



**DEPARTMENT OF
EDUCATION**

**UPPER SECONDARY
SCHOOL CERTIFICATE
EXAMINATIONS**

APPLIED ENGLISH

Tuesday

17 October 2014

Time allowed:

2 hours and 30 minutes

(8:00am – 10:30 am)

NO EXTRA TIME

(NO OTHER TIME)

Candidates are advised to fully
utilize 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 21 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. Use a pencil to shade in your answer.

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 out the shaded area 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 writing and start on a new line.
7. Dictionaries are **NOT** permitted.

Penalty For Cheating Or Assisting To Cheat In National

**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 the article below.

c/o Ruth Canham
 Kamehameha Schools
 1887 Makuakane Street
 HONOLULU
 Hawaii 96817
 United States of America

18th of February, 2003

Dear Mr Steven Edmund Winduo

I'd first like to thank you for expressing your emotions, thoughts, and feelings throughout the ink of your pen. It's a wonderful gift for me to read such a great poem, "The Dancer." I enjoyed every bit of your poem.

I would like to say that I enjoyed the subject of your poem the most, the dancer. Just the subject of this poem has so much emotion and vigorous feeling lying within the name itself. A dancer, a person who uses their body to express himself or herself is a wonderful way to embody the feelings being expressed. I derived passion, heat, envy, love, and energy from the lines of your poem. The lines, "Finger tips of flames", bring these emotions out to me through the personification of the flames being fingers that can reach out and touch people. The calling of the people to join the dance is an inspiring line telling everyone to live and love with all the energy of the dance. To lay dormant is to die again as even the ancestors are being called. I love that because I think that is a very good way to lead your life. I also like the way that in association with all of these energetic emotions, you incorporate the sense of peace and harmony through the line, " In solitude with the spirits."

I hope that you will continue writing your poems because you have many people that enjoy your work. Thank you for your time.

Sincerely

Karsten Zane (signed)

Source: A Rower's Song by Steven Edmund Winduo, p. 137

QUESTION 1

The letter above is an example of _____

- | | |
|-----------------------------|-----------------------|
| A. an appreciation letter . | B. a personal letter. |
| B. a recommendation letter. | D. a request letter. |

QUESTION 2

Who can respond to this letter?

- A. Karsten Zane
- B. Karsten Zane and Steven Edmund Winduo
- C. Ruth Canham
- D. Steven Edmund Winduo

For questions 3 and 4, refer to **Headline 1** and **Heading 2** below.

Headline 1

Polye clarifies reason for sacking

Source: The National, Thursday, March 20, 2014, p.26

Headline 2

Moves may cripple peace talks

Source: The National, Thursday, April 3, 2014, p.26

QUESTION 3

Headline 1 is an example of _____

- A. bias language.
- B. emotive language.
- C. persuasive language.
- D. a propaganda.

QUESTION 4

The language of Headline 2 is _____

- A. an exaggeration.
- B. a fact.
- C. an opinion.
- D. a propaganda.

For questions 5 to 13, read the poem 'War Without End' and answer the questions.

WAR WITHOUT END

This war was not like any other war, it was world-wide and it was never done, thousands died each year, and thousands more robbed of all sweetness underneath the sun.	1
The front-line ran through every road and street, they died alone, in small groups (most were young), no general ordered up a balance-sheet to justify torn limbs and silent tongue.	5
This war was not like any other war, there was no enemy with a foreign face, we could not see what all the fuss was for - when someone died, it was some other place	10
The rusting junk-yards were not on our maps, the rehab hospitals off-limits too, we could not ever imagine that perhaps someday our wheels and us might join the queue	15
And daily still, in sunshine and in rain, the ambulances with their strident cries sort out the barely living from the slain, while, all invisibly, our future dies.	17
Genghis Khan, it's said, composed a hill of skulls as tribute to his conquering hand -he knew what he was doing; when <i>we</i> kill we can only say we do not understand.	20

BRUCE DAWE

This poem is taken from Rigby Heineman, 1993. Poetry, Octopus Publishing Group, Melbourne, p.117

QUESTION 5

The author of the poem is _____

- | | |
|------------------------|--------------------|
| A. Bruce Dawe. | B. Genghis Khan. |
| B. Octopus Publishing. | D. Rigby Heineman. |

QUESTION 6

Words like 'war' and 'more' in stanza 1, lines 1 and 3 are examples of _____

- A. ballads. B. rhymes. C. rhythms. D. stanzas.

