

Section A [5 marks]

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

1	What are the two criteria required of volunteers who are interested in the Youth Corps Leaders Programme? [Literal] (i) Must be between 17 to 21 years old (ii) Able to commit at least a week	[2]
	Look at the photograph under “CONNECT WITH LIKE-MINDED PEOPLE”. How does the photograph illustrate the header? [Describe the photo → Link to the header (explain)] The picture shows a group of youth engaged in discussion / enjoying a discussion / interacting with one another, illustrating the idea of coming together with people of similar goals / interests. NOT ACCEPTED: The picture shows a group of youth engaged in discussion / enjoying a discussion / interacting with one another which illustrates the header. HOW???	[1]
3	Which activity would attract youth who are looking to get hands-on experience that would prepare them to be leaders in their community? Grow community knowledge and skills (must be complete) / interactive workshops	[1]
4	Which phrase guarantees that this programme has something to offer to every volunteer? “(allows you greater flexibility to) customise your own leadership journey”	[1]

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, Kya was greeted by a series of sounds in the morning. Explain how the language used tells the reader about the type of sounds that she heard. Support your ideas with three details from the text. “Croaking frogs drowned the sounds of footsteps” (line 1) shows that there were <u>loud</u> animal / frog <u>noises</u>. [1] “crackling in the iron skillet” (line 2) shows that she could hear the <u>sounds</u> of the food being cooked. [1] “clatter-clank of plates and forks” (line 4) shows the <u>sounds</u> from <u>utensils</u> / <u>cutlery</u> being used / laid out / prepared in the kitchen. [1]	[3]
6	(a) In Paragraph 2, which phrase of two words suggests that the departure of Kya’s family members had been gradual? “drifted away” (line 7) (b) Give two reasons why they left the house. Answer in your own words. (i) “endured Pa’s red-faced rages” (line 7): they had enough of Pa’s violence / abuse (will not accept: avoid) (ii) “They were nearly grown anyway” (line 9): they were almost old enough (will not accept mature/maturity)	[1] [2]
7	(a) In Paragraph 3, what did ‘the letdown’ (lines 12-13) refer to? (That it was Kya’s brother), not her mother, who was in the kitchen. (will accept answers that do not include ‘Kya’s brother) (b) Why did Kya smile to hide it? She did not want to hurt her brother’s feelings	[1] [1]

8	From Paragraph 3, identify two details that show Jodie and Kya had a close relationship. (i) 'patted the top of her head' (lines 13-14) (ii) 'silently exchanging glances and smiles' (lines 16-17)	[1]
9	In Paragraph 4, what is the effect of the writer using a short-sentence paragraph? To emphasise the tension / suspense of Pa's appearance / their fear of Pa (finding them). (answers must be contextualised. i.e. cannot accept 'to create suspense')	[1]
10	From Paragraph 5, 'I have to go, Kya. I can't live here anymore.' Why do you think Jodie felt this way? He had <u>reached his limit</u> as he had <u>just been slugged by Pa again</u>. (must have both the idea of tolerance and beating)	[1]
11	What do the following phrases suggest about Kya's feelings towards her family leaving her behind? (i) 'what she wondered was why no one took her with them' (line 27) Resentment / bitterness (ii) 'allowed his voice to drone on' (line 30) Resignation / hopeless / helpless	[1] [1]
12	In Paragraph 7, what two things did Kya do to show that she did not want Jodie to leave? (i) She ran to the shack (ii) She shouted his name down the hall	[2]

13	In paragraph 8, how did Kya’s experience of her environment change after Jodie’s departure? Previously, she experienced warmth but now, she felt that it was stale, quiet and dark. (at least one (stale/quiet/dark))	[1]								
14	The structure of the text reflects Kya’s reactions to her situation at different stages of the narrative. Complete the flow chart by choosing one phrase from the box to summarise the stage in each part of the text. There are some extra phrases in the box you do not need to use. Kya’s reactions <table border="1"><tr><td>growing adoration</td><td>passive acceptance</td><td>joyful anticipation</td><td>quiet avoidance</td></tr><tr><td>sudden realisation</td><td>pensive recollection</td><td>persistent refusal</td><td></td></tr></table> Flow chart Paragraphs 1–2: (i) pensive recollection  Paragraphs 3–4: (ii) quiet avoidance  Paragraphs 5–6: (iii) passive acceptance  Paragraphs 7–8: (iv) sudden realisation	growing adoration	passive acceptance	joyful anticipation	quiet avoidance	sudden realisation	pensive recollection	persistent refusal		[4]
growing adoration	passive acceptance	joyful anticipation	quiet avoidance							
sudden realisation	pensive recollection	persistent refusal								

Section C [25 marks]

Refer to Text 3 on pages 5–6 of the Insert for Questions 15–21.

