



DEPARTMENT OF
EDUCATION

UPPER SECONDARY
SCHOOL CERTIFICATE
EXAMINATIONS

LANGUAGE
&
LITERATURE

Friday

21 October 2011

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

INSTRUCTIONS TO CANDIDATES

To be read by the external invigilator to all candidates

1. The subject code for **Language & Literature** is **1**
2. There are **16** printed pages in the question booklet and **4 printed** pages in the answer booklet.
3. There are two sections in this paper. Answer all questions.

Section A : Multiple Choice Questions - 30 marks

This section will be electronically marked.

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

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

Section B: Short Answer Questions 40 marks

Write down your name, your school name and your 10 digit candidate number on the Section 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.

L & L

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

PART A (Questions 1 to 30)

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 4, refer to the text below.

MEDIA ACCOUNTS THE “BLUE E”

Listeners heard about the “Blue E” on the local radio station. The “Blue E” referred to a proposed city ordinance encouraging local merchants to post a “Blue E” on their doorways to signify their support for the English-only ordinance. The ordinance provided store owners with the ability to price goods based upon the English language proficiency of their prospective buyer. For example, if the store clerk detected an accent or felt that the buyer’s English was not up to par, they were expected to pay an additional 10 percent on their purchase since this signified additional paper work and expense for the merchant.

Supporters of this ordinance called the radio show, expressing views such as: “Send all the spics back to their country,” “This is America...for whites only,” “Our city was better off without all this trash”; “English is the language my grandparents had to learn,” “One state should be set aside for these people...but not Pennsylvania.” Only one caller opposed the city ordinance and felt that diverse language would enhance the tourism industry and the economic well-being of the city. Many of the callers communicated in non-standard American English varieties and dialects. The xenophobic and racist fears described by Crawford (1992) were generally expressed by most of the callers to the “Blue E” radio talk show.

The manager of the local radio station assured the community that comments and discussions centering on the “Blue E” were media hoax. “The community need not be alarmed by that discussion,” he stated. “Besides, Mr. Jones no longer works for the station and is currently residing in New Jersey.” It could be argued that one isolated incident would not be responsible for creating a climate of distrust. Yet to piece many similar incidents together is to gain insights into the many faces of racism and the cumulative effects of oppression in this community. Ultimately, for example, the companion city of Post Town passes an English-only city ordinance while Steel Town the bilingual program became the center of controversy.

I analysed the local newspaper account (from 1992 to 1993) that reported information on Steel Town’s bilingual controversy. These accounts helped uncover how the particular players brought their own meanings to the community context. In many ways the political battles were partially fought through the media as the different players rallied support for their position. Three sets of players represented three major perspectives: English-only proponents, bilingual proponents, and neutral parties. Included in this analysis is a public meeting with over 650 participants.

English-only proponents were comprised of the school superintendent, school board decision makers, and third-generation immigrant citizens who called for the dismantling of the bilingual program. *Bilingual education proponents* were comprised of school personnel, community organizations, community leaders (including clergy), national/local experts, and bilingual families struggling to maintain the bilingual program; and *Neutral parties* were comprised of editors, Raggae School parents, institutions of higher learning, common citizens, and a mediation-type organisation that sought to maintain an impartial position.

A timeline of the events will guide the reader in understanding how the circumstances evolved in the Steel Town school district.

QUESTION 1

The title “The Blue E” refers to the city ordinance that helps

- A. local merchants to sell their goods to their customers.
- B. to signify local merchants support for the English-only ordinance.
- C. local merchants to speak English well in their stores.
- D. store owners to know all their prospective buyers.

QUESTION 2

“...Send all the spics back to their country,” is discrimination against

- A. foreign shop owners only.
- B. local radio station owners.
- C. all non-native speakers of English.
- D. the radio talk show host.

QUESTION 3

The ordinance for the imposition of the “Blue E” clearly demonstrates

- A. local merchants poor English proficiency.
- B. suppression of equal educational opportunities.
- C. discrimination against native English speakers.
- D. local radio talk show host’s English proficiency.

QUESTION 4

The manager of the local radio station assured the Steel Town community that “comments and discussions centering on the “Blue E” were a media hoax...” Why did he make such a comment?

- A. He is a non-English speaker.
- B. He is relaying the State Government’s views.
- C. He is trying to reduce tension and misunderstanding.
- D. He is a native English speaker and a supporter.