QUESTION 7

Why is this war different from other wars?

- A. It is a strange kind of war. B. Many people died in the war.
C. No one knew about the war. D. There is no foreign enemy at war.

QUESTION 8

What can be inferred from the situation in this poem?

- A. Enemies will be known in the future. B. It is difficult to predict future deaths.
C. More people will continue to die in future. D. The dead will be taken to hospital.

QUESTION 9

What does 'robbed of all sweetness underneath the sun' in stanza 1 – Line 4 refer to?

- A. Fruits grown on land B. Goodness life can offer
C. Sweet plants which need sunshine D. Sweets such as lollies and chocolate

QUESTION 10

What does the word 'front-line' in stanza 2, mean?

- A. Headline in the newspaper B. The line in the front
C. The place of attack D. The place of road accidents

QUESTION 11

A 'balance – sheet' in stanza 2, Line 3, is an example of _____

- A. alliteration. B. metaphor.
C. personification. D. simile.

QUESTION 12

Which of the following is an example of the 'irony' in stanza 6?

- A. Genghis composed a hill of skulls. B. Genghis knew what he was doing.
C. Genghis paid tribute to his conquering hand. D. We can only say we do not understand.

QUESTION 13

The tone of the poem is _____

- A. harsh.
- B. neutral.
- C. polite .
- D. weak.

For questions 14 and 15, use the text below to answer the questions.

Autobiography case study – Albert Maori Kiki

Sir Albert Maori Kiki was born in 1931. His father was from Orokelo in the coastal area of Gulf Province and his mother belonged to the Parevavo people who live on the banks of the Purari River in the mountains before the Purari enters the swampy plains of Gulf Province.

4 Albert Maori Kiki managed to get an education, finishing his schooling at Sogeri High School. He went on to do medical training in Fiji and qualified as a pathologist. Later he became a patrol officer before he entered politics. He was one of the founders of the Pangu Party, which demanded ‘home rule leading to eventual independence’ for New Guinea. After the 1972 elections **8** he entered parliament, and was appointed Minister for Lands and Environment in Sir Michael Somare’s first government. He was Deputy Prime Minister from 1975 until 1977.

His autobiography was published in 1968 by F.W. Cheshire but there is an edition in print today published by Pearson. It was the first autobiography by a Papua New Guinean and is one of the most

12 important books ever to come out of PNG. Albert Kiki Maori died in 1993.

Source: *Applied English PNG Upper Secondary*, By Susan Baing *et al*, 2012

QUESTION 14

The phrase ‘home rule’ in line 7 can also mean _____

- A. a government run by Papua New Guineans.
- B. a government led by Pangu before Independence.
- C. policies and guidelines to prepare for independence.
- D. set of guidelines to follow.

QUESTION 15

Which of the following is not mentioned in Albert Maori Kiki’s Autobiography?

- A. Albert Maori Kiki’s autobiography is described as an important book.
- B. Albert Maori Kiki died in the early 90s.
- C. Albert Maori Kiki received both national and international education.
- D. Albert Maori Kiki was elected as Deputy Prime Minister soon after his election.

For questions 16 and 17, refer to the text below.

Ulli, a phenomin

In the late 1960s, in the backyard of a bleak, suburban house in Port Moresby, the newly established University of Papua New Guinea constructed a studio, ambitiously titled, the “Centre for New Guinea Cultures.” Here, Akis drew his exuberant animals, Matias Kauage beat his copper panels, Avavo Kavo carved contemporary *hohao* boards, Marie Taita Aihi designed textiles, and Ruki Fame worked on welded iron sculptures.

Meanwhile, at the university, a course in creative writing was established, an active drama group came to life, the Papua Pocket Poets series commenced, and *Kovave*, a journal of New Guinea literature was born. So was the beginning of the life of Austrian anthropologist-poet-art historian—impresario. Ulli Beier, in Papua New Guinea and precisely at the University of Papua New Guinea.

