

Section A [5 marks]

Text 1

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

- 1** The poster begins with the statement—“Scientists now realise that the teenage brain undergoes a growth spurt in the same way as the rest of the teenage body.” What effect does the word “scientists” within the statement have on the reader?

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..... [1]

- 2** Look at the picture on the bottom left of the poster. Which characteristic of a parent does it want to emphasise?

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..... [1]

- 3** What two objectives do you think the poster hopes to achieve?

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..... [2]

- 4** Which statement gives the main purpose of the poster?

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..... [1]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5 - 12.

5 In paragraph 1, we were told that the fireman, Montag, viewed it to be ‘a special pleasure to see things eaten, to see things blackened and changed.’ (lines 1-2)

What do you think is unusual about the job of this fireman? [1]

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6 What does the expression ‘this great python spitting its venomous kerosene upon the world’ (lines 2-3) refer to and why is it effective? (lines 2-3)? [2]

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7 In paragraph 2,
‘He flicked the igniter and the house jumped up in a gorging fire that burned the evening sky red and yellow and black. He strode in a swarm of fireflies. He wanted above all, like the old joke, to shove a marshmallow on a stick in the furnace, while the flapping pigeon-winged books died on the porch and lawn of the house. While the books went up in sparkling whirls and blew away on a wind turned dark with burning, Montag grinned the fierce grin of all men who had not a right to defy any higher orders of the government.’

a The writer talks about the perishing of both the house and books in the above extract.

(i) Which TWO expressions indicate the fury of the fire? [1]

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(ii) From the same paragraph, which other expression used to describe the fury of the fire appears inappropriate? [1]

Explain why.

The inappropriate expression is
.....
because
.....

b ‘... Montag grinned the fierce grin of all men who had not a right to defy any higher orders of the government.’ (lines 12-13)

Referring to the above line, suggest what the writer is saying about the fireman’s attitude towards his job. [1]

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.....

8 ‘He hung up his black-beetle-coloured helmet and flameproof jacket neatly.’ (line 18)

What might the sentence above reveal about Montag’s character? [1]

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9 In paragraph 5, we were told that Montag was on his way home but he had to slow down.

a Which two phrases/expressions suggest that he had slowed down? [2]

- i)
- ii)

b 'There was no understanding it.' (lines 29 to 30)

Suggest what Montag could be feeling at that moment, and why. [2]

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10 'Her face ... was a kind of gentle hunger that touched over everything with tireless curiosity.' (lines 38 to 39)

a Explain **in your own words** what the author means by this expression. [1]

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b From the same paragraph, identify another expression which shares the same meaning. [1]

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- 11 'The girl *stopped and looked* as if she might pull back in surprise, but instead stood *regarding him with eyes so dark and shining and alive*, as if he had said something wonderful.' (lines 45-48)

Explain **in your own words** how her reactions to Montag were different.

[2]

<i>What appeared to be her initial reaction to Montag?</i>	
<i>What was her actual reaction to Montag?</i>	

