SCHOOL OF SCI N TECHNOLOGY.

Section A

Text 1

Study the poster below and answer Questions 1-4 in the Question Paper Booklet.



Polluted river water
kills as many people
as a nuclear explosion.

884 million
deprived of improved sources of drinking water

Chaos reigned as women jostled in the long snaking lines in Kapurani. Kalyani brought along a stick to fight for the water. There is never enough.

443 million
school days lost each year from water-related illness

Laughter floated in the air as Devi and her friends played and swam in the Ganges river. 50 feet away, the river water churned and foamed as a sewage pipe continued its deadly delivery.

117 million
disability adjusted life years (DALYs) lost annually due to diarrhea and intestinal worm infections

Rani wrinkled her pretty little face as raw sewage overflowed and seeped into her home. The hazard of disease was real, and the smell was terrible.

1.8 million
lives lost each year due to diarrheal disease

Ashok coughed and placed a hand protectively over his stomach, his skeletal frame in obvious pain. He was only forty.

BE THE CHANGE
charity: water
https://donate.charitywater.org/donate

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Section B

Text 2

In the text below, the writer describes his experience during the Algerian war of liberation from the French. Read the text carefully and answer Questions 5-14 in the Question Paper Booklet.

1 I had no sooner sat down at the Tizaoui café, a short time ago, than a patrol descended on us; and with all the other customers at the terrace tables I was pushed inside with my hands above my head. We stood packed tightly together, each waiting his turn to be searched and have his identity checked. The black muzzles of automatic weapons promised death to anyone foolish enough to move. We stood without flinching and in silence, a silence over which a strange calm reigned. I said to myself, 'They won't, they won't get the better of us'.

2 The checking lasted an hour, an hour in which each man had to put his self-control to the test. Then we were released into an afternoon laden with menace. My throat was sore from the insults I had swallowed. Curfew, which was at half-past four, would soon be emptying the streets. I left the café, but instead of going straight home I decided to walk round for a bit. The fronts of houses were set in deathly expectation. People were going about in silence, walking carefully. The town was hunched up in itself and had its look of evil days.

3 At the end of the boulevard the blue Mansourah hills were standing out against a pale sky, and cast an unfailing promise of happiness into my face. I would have walked around the ramparts, gone through the gates and ... If it had still been possible!

4 The aim of my stroll was merely the newspaper-kiosk; as I knew the paper-seller slightly I should be able to glance at all the papers without being obliged to buy any. I read the news, which was much like the previous day's, and went on my way again. I was walking past the museum railings and had just reached the corner, when it happened. The blast shook the walls around me so violently that I was brought up against a rush of air, which scorched my face. At the same moment, there came a deafening avalanche of glass and cries from all sides. People were scattering in every direction across the tree-lined square. I plunged down the nearest street. That, too, was noisy with cries, shouts, orders.

5 A burst of small-arm fire swept the street. A man fell just in front of me, and then a woman, who got entangled in her long veil.

6 The street froze.

7 Sirens wailing loudly, some army trucks arrived, braked violently, and armed paratroopers swarmed down. One of them, with icy blue eyes, motioned that I could go. I made off. But at the corner of the next street, some Arab Territorials shouted to me to stop.

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[Turn over

8 I halted. Then, looking straight at them, I made the decision to walk towards them. At every moment I expected them to open fire on me. I was quite cool and calm and filled with disdain. 'They shan't have the satisfaction of seeing the man they shoot cringe before them,' I was thinking as I forced myself to go forward. Among them were some whose faces I knew by sight; a few had been at school with me.

9 'Don't move!' shouted one in the group.

10 I took a few more steps, then a sick feeling came over me. I don't remember just what happened after that. I was led to the square, having received a blow on the back of my neck. I found myself standing with a number of other Algerian Arabs being held at gun-point. There were dead and dying bodies sprawled in the roadway. Just then, a man coming out of a bar spotted someone in a corner and started to gesticulate and shout, 'That's him! That's the man who left the bomb! I saw him do it!'

11 The other looked at him in bewilderment and clutched a rubbishy basket to his shabby black jacket. A few of the Territorials ran across and grasped him by the arms. The man made no resistance. They dragged him to the middle of the square, then shot him several times in the chest and stomach. He sank to the ground, still clutching his worthless basket.

