

Section A

Text 1

Study the poster below and answer Questions 1-3.

**PEOPLE LIKE YOU  
VOLUNTEER**  
(think about it!)

Events, sport & music,  
conservation, working with  
kids or caring for others

whoever you are, wherever you're from  
& whatever you're into, you can  
change lives & have fun!

Contact Volunteering Central for  
details of our matching service

centralvolunteering@gmail.com  
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CHALLENGE YOUR PERSPECTIVE – CHANGE YOUR WORLD

[www.volunteeringotago.org.nz](http://www.volunteeringotago.org.nz)



SUPPORTED BY



**Section A [5 marks]**

**Refer to the poster for Questions 1-3.**

**1** The poster uses phrases such as ‘people like **you**’ and ‘whoever **you** are’.

What is the effect of using the pronoun ‘you’ in the text?

.....  
..... [1]

**2** Refer to the pictures on the left-hand side of the poster. Explain how the pictures show the intended outcome of the volunteer programme.

.....  
.....  
..... [2]

**3** The infographic is informal and friendly. It achieves this effect by using two of the following features. (Tick 2 boxes only.)

- using phrases in brackets as an afterthought – ‘(think about it!)’
- the logos of the organisations involved
- contact information given
- pictures of people enjoying themselves

[2]

## Section B

### Text 2

*The text below is about Nick who is a refugee and his new life in America. Read it carefully and answer Questions 4-13.*

- 1 It was a clear summer's day, when the ship that had been bound for the new country sailed into New York Harbour. Most of the passengers were refugees who had fled from their country during the war, to start a new life in America. Amongst them was a little Greek boy named Nick. He had travelled to America alone, to live with a distant aunt, whom he had heard of only a month before he had left his homeland. 5
- 2 His aunt was a pleasant lady of about forty. Two weeks after his arrival, Nick was sent to Bveller High School. It was a school near his home. The Greek boy found great difficulty in adjusting to his new environment. It was mainly because he was not used to expressing himself in English. He felt especially lonely in his new school, as he had not yet made any friends. 10
- 3 While in class one day, the teacher informed the students that they all had to join a club for their extra activities in school for that term. Most of the students in his class joined either the 'Social Club' or the 'Fun Club'. After thinking for some time, Nick decided to join the Newspaper Club. It was because he was interested in learning about things happening around him. 15
- 4 That afternoon, Nick went for the first meeting of the 'Newspaper Club'. He was about ten minutes late for the meeting. As he entered the room, he nearly regretted his decision. The club was managed by a sharp-tongued, no-nonsense English teacher named Miss Mary Hill. 20
- 5 "All members of the Newspaper Club will be expected to work your tails off this term. All of you will have to contribute to the production of the monthly newspaper that is due by the end of every month. If any of you have second thoughts about joining this club, I suggest you go next door to the Fun Club," said Miss Mary Hill sternly. Immediately, it was clear to Nick that Miss Hill had no patience with lazybones. 25
- 6 At first, Nick was very uncomfortable working under Miss Hill. With coaching, however, Nick's English improved very quickly. He was so much under the spell of this formidable, steely-eyed teacher that he asked the principal to transfer him to her English class. 30
- 7 In just a few months, Nick fell in love not only with the English Language but with English Literature as well. He was fascinated by the way Miss Hill made literary work come alive. She showed her students how stories could express feelings like pain, frustration, anger and loss.
- 8 One day, Nick was assigned to compose an essay from his own experience. Having gone through a war, Nick decided to write about his family in Greece. He wrote about how the communist guerrillas had taken over their village and how he had escaped to a refugee camp. He also described how his parents had been shot in front of his very eyes. There was so much pain and frustration 35

in Nick's story.

40

- 9** Miss Hill was touched by Nick's essay and published it in the school paper. She also submitted the essay to the National Essay Writing Contest. The touching story won a medal. Nick had never been so happy in his life.

**Section B [20 marks]**

**Refer to Text 2 Questions 4-13.**

**4** From the first paragraph, pick two pieces of evidence to show that Nick's journey to America may have been frightening for him.

.....  
..... [2]

**5** (a) In your own words, explain why Nick 'found great difficulty in adjusting to his new environment' (line 9).

.....  
..... [1]

(b) Pick out another phrase in the paragraph that conveys the same idea.