For questions 5 to 7, refer to the text below.

Take Initiative at Work

By NELSON BOB

Publication: American Salesman

The biggest mistake in life is to think you work for someone else. True, you may have a boss and you may collect a paycheck from a company but, ultimately, you are master of your own destiny. You decide what potential you reach in your career and what you will eventually accomplish in your life. Regardless of your situation, you can make a difference. Every day you have the chance to excel, to stand out and to be exceptional. It all comes down to initiative - that is, taking action to get something done at work without waiting for your boss to tell you what to do or when to and how to do it. You know best the details of your job and how you could improve your performance, solve problems as they arise and delight customers you serve.

In a recent on line survey by iVillage.com, employees were asked, “What is most important for getting ahead in the workplace?” Of the 7,760 people who cast their votes, 55 percent said “initiative” is most important.

Need more reason to take initiative at work? A recent poll of executives asked: “What do you feel is the single best way for employees to earn a promotion and/or raise?” Topping the list for 82 percent of respondents was “Ask for more work and responsibility.”

Initiative is the key to taking charge of your career and your life. As we head into the new year, it is the perfect time to pinpoint some resolutions that will help you make a lasting and positive difference at work. Not sure what these might be? Here are some ideas.

- Decide what you need and communicate it before someone else does.
- Take risks in expressing your opinions before a decision is made. Once it is made, support it fully, even if you don't agree with it.
- Look for ways to make new ideas work – not for reasons they won't.
- Trust your intuition and act on it.
- Make a list of things you would change in your company, if you could, along with your reasons for changing them. Prioritize the list and seek to take the top items to the next step.
- Volunteer for unusual or challenging assignments.
- Avoid the blame game. When you blame someone else for a problem or mistake, catch yourself and instead ask, "How can we fix this together?"
- Ignore people who tell you something cannot be done.
- Routinely go beyond expectations for your position.
- Develop and leverage an active network of relationships within your organization.
- Find out who your customers are and learn how your company makes money from them.
- Increase your influence in meetings by contributing early and frequently. Think before you talk.

Innovation is the spark that keeps you moving ever onward and upward. So, start the new millennium on the right foot. Commit to taking initiative.

Source: Post Courier, Monday April 11th 2011

QUESTION 5

Which of the phrases below best describes the first paragraph of this text?

- | | |
|----------------------|--------------------|
| A. making dreams | B. self identity |
| C. taking initiative | D. making mistakes |

QUESTION 6

Based on on-line survey and views expressed in the text, 'Initiative' is the

- A. control mechanism for your career and your life.
- B. single best means to find job employment.
- C. most important factor of unemployment.
- D. common resolution many people make.

QUESTION 7

Reflect on the twelve (12) bullet-point resolutions in the text. These twelve bullet points can be best described as

- | | |
|------------------------------------|-------------------------------------|
| A. very abstract and unattainable. | B. quite demanding and impossible. |
| C. too personal and un-rewarding. | D. within the reach of individuals. |

For questions 8 to 15, refer to the text below.

Obituary: 'Weary' Dunlop (1907 – 1993)

BY JAMES CUNNINGHAM

Sir Edward 'Weary' Dunlop, who died in Melbourne yesterday, 10 days short of his 86th birthday, served with an Australian Casualty Clearing Station in Greece, Crete and Tobruk and was well acquainted with battle, its impact and its aftermath.

But the full horrors of World War II did not become fully apparent to him until 1942. Then a lieutenant-colonel and a prisoner of the Japanese, he was appointed to command the first Allied General Hospital in Batavia, Java.

On April 17 that year, Colonel Dunlop began writing a war diary. Forty-five years later, his work was published as *The War Diaries of Weary Dunlop*, which became a best seller in Australia.

He said he waited so long to publish it because he did not wish to add further suffering to those bereaved, or to generate controversy and hatred. The diary, written at the risk of death in minute script on scrounged notebooks and scraps of paper, was kept hidden from Japanese guards in hat linings, secret pockets in haversacks or buried in the ground.

Until the war ended in August 1945, Dunlop's diary recorded in sometimes ghastly but always unforgettable detail, the lives and deaths of Australian, British and Dutch POWs in Java and during the building of the infamous Burma-Thailand railway.

