

Visit
FREETESTPAPER.com
for more papers



Website: freetestpaper.com



[Facebook.com/freetestpaper](https://www.facebook.com/freetestpaper)



[Twitter.com/freetestpaper](https://www.twitter.com/freetestpaper)

Name:()

Class: Sec 4E/5N.....



St. Gabriel's Secondary School

2016 'O' Preliminary Examination

Subject : English Language
Paper : 1128/01
Level/Stream : Secondary 4 Express/5 Normal Academic
Duration : 1 hour 50 minutes
Date : 24 August 2016
Setters : Mr Dennis Lam and Ms Nur Syarmeen

Additional Materials: Writing Paper
Insert
String

READ THESE INSTRUCTIONS FIRST

Write your class, index number and name in the spaces provided on the work you hand in.

Write in dark blue or black ink on both sides of the paper.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **Section A**, **Section B** and one question from **Section C**.

Section A is an Insert.

For **Section A**, write your answers in the spaces provided on the Insert.

For **Section B** and **Section C**, write your answers on the separate Answer Paper provided.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the head of each section.

This document consists of 4 printed pages including this cover page and 1 Insert.

[Turn Over

Section B [30 marks]

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

You should look at the brochure on page 3, study the information carefully and plan your answer before beginning to write.

The 2016 St. Gabriel's Secondary School Graduation Dinner will be held at the end of the year. The Principal has instructed the organising committee to consider two possible venues given in the brochure. As the leader of the organising committee, you have been tasked with proposing the plan to the Principal.

Write your proposal to the Principal; stating clearly:

- which of the two venues has been chosen for the dinner
- reasons for the chosen venue
- the activities planned for the evening
- why you think the students will enjoy themselves.

Write your proposal in clear, accurate English to interest and persuade the Principal to agree with your plan for the graduation dinner.

You should use your own words as much as possible.

Class of 2016

GRADUATION DINNER



Why Meet at Marina Bay Sands?
Marina Bay Sands is a Singapore icon and home to multiple unique and vibrant venues.

Plan Your Event

Our meticulous event managers will see to your every need including decoration and music.



There is a wide selection of caterers offering a variety of authentic cuisines to suit your taste buds.

Event venue is large, air-conditioned with LED lighting available for a more saturated colour palette.



We are also conveniently located in the heart of Singapore, close to various public transport networks.



Why Meet at River Safari?

In for a unique graduation dinner experience? Make lasting impressions by breaking free from the concrete jungle.

Plan Your Event



Spacious dining area with glass windows to enjoy the nature.

With award winning caterers at your service, choose from our fine selection of Asian cuisines.



Once a lifetime experience to get up close with the animals in their natural habitat.

Let our expert event planners and technical support team attend to your lighting and entertainment needs.



Section C [30 marks]

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

Begin your answer on a fresh page.

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

- 1** The availability of information on the web is doing more harm than good. Do you agree?
- 2** Describe some of your favourite moments with your family. Why are they important to you?
- 3** 'Young people should be more considerate towards the elderly.' What are your views?
- 4** What do you consider to be your greatest challenge thus far as a student? How can it help you in the future?

End of Paper

INSERT

Name:()

Class: Sec 4E5N.....



St. Gabriel's Secondary School

2016 'O' Preliminary Examination

Subject : English Language
Paper : 1128/01
Level/Stream : Secondary 4 Express/5 Normal Academic
Duration : 1 hour 50 minutes
Date : 24 August 2016
Setters : Mr Dennis Lam and Ms Nur Syarmeen

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A**.

Write your answers in the spaces provided.

Fasten the completed **Section A** insert to your Answer Paper.

The number of marks is given in brackets [] at the head of each section.

For Examiner's Use	
Section A (10m)	
Section B (30m)	
Section C (30m)	
Total	/70

This insert consists of 2 printed pages including this cover page.

[Turn Over

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the effects of playing video games. 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.

Example:

I arrived~~(to)~~my destination at 2 pm.

at

My mother always wears sensible clothes.

✓

The debate over the positives and negatives of video games rages on.

However some argue that gaming after a long day at work or school

1

is innocent fun, others believe video games hindered social interaction,

2

academic and work performance and the ability to integrate fully on real life.

