or character is outside their house, they drive on. If their cars are bumped by other cars on a highway, they also drive on because stopping to investigate is too dangerous.

While some hijackings (31) be smooth, quick and polite, some are exceptionally violent and involve hostages and murder. Cars have been taken with babies and children still strapped in the back seat. Because of this, many mothers no longer strap their children into cars. They (32) thinks that it is too risky. If they are at the supermarket, they always pack the groceries into the car before they let the children get in. They are permanently on their guard.

One reason for the increase in hijackings is that anti-theft devices have become very efficient. It is now so difficult to steal a parked car that thieves have to get the keys. This (33) mean getting them from the driver. But often, keys are not enough because many cars have sophisticated electronic immobilizers which prevent the engine minutes after the cars starts. To ensure the car starts and keeps running, hijackers often take the drive hostage.

South Africa (34) be a world leader in anti-car-theft devices and motorists are advised against using basic devices such as gear-shift or steering locks. In the event of a hijack, they do not want to be fumbling with a bulky lock when someone has a gun to their head. Rather, they want to get out of the car swiftly and as the car speeds off, activate a vehicle-tracking system. These satellite or land-based systems (35) receives signals from a microchip hidden in the car.

No one in South Africa is immune to hijacking. Even the children in Gauteng feel anxious about hijacking. They have all heard stories at school, seen reports on television or overheard adults discussing hijacks. For those children who have (36) experience a hijack, the actual event is only the beginning of an unfolding trauma. If their parents are killed, they suffer not only that terrible loss but also the loss of (37) be moved out of the family home. They have to cope with living in a new area and going to a new school. Through one hijack, they can lose everything.

Many parents (38) prepares their children for such situations as if they were practising a fire drill. They tell them, for example, that if a hijack takes place, they are to listen to their parent and not the hijackers.

Hijacking is so much a part of daily life that a book was recently published on what to do in the case of a hijack. One radio station even (39) run a hijack-watch line that describes cars that have been taken and asks motorists to look out for them.

People go to extraordinary lengths to avoid hijacking. If they go out to dinner, they may arrange for an armed escort home of security officers to meet them outside their home to help them in safely. It (40) be not unusual for a host of a dinner party or a social function to hire security guards to watch over guests' cars and ensure they arrive and leave without incident.

For questions 41 to 50, refer to the text below.

Write on your answer sheet, the most appropriate words that can fill the blanks.

Each word must be correct in context, grammar, spelling and punctuation.

### Hot Air Balloon

Have you ever wondered what keeps a hot air balloon flying? The same principle that keeps food frozen in the open chest freezers at the grocery store allows hot air balloons to fly. It's a very basic principle: Hot air (41) \_\_\_\_\_ and cold air falls. So while the super-cooled air in the grocery store freezer settles down around the food, the hot air in a hot air balloon pushes up, keeping the balloon floating above the ground. In order to understand more about how this principle works in hot air balloons, it helps to know more about hot air balloons themselves.

A hot air balloon has (42) \_\_\_\_\_ major parts: the basket, the burner, and the envelope. The basket is where passengers ride. The basket is usually made of wicker. This ensures that it (43) \_\_\_\_\_ be comfortable and add little extra weight. The burner is positioned above the passenger's heads and produces a huge flame to heat the air inside the envelope. The envelope is the colorful fabric balloon that holds the hot air. When the air inside the envelope is (44) \_\_\_\_\_ the balloon rises.

The pilot can control the up-and-down movements of the hot air balloon by regulating the heat in the envelope. To (45) \_\_\_\_\_, the pilot heats the air in the envelope. When the pilot is ready to land, the air in the balloon is allowed to cool and the balloon becomes heavier (46) \_\_\_\_\_ air. This makes the balloon descend.

Before the balloon is launched, the pilot knows which way the wind is (47) \_\_\_\_\_. This means that she has a general idea about which way the balloon will go. But, sometimes the pilot can actually control the direction that the balloon flies while in flight. This is (48) \_\_\_\_\_ the air above the ground is sectioned into layers in which the direction of the wind may be different. So even (49) \_\_\_\_\_ the pilot can't steer the balloon, she can fly higher or lower into a different layer of air. Some days the difference between the directions of the wind between layers is negligible. But other days the difference is so strong (50) \_\_\_\_\_ can actually push the balloon in a completely different direction!

For questions 51 to 55, refer to the text below.

Benjamin Franklin was born in 1706 in Boston, Massachusetts. He came from a big family. He had 16 brothers and sisters. When Benjamin was 15, his brother started the first Boston newspaper. It was called *The New England Courant*. He worked for the newspaper for a short time, but he was not happy. So, he went to Philadelphia and worked as a printer. In 1729, he bought a newspaper business. The newspaper was the *Pennsylvania Gazette*. He was very busy. In 1733, he started publishing *Poor Richard's Almanac*. His pen name (the name he used as an author) was Richard Saunders. This book came out every year. Almanacs have information about weather and crops. They also have wise sayings. The wise saying "A penny saved is a penny earned" comes from *Poor Richard's Almanac*.