12 The man who had denounced him, a bookseller, shouted, 'Hurrah for justice!'

13 It was undoubtedly he, that poor little man, who saved us all; a builder's labourer by the look of him, smaller still in death, lying there in the middle of the square, rigid, but seeming to challenge the whole world now. I could not tear my eyes away from him or rid my mind of his muteness.

Adapted from *Naema Disparue (Whereabouts Unknown)* by Mohamed Dib

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Section C

Text 3

The article below discusses Man's changing relationship with animals through time. Read the text carefully and answer Questions 17-23 in the Question Paper Booklet.

1 In prehistoric times, Man's treatment of animals was full of respect and sometimes even of awe. His main reason for this was that the wild bulls, mammoths, rhino and boar he hunted were dangerous enemies. The hunting tribes never regarded animals as their inferiors. Indeed, they undoubtedly noticed that in many ways – muscular strength, speed, faculties of hearing, sight and smell – they were superior to humans. Later it became common to believe in the concept of life after death. It was then natural to think that animals had souls, as Man did. The body of the prey would be eaten, its bones turned into tools and its skin worn as clothes, but its soul would still have a home in painted and engraved form on the walls, reflecting a huge respect for the animals which had been killed. Eventually certain animals, particularly, the most dangerous and impressive ones, were seen by some tribes as being sacred animals, or totems.

2 Each totem animal became so revered that it was no longer hunted. On the contrary, it was protected because it was believed to have a special relationship with the tribes. To some it was an ancestral figure; to others, it was the messenger of the gods, or even the god himself. However, there was a grave disadvantage in being a totem animal because, if an animal was the sacred totem of some tribe, it could be attacked or destroyed by their enemies. All this shows how closely linked Man and animals were in the minds of these early thinkers. But as time passed, this link was broken. The belief that animals possessed souls disappeared and Man therefore began to think he was in fact superior to animals. Once animals had lost the respect they once enjoyed, it was hardly surprising that they were often mistreated or killed unnecessarily.

3 There were several effects of this new attitude towards animals. One was that they were used for entertainment, often of a degrading nature. Travelling showmen included performing monkeys and dancing bears in their displays, making these animals look foolish. Circuses attracted crowds curious to see animals specially trained to entertain them with tricks. Audiences felt a satisfying glow of superiority as they witnessed their antics, insensitive to the humiliation the creatures suffered. The fact that circus animals were superior in some respects to humans was carefully overlooked. The most obvious was in sheer strength. The lion and elephant were clearly much stronger than humans, so circus acts were devised in which the strength of the animals was dominated by human intelligence: the lion was skilfully trained to jump through the hoop, the elephant to bow to the audience. Such acts have a particular appeal for children, nor can they be blamed for this, since animals have been consistently misrepresented as cuddly toys, and characters in cartoons and stories.

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4 Another way in which animals were subdued for Man's pleasure was through zoos. Zoo animals are seen by many as mere captives who are bored, frustrated and deprived of almost all activities natural to them. Directors of zoos argue that such criticism is unfair, and claim that zoos play a major role in the modern world by educating people at first hand about the wildlife that exists elsewhere. Conscious of their limitations, zoos have struggled to develop a style of zoo-keeping which gives animals living conditions that are as close as possible to the way they would live if still in the wild. In some parts of Europe, safari parks have been set up. Here, small herds of game and troops of monkeys can move about freely, although serious drawbacks have emerged. Some of these animals are made ill by exhaust fumes from visitors' cars, and tropical animals which do not belong in Europe's northern climate may suffer through not having suitable winter quarters. However, for all their faults, zoos and safari parks are a lifeline to nature, a slender thread that leads us to an increasing interest in living things.

5 Animals also suffered at the hands of Man in that they were gradually but systematically destroyed to make way for agricultural land to provide food for a fast-growing population. Farmers in Europe started to use pesticides, poisoning the creatures on which so many of the remaining larger animals depended. Throughout all this, the rich were hunting, shooting and fishing for sport. Looking back, one is surprised that modern Europe has any wildlife left at all.

6 With increasingly sophisticated weapons, it was a one-sided competition as Europeans travelled to Africa and India to hunt wild animals for sport. Many European naturalists also joined in the slaughter, in order to build up vast collections of skulls, skins and other museum specimens. With time, the folly of such behaviour was recognized and practical steps were taken to protect animals by the building of magnificent game parks, where the visitors shot the animals with cameras. Unfortunately, this brought about other issues. Tourist pollution is considered the main cause in the dramatic decline of the numbers of certain predatory animals. In desperation, some of these animals have abandoned their natural behaviour patterns and concentrated on nocturnal hunting to avoid the swarm of trucks, zebra-striped vans and other vehicles that bump and lurch through the game parks from first light.