Colonel Dunlop maintained that his diaries were mainly a medical record which he was obliged to keep. They were certainly that. But, more important, they were also an extraordinary tale of human suffering, endurance and heroism as well as of revolting cruelty inflicted on helpless men by a brutal enemy.

He wrote: 'The work parades... were a deplorable spectacle, scores of men tottering to work on stick. Those unable to stand were carried to work.'

Colonel Dunlop repeatedly confronted his captors, defending the right of the seriously ill to be spared from tasks far beyond their strength.

He suffered for his efforts.

Twice he was tied to a tree and informed that he was to be bayoneted, only to be taken back to a cell. Once he was made to stand for hours in tropical heat while passing guards kicked and struck him.

When he lost his temper and cried out angrily at one of his tormentors he was savagely beaten and tied to a log in a position which produced excruciating pain.

When he was eventually released, Colonel Dunlop hobbled to his hospital tent and performed an amputation on a Dutch prisoner.

'I wanted to make a point,' he wrote.

Sir Edward Dunlop (he was knighted in 1969), grew up on a farm at Stewarton, near Shepparton, Victoria. At Melbourne University, where he graduated in medicine, he won the Universities' heavyweight boxing championship. He also played rugby for Australia against the All Blacks.

It was at University that Sir Edward acquired his cheerfully nonsensical nickname. 'Weary' was one of those appalling examples of undergraduate humour that sometimes stick for life and came from a play on his surname – Dunlop tyres...tired...Weary.

In 1938, he went to London to do a post-graduate course in surgery. At the outbreak of war he was posted to another London hospital as a specialist surgeon to the Emergency Medical Service. However, yearning to be with the Australian forces, he contrived a posting as a Medical Corps captain to the AIF in Palestine.

Of Sir Edward's later days as a Japanese prisoner one of his fellow POWs, the late Australian author Donald Stuart, wrote: 'We built a railway from near Bangkok to near Rangoon – thousands of us POWs starved, scourged, racked with malaria, dysentery, beri-beri, pellagra and stinking tropical ulcers that ate a leg to the bone.'

'When despair and death reached for us Weary Dunlop stood fast, a lighthouse of sanity in a universe of madness and suffering.'

As for Colonel Dunlop, he had to treat illness without medical supplies and operate by the light of hurricane lamps with improvised instruments, carried from camp to camp as the railway snaked through the jungle. Needles were made from bamboo, thread came from haversacks.

Dunlop did not falter, although he knew that the end of the war – if he survived – would not be the end of his task.

The final entry in his diary, on 16 August 1945, read: 'There will be strenuous and exciting days working to get the last of these maimed and damaged men on their way home.'

Back in civilian life he embarked on a distinguished career, culminating in the presidency of the International Society of Surgeons. He pioneered surgery on the oesophagus, mouth and throat. He was awarded the OBE and made CMG and AC.

In 1969 he went back to war, leading the Australian surgical team in Vietnam.

And in 1988 he was named in a book launched in Canberra as one of 200 people who had made Australia great.

Whatever his feelings as a POW, Sir Edward for the rest of his life refused to be consumed by bitterness. He became a Colombo Plan adviser to Thailand, Sri Lanka and India and president of the Victorian Australian-Asian Association.

He visited Japan on medical affairs and opened his home to Japanese visitors, including a touring Japanese rugby team.

'I suppose you run out of hate,' he said.

The Sydney Morning Herald, 3/7/97

QUESTION 8

In which year were *The War Diaries of Weary Dunlop* published?

- A. 1993 B. 1987 C. 1947 D. 1942

QUESTION 9

Which of these statements is explicitly stated about Sir Edward's published work?

- A. It generated controversy. B. It triggered bitterness in some survivors.
C. It became a blockbuster in Australia. D. It sorely affected the bereaved.

QUESTION 10

'The work parades... were a deplorable spectacle, scores of men tottering to work on sticks. Those unable to stand were carried to work.'

The lines above are in inverted commas because they

- A. describe a terrible scene. B. are the actual entries in Sir Edward's diary.
C. are the reporter's thoughts. D. are the actual words of the reporter.

QUESTION 11

Sir Edward stepped in to defend the rights of his comrades despite the cruelty pelted upon him by the enemy as indicated in paragraphs 8-10.

