



**DEPARTMENT OF
EDUCATION**

**SCHOOL
CERTIFICATE
EXAMINATIONS**

ENGLISH

15th October 2010

Time allowed: 3 hours

**Candidates are advised to
fully use the time allocated**

EN 10

INSTRUCTIONS TO CANDIDATES:

(To be read out by the external invigilator before the start of the examination)

There are 50 questions in this paper. Attempt ALL questions even if you are not so sure of some of the answers.

The Examination is divided into two parts:

PART A: Multiple-Choice (Questions 1 to 30)

PART B: Short –Answer (Questions 31 to 50)

The Answer Sheet is part of the Examination Booklet. Take out the middle pages and remove the Answer Sheet by tearing along the perforation. You may use the blank sheet for rough work.

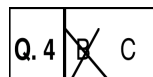
For each question in **PART A (Questions 1 to 30)** choose the best answer by writing the letter A or B or C or D in the space provided on the **ANSWER SHEET**.

For each question in **PART B (Questions 31 to 50)** work out the answer and write the answer in the space provided on the **ANSWER SHEET**.

If you find a question very difficult, do not spend too much time thinking about it. Leave the question out and go on with the rest of the paper. If you have time in the end, return to the difficult questions and think about them more carefully.

Write your answers in BLUE or BLACK (pen or biro).

If you decide to change an answer, make your correction as shown below so that it is clearer to the markers what your final answer is. Do NOT use correction fluid on your answer sheet.



Hand in BOTH the Answer Sheet and the papers used for rough work at the end of the examination.

Extra time will NOT be allowed to complete the examination under any circumstances.

Penalty for cheating or assisting to cheat in national examinations is non-certification.

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

PART A

Choose the best answer to each of questions 1 to 40 by writing the letter A, B, C or D in the space provided on the Answer Sheet.

QUESTION 1

_____ the heavy rain, all the players turned up for the game.

- A. Although B. Even though C. Despite D. However

QUESTION 2

In the campaign against littering, the government has placed a ban _____ all plastic shopping bags.

- A. for B. at C. with D. on

QUESTION 3

He may not come, but we'll get ready in case he _____.

- A. does B. will C. may D. is

QUESTION 4

Choose the sentence that presents the correct reported speech for what Barry said.

"I am going to town with my sister," said Barry.

Barry said that

- A. I am going to town with my sister. B. he is going to town with his sister.
B. his sister is going with him to town. D. he went to town with his sister.

QUESTION 5

I couldn't take the test last week because I _____ a cold.

- A. have caught B. would catch C. had caught D. was catching

QUESTION 6

A story of clowns always _____ my little brother.

- A. amuses B. amuse C. amusing D. have amused

QUESTION 7

The students discussed to _____ they would donate the money.

- A. whose B. who C. whom D. where

QUESTION 8

I like sewing better than cooking, _____ my sister just loves cooking.

- A. so B. while C. since D. when

QUESTION 9

Criminals often think they are heroes but they continuously look _____ their shoulders to avoid being caught.

- A. over B. back C. behind D. around

QUESTION 10

The Board of Governors has finally arrived _____ a decision to reinstate the expelled students.

- A. for B. on C. by D. at

QUESTION 11

Choose the sentence that contains a repetition.

- A. You will see the lighthouse as you approach near the island.
B. There are strong arguments for and against capital punishment.
C. The pain was almost more than he could bear.
D. Out-patient clinics were closed indefinitely because of the strike.

QUESTION 12

Which of these sentences is correct?

- A. The packaging of the boxes has to be strong enough to protect the goods that is being transported.
B. The packaging of the boxes have to be strong enough to protect the goods that is being transported.
C. The packaging of the boxes has to be strong enough to protect the goods that are being transported.
D. The packaging of the boxes have to be strong enough to protect the goods that are being transported.

For questions 13 and 14, select the part of the sentence that shows an error.

QUESTION 13

- A B C D
John is / the most tallest boy / in the school / at present.

QUESTION 14

A B C D
The burden of parents buying/ stationeries for their kids /in elementary schools in NCD /will be a thing of the past.

For questions 15 and 16, refer to the following paragraph.