15	From Paragraph 1, identify two ways in which these talismans or amulets are meant to help us. Answer in your own words. (i) “provide good prospects” (line 4): give us a better future (ii) “ward off evil” (line 4): keep / protect us from harm ‘Good’ and ‘evil’ must be paraphrased	[2]
16	From Paragraph 1, what are the effects of good luck charms on people? (i) Educate people (ii) Enchant people	[2]
17	In Paragraph 2, believing in totemic objects is described as ‘ingrained in human nature’. Which other word in the paragraph supports this idea? “embedded” (line 10)	[1]
18	In Paragraph 4, what is Wiseman’s tone when he comments ‘Was my journey really safer because of it?’ (lines 26-27) Doubtful / sceptical / questioning	[1]

19	Here is part of a conversation between two students, Jung and Janet, who have read the article.  Jung I think that good luck charms have the power to help people. I disagree. It is not the good luck charms that helped them.  Janet (a) Identify two examples from Paragraph 6 that Jung can give to support his view. (i) People obtained higher scores in experiments when they had their charm with them. (lines 36-37) (ii) A son of Wiseman's friend has been getting straight A's on his examinations thanks to a ring. (lines 38-39) (b) With reference to Paragraph 6, how would Janet explain her position? It is the knowledge of having the charms that reduces anxiety and that is what truly helps performance.	[2] [1]
20	From Paragraph 7, what does 'layers and layers' (line 43) suggest about the writer's attitude towards lucky charms? Awe / amazement / wonder / intrigued	[1]
21	Using your own words as far as possible, summarise the ways in which people around the world use good luck charms. Use only information from Paragraphs 3 to 5. Your summary must be in continuous writing (not note form). It must be no longer than 80 words (not counting the words given to help you begin). <i>Good luck charms are so popular everywhere because ...</i>	

No.	From passage	Own words
0	People believe that they provide comfort.	
1	When times get dire, people reach for lucky charms in the hope that they <u>signal better days ahead</u> . (lines 13-14)	In difficult times, people use lucky charms to symbolise hope.
2	In parts of <u>Indonesia</u> , people hang traditional homemade masks crafted from coconut palm fronds <u>above doors to ward off danger</u> . (lines 16-18)	In parts of Indonesia, traditional homemade masks are hung above doors to ward off danger
3	Throughout <u>Mexico and Central America</u> , <u>tiny metal charms</u> show up in churches and souvenir shops to <u>attract those in need of healing</u> . (lines 18-20)	while in Mexico and Central America, tiny metal charms can cure people.
4	Charms such as metal sacred hearts are symbols of romantic love, rumored to shield users against heartbreak and heart disease. (lines 20-21)	Metal sacred hearts signify love and protect people from heartache and heart illnesses.
5	Apotropaic objects, symbols that <u>banish bad spirits</u> (line 22)	Apotropaic objects can also dispel evil spirits.
6	In many parts of the world, charms are simply used as <u>decorative items</u> (line 28)	Charms are widely used for aesthetic purposes
7	We have surely brought home many of these as a <u>tangible reminder of a culture visited</u> (lines 29-30)	and also souvenirs of countries visited.
8	If I am lucky enough to visit <u>Japan</u> , perhaps one of those little <u>waving cats</u> , the maneki-neko, will greet me at the entrance of a restaurant or shop. These are meant for <u>shop owners to attract customers</u> (lines 31-33)	The waving cats in Japan draw visitors to shops
9	and bring wealth and luck. (line 33)	and bring prosperity and fortune to the shop keepers.

[15]

	<i>In difficult times, people use lucky charms to symbolise hope. In parts of Indonesia, traditional homemade masks are hung above doors to repel danger, while in Mexico and Central America, tiny metal charms cure people. Metal sacred hearts signify love and protect people from heartache and heart illnesses. Apotropaic objects can dispel evil spirits. Charms serve aesthetic purposes and also souvenirs of countries visited. Waving cats in Japan draw visitors to shops, bringing prosperity and fortune to shop keepers. (9 points – 79 words)</i>	
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