He can be described as all of these EXCEPT

- A. cowardly. B. gallant. C. valiant. D. intrepid.

QUESTION 12

Which of these would be the likely message Sir Edward was sending to his tormentors when he went straight to amputate a Dutch prisoner soon after his release?

- A. I don't want my fellow POW to die in front of me.
B. I can prove to you that I am the best in my job.
C. Nothing you do can break my spirit of serving others.
D. I don't need to whine over my own pain and discomfort.

QUESTION 13

How many DECADES after his last entry was Sir Edward knighted?

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

QUESTION 14

It can be inferred from the underlined sentence in the text that Sir Edward was a

- A. hero. B. deserter. C. conqueror. D. patriot.

QUESTION 15

Which of these phrases taken from the text is an example of a metaphor?

- A. 'the railway snaked through the jungle.'
- B. 'a lighthouse of sanity in a universe of madness and suffering.'
- C. 'tropical ulcers that ate a leg to the bones.'
- D. 'when despair and death reached for us.'

For questions 16 to 19, refer to the text below.

MANDERLEY

Last night I dreamt I went to Manderley again. It seemed to me I stood by the iron-gate leading to the drive, and for a while I could not enter, for the way was barred to me. There was a padlock and a chain upon the gate. I called in my dream to the lodge-keeper, and had no answer, and peering closer through the rusted spokes of the gate I saw that the lodge was uninhabited.

No smoke came from the chimney, and the little lattice windows gaped forlorn. Then, like all dreamers, I was possessed all of a sudden with supernatural powers and passed like a spirit through the barrier before me. The drive wound away in front of me, twisting and turning as it had always done, but as I advanced I was aware that a change had come upon it; it was narrow and unkempt, not the drive that we had known. At first I was puzzled and did not understand, and it was only when I bent my head to avoid the low swinging branch of a tree that I realised what had happened. Nature had come into her own again and, little by little, in her stealthy, insidious way had encroached upon the drive with long, tenacious fingers. The woods, always a menace even in the past, had triumphed in the end. They crowded, dark and uncontrolled, to the borders of the drive. The beeches with white, naked limbs leant close to one another, their branches intermingled in a strange embrace, making a vault above my head like the archway of a church. And there were for other trees as well, trees that I did not recognise, squat oaks and tortured elms that straggled cheek by jowl with the beeches, and had thrust themselves out of the quiet earth, along with monster shrubs and plants, none of which I remembered.

QUESTION 16

The 'Manderley' referred to in this passage was probably

- A. a walled town.
- B. a grand property.
- C. a botanical garden.
- D. an imaginary house.

QUESTION 17

'Nature had come into her own again and, little by little, in her stealthy, insidious way had encroached upon the drive with long, tenacious fingers.'

This sentence is an example of

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

QUESTION 18

Which element of this passage most clearly portrays the experience as imaginary?

- A. walking along the drive
- B. calling to the lodge keeper
- C. passing through the iron gate
- D. peering through the rusty spokes

QUESTION 19

In this passage, the author has set out to

- A. describe a character.
- B. build an atmosphere.
- C. relate a sequence of events.
- D. bring a story to a conclusion.

For questions 20 to 24, refer to the text below.

I Thought I Was Going Home

By Josepha Jinnie

He didn't want to die. He struggled painfully to his knees and started crawling towards the mountains. 'Please let me get there,' he whispered. An occasional path of sunlight broke the darkness of the forest. Chahibes slowly made his way through; his only thought was to get to the safety of the mountains. Soon, however, his hands gave way and he sank into the comfort of the wet forest floor. 'I'm dying,' he thought as darkness enveloped him.

Makau found him just near the cliff on the old burial ground. She nearly died of fright when she saw his blood-stained body and the gaping wounds. She thought he was dead but his faint heartbeat gave her hope. She had been on her way to spy because she had heard the *garamuts* and understood what it meant. She was too shocked to believe that he had come this way because nobody liked going near enemy's burial grounds. Their ancestors would protect them and they would be safe for a while.

In a daze, she struggled to carry him to her home. For two days she washed and dressed his wounds using the herbs from the forest and the little knowledge she had learnt from the old man *Enuwogi*. She knew he had been killed and her heart wept silent tears at the death of one of her own. Why was life so cruel to them all? She knew she had to save her brother, for in him there was hope for the future. For days he had been burning with heat, but today the fever had gone down and he was sleeping peacefully. She wished he would wake up, eat and talk to her about where he had been, what he had been doing, about everything that would make life better and meaningful, but she had to wait like always.