Ulli Beier arrived in Port Moresby in 1967, and in his book *Decolonising the Mind* he is described as a catalyst for the growth in contemporary indigenous literature and art in Papua New Guinea.

Ulli Beier took up lectureship at UPNG under the leadership of first vice chancellor John Gunther, excited with the possibilities of embracing, nurturing and promoting a rich artistic and literary culture. In his foreword of *Decolonizing the Mind*, Peter Trist writes, “Ulli’s energy in those early years was phenomenal: he conducted the University’s courses in literature and creative writing; he published the Papua Pocket Poets series; founded the literacy magazine *Kovave*, the the first devoted to Papua New Guinea artists and writing, and arranged numerous exhibition of the first generation of contemporary Papua New Guinean artists in Port Moresby, Los Angeles, Manila, Bombay and London.”

Ulli Beier and his wife Georgina came to UPNG from the University of Ibadan in Nigeria where they had been since 1950. He pioneered the teaching of African literature, and wrote widely about Yoruba art and society.

In 1954, he founded *Odu*, a journal of Yoruba studies. For the next 12 years, *Odu* became a forum in which Yoruba Poets, philosophers and kings could discuss their culture. He edited and published *Black Orpheus* from 1957. This was the first English language magazine of African literature and arts.

At UPNG, Ulli Beier nurtured a group of young Papua New Guineans in his creative writing class. One of his first students was Vincent Eri who went on to become a diplomat and later Governor General of the country. He wrote the first Papua New Guinean novel, *The Crocodile*.

Ulli Beier writes in *Decolonising the Mind*. “The creative writing class attracted some of the brightest and certainly the most political conscious students. They were not literati; they were not discussing style and form. They were disinterested in literary trends and fashion. They used literacy as a tool. They were aware that they were the first generation of Papua New Guineans who could talk back at the white man.

Source: *Applied English PNG Upper Secondary* By Susan Baing, *et al*, pp. 230-231

QUESTION 16

According to the above text, Ulli Beier's students reinforced their appreciation of culture and history through

- A. copper panel beatings.
- B. creative writings.
- C. textile designs.
- D. dance and drama

QUESTION 17

Which of the following is not mentioned in the text? Ulli Beier

- A. conducted creative writing and literature courses.
- B. nurtured a group of young PNG nationals
- C. pioneered the teaching of young PNG nationals.
- D. taught young people at UPNG.

For question 18, refer to the Newspaper article below.

Newspaper Article 1**No fuel for police operations**

The continuous fuel shortage for police in East New Britain has been having a direct impact on the communities.

ENB police commander Anthony Wagambie said police at most times found it very difficult to travel out to address law and order problems.

"We have been without fuel supply since the beginning of this year and I have been sourcing fuel for my fleet on a credit basis," he said.

He said the provincial administration, district administration, and some business houses had assisted police from time to time.

He said those followed recent fights in the Pomio-Baining areas, particularly in the Sinivit local level government.

Wagambie said there was fighting reported in the area where it was alleged that people from Marambu ward had accused some people from Sanban of sorcery.

This, he said, had stopped survey on a project area for oil palm.

According to police reports, the Marambu people were continuously harassing people from Sanban and damaging houses.

Source: The National, Thursday, March 20, 2014, p. 7

QUESTION 18

This article is implying that the police in East New Britain do not have money _____

- A. for an oil palm project.
- B. for fuel costs and operations.
- C. to address law and order problems.
- D. to travel out.

For questions 19 to 21, refer to the document below.



**We just don't offer jobs
We build GREAT CAREERS for you!**

CUSTOMER SERVICE SUPERVISOR

Primary Qualification:

- At least 3 years experience in a Grocery or Variety retail or Supermarket business.
- Must be well presented, promote high standards in a business environment.
- Possess strong LEADERSHIP and COMMUNICATION skills
- Must be prepared to work on a roster system of 7 days a weeks and 12 hour days.
- Residence in the Lae town area would definitely be an advantage
- Trainee positions are also available for those looking for a career path to further advance themselves in this industry.

Send your Application Letter, detailed Curriculum Vitae and copies of your qualification documents to the address below. You may also drop your application personally at HRD Office in Lae.
Please include your latest email and telephone contact number.