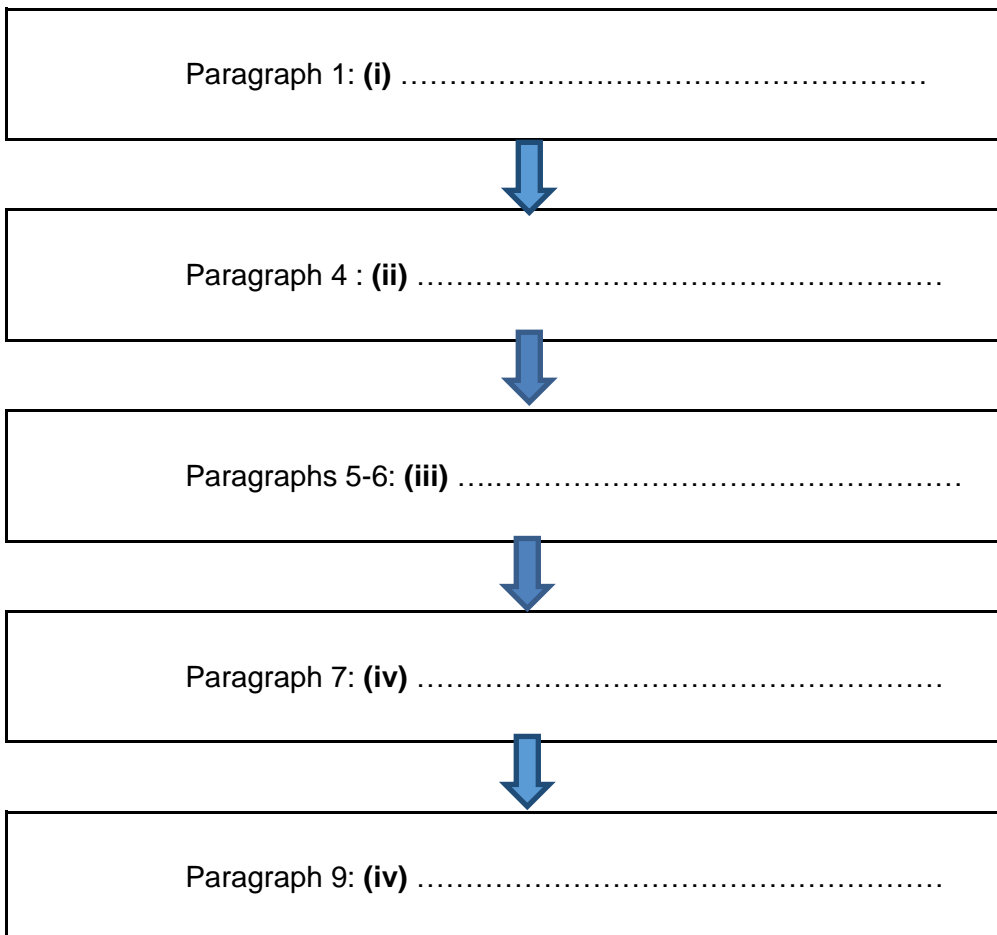
- 12 The structure of the text reflects the stages of the narrative.

Complete the flowchart 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.

[5]

leaves were stirring in the autumn wind	close proximity of the train and fire stations	being followed closely by a little girl
heat and light from things burning	perspective of a fireman's job	mood and environment were in contrast
realised the irony of the job	alert and attentive to track down 'the source'	tired after burning down a house

Flowchart



Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 13-18.

13 What does ‘that nefarious event’ refer to? [1]

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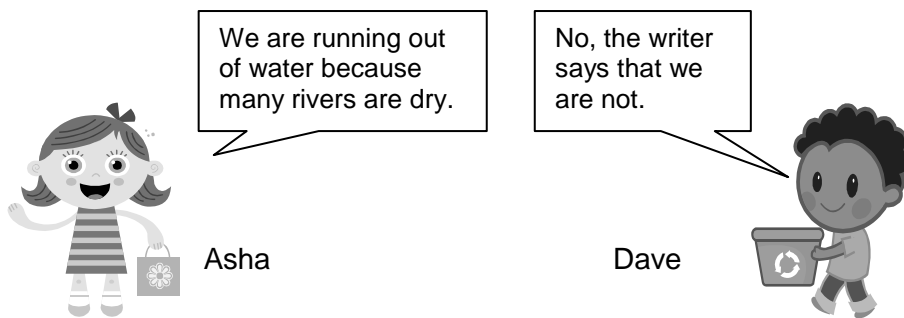
14 (i) How has the Rio Grande River changed in 2001? [1]

Before 2001	
Early 2001	

(ii) What does this new knowledge tell us about the fisheries in the Rio Grande River? **Answer in your own words.** [1]

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.....

15 Here is part of conversation between two students, Asha and Dave, who have read the article.



(i) Identify one reason Asha can cite from paragraph 2 to support her view. [1]

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(ii) How would Dave explain his position with reference to lines 17-18? [2]

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16 (i) The writer states that such plans have been on the drawing boards of big water dreamers for decades (lines 39-40). Explain what the plans are and how feasible they are. [2]

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(ii) What is the writer's view on such plans—does he support or not support them? Give supporting evidence for your answer. [1]

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.....

17 'we need to take stock of our local water sources and *manage them wisely*' (lines 60-61). With reference to the italicised phrase, explain how we can conserve water **in your own words**. [1]

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No. of words: [15]