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Name _____ [] Sec 4 _____

Marks. _____ / 10

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about Google. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

Examples

I arrived to my destination at 2 pm

at _____

My mother always wears sensible clothes

✓ _____

Google seems like the last employer on earth that would promote slowness at work.

After all, this is a company that went from a twinkle in its founders' eyes to global 1 _____

supremacy in just a few years. It pumps out new products at a dizzying rate. It is 2 _____

the reigning superpower on the speed-obsessed Web. Yet Google also 3 _____

understands the need to step off the spinning hamster wheel in the workplace. 4 _____

The company famously encourages the staffs to devote twenty percent of their 5 _____

time to personal projects. That does not mean brushing up in World of Warcraft 6 _____

or updating Facebook pages or flirting with that hot new manager in Accounts. 7 _____

It means getting the creative juices flowing by stopping the usual barrage of 8 _____

targets, deadlines and distractions. The idea is that Google employees can 9 _____

tackle problems that really interest them with their own pace, are free to think 10 _____

and make mistakes so as to illuminate a better route forward.

Answers

Google seems like the last employer on earth that would promote slowness at work
After all, this is a company that went from a twinkle in it's founders' eyes to global 1 its
supremacy in just a few years It pump out new products at a dizzying rate It is 2 pumps
the reigning superpower on the speed-obsessed Web Yet Google also 3 ✓
understands the need to step of the spinning hamster wheel in the workplace 4 off
The company famously encourages the staffs to devote twenty percent of their 5 staff
time to personal projects That does not mean brushing up in World of Warcraft 6 on
or updating Facebook pages or flirt with that hot new manager in Accounts 7 flirting
It means getting the creative juices flowing by stopping the usual barrage of 8 ✓
targets, datelines and distractions The idea is that Google employees can 9 deadlines
tackle problems that really interest them with their own pace, are free to think 10 at
and make mistakes so as to illuminate a better route forward

Google seems like the last employer on earth that would promote slowness at work After all, this is a
company that went from a twinkle in its founders' eyes to global supremacy in just a few years It pumps out
new products at a dizzying rate It is the reigning superpower on the speed-obsessed Web Yet Google also
understands the need to step off the spinning hamster wheel in the workplace The company famously
encourages its staff to devote twenty percent of their time to personal projects That does not mean
brushing up on World of Warcraft or updating Facebook pages or flirting with that hot new manager in
Accounts It means getting the creative juices flowing by stopping the usual barrage of targets, deadlines and
distractions In other words, allowing staff to slow down The idea is that Google employees can tackle
problems that really interest them at their own pace, free to think deeply, pursue hunches and flights of
fancy, make mistakes, meander down dead ends that may ultimately illuminate a better route forward

Name _____ [] Sec 4 _____

Marks. _____ / 10

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about Google. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

Examples

I arrived to my destination at 2 pm at _____

My mother always wears sensible clothes ✓ _____

Google seems like the last employer on earth that would promote slowness at work.

After all, this is a company that went from a twinkle in its founders' eyes to global 1 _____

supremacy in just a few years. It pumps out new products at a dizzying rate. It is 2 _____

the reigning superpower on the speed-obsessed Web. Yet Google also 3 _____

understands the need to step off the spinning hamster wheel in the workplace. 4 _____

The company famously encourages the staffs to devote twenty percent of their 5 _____

time to personal projects. That does not mean brushing up in World of Warcraft 6 _____

or updating Facebook pages or flirting with that hot new manager in Accounts. 7 _____

It means getting the creative juices flowing by stopping the usual barrage of 8 _____

targets, deadlines and distractions. The idea is that Google employees can 9 _____

tackle problems that really interest them with their own pace, are free to think 10 _____

and make mistakes so as to illuminate a better route forward.

Section B [30 marks]

You are advised to write between 250 and 350 words for this section.