SK HRD Office: Mangola St. besides SK Stationery	Foodmart Limited P.O. Box 1188, Lae
--	---

EMAIL: skhrd@seetokui.com

QUESTION 19

What is the name of the above document? Job _____

- A. advertisement. B. analysis. C. description. D. evaluation.

QUESTION 20

The content of the document is called job _____

- A. advertisement. B. analysis. C. description. D. evaluation.

QUESTION 21

What is one important information missing from the content of this document? The _____

- A. application letter. B. curriculum vitae.
C. deadline. D. sender's name.

For questions 22 and 23, refer to **Résumé Number 1** and **Résumé Number 2** below.

Résumé Number 1

ROBERTO CORTEZ
5687 Crosswords' Drive
Falls Church, Virginia 22046
Home: (703) 987-0086 Office: (703) 549-6624

OBJECTIVE

Accounting management position requiring a knowledge of international finance

EXPERIENCE

- | | |
|-----------------------------------|---|
| March 1995

to present | <p>Staff Accountant/Financial Analyst, Inter-American Imports (Alexandria, VA)</p> <ul style="list-style-type: none"> • Prepare accounting reports for wholesale giftware importer (\$15 million annual sales) • Audit financial transactions with suppliers in 12 Latin American countries. • Create computerized models to adjust accounts for fluctuations in currency exchange rates. • Negotiate joint-venture agreements with major suppliers in Mexico and Colombia. |
| October 1991

to March 1995 | <p>Staff Accountant, Monsanto, Agricultural Chemicals (Mexico City, Mexico)</p> <ul style="list-style-type: none"> • Handled budgeting, budgeting, billing and credit-processing functions for the Mexico City branch • Audited travel/entertainment expenses for Monsanto's 30-member Latin American sales force. • Assisted in launching an online computer system to automate all accounting functions. |

EDUCATION

- | | |
|--------------|--|
| 1989 to 1991 | MBA with emphasis in international business
George Mason University (Fairfax Virginia). |
| 1985 to 1989 | MBA, Accounting
University of Texas (Austin, Texas) |

INTERCULTURAL AND TECHNICAL SKILLS

- Fluent in Spanish and Germans
- Traveled extensively in Latin America
- Excel
- Access
- HTML
- Visual Basic

Résumé Number 2**Glenda S. Johns**

Home: 457 Mountain View Road
Clear Lake, IA 50428
(515) 633-5971

College: 1254 Main Street
Council Bluffs, IA 51505
(712) 438-5254

OBJECTIVE

Retailing position that utilizes my experience

RELEVANT SKILLS

- Personal Selling /Retailing
 - Led housewares department in employee sales for spring 1998.
 - Created end-cap and shell displays for special house wares promotions
 - Sold the most benefit tickets during college fund –rising for local community centre
- Public Interaction
 - Commended by house wares manager for receiving customer’s complaints amicably
 - Performed in summer theatre productions in Clear Lake, Iowa
- Managing
 - Trained part- time house wares employees in cash register operation and customer services
 - Reworked house wares employee schedules as assistant manager
 - Organized summer activities for children under 6-12 years old for city of Clear Lake, Iowa_ including reading programs, sports activities, and field trips

EDUCATION

- AA, Retailing Mid-Management (3.81 GPA/ 4.0 scale,) Iowa Western Community College, June 1998
- In addition to required retailing, buying, marketing and merchandising courses, completed electives in visual merchandising, business information systems, principals of management, and business math

WORK EXPERIENCE

- Assistant manager, house wares, at Jefferson’s Department Store during off-campus work experience program. Council Bluffs, Iowa (fall 1997-spring 1998)
- Sales clerk, house wares, at Jefferson’s Departmental store during off-campus work experience program. Council Bluffs, Iowa (fall 1996 – spring 1997)
- Assistant director, Summer Recreation Program, Clear Lake, Iowa (summer 1996)
- Actress, Cobblestone Players, Clear Lake, Iowa (summer 1995)

LEADERSHIP EXPERIENCE

- Student Co-Chair for Clear Lake Women’s Auxiliary Board Fashion Show 1998 (raised \$45,000)
- President of Phi Kappa Phi Sorority 1997
- Student representative (high school) to Clear Lake Chamber of commerce (2 years)

QUESTION 22

Résumé Number 1 is an example of _____ résumé.