3

The latest research link young people's use of video games to poorer

4

relationships with friends and family. A study, conducted by Brigham Young

5

University, was based on information collected from 813 college students.

6

The more time students spent playing video games, the worse his

7

relationships with peers and parents get. There are also a variety of 12-step

8

programmes and addiction treatment centres that had developed specialities

9

in video game addiction and Internet addiction. As alluring as the virtual world

10

is, nothing can replace close personal bonds with those most important to you.

End of Insert

ANSWER SCHEME

The debate over the positives and negative of video games rages on.

However some argue that gaming after a long day at work or school	11	While
is innocent fun, others believe video games hindered social interaction,	12	hinder
academic and work performance and the ability to integrate fully on real life.	13	into
The latest research link young people's use of video games to poorer	14	links
relationships with friends and family. A study, conducted by Brigham Young	15	The
University, was based on information collected from 813 college students.	16	✓
The more time students spent playing video games, the worse his	17	their
relationships with peers and parents get . There are also a variety of 12-step	18	got
programmes and addiction treatment centres that had developed specialities	19	have
in video game addiction and Internet addiction. As alluring as the virtual world	20	✓
is, nothing can replace close personal bonds with those most important to you.		

Name:()

Class: Sec 4E...5N...



St. Gabriel's Secondary School

2016 'O' Preliminary Examination

Subject : English Language
Paper : 1128/02
Level/Stream : Secondary 4 Express/5 Normal Academic
Duration : 1 hr 50 min
Date : 25 August 2016
Setter : Ms Yeow Swee Li, Ms Angelia Pay & Ms Siti Aisha

Additional Material:
Insert

READ THESE INSTRUCTIONS FIRST

Write your class, index number and name on the work you hand in.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.
Write your answers in the spaces provided in the Question Booklet.
The Insert contains the texts for all the sections.

The number of marks is given in brackets [] at the end of each question or part question.

For Examiner's Use	
Section A (5m)	
Section B (20m)	
Section C	
Questions (10m)	
Summary (15m)	
Total	/50

This document consists of **9** printed pages and **1** Insert.

[Turn Over]

Section A [5 marks]

For
Examiner's
Use**Refer to the advertisement (Text 1) on Page 1 for Questions 1–3.**

- 1** Which sentence in the poster conveys the main purpose of the poster?

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

- 2** How does the illustration in the poster highlight its main message? **Answer in your own words.**

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

- 3** State two possible steps a reader can take to avoid being cheated when he rents a flat.

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

Section B [20 marks]

For
Examiner's
Use

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

- 4 From paragraph 1, give **two** reasons why the writer found the conference 'faintly ludicrous' (line 4).

(i)
 [1]

(ii)
 [1]

- 5 With reference to paragraph 1, explain how the writer's description of the gentlemen's dressing emphasised the pretentious nature of the event.

.....
 [1]

- 6 In lines 5 and 6, the writer says 'such was the determination on the part of some persons'. What does this phrase suggest about the writer's impression of some of the guests' actions?

.....
 [1]

- 7 (i) Which **one** word in paragraph 2 suggests that the writer preferred not to attend to his duties?

..... [1]

- (ii) What does this suggest about his attitude towards the conference?

.....
 [1]

- 8 (i) In paragraph 3, the writer says that the speech was 'rather above my head'. What does he mean by this expression?

.....

..... [1]

- (ii) Identify one expression of **not more than five words** from paragraph 3 which emphasises the same idea as 8(i).

.....

..... [1]

- 9 In paragraph 4, the writer relates and interprets his observations of M. Dupont's behaviour. What do the following observations suggest about M. Dupont's opinion of the discussions in the room?

Writer's observations	M. Dupont's view of the discussions
'not contributing to the discussions' (line 21)	
'sullen demeanour' (line 22)	

[2]

- 10 In paragraphs 6 and 7, the writer found his father in a strange position. Explain why his father was in that posture.

.....

..... [1]

- 11 (i) In lines 32 and 33, the writer described his father as 'taking part in some ceremonial ritual'. Why does the writer compare his father's behaviour to a 'ceremonial ritual'?

.....

..... [1]

- (ii) What does the description tell you about the father's character?

.....

..... [1]

For
Examiner's
Use

- 12 (a) At the end of paragraph 6, the writer describes the trolley as having an 'obstinate immobility'. With reference to the two words, state two ways this expression is particularly effective.