When the old bulldog saw a harmless kitten, he scurried under the verandah. She was merely trying to be friendly, but in Rover’s brain the tiny, frisky kitten had somehow come to be mistaken for a fearsome, roaring lion.

QUESTION 15

In the last line, the word *roaring* is used as

- A. a noun. B. a verb. C. an adverb. D. an adjective.

QUESTION 16

He scurried under the verandah. The word ‘scurried’ means to move with

- A. long quick steps. B. short slow steps.
C. short quick steps. D. long slow steps.

For questions 17 to 19, refer to the poem below.

IAM SITTING HERE IN THE ROOM

<i>I am sitting here in the room</i>	<i>writing.</i>	<i>Profound sketches clutter</i>
<i>writing with a borrowed</i>	<i>A chair shrieks in agony as</i>	<i>the</i>
<i>pen. The teacher talks</i>	<i>it is dragged painfully across</i>	<i>blackboard (well, actually</i>
<i>but I don’t understand a word</i>	<i>the grotty tiled floor.</i>	<i>it’s green).</i>
<i>because I’m not listening.</i>	<i>I throw waste paper under</i>	<i>The filthy walls surround.</i>
<i>The chatter behind me starts</i>	<i>the</i>	<i>The plight of the teacher,</i>
<i>to get on my nerves a bit,</i>	<i>desks because the basket is</i>	<i>the educator, tutor, becomes</i>
<i>but I just put it out of</i>	<i>practically bloated, and</i>	<i>suddenly obvious. His life</i>
<i>my mind.</i>	<i>probably would explode if I</i>	<i>must be spent imprisoned in</i>
<i>I don’t think about it. Some</i>	<i>threw any more paper into it.</i>	<i>this undesirable place.</i>
<i>people are working, most are</i>	<i>I wonder when it will be</i>	<i>What a fate!</i>
<i>talking, a few reading, I’m</i>	<i>emptied, empty, emptiness,</i>	
	<i>emptiful.</i>	<i>ROBIN (STUDENT)</i>

QUESTION 17

How does the poet view the teacher’ situation?

- A. full of enthusiasm B. encouraging learning
C. in control of the situation D. trapped in a difficult situation

QUESTION 18

In the first stanza, what does ‘*The chatter behind me starts to get on my nerves a bit...*’ mean?

- A. All the noise was beginning to irritate him.
- B. He was beginning to feel nervous.
- C. He was enjoying the disorderliness in class.
- D. He was unaware of what was going on.

QUESTION 19

The underlined phrase in line 14 is

- A. a simile.
- B. a metaphor
- C. an analogy
- D. a personification

QUESTION 20

The following sentences form an instruction issued by an Army General. The sentences are not in a logical order.

1. Your primary task is to locate the weapon and destroy it.
2. We suspect that she is making and testing her weapon in the Pacific near Tahiti.
3. The mad scientist Doctor Doreen Devores has invented a new and deadly weapon.
4. Make no contact with HQ until your mission is complete.
5. She has promised to destroy the world, because we never took her genius seriously.

Which of the following sequence best represents the sentences in the logical order?

- A. 1, 3, 5, 2, 4
- B. 1, 3, 5, 4, 2
- C. 3, 5, 4, 2, 1
- D. 3, 5, 2, 1, 4

For questions 21 and 22, refer to the article below.

Little holes, to caves!

CRUNCH, go the wheels into the savage little potholes on Port Moresby streets! It seems the NCDC has a policy of watching little holes grow into really big ones before fixing them.

Driver who had to get a new tyre and have his rim beaten back into shape reckons it's cheaper and better to fix the holes when they're small! We agree.

The Drum POST COURIER
Wednesday, March 18, 2009

QUESTION 21

From the title we can tell that the writer is NOT

- A. contented.
- B. frustrated.
- C. infuriated.
- D. shocked.

QUESTION 22

Which of these idioms would match the writer's view of NCDC policy as expressed in the article?

- A. see the red light
- B. stake one's claim
- C. a stitch in time saves nine
- D. cry over spilt milk

For questions 23 to 27, refer to the newspaper article below.