- A. chronological
- B. combined
- C. electronic
- D. functional

QUESTION 23

Glenda described her relevant skills first because she _____

- A. is a recent graduate.
- B. is a skilled applicant.
- C. wants to be recruited.
- D. wants to be short listed for an interview.

For questions 24 to 26, refer to the text below.

The railroad was not the first institution to impose regularity on society, or to draw attention to the
2. importance of precise timekeeping. For as long as merchants have set out their wares at the daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to
4. the time of day. The value of this tradition is today more apparent than ever. Were it not for public acceptance
of a single yardstick of time, social life would be unbearably chaotic; the massive daily transfers of goods,
6. services, and information would proceed in fits and starts; the very fabric of modern society would begin to unravel.

Extract from Greg Weiss' article on Time and Business

QUESTION 24

What is the main idea of the passage?

- A. An accepted way of measuring time is essential for all societies.
- B. More time must be made available for neighbors.
- C. Society judges time according to people's activities.
- D. The traditions of society are timeless.

QUESTION 25

In line 4, the phrase "this tradition" refers to

- A. friendly relations between neighbors.
- B. people's agreement on the measurement of time.
- C. the practice of starting the business day at dawn.
- D. the railroads' reliance on time schedules.

QUESTION 26

In lines 6 and 7, the sentence ...“fabric of modern society would begin to unravel,” implies that

- A. modern fabric corporations would crumble.
- B. modern societies would disintegrate.
- C. the flow of normal daily life in all societies would be chaotic.
- D. the structure of society would flow smoothly.

For questions 27 and 28, refer to the Newspaper Advertisement below.

The LAST TOYOTA HILUX TO BE WON!

FINAL DRAW
Plus up to K36,000 worth consolation prizes!

BUY ANY PACK OF PANASONIC BATTERIES FOR YOUR CHANCE TO WIN

THE MORE BATTERIES YOU BUY, THE MORE ENTRY TICKETS YOU GET, THE BETTER YOUR CHANCE TO WIN!

Ela Motors TOYOTA
Minimum purchase of 2 Batteries. Terms & conditions apply!

Panasonic Batteries Distributed by: CHM

Source: *The National*, Thursday, January 23, 2014

QUESTION 27

Which phrase in the advertisement is using persuasive language?

- A. Buy any pack of Panasonic Batteries for your chance to win
- B. Final draw plus up to K36,000 worth consolation prizes
- C. The last Toyota Hilux to be won
- D. The more batteries you buy, the more entry tickets you get, the better your chance to win

QUESTION 28

Who is the advertiser of this advertisement?

- A. CHM
B. Ela Motors and CHM
C. Ela Motors
D. Panasonic

For questions 29 and 30, read the poem on 'Tourists' and answer the questions.

TOURISTS

They came to see majestic spectacles
We live under volcano clouds
They noticed the volcanic islands
We consider the children of our gods
They explore the corals on our shores
We fish for our lives there
They enjoy the sandy beaches
We make money to survive modernity
They watch our dances
We do it for our pride
They wonder how confusing life is
For us, but we will drink our kava
And sing string band music, a mix
Of island music and religious songs
While others dance the Rom dance
We have seen them come and go
And we went on living as always.

Source: A Rower's Song by Steven Edmund Winduo 2009, Mawi Publishers, Port Moresby, p.91

QUESTION 29

Which point of view is the poem written in?

- A. First person
B. Second person
C. Third person
D. Fourth person

QUESTION 30

The pronoun 'we', in the poem refers to the _____

- A. foreign tourists.
B. indigenous people.
C. local guides.
D. proud dancers.

PART B: SHORT ANSWERS

(QUESTIONS 31 to 70)

40 MARKS

For questions 31 to 40, refer to cartoons 1 to 5 below. Each cartoon has two questions that require only one word answer.

Between Friends

Cartoon 1



Spiderman

Cartoon 2



Garfield

Cartoon 3



Crock

Cartoon 4



Beetle Bailey

Cartoon 5



Cartoon 1. Between Friends (2 marks)**Question 31**

The woman is worried about going to _____.

Question 32

She is worried because she lacks _____.