(i)	'obstinate'	
(ii)	'immobility'	

[2]

- (b) What is the literary device used in this description?

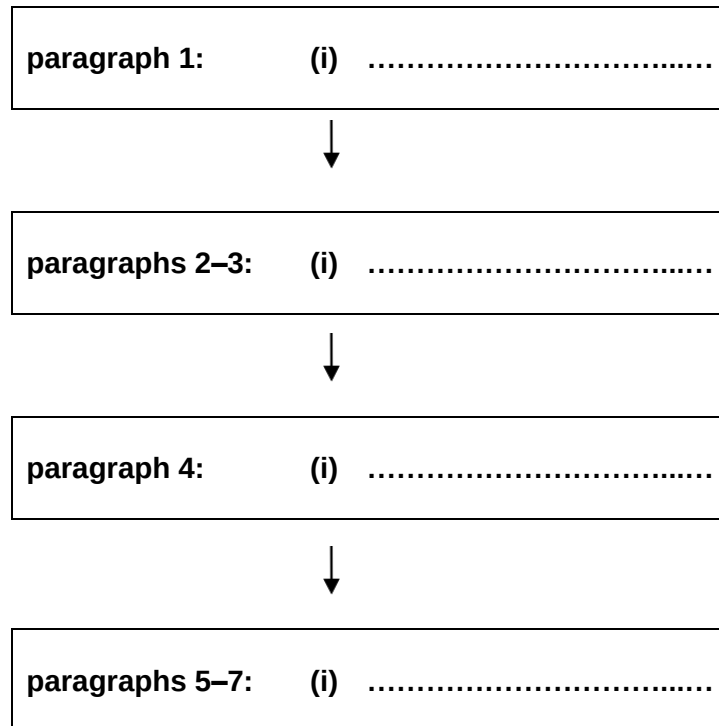
..... [1]

- 13** The structure of the text reflects the feelings of the writer as he reacts to the events of the day. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box you do not need to use.

Writer's feelings

worried and concerned	intrigued	uncertain
disapproval	sorrowful	lost
		relief

Flow chart



[4]

Section C [25 marks]

For
Examiner's
Use

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 14–20.

- 14 'All are orphans of the illegal antiquities trade, victims of the international battle over cultural heritage' (lines 9–10).

(i) With reference to the sentence above, what does the word 'orphans' refer to?

.....

..... [1]

(ii) What does the writer mean by the word 'orphans' in the sentence above?

.....

..... [1]

- 15 'Shesepamuntayesher is valuable because of her hieroglyphs and paintings, but properly excavated she would be priceless – the difference between a page torn from a book and an entire book' (lines 10–12).

Explain fully why the writer chooses to describe Shesepamuntayesher's value with the underlined phrase.

.....

.....

..... [2]

- 16 'From the 16th through the mid-20th centuries, when Egypt was dominated by foreign powers, countless pieces of its past were sent to cultural centres abroad by means of gift, trade and coercion' (lines 17–19).

What does this statement suggest about the significance of Egypt's antiquities?

.....

..... [1]

- 17 With reference to paragraph 3, what are the two reasons for many countries placing greater emphasis on the preservation of antiquities? **Answer in your own words.**

.....

.....

..... [2]

- 18 Here is a part of a conversation between two students, Kate and Joshua, who have read the article.



Kate

Steps have been taken to stop the looting of these antiquities.

I disagree. Not much has been done to discourage these acts.



Joshua

- (i) Identify an example from paragraph 3 that Kate can use to support her argument.

.....

..... [1]

- (ii) Explain how Joshua would justify his position, with reference to lines 27–29.

.....

..... [1]

- 19 What does the phrase 'looted antiquities start dirty but end clean' (line 52) tell us about the looted antiquities?

.....

..... [1]

INSERT

Name:()

Class: Sec 4E...5N...



St. Gabriel's Secondary School

2016 'O' Preliminary Examination

Subject : English Language
Paper : 1128/02
Level/Stream : Secondary 4 Express/5 Normal Academic
Duration : 1 hr 50 min
Date : 25 August 2016
Setter : Ms Yeow Swee Li, Ms Angelia Pay & Ms Siti Aisha

READ THESE INSTRUCTIONS FIRST

This insert contains Text 1, Text 2 and Text 3.