You should look at the printout of a web page on page 4, study the information carefully and plan your answer before beginning to write

The school management is planning to construct a new facility in order to provide a holistic education and better prepare students for the future

You are the Class Chairperson and you have been tasked by your Principal to submit a proposal on the facility that would serve the objectives

The Principal has asked you to choose one of the facilities from the web page. All facilities shown would benefit the student population

Write a proposal to your Principal to

- state clearly the facility you have chosen
- say how the students could make use of this facility
- explain why it will provide a holistic education
- explain why it is the best facility to prepare the students for the future

Write your proposal in clear, accurate English and in a confident and persuasive tone, to convince your Principal that your suggestion would benefit the student population

You should use your own words as far as possible

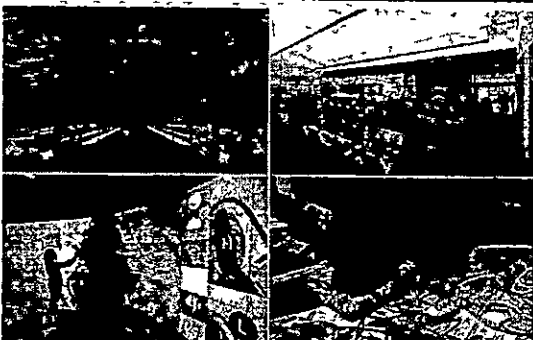
<http://www.facilities.ourschool.com>

Proposed Facilities in our School



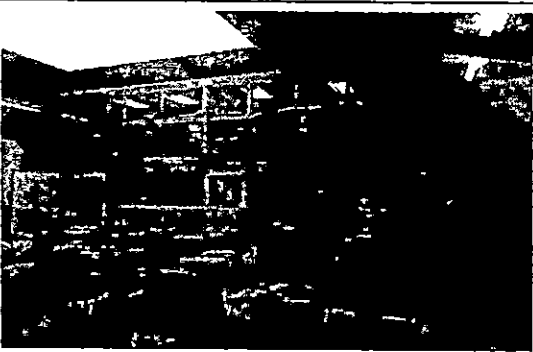
Sports Complex

- basketball/badminton courts and indoor swimming pool
- opportunities to participate in sports and games
- opportunities for community participation in sports



State-of-the-art Library

- space for teaching, exhibits, and public programmes
- access to new technologies
- digital collection of resources



Solar Building & Learning Centre

- provides "hands-on" technical training for Solar Technology and Building Science
- teaches best practices for building own solar panel kits
- provides authentic opportunities for field training



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Section C [30 marks]

Begin your answer on a fresh page

You are advised to write between 350 and 500 words on one of the following topics

At the head of your composition, write the number of the topic you have chosen

- 1 'It is easy to be wise after the event ' Describe some lessons you have learnt on hindsight
- 2 'The young should be familiar with their cultural roots ' Do you agree?
- 3 What is your idea of a good education?
- 4 'A home is more than just a physical space ' What are your views?

Section A

Text 1

Study the cover page of a publication below and answer Questions 1- 4 in the Question Paper Booklet



From pink running shoes, t-shirts and sport caps
to pink casual tops and glam (f)up evening wear,
people everywhere will be dressing up
with a touch of pink in October
to show their support for breast cancer

Yes, October is Breast Cancer Awareness Month (BCAM)

Internationally-recognised and celebrated the world over, BCAM is a time to educate women about the top-killer cancer and to empower them with the knowledge on the importance of early detection.

While many women have lost their lives to breast cancer, survival rates are on the rise. Survival outcomes have been greatly enhanced with the improvement in medical treatments and as more women embrace early detection.

So let us do our part and join in the plethora of activities specially organised for the BCAM to remember those whose lives have been touched by breast cancer and also celebrate the hope, faith and courage of the ladies who have survived the disease.

Breast Cancer Awareness Month 2010

The Breast Cancer Foundation (BCF) organises a series of pink activities during BCAM for breast cancer survivors, families and friends. These events also allow members of the community to show their support and help to advocate and pass on the key messages to their loved ones, relatives and friends.