It was several more days before Chahibes opened his eyes and tried to focus on his surroundings. He lifted his head but it felt like lead on his shoulders and pain shot through him. Every part of him ached terribly and he didn't know which part was the most painful. He could feel the cold coming from somewhere and he welcomed the sharp calmness it brought with it. He didn't know how long he had slept but he presumed that it must have been days. He tried to raise himself but fell back with a loud thump on the floor, his senses reeling. He was in a home.

There was a sudden noise at the door and a woman came in rubbing sleep from her eyes. 'What were you trying to do?' she questioned in a sleepy tone. Chahibes was startled by her voice and tried to work out who she was when she said, 'Don't do anything, you have to rest so that the herbs will heal you up well. You know, brother, you need rest.' She finished off with a yawn.

Chahibes heard the word 'brother' and the realisation hit him like a shock wave. He felt joy rushing through him like the searing pain of the spear. He felt dizzy with joy and his throat became choked with sobs. Yes, his own sister had found him and everything was all right, at least for now. He wanted to tell her that he was overjoyed, that he had wanted to find her, but no words came out of his mouth. Instead, he gave her a weak smile and saw tears glisten in her eyes.

'Go back to sleep,' she said softly and was gone.

Chahibes felt relief flood through him. He had found his family, at least a part of it, and that part would become whole again.

'Wosh,'¹ he managed to squeak at last and closed his eyes for he was very tired and weak.

Makau crept into his room later that day and saw that he was still sleeping. He looked tired and worn out, as old as *Enuwogi* in some ways but he was the only one she had left. Life was going to be hard for them but they would survive because they had the forest and above all they had each other. They were going to survive and fight for what they had lost.

'*Chacha mapeh*, my brother. *Chacha manah, kariru mapeh*,'² she said softly as she walked out of the room. She had to prepare some more herbs for his wounds and some thick soup for him to drink when he woke.

'It won't be long now,' she thought as she bent down to light the fire.

¹ *Wosh: all right*

² *Chacha mapeh: here we stay, my brother. Here we live on. In Kariru we stay*

QUESTION 20

The title; 'I Thought I Was Going Home,' implies that the protagonist is

- | | |
|-----------------------------|---------------------------------|
| A. sure of his return home. | B. not sure of his return home. |
| C. misled to his home. | D. led to his home. |

QUESTION 21

Chahibes sister's name is

- | | | | |
|-------------|-----------|------------|------------|
| A. Enuwogi. | B. Makau. | C. Chacha. | D. Kariru. |
|-------------|-----------|------------|------------|

QUESTION 22

Chahibes felt relief flood through him' because

- | | |
|---|-----------------------------------|
| A. he was safe now with his sister. | B. his grandfather was not there. |
| C. the sister and his grandfather were alive. | D. his parents found him. |

QUESTION 23

He struggled painfully to his knees and started crawling towards the mountains.

'Please let me get there,' he whispered.

Analysis of this situation demonstrates that this person is

- | | |
|----------------------|------------------------|
| A. in need of food. | B. in need of water. |
| C. calling for help. | D. desperate for life. |

QUESTION 24

He looked tired and worn out, as old as Enuwogi in someways but he was the only one she had left. Life was going to be hard for them but they would survive because they had each other.

From this context, what personalities can you draw from him that conclude that he will be successful?

- | | |
|--|---|
| A. persistent, optimistic and courageous | B. aggressive, pessimistic and courageous |
| C. persistent, optimistic and persuasive | D. aggressive, pessimistic, persuasive |

For questions 25 to 28, refer to the text below.

Ten Thousand Years in a Lifetime

Albert Maori Kiki

I learned a great deal from the medical assistant. Not only did he teach me to dress wounds and to look after patients, but he made me do office work and sometimes I typed all his correspondence. He was the first person to take a serious interest in my career. Often he took me home, showed me pictures of Australia and told me about the countryside where he lived and which he loved. I remember seeing a photograph of sheep for the first time in my life—though I had heard about sheep all the time in Sunday school class. He spoke about the beauty of Sydney and about the cold in Australia, but I said I was not frightened of any cold because in my mother's village it could become very cold at night and we had no clothes there to protect us. We went fishing together and we talked about the water, about the fish, about crocodiles and all sorts of things. I told him I wanted to go back to my village to settle down, but he said, 'No, there is something important for you to do: you must go and get knowledge and take it back to your people. Do not go back empty-handed.'