..... [1]

**6** Nick did not join the 'Social Club' or 'Fun Club'. He joined the 'Newspaper Club' as 'he was interested in learning about things happening around him.' (lines 15-16)

Give two attributes of Nick's character.

.....  
..... [2]

**7** 'The club was managed by a sharp-tongued, no-nonsense English teacher named Miss Mary Hill.' (lines 19-20)

What do the two phrases suggest about Nick's impression of his teacher?

**(i) sharp – tongued:** ..... [1]

**(ii) no-nonsense:** ..... [1]

8 (a) What does Miss Hill mean by the phrase 'work your tails off' (line 21)?  
..... [1]

(b) How does she expect the students to do this?  
..... [1]

9 'If any of you have second thoughts about joining this club, I suggest you go next door to the Fun Club," said Miss Mary Hill sternly. Immediately, it was clear to Nick that Miss Hill had no patience with lazybones.' (lines 23-26)

Identify the phrases from the sentences given above that correspond with the phrases below.

	Phrases from the sentences
nearly regret	
skivers	

[2]

10 Which two of the following phrases from paragraphs 6 and 7 suggest that Nick was mesmerized by English and Literature? (Tick two boxes only.)

- Nick's English improved very quickly
- was so much under the spell
- in just a few months
- he was fascinated
- literary work come alive

[2]

11 Why was Miss Hill touched by Nick's essay?

.....  
..... [1]

12 Why does the writer use direct speech in the story?

.....  
..... [1]

13

Nick has a sad life. He has gone through so many experiences at a young age.

I don't agree. Nick is a strong boy who has overcome difficulties to make something of himself.

**Student A** **Student B**

Which student do you agree with? Give four pieces of evidence from the text to support your opinion.

I agree with Student ..... because .....

.....  
.....  
.....  
..... [4]

## Section C

### Text 3

*The text below is about history. Read it carefully and answer Questions 14-18.*

- 1 History is an academic subject in our modern day schools. There are some students who dislike studying history while some others develop a passion for it. So is studying and knowing one's history important to mankind? Many people would argue that it does undoubtedly provide us with many valuable lessons. 5
- 2 It is from history that we learn of the foibles of man, his strengths, his weaknesses, his kind deeds, his misdemeanours, and so on. At the same time, we are also parts and objects of history. That is, we consciously and unconsciously become part of history. In some ways, we are actually studying ourselves. 10
- 3 Without history, we would not understand why we are now what we are. We actually learn about our present from our past. In fact, from history, we can forecast our future, we can forecast trend of future events. History seems to repeat itself often, if not all the time. This is never truer in the case of wars. Men have been fighting each other since time immemorial. History has lots of battles and wars recorded. From history too, we know that man generally has a penchant for power, wealth and the good offerings of life, that man is apparently normally unappreciative of those who are better off than he is, that man is selfish, self-centred or avaricious. His good deeds too, for instance, his self-sacrificing acts, would also go down in history. 15  
20
- 4 Of course, it must have been hoped that man would learn from history not to repeat past misdeeds. But, alas! As manifested in the common saying, "history repeats itself", he never seems to learn his history lessons well. Nevertheless, history has to be written so that future generations would have a chance to learn not to repeat the misdeeds of their predecessors. Whether they would really learn from history is another thing for us to worry, but history should be preserved so that future generations would at least be given a chance to learn from the past and know how to avoid the mistakes of the past. 25
- 5 From history, we not only learn about our ancestors, but the ancestors of other races, other nationalities, other people, as well, and we could thus have a better understanding of them as well, so that we could co-exist better with them. Likewise, these other people would understand us better when they know our history. 30
- 6 We have to know, to understand, our origins. To do so, we need the study of history of civilisation. Without history, real factual history and not something fictitious or make-believe, we would not only be ignorant of our origins, but also our true selves and possible futures. Whether it is European history, Indian history, Chinese history and what-have-you, we cannot afford to be ignorant of our past, our history, from which we can extrapolate our near and far future. 35
- 7 It has been said that historians distort history. If that is true, we may never be able to learn the real truths about our past. Of course, we could not only obtain our history through books but from our elderly who could provide us oral 40

histories of their experiences as well. Records of past events are normally stored in archives, which are accessible to researchers and historians.

- 8** What do you think is the use of history? After all, history appears only to demonstrate that the basic nature of humanity has always remained the same. If man really wants and treasures lasting peace and harmony, it is important to learn about and from his past. 45

**Section C [25 marks]**

**Refer to Text 3 on page 5 of the Insert for Questions 14-18.**

- 14** Read the text and match the paragraph or paragraphs with the headings.  
Write the correct letter (A-G). The first one has been done for you. There is one other letter you will not need to use.