We look forward to seeing you all at these 'Pink' activities.

Watsons Pink Ribbon Walk/Run 2010

2 October 2010 Saturday

A signature event held every year by BCF to kick-start the month-long BCAM activities!



Section B

Text 2

It was 1934 and a young Laurie Lee walked to London from the security of the Cotswolds to make his fortune. Then, knowing one Spanish phrase, he decided to see Spain. For a year he tramped through a country in which the signs of impending civil war were clearly visible. Soon after war broke out in 1936, Lee found his way back to Spain to offer active support to the Republicans in their struggle to overthrow the fascist regime of Francisco Franco.

Read the extract closely and answer Questions 5 to 13 in the Question Booklet

- 1 I don't know why they decided to trust me, or why they thought me worth the trouble, but clearly the cosy community of frontier anarchists had made up their mind. The thin one looked at his watch and nodded, "It'll take us an hour," he said, "so as soon as you're ready, better go before the moon comes up." And we left the cafe to a murmur of benevolent farewells and a flourish of political salutes. 5
- 2 Once in the street, my companion glanced quickly at the sky, put out his cigarette and rolled up his collar. "Stay close and say nothing," he muttered briefly, then shot off up a narrow lane. I hurried after him, and we were out of the village immediately, climbing a steep and brutish path. The man raced on ahead of me, dodging nimbly from rock to rock. He never bothered to check that I was still behind him. 10
- 3 Easy enough for him I thought. He was built for these mountains while I'd been raised on very low hills, and I was carrying a twenty pound load. I did my best to keep up with him, but he soon outstripped me, and I fell farther and farther back. I wanted to shout, "Wait a minute!" but it didn't seem the thing to do. Instead I began to indulge in a bit of carefree whistling.
- 4 That stopped him. I found him perched on a rock waiting impatiently for me to catch up. "Stop whistling," he growled. "Save it for the other side. This is no time for trivialities." At least I was grateful for the halt, and the conversation. I asked him if he did this often. I must be mad, he said, this was the very first time, and by God he was sorry already. 15
- 5 He started climbing again while I went panting after him, sweat trickling down my arms and legs. Brittle gusts of dry snow swept by on the wind, striking the face like handfuls of rice. I felt engulfed by a contest that was growing too large for me, something I had asked for but doubted I could carry through. My companion ignored this, pushing forward more relentlessly than ever, as though wishing to put me to the final test. The last half-hour was the worst for me, casually unprepared as I was – ill-shod, badly clothed and lumbered with junk, clawing my way up the icy slopes. 20 25
- 6 Finally, we reached the top of the rise. We were in a narrow pass flanked by slabs of rock which stood metallic and blue in the starlight. I sensed a change in the air, a curious lifting of pressure before me as though some great obstacle had been rolled away. There was a faint smell of charcoal, wood-smoke and mules, and an indefinable whiff of pepper. My guide drew me into the shadows and gestured me to silence, sticking out his neck and sniffing the sky. We crouched in the darkness, listening. We heard the wind, falling water, and what sounded like a distant gunshot. 30
- 7 "This is where I leave you," said the Frenchman. He appeared a little cheerful now. "The frontier is between those rocks. Follow the path for half a kilometre and you'll come to a little farm. Knock on the door and you'll be among your friends." 35

- 8 Suddenly it seemed too simple – after weeks of speculation and doubt, and two exhausting days – just a gap in the rocks a few hundred yards ahead of me, the tiny frontier between peace and war
- 9 "Move slow and easy. There may be a few guards about, but they shouldn't be too lively on a night like this. If you are challenged, drop everything and run like hell. Good luck. I can do no more." 40
- 10 But there was no opposition; I just walked towards the rocks and slipped between them as though on an evening stroll. A narrow path led downwards among the boulders. Then, after about half a kilometre, just as the Frenchman had said, there was a little farmhouse. I knocked on the door. It was opened by a young man with a rifle and who held up a lantern to my face. I noticed he was wearing the Republican armband. 45

"I've come to join you," I said.