This document consists of **5** printed pages including this cover page.

[Turn Over

Section A

Text 1

Study the advertisement below and answer Questions 1–3 in the Question Booklet.



**Beware of Lies.
Rent Wise.**

**SCAM
ALERT!**

FOR RENT

Check Before You Rent.

1. Visit the flat or house to confirm it exists and has not been rented out to others. 2. If you are engaging the services of a real estate salesperson, ensure that he is registered by checking the Public Register of Estate Agents and Salespersons through the Council for Estate Agencies website, www.cea.gov.sg.	3. Ensure the person you are dealing with is the rightful owner of the flat or house. Request for original documents and check the information provided by the agent or owner against these documents. 4. Pay the owner of the flat or house directly via cheques or other verifiable means, with proper documentation, only when the rental agreement has been signed.
--	---

Click here for crime prevention tips

PENALTIES FOR CHEATING
JAIL OF UP TO 10 YEARS AND LIABLE TO A FINE



Section B

Text 2

The text below describes an English butler attending to his lordship's guests and discovering his father unwell during the course of his duty. Read it carefully and answer Questions 4–13 in the Question Booklet.

- 1 The conference began on a rainy morning during the last week of March 1923 in the somewhat unlikely setting of the drawing room¹ – a venue chosen to accommodate the 'off the record' nature of many of the attendances. In fact, to my eyes, the appearance of informality had been taken to a faintly ludicrous degree. It was odd enough to see that rather feminine room crammed full with so many stern, dark-jacketed gentlemen, sometimes sitting three or four abreast upon a sofa; but such was the determination on the part of some persons to maintain the appearance that this was nothing more than a social event that they had actually gone to the lengths of having journals and newspaper open on their knees. 5
- 2 I was obliged during the course of that first morning to go constantly in and out of the room, and so was unable to follow the proceedings at all fully. But I recall Lord Darlington opening the discussions by formally welcoming the guests, before going on to outline the strong moral case for a relaxing of various aspects of the Versailles treaty, emphasising the great suffering he had himself witnessed in Germany. 10
- 3 Sir David Cardinal spoke next, and though I missed much of his speech, it seemed to be more technical in substance, and quite frankly, rather above my head. But his general gist seemed to be close to his lordship's, concluding with a call for a freezing of German reparation payments and the withdrawal of French troops from the Ruhr region. The German countess then began to speak, but I was at this point obliged to leave the drawing room for an extended period. By the time I re-entered, the guests were in open debate, and the discussion – with much talk of commerce and interest rates – was quite beyond me. 15 20
- 4 M. Dupont, so far as I could observe, was not contributing to the discussions, and it was hard to tell from his sullen demeanour if he was attending carefully to what was being said or else deeply engrossed in other thoughts. At one stage, when I happened to depart the room in the midst of an address by one of the German gentlemen, M. Dupont suddenly rose and followed me out. 'Butler,' he said, once we were in the hall, 'I wonder if I could have my feet changed. They are giving me so much discomfort now, I can hardly listen to these gentlemen.' 25
- 5 As I recall, I had conveyed a plea to Miss Kenton for assistance – via a messenger, naturally – and had left M. Dupont sitting in the billiard room awaiting his nurse, when the first foot man had come hurrying down the staircase in some distress to inform me that my father had taken ill upstairs.
- 6 I hurried up to the first floor and on turning at the landing was met by a strange sight. At the far end of the corridor, almost in front of the large window, at the moment filled with grey light and rain, my father's figure could be seen frozen in a posture that suggested he was taking part in some ceremonial ritual. He had dropped down on to one knee and with head bowed seemed to be pushing at the trolley before him, which for some reason had taken on an obstinate immobility. Two chambermaids were standing at a respectful distance, watching his efforts in some awe. 30 35
- 7 I went to my father and releasing his hands from their grip on the edge of the trolley, eased him down on to the carpet. His eyes were closed, his face was an ashen colour, and there were beads of sweat on his forehead. Further assistance was called, a bath chair arrived in due course, and my father was transported up to his room.

Adapted from The Remains of the Day by Kazuo Ishiguro

¹drawing room: A room in a large private house in which guests can be received and entertained

Section C

Text 3

The article below describes the illegal trade of antiquities in Egypt. Read the text carefully and answer Questions 14–20 in the Question Booklet.