DO NOT USE ANY LETTER MORE THAN ONCE.

**Paragraph 3** .....E.....

**Paragraph 4** .....

**Paragraph 5** .....

**Paragraph 6** .....

**Paragraph 7** .....

**Paragraph 8** .....

- A Knowing where we came from is important
- B Sources of historical knowledge
- C Knowing others and ourselves via history
- D Importance of history
- E Understanding mankind through history
- F Problems that arise due to history
- G Learning from history to avoid repeating mistakes

[5]

- 15** From paragraph 3, explain **in your own words** what we know about men from history.

.....  
..... [2]

**16 Explain in your own words**, what opposing views are presented in Paragraph 4 about man learning history?

.....  
..... [2]

**17** Pick out **one** sentence in Paragraph 8 which suggests that man has never learnt his history lessons well.

.....  
..... [1]

**18 Using your own words as far as possible**, summarise why the study of history is important to mankind.

**Use only material from paragraphs 3 – 6 of Text 3.**

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.

*The study of history enables man* .....

**Section A [5 marks]**

**Refer to the poster (Text 1) on page 2 of the Insert for Questions 1-3.**

- 1 The poster uses phrases such as ‘people like you’ and ‘whoever you are’.

What is the effect of using the pronoun ‘you’ in the text?

**He wants the reader to feel personally involved in the volunteering advertisement and take action to volunteer. [1]**

- 2 Refer to the pictures on the left-hand side of the poster. Explain how the pictures show the intended outcome of the volunteer programme.

**The pictures show students who are happy/contented/excited [1 – describe picture] while helping others [1 – intended outcome].**

**Note: Students must describe picture (for 1 mark) AND state the intended outcome (for 1 mark).**

- 3 The poster is informal and friendly. It achieves this effect by using two of the following features. (Tick 2 boxes only.)

using phrases in brackets as an afterthought – ‘(think about it!’

the logos of the organisations involved

contact information given

pictures of people enjoying themselves

---

[2]

**Section B [20 marks]**

**Refer to Text 2 on page 3 of the Insert for Questions 4-13.**

- 4 From the first paragraph, pick two pieces of evidence to show that Nick's journey to America may have been frightening for him.

**He was a small boy and was travelling alone [1]**

**He had never met/heard of his aunt before [1]**

..... [2]

- 5 (a) In your own words, explain why Nick 'found great difficulty in adjusting to his new environment' (line 9).

***From the text: he was not used to expressing himself in English***

**Paraphrased: he did not feel comfortable communicating in English**

..... [1]

- (b) Pick out another phrase in the paragraph that conveys the same idea.

**not yet made any friends**

..... [1]

- 6 What Nick did not join the 'Social Club' or 'Fun Club'. He joined the 'Newspaper Club' as 'he was interested in learning about things happening around him.' (lines 15-16)

Give 2 attributes of Nick's character.

**He is inquisitive/curious [1] and introverted/not very sociable/keeps to himself [1]**

..... [2]

7 'The club was managed by a sharp-tongued, no-nonsense English teacher named Miss Mary Hill.' (lines 19-20)

What do the two phrases suggest about Nick's impression of his teacher?

(i) **sharp – tongued: fierce/fast to retort/quick-witted**[1]

(ii) **no-nonsense: will not accept excuses** [1]

8 (a) What does Miss Hill mean by the phrase 'work your tails off' (line 21)?

**To work extremely hard**

..... [1]

(b) How does she expect the students to do this?

**By contributing to the production of the newspaper by the end of every month**

..... [1]

9 'If any of you have second thoughts about joining this club, I suggest you go next door to the Fun Club," said Miss Mary Hill sternly. Immediately, it was clear to Nick that Miss Hill had no patience with lazybones.' (lines 23-26)

Identify the phrases from the sentences given above that correspond with the phrases below.

	<b>Phrases from the sentences</b>
nearly regret	<b>Second thoughts</b>
skivers	<b>lazybones</b>

[2]

10 Which two of the following phrases from paragraphs 6 and 7 suggest that Nick was mesmerized by English and Literature? (Tick two boxes only.)