Adapted from *The Animal Contract* by Desmond Morris

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Section A [5 marks]

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1–4.

1 What is the main purpose of the poster?

.....

.....[1]

2 What is effective about the way the pollutant is shown in the glass?

.....

.....

.....[2]

3 What is the intended effect of providing specific examples under each statistic?

.....

.....[1]

4 'He was only forty.' What do you think is the purpose of giving Ashok's age?

.....[1]

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Section B [20 marks]

Refer to Text 2 on pages 3–4 of the Insert for Questions 5–14.

5 At the beginning of this text, the writer described the atmosphere at the café upon the arrival of an armed patrol.

Explain how the language used in Paragraph 1 shows the oppressive ways of the patrol and its effect on the customers at the café.
Support your ideas with three details from the paragraph.

	Oppressive ways of the patrol	
	Details	Explanation
(i)		
(ii)		
	Effect on the customers	
	Detail	Explanation
(iii)		

[3]

6 In lines 8–9, the writer says that 'the checking lasted an hour, an hour in which each man had to put his self-control to the test.'

(i) What does this suggest about the checking people were subjected to?

.....[1]

(ii) Identify an expression from Paragraph 2 which reinforces the atmosphere during the checking.

.....[1]

7 In Paragraph 2, give a reason why the streets would be empty shortly. **Answer in your own words.**

.....

.....[1]

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8 'The fronts of houses were set in deathly expectation' (line 12).

(i) Explain what this means **in your own words.**

.....[1]

(ii) What is effective about describing the town as being 'hunched up in itself' (line 13)?

.....

.....[1]

9 'I would have walked around the ramparts, gone through the gates and ... If it had still been possible!' (lines 16–17).

What do you think the writer intended to say in place of the ellipsis?

.....

.....[1]

10 Refer to Paragraphs 5 and 6.

(i) Explain how the writer creates a contrast between these two paragraphs.

.....

.....[1]

(ii) What is the effect of this contrast?

.....[1]

11 'Among them were some whose faces I knew by sight; a few had been at school with me.' (lines 37–38)

What is the writer suggesting about the effect of war on people?

.....[1]

12 'The man who had denounced him, a bookseller, shouted, 'Hurrah for justice!' '(line 51).

What is ironic about this proclamation?

.....

.....

.....[2]

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13 Why did the writer claim that 'it was undoubtedly he, that poor little man, who saved us all' (line 52)?

.....

.....[1]

14 The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box that you do not need to use.

Main stages

reminiscing	sense of longing
panic and chaos	defiance
melancholic	sense of injustice
lawlessness	provoking an attack

Flow chart

Paragraph 3 (i) .....

⇩

Paragraph 4 (ii) .....

⇩

Paragraph 8 (iii) .....

⇩

Paragraph 10 (iv) .....

⇩

Paragraph 13 (v) .....

[5]

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Section C [25 marks]

Refer to Text 3 on pages 5–6 of the Insert for Questions 17–23

17 Cite a reason each from Paragraphs 1 and 2 to show Man's respect for animals in the past.

.....

.....

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.....[2]

18 From Paragraph 2, explain the paradox of being a totem animal.

.....

.....

.....[1]

19 The writer refers to zoos and safari parks as '*a lifeline to nature, a slender thread* that leads us to an increasing interest in living things' (lines 46–47).

What does the description suggest about the role zoos and safari parks play between Man and nature?

Description	Explanation
'a lifeline to nature'	
'a slender thread'	

[2]

20 From Paragraph 5, what are two ways in which animals suffered as a result of Man's agricultural activities? **Answer in your own words.**

(i) .....

(ii) .....[2]

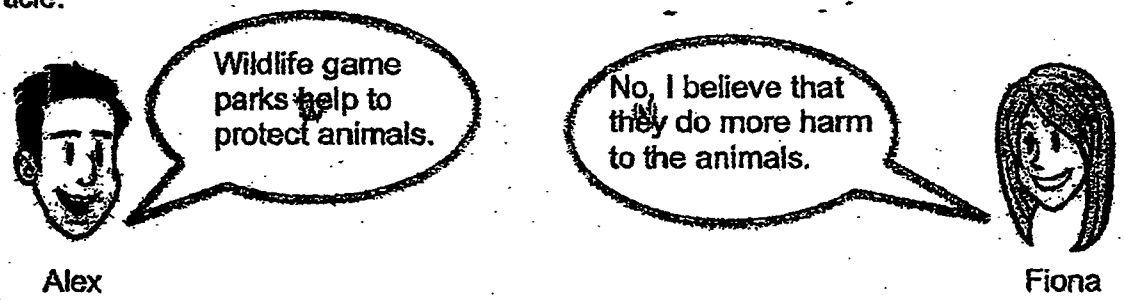
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21 Explain why increasingly sophisticated weapons made the competition 'one-sided' (line 54).