"*Pase usted*," he answered.

I was back in Spain, with a winter of war before me.

From *As I Walked Out One Midsummer Morning*
Laurie Lee

Note: *Pase usted* in Spanish means, You pass.

Section C

Text 3

The text discusses the life of women in warring nations during World War I. Read it carefully and answer the Questions 14-19 in the Question Booklet

- 1 Some 100 years ago, a woman in Pittsburg in France or Petrograd, Russia, might have awakened at dawn, while her young children slept, to prepare for her first shift at a nearby munitions* factory. Her husband, off fighting in World War I, had left her to test the limits of her own physical ability as she provided food, shelter, warmth for her family, and sometimes confronted great physical danger at work – perhaps, for example, hanging suspended to load powerful explosives into the shells that other women had produced. When her work day was done, she went looking for food to buy, often standing in line for hours for scarce basic goods, scrounged for hard-to-come-by fuel to feed the furnace and cooked dinner. She washed the children, put them to bed, cleaned up and wrote a letter to her husband, keeping her worry off the page, before sleeping a few hours. And then she got up and did it again. 5 10
- 2 In 1914, women were not new to the paid workforce. Individual industrial jobs were often considered as specifically for women or for men, entire industries, such as textiles, were “women’s industries”, while men dominated in metal forges and machine factories. By the turn of the century, lower-middle-class women had begun moving heavily into positions as clerks and secretaries. But with the declaration of war, economic shifts and official pressure pushed women increasingly into war production and into “men’s jobs”. As nations and empires began mobilizing to send 65 million men to war, millions of women across the globe moved to fill in the holes created in civilian society. From Britain to Bosnia to Baghdad, across the United States and Europe and India and Africa, women became single heads of households in unprecedented numbers. They had to keep their nations’ home fronts running, moving into jobs from smelting iron to driving streetcars, to plowing fields – as well as working to administer new public and private organisations in support of war. If only 170,000 women in Britain worked in metal factories on the eve of the war, by its end in 1918, there were nearly 600,000. 15 20
- 3 As women took on jobs outside the home, many relied on irregular child care or were forced to leave children without care. Women munitions workers faced heavy labour and harsh conditions, along with danger, such as the Bamburgh National Factory explosion of 1916 near Leeds, England, that killed 35. Others faced condemnation for the relatively high wages they earned. It was a reflection of class tensions exacerbated by the restructured wartime economy and women’s role in it. 25
- 4 In continental Europe, where the war was actually fought, conditions on the home front were even more challenging. Many women took on “men’s work” to support the war effort and to ensure their families’ survival, but also found themselves subject to still more controlling government policies that came with the war. Women living in captured territories suffered added misery, billeting and serving often abusive foreign soldiers. In European cities, women often stood in line for hours for a chance to purchase spoiled potatoes. Together with their barefooted children, they tried to scavenge food and fuel from public parks, a practice that had become a full-time job in itself. 30 35
- 5 By the end of the hostilities, the war had transformed women’s lives.
- 6 In many warring nations, acknowledging women’s contributions became critical to warding off challenges to politicians’ own power in the tumultuous postwar conditions, across Europe especially. Women won voting rights in the United States, Canada, Great Britain, the German 40

Republic and the new Soviet republics Economic rights, however, were a different matter
Demobilising soldiers and labour groups pressured officials and factory owners alike to make
room in the workforce for returning men by laying off all women, even though women
frequently remained the only potential earners in their households Battles ensued across 45
European and North American societies over how to otherwise recognize women's work during
the war. In Britain, authorities shunned the arguments of women's groups and deferred rather
to claims of the need to put men back in their proper role of economic power, retaining the
wartime notion of benefits being derived only through the husband