- 1 The Egyptian noblewoman has been dead some 2,600 years. “Still in remarkable condition... extremely well preserved,” Sarah Parcak murmurs. “Here is her name and title: Shesep-amun-tayesher, Mistress of the House. By reading it aloud, I fulfill her wish to be remembered in the afterlife.” Parcak, an American Egyptologist, is examining the noblewoman’s sarcophagus² that looters had sawed into four pieces and shipped to the United States, where an antiques restorer put it back together. Customs agents discovered the coffin stashed at the home of a Brooklyn antiquities dealer. This now lies in a warehouse at a secret location in New York City, where the authorities hold seized artifacts from around the world: a huge stone Buddha from India, terra-cotta horsemen from China, reliefs from Iraq and Syria. All are orphans of the illegal antiquities trade, victims of the international battle over cultural heritage. Even orphaned by looting as she is, Shesepamuntayesher is valuable because of her hieroglyphs and paintings, but properly excavated she would be priceless – the difference between a page torn from a book and an entire book. 5
- 2 From murderous temple thieves in India to church pillagers in Bolivia to hundred-man bands of tomb raiders in China, looters are strip-mining our past. Like most illegal activities, looting is hard to quantify. Digging up the past for profit has been a profession for thousands of years. Invading armies also have carried off Egypt’s antiquities. Roman conquerors sent entire obelisks³ back home in purpose-built ships. From the 16th through the mid-20th centuries, when Egypt was dominated by foreign powers, countless pieces of its past were sent to cultural centres abroad by means of gift, trade and coercion. Though laws already existed to protect antiquities, the modern concepts of cultural property – and looting – were still evolving. 15
- 3 Change in Egypt and beyond began in the 1950s, as colonial empires dissolved and former subject countries gained self-rule. Inspired by a new sense of national identity, many countries strengthened existing laws or enacted new ones to protect their past, which included still buried artifacts. In 1983 Egypt declared that all items of cultural significance and over a century old belonged to the state. In 1970 UNESCO adopted the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export, and Transfer of Ownership of Cultural Property, which to date 131 countries have signed. However, Mohammed Youssef, director of the rich Middle Kingdom sites of Lisht and Dahshur, says important locals play a key role. “There are very well known people involved in the looting. They are wealthy, prominent and untouchable.” 25
- 4 Brig. Gen. Ahmed Abdel Zaher, the chief of operations of the Egyptian antiquities police, explains that many looting networks in Egypt are structured like four-tiered pyramids. The base, perhaps three-quarters of the manpower, is made up of poor villagers whose knowledge of the local terrain and monuments is essential to finding loot. They feel no bond with ancient Egyptian culture and pillage their past in order to survive in the present. The second tier consists of intermediaries who collect objects from local diggers and organise workers into crews. Third-tier players, Zaher says, spirit antiquities out of the country and eventually sell them to foreign buyers at the apex of the looting pyramid. 30
- 5 In Egypt, as in other source countries, profit margins rise steadily as artifacts move up the chain. Some second-tier looters have been reported to resell objects at 10 times the price they pay to diggers. “These are professional criminals, and antiquities are just one of the things they deal in,” Zaher says. He describes several recent drug raids in which antiquities were found smuggled alongside narcotics. 40

- 6 In unstable areas, antiquities may follow the same distribution networks used by arms traffickers. Caches of antiquities were once found together with rocket-propelled grenades and other weapons. Shesepamuntayeshesher's coffins were shipped to the United States from Dubai, in one instance, hidden in a container loaded with furniture. Damietta, one of Egypt's busiest container-ports, does a brisk business with Dubai, and is also the country's furniture capital. Port officials recently seized several shipping containers of furniture with illicit antiquities hidden inside. 45
- 7 While the antiquities trade may have saved many masterpieces from destruction, the gray areas in which it operates leave it open to accusations that it drives looting – and seems to encourage some of its participants to deceive themselves about where their cherished objects come from. Unlike other illicit goods such as drugs or arms, looted antiquities start dirty but end clean (at least in appearance), their illegal origins being laundered as they pass through trafficking networks. Without a detailed documented chain of ownership, it is impossible to know whether an object is fair or foul. Museum curators, as well as collectors, are calling for an antiquities database to help discourage looting and are proposing to meet with archaeologists in a search for common ground. Finding this common ground is crucial, in source and consumer countries alike. Looting is likely to continue until diggers in Egypt and buyers abroad see antiquities not just as gorgeous objects but also as vital passages in the narrative of our past. 50 55

Adapted from *How Tomb Raiders Are Stealing Our History* by Tom Mueller, National Geographic June 2016.