The 'tomboy' image

Happily for me, and seemingly unlike many of my sister sportswomen, I was never called a tomboy. This was possibly because of my previous preoccupation with books and the more gentle art of dance. According to the Concise Oxford Dictionary, New Edition, a tomboy is a 'wild romping girl who behaves like a boy'. This is social acclimatization with a vengeance. How much more easily girls and young women would slip into their chosen physical recreational activity and sport were this word and its archaic definition deleted from the dictionary and thereafter *relegated to the scrap-heap*.

In an in-depth survey carried out by Glasgow University, 70 per cent of girls under the age of sixteen said that they found enjoyment in and satisfaction in sporting activities. The drop out rate after sixteen and or leaving school is horrifying. There is mounting evidence to suggest that a continuous mixed sports and games programs in schools could appreciably slow down and eventually halt *this miserable trend*.

One good thing about sport is that it teaches you to learn from those more practiced and rehearsed than yourself – in this instance, the male sports *modus operandi*. How have they achieved their erstwhile supremacy?

By Lyn Guest de Swarle

QUESTION 23

The writer implies that Society labels sports and recreation as _____ professions.

- A. masculine B. feminine C. creative D. aggressive

QUESTION 24

The writer uses the expression '*relegated to the scrap-heap*' to suggest that

- A. women are not good enough for sports.
 B. girls who behave like boys should be condemned.
 C. the word tomboy should not be in use.
 D. tomboys are a disgrace to feminism.

QUESTION 25

What does '*this miserable trend*' at the end of paragraph 2 refer to?

- A. continuous support of sports and games programs
 B. dislike of tomboys by society
 C. social bigotry of women in recreational occupations
 D. the drop out rate of girls in sports

QUESTION 26

How does the writer see the drop out rate of girls in sports?

- A. motivating B. encouraging C. appalling D. appealing

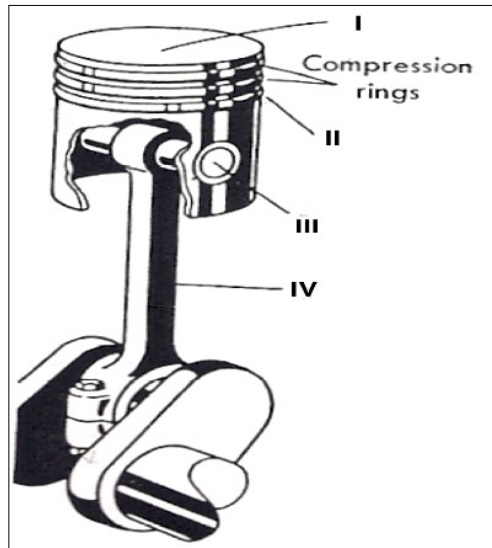
QUESTION 27

The phrase ‘modus operandi’ is in *italics* because it is

- A. an outdated word.
- B. not an English word.
- C. a taboo word.
- D. a newly coined word.

For questions 28 and 29, refer to the text and diagram.

PISTON, *PIS tun*, is a device that slides back and forth inside a cylinder. A piston is used in pumps, compressors, and engines. In engines it is attached to a *connecting rod* that passes to the outside of the cylinder and is fastened to the crankshaft. When the gases inside the cylinder expand, the piston is forced outward and turns the crankshaft. The *compression rings* prevent gases from leaking past the piston during the compression and power strokes of the engine. The *oil ring* scrapes excess lubricating oil from the cylinder walls. The *piston pin* (wrist pin) fastens the piston to the connecting rod outside the cylinder.



QUESTION 28

What is the use of the part labelled III?

- A. to stop gases from leaking
- B. to turn the crankshaft outward
- C. to slide back and forth in the cylinder
- D. to connect the rod to the piston

QUESTION 29

According to the text, the crankshaft turns when the

- A. piston expands.
- B. gases expand.
- C. cylinder expands.
- D. connecting rod expands.

QUESTION 30



Helga is asking for her husband’s

- A. preference.
- B. admiration.
- C. appreciation.
- D. compliment.

Part B (Questions 31 to 50)

For questions 31 to 40, fill in the most appropriate word in each blank. Each word must be correct in spelling and grammar.