- 7 The flood of some 50,000,000 men back home at the war's end also brought new tensions into 50
family life When men returned from war, they inevitably tried to reassert their dominance in
family and society Returning soldiers imagined home as a refuge of normality after the
nightmare of war Yet, men's physical and psychological injuries often precluded any return to
their prewar existences, as did the social and economic upheaval of these years What was
"normal" had of course changed for the women left behind With their new roles and autonomy, 55
they were often blamed for this world turned upside down. Such gender conflicts lasted
through the 20th century and beyond, like many other legacies of World War I

*Adapted from 'The Mighty Women of World War I' by Belinda Davis
CNN Opinion*

*munitions – war material, especially weapons and ammunition

Name _____ [] Class _____

Section A [5 Marks]

Refer to the cover page (Text 1) in your insert and answer questions 1 – 4

- 1 The use of the word 'abreast' in the heading is a pun. Identify the intended meanings behind the word

.....
.....
.....

[2]

- 2 'Join us in the fight against cancer.' How do the photographs in the cover page support this idea?

.....
.....

[1]

- 3 Refer to the paragraph under the heading 'Breast Cancer Awareness Month 2010'. Identify ONE objective of attending the pink activities organised by Breast Cancer Foundation

.....
.....

[1]

- 4 Watsons Pink Ribbon Walk is a 'signature event'. What does the word 'signature' suggest about this event in relation to Breast Cancer Awareness Month?

.....
.....

[1]

Name _____ [] Class _____

Section B [20 Marks]

Refer to Text 2 on Pages 3 and 4 of the Insert for Questions 5-13

- 5 The writer explains that they left the café to “a **murmur** of benevolent farewells and a **flourish** of political salutes” (lines 4-5) Explain what is implied by the words in bold

[2]

- 6 With reference to paragraphs 3 and 4, explain why it was not “the thing to do” to shout, “Wait a minute!” when his guide left the writer far behind?

[1]

- 7 In your own words, explain why the guide stopped the writer from ‘whistling’ (line 15)?

[2]

- 8 How did the guide feel about taking Laurie Lee to his destination?

[2]

- 9 Midway through the journey, the writer felt that he was “engulfed by a contest that was growing too large” (line 21) for him

(i) What ‘contest’ was he referring to?

[1]

(ii) In what way was the contest “growing too large for him”?

[2]

- 10 In paragraph 5 the writer shares that “the last half-hour was the worst for me ” Show how each of the following facts made that the most difficult time in his journey

He was ill-shod ...	
lumbered with junk	
clawing his way up the icy slopes	

[3]

- 11 “There was a faint smell of charcoal, wood-smoke and mules, and an indefinable whiff of pepper ’ (lines 28-29) What did all these mean to the writer at that point of time?

[1]

- 12 The writer was assured that he was among “friends” when the door of the farmhouse was opened Identify two pieces of evidence from paragraph 10 to support this statement

[2]

- 13 Laurie Lee experienced mixed feelings as he made his way, with the help of someone from “a cosy community of anarchists”, back into Spain

Complete the flow chart that shows his feelings as he made that journey by foot, to lend support to his ‘friends’ during the Spanish Civil War

Choose one word from the box to summarise his feelings from stage to stage In the same box, there are extra words that you do not need to use

anxious	wary	angry	comforted	overwhelmed	upset	weary
---------	------	-------	-----------	-------------	-------	-------

Flow Chart

Paragraph 2 (i)



Paragraph 5 (ii)



Paragraph 6 (iii)



Paragraph 8 (iv)

[4]

Name _____ [] Class _____

Section C [25 Marks]

Refer to Text 3 on Pages 5 and 6 of the Insert for Questions 14–19.