Nick's English improved very quickly

was so much under the spell

in just a few months

he was fascinated

literary work come alive

[2]

11 Why was Miss Hill touched by Nick's essay?

**There was a lot of frustration and pain in Nick's story.**

..... [1]

12 Why does the writer use direct speech in the story?

**People often use lively language when they speak. Quotes allows the writer to put that lively language directly into the story.**

..... [1]



Nick has a sad life. He has gone through so many experiences at a young age.

**Student A**



I don't agree. Nick is a strong boy who has overcome difficulties to make something of himself.

**Student B**

Which student do you agree with? Give four pieces of evidence from the text to support your opinion.

I agree with Student ..... because .....

**A:**

- **He witnessed his parents being shot**
- **He had to run for his life from his village**
- **He was alone coming to America**
- **He had trouble with the English language**
- **He had difficulty making friends**

**B:**

- **He came to America to start a new life**
- **He put in effort to learn the language and succeeded**
- **He loves learning and pursued it (joined the Newspaper Club and asked for transfer of classes)**
- **He won a medal writing his story**

..... [4]

**Section C [25 marks]**

**Refer to Text 3 on page 5 of the Insert for Questions 14-18.**

- 14** Read the text and match the paragraph or paragraphs with the headings. Write the correct letter (A-G). The first one has been done for you. There is one other letter you will not need to use.

DO NOT USE ANY LETTER MORE THAN ONCE.

- Paragraph 3** .....E.....
- Paragraph 4** .....G.....
- Paragraph 5** .....C.....
- Paragraph 6** .....A.....
- Paragraph 7** .....B.....
- Paragraph 8** .....D.....

- A** Knowing where we came from is important
- B** Sources of historical knowledge
- C** Knowing others and ourselves via history
- D** Importance of history
- E** Understanding mankind through history
- F** Problems that arise due to history
- G** Learning from history to avoid repeating mistakes

[5]

- 15** From paragraph 3, explain **in your own words** what we know about men from history.

**From the text:** *we know that man generally has a penchant for power, wealth and the good offerings of life, that man is apparently normally unappreciative of those who are better off than he is, that man is selfish, self-centred or avaricious.*

**Paraphrased: men have a desire to rule over others/money/greedy/materialistic [1] men are ungrateful/ungracious[1]**

..... [2]

- 16 Explain in your own words**, what opposing views are presented in Paragraph 4 about man learning history?

Although it is a wish that man should learn to avoid the mistakes of the past, [1] man still do so. [1]

**OR**

It is a wishful thinking [1] that man (people) would learn from their past mistakes [1].

- 17 Pick out one** sentence in Paragraph 8 which suggests that man has never learnt his history lessons well.

“History demonstrates that the basic nature of humanity has always remained the same.” [1]

- 18 Using your own words as far as possible**, summarise why the study of history is important to mankind.

**Use only material from paragraphs 3 – 6 of Text 3.**

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.

*The study of history enables man* .....

The study of history enables man

1. To learn about his present from his past.
2. To forecast trend of future events.
3. Gives future generations a chance to learn not to repeat the misdeeds of their predecessors.
4. Enables man to learn about his ancestors,
5. understand the ancestors of other people
6. so that all man can co-exist better with each other.
7. History enables man to know and understand his origins.
8. so that man would not be ignorant of his origins,
9. his past
10. and his true self and possible futures.

### Tips:

1. It is important that you cultivate certain good habits when answering comprehension questions. These include:
  - Always look at the indicated paragraph where the answer can be found.
  - Check the number of marks allocated to the question. This will tell you how many main points you need to find.
  - Highlight the key words in each question as you read. Answer what is required and do not include any extraneous information.
2. Do not copy blindly from the text. You must know exactly how much to write and where to find the answer. If you overwrite, you will not be awarded the marks as the examiner will assume you do not really know the answer and is hoping that it lies within the long quotation you have copied. This is called “excess denies”.
3. Factual questions require that you locate and write down the answer(s) found in the text.
4. Questions with “own words” require that you change either a word or phrase into your own words. Check the marks allocated which will indicate how much you need to change.
5. Sometimes you encounter questions that do not have an obvious answer. This is most likely an inferential question so you need to be more alert to pick out the right answer. The answer is usually more subtle and requires a deeper understanding of the passage and the use of logical thinking.
6. Vocabulary-type questions require you to figure out the meaning of words used in the passage. You have to use contextual clues (clues from the passage itself) to explain the meaning of the word or phrase.