Cartoon 2. Spiderman (2marks)**Question 33**

The words, which are written in Bold typeface: **HELP, TOOK CONTROL, FIND OUT** and **MUST NOT** express that something is _____.

Question 34

What is the modal verb in the cartoon that implies something is compulsory? _____.

Cartoon 3. Garfield (2marks)**Question 35**

Name the literary device of the word 'VROOM'. _____.

Question 36

Garfield, the cat, is thinking of the _____.

Cartoon 4 Crock (2marks)**Question 37**

The two men are in a _____.

Question 38

Distilled or Mountain Spring are names of _____.

Cartoon 5 Beetle Bailey (2marks)**Question 39**

The sentence 'Sarge just blew his top at Beetle' implies that Sarge is _____.

Question 40

The character, Sarge can also be described as a _____ man.

For questions 41 to 50, refer to the article ‘Treasure cultural artefacts’ below.

Treasure cultural artefacts

Members of parliament have been urged to treasure the country’s culture and tradition. Julius Violaris, originally from Greece but now a PNG citizen, is president of the National Museum and Art Gallery.

The institution is opposing the planned removal of traditional artefacts from Parliament House in Waigani. Violaris said he was proud of Greece because of its diverse culture in tradition. “Ancient Greece had many gods before the christians came into this world,” he said.

Modern Greece had one of the richest cultures in the world.” He said many philosophies originated from the Greek culture and one of them was democracy used today as a system of governance in many countries.

“Many monuments and culture still remain today in Greece. They remain as the pride to the nation,” he said. He said Greece was a living proof that there was no need to destroy the cultural and historical objects in Parliament.

Violaris said Parliament was not a place

of worship but a place where leaders met to discuss the affairs of the nation.

He said MPs themselves should set the standard which people could follow. ‘They should uphold the constitution and one of them is the right to worship.’

“This fundamental right should not be neglected,” he said. “By all means, be a good Christian, cherish your culture and preserve it

Question 41

Julius Violaris used to be a citizen of _____.

Question 42

The National Museum and Art Gallery is against the removal of traditional artifacts from _____.

Question 43

What system of government originated from Greek culture? _____.

Question 44

How do the Greeks feel about many monuments and culture? _____.

Question 45

Who should uphold the constitution? _____.

For questions 46 to 50, state the antonym of each underlined word.

Question 46

The institution is opposing the planned removal of traditional artifacts from Parliament House in Waigani.

Question 47

Violaris said he was proud of Greece because of its diverse culture and tradition.

Question 48

“Modern Greece has one of the richest cultures in the world.”

Question 49

“They should uphold the constitution and one of them is the right to worship.”

Question 50

“By all means, be a good Christian, cherish your culture and preserve it.

For questions 51 to 60, read the article on ‘Stamps of Papua New Guinea’, and answer each question.

Story and photographs by Keith Briggs

Stamps of Papua New Guinea

<p>The stamps of Papua New Guinea are equal to any in the world. The main purpose of this little squares of coloured paper is to pay for the carriage of mail. A drab sticker from a machine in the post office will do the same job and cost the department almost nothing, so it is not only for this use that stamps are produced. Stamps are a celebration of the nation, its cultures and achievements. Looking at previous stamp issues shows that PNG has come a long way from when messages were sent across mountain tops, over the great valleys by the sound of the ‘garamut’. The stamps depict radio transceivers, telephones and solar-powered microwave repeater station set on lofty peaks; mail being loaded on to planes. They show the world the sophistication of PNG’s telecommunications network and wide ranging nature of our postal system.</p> <p>Momentous events like self government, independence or the opening of the new Parliament House were shared with many nations via our stamps. The nutrition stamp issue had a valuable purpose in educating people of the need for a balanced diet. A centenary celebration, recognition of the police force, the army and the scouting movement have each been depicted. An issue honoring early missionaries that these people ventured into isolated areas, to settle, learn local languages and open schools and medical services, while spreading the Gospel, the only message able to unite people of more than 700 languages and cultures. They built airstrips in difficult places and even today the only contact for hundreds of</p>	<p>1</p> <p>5</p> <p>10</p> <p>15</p> <p>20</p> <p>25</p> <p>30</p> <p>35</p>	<p>small groups is by Mission Aviation.</p> <p>Some countries produce stamps depicting things outside their own land and have resorted to many approaches to sell stamps. PNG has resisted this gimmick and has maintained a policy of producing serious stamps relevant to the country. They retain a photographic quality and accuracy rather than using cartoon figures, line drawings or abstract subjects. Because of this, our stamps are highly regarded and eagerly sought by collectors around the world.</p> <p>Most of us buy our sheets of stamps without thinking about how they were produced. Information printed in the sheet margins gives some clues.</p> <p>...PNG’s world class stamps truly are model ambassadors. They are attractive, do their job well, are highly respected and admired wherever they travel and are eagerly welcomed into the homes of those who meet them. To overseas friends who know PNG, they surely must bring back the scent of frangipani, the song of the birds and the never to- be- forgotten voices of children singing; “Jungles and rivers, white coral sands, this is my country, this is my land”.</p>	<p>40</p> <p>45</p> <p>50</p> <p>55</p> <p>60</p> <p>65</p>
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Source: ‘Paradise’ No. 75 July – August, 1989