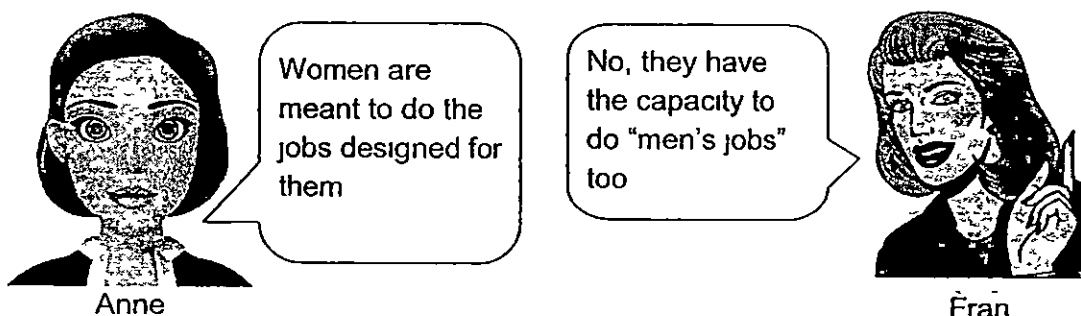
- 14 (i) Identify an expression from paragraph 1 which suggests that a woman's life was very challenging

[1]

- (ii) Using your own words, give two reasons from paragraph 1 to explain why her life was so challenging

[2]

15



- (i) With reference to paragraph 2, what evidence can Anne use to support her argument?

[1]

- (ii) With reference to paragraph 2, explain how Fran would justify her position

[2]

16 What were the 'holes' (line 18) created in civilian society?

[1]

17 What does the word 'exacerbated' (line 28) tell you about class tensions during the time of war?

[1]

18 Give two reasons for the 'new tensions' (line 50) that arose in family life after men returned from the war

[2]

- 19 Using your own words as far as possible, summarise the problems and changes that the war brought to women's lives.

Use only information from paragraphs 4 to 7.

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 war brought many problems and changes to women's lives

Number of words: _____ [15]

ANSWERS

Name _____ [] Class _____

Section A [5 Marks]

Refer to the cover page (Text 1) in your insert and answer questions 1 – 4

- 1 The use of the word 'abreast' in the heading is a pun. Identify the intended meanings behind the word

The publication is about breast cancer awareness therefore the use of the word 'abreast' (literal reference to the breast)

'Abreast' is to be kept updated/to be aware of the current situation as far as breast cancer is concerned.

[2]

- 2 'Join us in the fight against cancer.' How do the photographs in the cover page support this idea?

The woman is wearing boxing gloves and the boy is wearing a bandana – both getting ready to fight the battle against cancer

[1]

- 3 Refer to the paragraph under the heading 'Breast Cancer Awareness Month 2010'. Identify ONE objective of attending the pink activities organised by Breast Cancer Foundation

- *To provide support for survivors, families and friends*
- *To allow members of the community to show their support*
- *To help to advocate and pass the key message to others (loved ones, relatives, friends)*

[1]

Any 1

- 4 Watsons Pink Ribbon Walk is a 'signature event'. What does the word 'signature' suggest about this event in relation to Breast Cancer Awareness Month?

It is a distinctive highlight of the Breast Cancer Awareness Month/characteristic of BCAM.

It is one of the main highlights of the Breast Cancer Awareness Month

[1]

Any 1

Name _____ [] Class _____

Section B [20 Marks]

Refer to Text 2 on Pages 3 and 4 of the Insert for Questions 5-13

- 5 The writer explains that they left the café to “a **murmur** of benevolent farewells and a **flourish** of political salutes” (lines 4-5) Explain what is implied by the words in bold

Murmur = quiet or subdued, almost inaudible [1]

Flourish = bold, extravagant/elaborate show of respect to acknowledge what Lee was doing for their political cause (much like a fanfare) [1]

[2]

- 6 With reference to paragraphs 3 and 4, explain why it was not “the thing to do” to shout, “Wait a minute!” when his guide left the writer far behind?

