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Name: _____

Register Number: _____

Class: _____



南僑中學

NAN CHIAU HIGH SCHOOL

PRELIMINARY EXAMINATION ONE 2017
SECONDARY FOUR EXPRESS

For Marker's Use

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

28 April 2017, Friday

INSERT

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A**.

Write your answers in the spaces provided.

Submit the completed **Section A** insert separately.

Setter: Mr Fu Kaidi

This document consists of 2 printed pages.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines about factors that affect primate brain size. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line.

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 p.m.

at

My mother always wears sensible clothes.

✓

The reason why some primates have bigger brains than others is often
said to be their social behaviour. That is, primates who move around in 1
bigger and more complex social groups require bigger brains on order 2
to efficiently managed all of those social relations. A new research has 3
found that diet, not social group size, was the key factor linked to brain 4
size. It has long been know that fruit-eating primates tend to have 5
bigger brains than leaf-eating primates. This might be because there 6
are benefits to eating fruit. It has the higher nutritional value and is far 7
easily to digest than leaves. However, it is also a more demanding diet 8
in some ways. For instance, fruit is more irregular distributed in both 9
space and time, which made the task of finding food more complex and 10
dangerous.

Resource adapted from 'A change in diet may have helped our brains get so big' by Melissa Hogenboom

Name: _____

Register Number: _____

Class: _____



南僑中學

NAN CHIAU HIGH SCHOOL
PRELIMINARY EXAMINATION ONE 2017
SECONDARY FOUR EXPRESS

For Marker's Use

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

28 April 2017, Friday

QUESTION BOOKLET

1 hour 50 minutes

Additional Materials:

Answer Paper
Insert**READ THESE INSTRUCTIONS FIRST**

Write your name, register number and class on all 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 space provided on the Insert.

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

Start **Section C** on a fresh sheet.

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

Submit the **Section A** insert, **Section B** and **Section C** separately.

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

Setter: Mr Fu Kaidi

This document consists of 4 printed pages and 1 Insert.

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 webpage on page 3, study the information carefully and plan your answer before beginning to write.

At the start of the year, students were informed that there would be a stipulated snack time at 1215 hours each day. You have been an ardent participant of this new initiative, but as a progressive gourmet, you have found the range of snacks offered by the school canteen lacking. Recently, you came across a webpage which inspired you to dream of putting new cravings on your palate. Write to the Manager of the school canteen to propose introducing a new snack for sale.

In your proposal, state clearly:

- one snack you have chosen which may appeal to members of the school
- how the snack will benefit them
- how the snack can be promoted by the canteen vendor

Write your report in clear, accurate English and in a persuasive, enthusiastic tone, to convince the Manager to support your plan.

You should use your own words as much as possible.

Teenage

HAPPENINGS FASHION BEAUTY LIFESTYLE ENTERTAINMENT CAMPUS WIN ABOUT TGY 2017 LOGIN Q

LISTEN

GUILT-FREE HEALTHY SNACKS

15 SEP 2016 BY VENETIA SNG

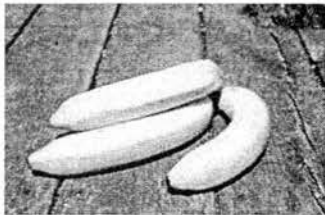


Banana

Reach for a banana the next time you need an instant pick-me-up.

They contain tryptophan, a protein that converts into serotonin, the feel-good chemical that makes you happier.

Also, bananas are packed with vitamin B, potassium, iron, fibre and many other health benefits like alleviating depression and boosting brainpower.



Dark Chocolate

This unexpected superfood is full of cancer-preventing antioxidants, and minerals like iron, zinc, magnesium and fibre. It lowers blood cholesterol, reduce stress hormone levels, and improves alertness, concentration and memory recall.

Milk chocolates are a NO NO because they're sugar-filled and overly processed. Only go for dark chocolate with 70% to 90% cocoa.



Low Fat Yoghurt

Regular consumption of yogurt helps reduce brain activity that handles emotion (stress and anxiety) and increase activity in the 'decision-making' regions of the brain.

Yogurt is also chock-full of calcium and protein, and is a great meal replacement if you're looking to shed some weight. Throw in a handful of berries to make it tastier!



Sweet Potato

Eating sweet potatoes boosts your serotonin production while supplying your body with fibre, carbohydrates, vitamins and minerals that are good for both your heart and mind.

In addition, sweet potatoes negate pesky sugar cravings because they're already subtly sweet. So yay for double efficiency!



4

Section C [30 marks]

Begin your answer on a fresh sheet of paper.

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 Describe a kind act that you had witnessed. Why will the deed always remain in your memory?
- 2 Which features of the Singapore education system make it attractive to people from the region?
- 3 What do you consider to be your greatest regret, and why?
- 4 'News will always be in demand.' What are your views?