²sarcophagus: stone coffins, typically adorned with sculptures or inscriptions and associated with the ancient civilizations of Egypt, Rome, and Greece.

³obelisks: tapering stone pillars, typically having a square or rectangular cross section, set up as monuments or landmarks.

End of Insert

ANSWER SCHEME

Text 1 (Answer Key)

1. Which sentence in the poster conveys the main purpose of the poster?

ANS: “Check before you rent.” [1]

2. How the does the illustration in the poster highlight the writer’s message? **Answer in your own words. [2]**

ANS: The picture shows a fake house front supported by pieces of wood and nothing behind with a FOR RENT sign [1] as a warning to readers to be careful when they want to rent a house/flat/apartment so as to avoid being cheated. [1]

3. State 2 possible steps a reader can take to avoid being scammed when they rent an apartment or flat?

ANS: [Any 2 of the answers below would be accepted]

- Visit the flat, house or apartment to confirm it exists and has not been rented out to others.
 - Ensure the real estate person you are dealing with is registered by checking the Public Register of Estate Agents and Salespersons through the Council of Estate Agencies website.
 - Ensure the person you are dealing with is the rightful owner of the apartment, flat or house. Request for original documents and check the information provided by the agent or owner against these documents.
 - Pay the owner of the flat, apartment or house directly via cheques or other verifiable means, with proper documentation, only when the rental agreement has been signed.
- [2]**

Section B [20 marks]

- 4 From paragraph 1, give **two** reasons why the writer found the conference ‘faintly ludicrous’ (line 4). [2]

- (i) **The guests were dressed formally for what was meant to be an informal event/casual event.**[1]
- (ii) **It was strange/unnatural for one to bring journals and newspapers to a social event (overdoing it) [1]**

**The feminine drawing room was crammed with gentlemen.
(X the room was too small) (any 2)**

- 5 Explain how the writer’s description of the gentlemen’s dressing emphasized the pretentious nature of the event. [1]

The gentlemen’s formal wear is a stark contrast to the small and unimportant room, showing a distinct mismatch with the intended informal event. (not befitting) [1]

From passage: “*stern, dark-jacketed gentlemen*” vs “*drawing room – a venue chosen to accommodate the ‘off the record’ nature of many of the attendances*”

- 6 In line 5 and 6, the writer says ‘such was the determination on the part of some persons’.

What does this phrase suggest about the writer’s impression of some of the guests’ actions?[1]

He thought that they were putting too much effort to hide the seriousness of the event. (overdoing it) [1]

- 7 (i) Which **one** word in paragraph 2 suggests that the writer preferred not to attend to his duties?[1]

‘obliged’

- (ii) What does this suggest about his attitude towards the conference? [1]

Disinterested/ lack enthusiasm

- 8 (i) In paragraph 3, the writer says that the speech was ‘rather above my head’. What does he mean by this expression? [1]

The discussion was too difficult for him to understand.

- (ii) Identify one expression of **not more than five words** which emphasizes the same idea as 9(i). [1]

‘quite beyond me’

- 9 In paragraph 4, the writer relates and interprets his observations of M. Dupont behaviour. What do the following observations suggest about M. Dupont’s opinion of the discussions in the room?[2]

Writer’s observations	M. Dupont’s view of the discussions
‘not contributing to the discussions’ (line 23)	He <u>disagreed with the rest</u> and was <u>irritated with/ saddened</u> by the discussion
‘sullen demeanour’ (line 24)	

[2]

10 In paragraphs 6 and 7, the writer found his father in a strange position. Explain why his father was in that posture? [1]

He was in pain and was trying to overcome it.

12(i) In lines 32 and 33, the writer described his father as 'taking part in some ceremonial ritual'. Why does the writer compare his father's behaviour to a 'ceremonial ritual'?[1]

To emphasize on his father's determination/difficulty to overcome the pain/ deal with the pain/manage the pain.