.....

.....[1]

22 Here is part of a conversation between two students, Fiona and Alex, who have read the article.



Alex Fiona

(i) Identify a reason from paragraph 6 that Alex can use to support his view.

.....[1]

(ii) Explain how Fiona would justify her position with reference to lines 61-64.

.....

..... [1]

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23 **Using your own words as far as possible,** summarise the ways Man abused and inflicted suffering on animals.

Use only information from Paragraphs 3 and 4.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

In recent times, Man mistreated animals, using them .....

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..... words

END OF PAPER

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SST ANS

Answer Keys

Section A [Text 1]

1. To create awareness about the effects of polluted water on millions of people in the world and get people to 'donate' water.

2. The mushroom cloud of pollutants has effects of like atomic bomb which portrays the extent of devastation.

3. It is intended to show that individuals are affected and make the advertisement more persuasive.

4. It is to bring attention to the fact that pollution of water is real and people are dying young because of lack of clean water for daily usage.

Section B: (Text 2)

Details
5. i) Pushed inside with my hands above my head
ii) stood packed tightly together

Explanation
5 i) using 'pushed' showed people are moved against their will, treated like criminals
ii)'stood packed' showed lack of concern for personal space and freedom

Effects on the customers
Details
iii) Stood without flinching and in silence'

Explanation
iii) It shows that the customers cannot move an inch or talk, they will be killed if they do.

6. i) The checking includes having to endure insults and humiliation.
ii) laden with menace

7. There was a curfew which people were told to keep it and risk being killed.

8i) Most of the households were anticipating the curfew and there would be some of checks and deaths if anyone was caught.

ii) It tells that the town is cooped up with its internal situation and exclude itself from the outside world.

9) I think the writer had intended to mention the many other things and activities which he used to do but no longer possible.

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10. i) The writer creates a contrast through using sound such as from loud burst of firearms to complete silence.

ii) it demonstrates the intensity of the situation that it happened.

11. It had caused humans to turn against each other when they uphold their beliefs fervently.

12. In this proclamation, the bookseller who was killed was not even given a chance to explain for himself and he was killed which was an injustice to him.

13. The little man was shot for his act and that was why the rest of the men were let off free.

14. i) reminiscing
ii) panic and chaos
iii) defiance
iv) lawlessness
v) sense of injustice

Section C (Text 3)

17. 1) Man noticed the animals' abilities is superior to humans.
2) Man believed the animals have souls and some are considered as scared animals.

18. If an animal is considered as a totem animal by one tribe, this totem animal could be attacked or destroyed by the enemies from another tribe.

19. 1) They provide another avenue to the animals which is close to their living conditions.
2) an open lead to bridge the gap where man can understand how animals live in their environment

20. i) To have more lands to grow crops as food, farmers killed animals indirectly destroying their natural habitat.

ii) For farming purposes, farmers use pesticides which poison the animals if they feed on the crops. As such, other animals which prey on the poisoned animals will be killed.

21. The animals would not be able to escape from being hunted as the sophisticated weapons are usually able to 'outwit' the animals.

22. i) the animals are protected in game parks and visitors can view and shot them with cameras.

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SST ANS

22ii) Due to the increased number of visitors coming with vehicles, the animals are disturbed such that they have abandoned their natural behavior pattern where they hunt at nights to avoid visitors.

23

1) a form of entertainment in a degrading nature where they are trained to perform stunts which made them 2) look foolish and 3) insensitive to the humiliation the creatures suffered while performing 4) the acts were devised where the strength of animals was dominated by human intelligence 5) animals in the zoo are captives who are bored, frustrated and deprived of all activities natural to them 6) in Safari parks, the exhaust fumes from visitors also made the animals ill. 7) tropical animals was not provided suitable winter quarters in Europe's northern climate when they are kept in the zoo there.

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