Inappropriate – display of disrespect (and lack of trust); not right to antagonise/annoy/offend his guide/benefactor [1]

[1]

- 7 In your own words, explain why the guide stopped the writer from ‘whistling’ (line 15)?

“This is no time for trivialities ”

Trivialities = that which show a lack of seriousness or importance/insignificance; [1]

the guide was annoyed/unhappy that Lee thought so little of their mission to cross the border into Spain [1]

[2]

- 8 How did the guide feel about taking Laurie Lee to his destination?

“I must be mad, this was the very first time, and by God he was already sorry.” (line 19)

I must be mad – typically British English = very stupid; not at all sensible [1]

By God he was already sorry = full of regret; obviously he wouldn’t have taken on the responsibility of his own accord; was unhappy/distressed about the burden [1]

[2]

(any 2)

- 9 Midway through the journey, the writer felt that he was “engulfed by a contest that was growing too large” (line 21) for him

(i) What ‘contest’ was he referring to?

Contest = keeping pace/up with the guide

[1]

(ii) In what way was the contest “growing too large for him”?

Panting/physically spent; sweat trickling down arms and legs (despite the cold), snow striking his “face like handfuls of rice” – discomfort and pain [1]

Doubts about his capacity to persist in the contest, especially when his companion ignored him and pushed forward relentlessly [1]

[2]

ANSWERS

- 10 In paragraph 5 the writer shares that "the last half-hour was the worst for me ." Show how each of the following facts made that the most difficult time in his journey

He was ill-shod ..	Inappropriate footwear = severe discomfort and possible injuries. eg. Blisters (and even frostbite), perhaps slowed him down too
lumbered with junk	Lumbered with junk = thrust/burdened with what you do not want and cannot get rid of; unnecessary baggage/possession which made it difficult/impossible for him to move easily and freely
clawing his way up the icy slopes	Clawing his way = making his way, with difficulty by hauling himself forward with his hands, painful and slow; made worse by the icy slopes = slippery and dangerous, tricky...

[3]

- 11 "There was a faint smell of charcoal, wood-smoke and mules, and an indefinable whiff of pepper ' (lines 28-29) What did all these mean to the writer at that point of time?

Civilisation at last = comfort/safety, charcoal and wood-smoke = warmth; mules = activity/life, pepper = food/people

[1]

- 12 The writer was assured that he was among "friends" when the door of the farmhouse was opened Identify two pieces of evidence from paragraph 10 to support this statement

The Republican armband that the young man wore [1]

When he said, "I have come to join you" and the young man replied, "You pass".

[1]

[2]

- 13 Laurie Lee experienced mixed feelings as he made his way, with the help of someone from "a cosy community of anarchists", back into Spain

Complete the flow chart that shows his feelings as he made that journey by foot, to lend support to his 'friends' during the Spanish Civil War

Choose one word from the box to summarise his feelings from stage to stage In the same box, there are extra words that you do not need to use.

anxious wary angry comforted overwhelmed upset weary
--

Flow Chart

Paragraph 2 (i) **Upset**



Paragraph 5 (ii) **Weary**



Paragraph 6 (iii) **Comforted**



Paragraph 8 (iv) **Wary**

[4]

Name _____ [] Class _____

SECTION C [25 MARKS]**Refer to Text 3 on Pages 5 and 6 of the Insert and answer Questions 14-19.**

- 14 (i) Identify an expression from paragraph 1 which suggests that a woman's life was very challenging

'Test the limits of her own physical ability' [1]

[1]

Unacceptable answers 'test the limits' – does not address the 'woman's life' portion
 'left her to test the limits of her own physical ability' – too much!