OR

It gives the impression that the father is determined not to alarm others/to look normal.

(ii) What does the description tell you about the father's character?[1]

Strong-willed/Solemn/dignified/does not like to look vulnerable to others

12 (a) At the end of paragraph 6, the writer describes the trolley as having an 'obstinate immobility'. With reference to the two words, state **two** ways this expression particularly effective? [2]

(i)	'obstinate'	<u>Its stubbornness matches/reflects the father's determined refusal to succumb to the pain/illness.</u>
(ii)	'immobility'	<u>By emphasizing how it resisted moving under the father's weight, it reflects the father's strong will against falling over.</u>

(b) What literary device is used in this description?

[1]

Personification (writer's style of language)

14 The structure of the text reflects the feelings of the writer as he reacts to the events of the day. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box you do not need to use.

Writer's feelings

worried and concerned	intrigued	uncertain	
disapproval	sorrowful	lost	relief

paragraphs 1:	(i)	disapproval
paragraphs 2-3:	(ii)	lost
paragraphs 4:	(iii)	uncertain
paragraphs 5-7:	(iv)	worried and concerned [4]

Section C

- 14 'All are orphans of the illegal antiquities trade, victims of the international battle over cultural heritage' (lines 9–10).

(i) What does the word 'orphans' refer to?

It refers to the antiquities. [1]

(ii) What does the writer mean by the word 'orphans' in the sentence above?

He means that the antiquities are removed/taken out from their own countries/countries of origins [1]

- 15 'Shesepamuntayesher is valuable because of her hieroglyphs and paintings, but properly excavated she would be priceless – the difference between a page torn from a book and an entire book' (lines 10–12). Explain fully why the writer chooses to describe Shesepamuntayesher's value with this underlined phrase.

The writer is highlighting that Shesepamuntayesher's value would have been higher if she had been properly excavated [1], like how an entire book would have been more valuable than a mere page torn from a book. [1]

- 16 'From the 16th through the mid-20th centuries, when Egypt was dominated by foreign powers, countless pieces of its past were sent to cultural centres abroad by means of gift, trade and coercion' (lines 17–19). What does this statement suggest about the significance of Egypt's antiquities?

It suggests that Egypt's antiquities were valuable/highly prized items [1].

- 17 With reference to paragraph 3, what are the two reasons for many countries placing greater emphasis on the preservation of antiquities. **Answer in your own words.**

Many had attained independence from their colonial masters [1] and were motivated by the growth of national identity/sense of patriotism/sense of belonging [1].

Lifted from text: 'as colonial empires dissolved and former subject countries gained self-rule' and 'inspired by a new sense of national identity'

- 18 Here is a part of a conversation between two students, Kate and Joshua who have read the article.



Kate

Steps have been taken to stop the looting of these antiquities.

I disagree. Not much has been done to discourage these acts.



Joshua

- (i) Identify an example from paragraph 3 that Kate can use to support her argument.

UNESCO adopted the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export, and Transfer of Ownership of Cultural Property, which to date 131 countries have signed [1].

- (ii) Explain how Joshua would justify his position, with reference to lines 27–29.

Many well-known and wealthy local people are involved in the looting, suggesting that people could get away with it. [1]

- 19 What does the phrase 'looted antiquities start dirty but end clean' (line 52) tell us about the looted antiquities.

It tells us that when the looted antiquities were stolen, they were illegal and after being sold, they become legal. [1]

- 20 Using your own words as far as possible, summarise how the looting and smuggling networks in Egypt are structured.

Use only information from paragraphs 4 to 6.

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).

Many looting networks in Egypt are structured in the form

1	base is made up of poor villagers
2	whose knowledge of the local terrain and monuments is essential to finding loot
3	second tier consists of intermediaries
4	who collect objects from local diggers
5	and organise workers into crews
6	Third-tier players spirit antiquities out of the country
7	and eventually sell them to foreign buyers at the apex of the looting pyramid
8	profit margins rise steadily as artifacts move up the chain
9	antiquities were found smuggled alongside narcotics
10	antiquities may follow the same distribution networks used by arms traffickers
11	Port officials recently seized several shipping containers of furniture with illicit antiquities hidden