PAINFUL DEPARTURE

The roosters crowed, first individually, then all together. There were about ten of them in the 'choir'. Their singing was sharp and ear piercing, for they were not far from us. They were sitting with about thirty hens on the branches of a big tree near where we were standing.

We had been there, about a hundred of us _____ **31** _____ hymns for the whole night. Soon it would be dawn; the chickens would fly down to the ground to feed on the coconut meat we had thrown away after squeezing the rich milk out of it to cook the food that we had eaten the night _____ **32** _____. Morning birds contributed their songs. The whole hamlet was filled with music. It might have seemed as if we were all happy _____ **33** _____ some of us were not.

It was the last of several days of feasting, not only at this hamlet, but at the others nearby too. The feasts were to farewell me, for I was about to leave the village and the people I had _____ **34** _____ up with and loved.

I had spent most of my early life in my grandparents' hamlet. It was on a low ridge. There were only four houses. They had dirt floors with walls made of woven coconut leaves and split bamboo strips, tied into place with canes. The roofs were conical, thatched with Kunai grass, also tied to the wooden frames with canes. They lasted for over ten years.

On the eastern side of the circular hamlet were our few coconut trees. To the south we had banana and breadfruit trees. To the north was a thick jungle that was used as a toilet. Pigs, domesticated and _____ **35** _____, frequented this area to feed on the human waste. To the west was also a jungle. This was sacred and the home of the famous and most feared spirit.

Multi-coloured birds and butterflies lived in the jungle. We were never without music especially in the early mornings and evenings from the birds and hundreds of insects. Dark _____ **36** _____ were particularly pretty, with thousands of flickering fireflies and rotten logs with fungi growing on them which also _____ **37** _____ at night.

On that fateful morning in January 1956, the morning sun gradually _____ **38** _____ over the hills. The chickens began to eat the coconut meat, and dogs fought over the bones we threw to them. The crowd dispersed into small groups. The time had come for me to _____ **39** _____. The women started crying then the men. It was as if someone had just died. I could not hold back my own tears. They blocked my eyes and rolled down my face until I burst out _____ **40** _____ aloud.

For questions 41 to 50, fill in the most appropriate word in each blank. Each word must be correct in spelling and grammar.

A short story by Nora Vagi Brash

Badi

(dedicated to Lesi Gomara)

Badi came to live with uncle and aunt at the age of thirteen. He had come from Kerema in the Gulf Province of Papua New Guinea. His arrival may have been the result of a relationship that had been formed during the Hiri trading voyages _____ **41** _____ the Motuans and the Keremas many years before our time. He introduced himself at our games in such a way and swept us off our feet. His body was _____ **42** _____ in “sipoma” an unsightly, contagious skin fungus, sometimes called “skin pukpuk” (crocodile skin) in pidgin English. He was thus nicknamed “Croc”. Despite this disability he _____ **43** _____ one of us; he belonged to the village. It was the way he took over our game of marbles, completely ignoring our arguments about _____ **44** _____ was to be first and second and so forth. He just drew a long line five paces from the circle of marbles and announced “Ok, everybody trow you mable, whosis mable near line he first das all ok? ok!” He gave his command and we _____ **45** _____ like faithful puppy dogs.

He became the Badi of Kilakila. Children followed him _____ **46** _____. From day one of his arrival in our village he was assigned to babysitting which meant that he had to carry young Hari about all over the place except when the child was asleep. Hari was about two and was very fond of Badi and as a result, every time Hari squeaked, Badi would hurl the child up on his back and keep playing marbles. _____ **47** _____ his movement was somewhat restricted, it was not a deterrent. He carried on regardless and never complained about it. Interestingly enough, Hari did not pick up the sipoma from Badi’s skin.

Badi was a fantastic storyteller. He would have us spellbound. It was quite difficult to _____ **48** _____ him at first, with his Kerema accent, and we would laugh at him. He must have had some schooling _____ **49** _____ he would count to one hundred and he could write his name and ours as well. What’s more, he was learning Motu and Koitabu, both entirely different _____ **50** _____, at the same time. He took them in his stride. Sometimes adults passing by would stop and listen to his stories.

END OF EXAMINATION