I said, 'My mother is getting old, I must look after her. And I know how to shoot birds. I can spear a pig and build a house.'

He said, 'These things are very important, but it is also important to learn to build the country. Your country will need men, and I think you are one of them. I want you to get more training, to learn more about the white man.'

These were strange words to me indeed. I had never thought about my country. I knew my loyalty to my mother's people and to Orokolo. But it was Albert Speer who first made me conscious of Papua New Guinea. Sometimes he spoke to me about the future of this country. He told me that in future black men would rule this country. I could not believe him. He was the first man ever to say such a thing to me. The missionaries had never said anything like it. But he told me that many things he was saying I wouldn't understand until later, in years to come.

QUESTION 25

"He spoke about the beauty of Sydney and the cold of Australia, but I said I was not frightened of any cold because my mother's village could become very cold in the night and we had no clothes there to protect ourselves."

From this context, it can be concluded that the author

- A. is knowledgeable about the four seasons.
- B. is not aware that there is a difference in the seasons of PNG and Australia.
- C. knows that the cold in Australia is the same kind as is in his mother's village.
- D. knows that since PNG is near Australia, both have similar climatic patterns.

QUESTION 26

I said, "My mother is getting old, I must look after her. And I know how to shoot birds. I can spear a pig and build a house." He said, "These things are very important but it is also important to learn to build the country."

What is the writer alluding to "...build a house..." in this context?

- A. shoot a bird
- B. spear a pig
- C. build a country
- D. look after his mother

QUESTION 27

What did Albert Seers attempt to instil in the author's mind?

- A. a sense of nationalism
- B. a spirit of democracy
- C. a sense of belonging
- D. a spirit of freedom

QUESTION 28

"He told me that in future black men would rule this country."

The historical time implied in this text is when PNG

- A. was still under slavery.
- B. gained its independence.
- C. was still under colonial rule.
- D. was fighting for its independence.

For questions 29 and 30, refer to the letter of complaint below.

Letter of Complaint

Beryl Simmonds
C/- Jedidiah Simmonds
Steamships Hardware
P. O. Box 232
New Rabaul
East New Britain Province

The Manager
Brian Bell Wholesale
P. O. Box 42
Kokopo
East New Britain

RE: Poor Customer Service

Dear Sir

I wish to complain about the service I received from one of your shop assistants last Saturday morning, 24th June 2011.

I entered your store with the intention of purchasing a vacuum cleaner. I approached the young lady behind the counter for assistance. Without glancing at me, I was told “hang on a tick.” She then made what appeared to be a personal phone call. After waiting quite some time for her to finish the conversation, I enquired about the vacuum cleaners. She pointed in the general direction of vacuum cleaners and said “over there, love.”

When I explained that I wasn’t sure which vacuum cleaner I required, she replied, “Well I wouldn’t know, would I?”

Needless to say, I left your store without making my intended purchase.

I hope that in future the quality of service in your store improves.

Yours faithfully

Beryl Simmonds

Beryl Simmonds

QUESTION 29

What was the complaint letter regarding?

- | | |
|-----------------------|-----------------|
| A. the manager | B. the service |
| C. the vacuum cleaner | D. the purchase |

QUESTION 30

What important information is missing from the letter of complaint?

- | | |
|--------------------------------|---------------------------------|
| A. writer’s address and title | B. complainant’s name and title |
| C. when the letter was written | D. shop keeper’s name and title |

PART B (Questions 31 to 50)

For each question work out the correct answer and write it in the space provided on the ANSWER SHEET. Your answers must be SPELT CORRECTLY.