- (ii) Using your own words, give two reasons from paragraph 1 to explain why her life was so challenging

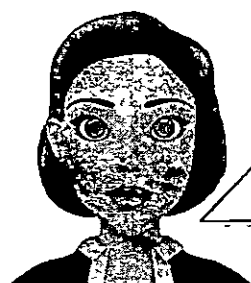
She had many tasks to take care of in a day / hectic schedule [1]**She had to perform jobs which put her life at risk / life-threatening / hazardous work** [2]**Did not get enough rest****Struggle to single-handedly provide all the needs of her family**

Unacceptable answers Anything that uses the root words from the passage eg Great physical danger

'Had to take care of her family alone' – does not tell me how it was challenging

'Her job was risky' – vague

15



Anne

In industry,
 women are
 meant to do the
 jobs designed for
 them

No, they have
 the capacity to
 do "men's" jobs
 too



Fran

- (i) With reference to paragraph 2, what evidence can Anne use to support her argument?

In the past, certain industrial jobs were considered as specifically for women, for example, textiles. [1]

Unacceptable answers 'women dominated the textile industry' – does not address the 'jobs designed for them' portion of the quote

[2]

ANSWERS

(ii) Explain how Fran would justify her position, with reference to paragraph 2?

During the war, women moved into war production and “men’s jobs”. [1]
They were the ones who kept the home fronts running/took over as head of the household while the men were away fighting the war. [1]

16 What were the ‘holes’ (line 18) created in civilian society?

The jobs that men had left behind / job vacancies created as a result of the men leaving to fight the war [1]

Unacceptable answers ‘absence of men’, ‘lack of men’ – it is not the men!
‘the jobs the men occupied before the war’ – does not address the idea of job vacancies
‘the jobs in the machine factories and metal forges’ – not just these jobs

17 What does the word ‘exacerbated’ (line 28) tell you about class tensions during the time of war?

It made the problem of class tensions worse / it worsened/intensified class tensions [1]

Unacceptable answers ‘more outstanding’, ‘emphasized’, ‘even more pronounced’

18 Give two reasons for the ‘new tensions’ (line 50) that arose in family life after men returned from the war

Men’s physical and psychological injuries [1]
Women’s new roles and autonomy [1]
They tried to reassert their dominance in the family [1]
(Any 2) [2]

Unacceptable answers A different idea of what was “normal” – vague
‘The norm had changed’ – it was the attitudes and expectations that had changed

ANSWERS

19 Summary Question

Using your own words as far as possible, summarise the problems and changes that the war brought to women's lives.

Use only information from paragraphs 4 to 7.

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

	Passage	Own Words
1a	Many women took on "men's work" to support the war effort	Women took on jobs previous performed by men
1	Found themselves subject to still more controlling government policies that came with the war Note. must mention the 'controlling' aspect This is not the same as 'controlled by government policies' x slavery, tortured, abusement (abuse!)	They had to obey restrictive laws
2	Women living in captured territories suffered added misery, billeting and serving often abusive foreign soldiers	And were mistreated by foreign soldiers
3	Women often stood in line for hours for a chance to purchase spoiled potatoes	They had to queue up for long hours to buy rotten food
4	They tried to scavenge food and fuel from public parks	And had to search for food and fuel from public parks
5	After the war, women won voting rights	After the war, women earned the right to vote
6	Economic rights, however, were a different matter	But were not granted economic rights
7	Make room in the workforce for returning men by laying off all women	Women lost their jobs / Women were fired from their jobs to make way for returning men
8	Even though women frequently remained the only potential earners in their households	Despite women often being the only breadwinner in their families
9	In Britain, authorities shunned the arguments of women's groups	In Britain, authorities rejected / did not listen to women's appeals
10	The war's end also brought new tensions into family life.	There was also new friction in the family with the return of the men

[15]

ANSWERS

11.	Men tried to reassert their dominance in family and society	Who wanted to take back their positions as the head in both the family and society
12	With their new roles and autonomy	Women had newfound independence
13	They were often blamed for this world turned upside down	They were blamed for causing the changes in society x chaos

Content – 8m
Language – 7m
Total 15m