For questions 51 to 55, choose a word from the word list to complete each sentence. Use each word once.

Word List

Tell	ten	look	arrogant	represent	moment	significant	publicity	fifty	twenty five
------	-----	------	----------	-----------	--------	-------------	-----------	-------	-------------

Question 51.

The word 'depict' in line 16 means _____.

Question 52.

The word 'sophistication' in line 19 is an antonym to _____.

Question 53.

The synonym of 'momentous' in line 22 is _____.

Question 54.

The word 'centenary' in line 28 is _____.

Question 55.

The word 'gimmick' in line 45 is something, which is designed to attract attention or _____.

For questions 56 to 60, match paragraphs 1 to 5 in Column A with main ideas in Column B. Write only the corresponding letter {A, B, C, D etc) of each main idea beside each paragraph.

Column A

Column B.

Q56. Paragraph 1

A. PNG produces stamps, which are relevant to the country.

Q57. Paragraph 2

B. Examples of the purposes of stamps.

Q58. Paragraph 3

C. People who buy stamps do not know how they are produced.

Q59. Paragraph 4

D PNG stamps are made for different momentous events.

Q60. Paragraph 5

E PNG stamps are model ambassadors.

F Stamps are a celebration of PNG Cultures and achievements.

For questions 61 to 70, read the text below. Write the correct verb tense of the verbs in brackets.

My name is Dega Ras. If you (**Q61. happen**) to go to Chuave High School, you can still see my name scratched on the desk by the rear window in classroom 2B. I (**Q62. attend**) that I don't know why my mother (**Q63. give**) me such a name as Dega. I would have preferred something like Rambo or Mach – you know, those tough macho names that go with those one – man – army guys you see in the movies and read about in books. Anyway, Dega is what I (**Q64. be**) officially (**Q65. know**) as and I am not about to change it. Besides, I am a weakling type, not a macho type. But I am telling you all these because something strange once (**Q66. happen**) to me and it all started with my peculiar name. On the fifteenth of February, some years ago, I (**Q67. receive**) a letter from an international lottery firm in Manila advising me that I (**Q68. be**) the winner of K20, 000 prize money for my entry in the Grand Draw. It (**Q69. read**) in part: 'Congratulations for (**Q70. win**) the grand prize of K20, 000 in the International Grand Lottery Draw. The money will be paid into your account as soon as you supply us with the name of your bank and account number. Once more, congratulations for your big win.'

END OF EXAMINATION

**APPLIED ENGLISH - 2014
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		
1	4								

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 – 40			
Q41 – 50			
Q51 – 60			
Q61 _ 70			
TOTAL / 40			

PART B: SHORT ANSWERS

Q31	
Q32	
Q33	
Q34	
Q35	
Q36	
Q37	
Q38	
Q39	
Q40	
Q41	
Q42	
Q43	
Q44	
Q45	
Q46	
Q47	
Q48	
Q49	
Q50	

Q51	
Q52	
Q53	
Q54	
Q55	
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Q57	
Q58	
Q59	
Q60	
Q61	
Q62	
Q63	
Q64	
Q65	
Q66	
Q67	
Q68	
Q69	
Q70	