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

No One Is A Loser

By Ben Okri

We must not think ourselves victims	We shouldn't deny them,
Disadvantaged, held back -	Embrace our marginalisation,
Because of race, colour, creed,	Our invisibility, our powerlessness.
Education, class, gender,	Embrace our handicaps, and use them,
Religion, height, or age.	And go beyond them,
The world is not made of labels.	For they could well be the key
The world, from now on,	To some of the most beautiful energies
Will be made through the mind.	That we have been given.
Through great dreaming, great loving	Accept no limitations to our human potential.
And masterly application.	We have the power of solar systems
Those who transcend their apparent limitations	In our minds
Are greater than those who apparently	Our rage is powerful. Our love is mighty.
Have little to transcend.	Our desire to survive is awesome.
Our handicaps can be the seed of our glories.	Our quest for freedom is noble and great.

QUESTION 31

Which *pronoun* is MOSTLY used by the poet to appeal to the collective sense of power?

QUESTION 32

This poem is trying to empower people who are being _____ against in society.

QUESTION 33

What figurative language is, 'Our handicaps can be the seed of our glories?'

QUESTION 34

What is the *key* that can unlock the most beautiful energies in a person? (*Give one word answer*).

QUESTION 35

Which one word in the poem means '*to rise above something*'?

For questions 36 to 40, refer to the text below.

AGATHA CHRISTIE (1890 – 1976)

Agatha Christie is the world's best known mystery writer. Her books have sold over a billion copies in the English language and another billion in more than 45 other languages.

In a writing career that spanned more than half a century, Agatha Christie wrote 79 novels and short story collections. She also wrote over 19 plays including *The Mousetrap*, which has created theatrical history by running continuously since it first opened on November 25, 1952.

Christie's first novel, *The Mysterious Affair at Styles* (1920), was also the first to feature her eccentric Belgian detective Hercule Poirot, who was to become the most popular detective in crime history since Sherlock Holmes. Poirot boasted of his 'little grey cells' that triumphed over devious criminals in 33 novels and many dozens of short stories. Christie's last published novel, *Sleeping Murder* (1976), featured her other world-famous sleuth, the shrewdly inquisitive Miss Jane Marple of St Mary Mead. Miss Marple appeared in twelve novels, beginning with *The Murder at the Vicarage* in 1930.

Both Hercule Poirot and Miss Marple have been widely dramatised in feature films and made-for-TV movies. *Murder on the Orient Express* (1974), *Witness for the Prosecution* (1957), *And Then There Were None* (1945) and *Death on the Nile* (1978) are a few of the successful films based on Christie's works.

Agatha Christie used the pseudonym Mary Westmacott to write six romantic novels. She wrote non-fiction as well – four books including an autobiography and a highly entertaining account of many archaeological expeditions she shared with her second husband, Sir Max Mallowan. In 1971, she achieved her country's highest honour when she received the title, Dame Commander of the Order of the British Empire.

Her enduring success, enhanced by many film and television adaptations that are now appealing to new generations, is a tribute to the timeless appeal of her characters and the unequalled ingenuity of her plots.

QUESTION 36

How old was Agatha Christie when she published her first novel?

QUESTION 37

Whose quotation is "little grey cells"?

QUESTION 38

When did Miss Jane Marple first appear in novels?

QUESTION 39

What genre are the novels that Agatha Christie wrote under the penname Mary Westmacott?

QUESTION 40

What was one of Agatha Christie's non-fiction books?

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

Fill each blank with the most appropriate word. Each word must be correct in context, grammar, punctuation and spelling.

Life Is How You Make It

By CALDRON LAEPA

We often forget that life is not all about making huge earnings but making it the way you want it.

Miriam Pohque, 33, from Manus Province, the first overseas scholarship winner of the Labour Department's Independent Fellowship Scheme returned last year with this new concept of life.

She completed grade 10 at Manus High School (now Manus Secondary) in 1994 with a failed grade in Mathematics.

With these marks she knew village was the only place she was destined for and her life would be like every 41 village woman – cooking, gardening and raising children or sitting at the market to sell food in order to earn some money for school fees.

She was certain and formal education for her then was never a subject of discussion or consideration.

But in 2006, one of 42 in-laws took home an application for the Independent Fellowship Scheme (IFS) for her to apply.

Miriam said she 43 reluctant to do anything with formal education and wanted to remain a village woman – turn-mother.

But when she learnt 44 she would be taking agriculture, her passion to grow food crops and livestock got her to give the fellowship scheme a try.

Her application went 45 and she was selected and the next year she found herself at the Organisation of Industrial Spiritual Cultural Advancement (OISCS) college in Kokopo, East New Britain. When she got to the college she 46 told that her course would comprise of 70 percent field work and 20 percent theory.