Benjamin Franklin was also an inventor. In 1743 he invented a very good stove called the Franklin stove. He invented swim fins. He invented bifocal glasses. He also invented the first odometer. He retired from his newspaper *business* in 1749. He stopped working on it. Then he became busy with science.

Benjamin Franklin was also very interested in American politics. He helped Thomas Jefferson write the *Declaration of Independence*. In 1776, he and other people signed the *Declaration of Independence*. Franklin died on April 17, 1790. He was 84 years old.

**QUESTION 51**

In what year did the first Boston newspaper start publishing?

**QUESTION 52**

How old was Franklin when he bought the Pennsylvania Gazette?

**QUESTION 53**

What kind of information is contained in an Almanac?

**QUESTION 54**

What fictitious name did Franklin use for the book that came out annually?

**QUESTION 55**

Franklin stopped working in the newspaper business when he was \_\_\_\_\_ years of age.

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

**Decomposition**

By Zulfikar Ghose

I have a picture I took in Bombay  
Of a beggar asleep on the pavement:  
Grey-haired, wearing shorts and a dirty shirt  
His shadow thrown aside like a blanket

His arms and legs could be cracks in the stones;  
routes for the ants' journeys, the flies' descents.  
Brain-washed by the sun into exhaustion,  
he lies veined into stone, a fossil man.

Behind him, there is a crowd passingly  
bemused by a pavement trickster and quite  
indifferent to this very common sight  
of an old man asleep on the pavement.

I thought it then a good composition  
and glibly called it The Man in the Street,  
remarking how typical it was of India that the  
man in the street lived there.

his head in the posture of one weeping  
Into a pillow chides me now for my  
presumption at attempting to compose art out of  
his hunger and solitude

**QUESTION 56**

In the first verse, what is the beggar's shadow compared to?

**QUESTION 57**

What effect does the sun have on the beggar?

**QUESTION 58**

Why is the beggar called a fossil man?

**QUESTION 59**

Identify and write down the word from the poem that means 'surface dressing.'

**QUESTION 60**

What is the meaning of 'compose' as used in the poem?

For questions 61 to 70, 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 and used correctly in the context given.

### Singapore wants to be a good sport

By Robert Hands

Singapore is spending \$500 million over the next five years to try to establish itself as the big sporting venue in Southeast Asia, with an eye for winning the right to stage the 2010 Commonwealth Games.

Last weekend, Michael Hooper, the New Zealand CEO of the Commonwealth Games **(61) Federate** visited the small republic to investigate facilities and said, "It is feasible to host the Games here."

The \$500-million plan Singapore has formulated will promote the notion of "Sporting Singapore." Staging the games would be its biggest **(62) achieve**.

Plans are already advanced to replace the ageing concrete National Stadium, which hosted last weekend's eighth leg of the International Rugby Board's World Sevens Series.

The details are yet to be **(63) final** but the expectation is that the 29-year-old stadium will be replaced by a sports complex that will include an aquatic area as well as several indoor stadiums to complement a rebuilt main arena.

"It is very **(64) encourage** to hear that Mr Hooper has a positive image of us," Stephen Yeo, of the Singapore Sports Council, said. "However, we have yet to complete the necessary cost-benefit analysis."

Singapore has been **(65) make** serious moves to attract more world-class sporting events, which she believes will drive her tourism industry. Currently tourism contributes to a small part of Singapore's economy but the industry is growing.

Its latest swoop has been to be chosen to host the Asian Cricket Council Trophy in July. Twenty-three one-day games will be played at three venues.

Already, big golf and racing events are on the 2002 calendar. Gold's Singapore Masters **(66) take** place in February with some of the European tour's big names in there, while the \$3-million International Cup will be held at the Singapore racecourse next month.

And the sevens tournament, won by New Zealand, was used to **(67) promotes** Singapore's claims to sporting glory. The competition was the first time that a top-rank international rugby even had been staged in Singapore and the republic has a guaranteed leg of the series until 2004.

Colonel Kwan Yue Yeong, executive director of the Singapore Sports Council, told the Australian that sports was now a key area and was being given high billing, with the **(68) emphasizing** on quality.

"We've been trying to get the locals and expats excited about sports," he said. "The most important thing is that the rugby must be of the highest **(69) standards** and it has been. Singaporeans haven't seen this before.

The intention is to create an event of similar standing to the long-established Hong Kong Sevens, which now holds courts to big spending crowds who are there as much for the atmosphere as the ruby.

Hence Singapore's attempts to **(70) marketing** the sevens as a family weekend out, with the concourse of the stadium filled with sideshows and gimmicks.

**END OF EXAMINATION**

**LANGUAGE AND LITERATURE - 2013  
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>3</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**

	SCORE	MARKERS' INITIAL	
		Marker 1	Marker 2
Q 31 - 40			
Q 41 - 50			
Q 51 - 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	

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Q 69	
Q 70	