She was devastated at this because she wanted to study theory rather 47 practical.

After a year she went back to do a preparatory course where she was selected among three others to study at OISCS Japan.

However, the other three males turned down the offer 48 to personal reasons.

Miriam said studying in Japan was difficult because of the high technology and language barriers.

She recalled crying once and asked to come back to PNG.

However, through counselling from the IFC staff in Port Moresby 49 got to complete her studies in rural life style development.

She said the course involved food technology and agriculture.

Despite the language barrier, she was able to learn the Japanese language and learn their culture.

She said Japanese 50 well mannered people and knew the values of time which she has adopted well with.

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For questions 51 to 60, refer to the text below.

Both the passive and the active voices are use in story telling. Identify the appropriate verb form of each word and write each in the answer sheet.

In every society in the world, death (51. bring) about culturally prescribed mourning customs. As is common in New Guinea societies, in the Morehead area it (52. be) the women who are the chief mourners for the dead.

The strictest and most important of mourning tabus is that which (53. prohibit) bathing or any other water touching their skin. During the whole of her mourning period, which lasts two to three years a woman in mourning does not wash. Also she must not get (54. catch) in rain shower, or even sweat profusely.

In the heat of the dry season, she may smear a special yellow mud on her legs and arms to dry and cool her skin, while in the rainy season, most women in mourning do not venture anywhere without a “bush umbrella:” a large sheet of water proof paper bark for protection from showers. If the woman (55. be) to get wet, she would finish her mourning immediately, without the normal ceremonies to remove mourning.

The extraordinary dress that a woman wears in mourning is a highly visible reminder to everyone of the death that (56. have occurred). Traditionally, a woman of Morhead puts on an armadillo-like dress made from layers of belts (57. weave) from grass. Plaited arm and leg bands, and string and tassles for her nose and ear holes complete the habit.

In modern times, women choose to wear “cloth mourning”: a black dress or skirt, or sometimes combinations of grass belts and black clothing.

The other tabus (58. assume) at mourning are mainly food tabus. A woman in mourning must not eat meat, fish, long yams, coconut, watermelon and large-sized bananas. Her diet mainly consists of cassava and regular yams.

Grave houses in the village place are also visible reminders of the death that has occurred. The body (59. be buried) three or four feet underground, and over the grave different styles of houses are erected during the period of mourning until a few years after burial, the last structure to mark the grave (60. be dismantled).

For questions 61 to 70, refer to the text below.

Sleep - How Important Is It?

Fill in the correct form of the word that is in the bracket in the following text. Each word must be sensible in context and be spelt correctly.

Current studies show that the average North American now gets between seven and seven and half hours of sleep a night.* How important is sleep? While asleep, you go through phases of sleep called rapid eye _____ **61** _____ (**move**) every 60 to 90 minutes throughout the night. During these phases, the brain is most active, and _____ **62** _____ (**research**) believe that it is performing some kind of self-repair. Some experts say that when the sleep cycle is interrupted and sleep is lost, it has a _____ **63** _____ (**cumulate**) effect on the body. Brain function is affected, which results in _____ **64** _____ (**efficient**) and a host of other physical ailments.

Substances such as caffeine can for the short term block the chemical compound that signals the need for sleep. Yet, our brain has a _____ **65** _____ (**mechanic**) to cause sleep to occur when our body had not had enough, resulting in what have been called microsleeps. According to *The Toronto Star*, “no matter what you happen to be doing, your sleep-deprived brain will _____ **66** _____ (**period**) go into the first stage of sleep for anywhere between ten seconds and jus over a minute at a time.” Imagine driving a car at 50 kilometers an hour and _____ **67** _____ (**experience**) a ten-second microsleap. During that time, you would have travelled more than the _____ **68** _____ (**long**) of a football field. Additionally, sacrificing needed sleep can _____ **69** _____ (**weak**) your immune system, for it is during sleep that the body produces T cells that fight against pathogens. During sleep our body also produces the hormone leptin, which helps to regulate appetite. Indeed, the body needs sleep as much as it needs proper exercise and _____ **70** _____ (**nutrient**).

* See “Sleep Debt – Are You a Victim?” in the February 8, issue of *Awake!*.

END OF EXAMINATION