Name: _____ Register Number: _____ Class: _____



南僑中學

NAN CHIAU HIGH SCHOOL
PRELIMINARY EXAMINATION ONE 2017
SECONDARY FOUR EXPRESS

For Marker's Use

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension
INSERT

28 April 2017, Friday

1 hour 50 min

Candidates answer in the Question Paper Booklet.

READ THESE INSTRUCTIONS FIRST

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

Setter: Mr Fu Kaidi

This paper consists of 6 printed pages including the cover page.

2
Section A

Text 1

Study the advertisement below and answer Questions 1-4 in the Question Booklet.

**GET MAGNOLIA
LONG LIFE MILK**

Magnolia Long Life Milk contains all the natural goodness of milk. And it's "sealed-in" fresh in Magnolia's Tetra-Pak. To open, just pull the tab! No waste! No spills! No mess!

And thanks to the U.H.T. Process, Magnolia Long Life Milk in its special pack stays fresh without refrigeration!

Magnolia Long Life Milk now comes in the Tetra-Pak. Also available in Brick Packs - natural milk and chocolate flavours.

250ml

500ml

3
Section B

Text 2

In the text below, a traveller describes his experience of a road trip to Mexico City and the sights and sounds in it. Read the text carefully and answer Questions 5 – 13 in the Question Booklet.

A Different World

- 1 We came into the dizzying heights of the Sierra Madre Oriental mountain range. The banana trees gleamed golden in the haze. Great fogs yawned beyond stone walls along the precipice. Below, the Moctezuma river was a thin golden thread in a green jungle mat. Strange crossroad towns on top of the world rolled by, with shawled natives watching us from under hat-brims and long scarves. Life was dense, dark, ancient. They watched Dean, serious and insane at his raving wheel, with eyes of hawks. All had their hands outstretched. They had come down from the back mountains and higher places to hold forth their hands for something they thought civilization could offer, and they never dreamed the sadness and poor, broken delusion of it. They didn't know that our blind progress could crack all our bridges and roads and reduce them to jumbles, and we would be as poor as them someday, and stretching out our hands in the same, same way. Our broken car, old thirties up-going American car, rattled through them and vanished in dust. 5
- 2 A brief mountain pass took us suddenly to a height from which we saw all of Mexico City stretched out in its volcanic crater below and spewing city smokes and early dusk-lights. Down to it we zoomed, down the street, straight toward the heart of town. Kids played soccer in enormous, sad fields that threw up dust. Long, ragged adobe slums stretched out on the plains; we saw lonely figures in the dimming alleys. Soon night would come. Then the city roared in and suddenly we were passing crowded cafes and theatres and many lights. Newsboys yelled at us. Mechanics slouched by, barefoot, with wrenches and rags. Mad, barefoot local drivers cut across us and surrounded us and tooted and made frantic traffic. The noise was incredible. No mufflers are used on Mexican cars. Horns are 15
batted with glee continual. 20
- 3 "Wheel!" yelled Dean. "Look out!" He staggered the car through the traffic and played with everybody. He drove like a local. He got on a circular road and rolled around it with its eight spokes shooting cars at us from all directions, left, right, dead ahead, and yelled and jumped with joy. "This is traffic I've always dreamed of! Everybody goes!" 25
- 4 An ambulance came balling through. American ambulances dart and weave through traffic with siren blowing; the great Mexican ambulances merely come through at eighty miles an hour in the city streets, and everybody just has to get out of the way and they don't pause for anybody or any circumstances and fly straight through. We saw it reeling out of sight on skittering wheels in the breaking-up confusion of dense downtown traffic. 30
35
- 5 People, even old ladies, ran for buses that never stopped. Young Mexico City businessmen made bets and ran by squads for buses and athletically jumped them. The bus-drivers were barefoot, sneering and insane, and sat low and squat in T-shirts at the low, enormous wheels. Holy pictures burned over them. The lights in the buses were brown and greenish, and dark faces were lined on wooden benches. In downtown Mexico City, thousands of hipsters in floppy straw hats and long-lapelled jackets over bare chests padded along the main road, some of them selling merchandise in the alleys, some of them kneeling in beat chapels next to Mexican comic performances in sheds. Some alleys were rubble, 40

4

with open sewers, and little doors led to closet-size stores stuck in adobe walls. 45
You had to jump over a ditch to get to them, and in the bottom of the ditch was the
ancient lake of the Aztec. You came out of the store with your back to the wall and
edged back to the street. They sell all sorts of trinkets. Mambo music blared from
everywhere. We wandered in a frenzy and a dream. We ate beautiful steaks for
forty-eight cents in a strange tiled Mexican cafeteria with generations of 50
percussion musicians standing at one immense instrument – also wandering
singing guitarists, and old men on corners blowing trumpets. You went by the sour
stink of bars; they gave you a water glass of cactus juice in there, two cents.

- 6 Nothing stopped; the streets were alive all night. Beggars slept wrapped in 55
advertising posters torn off fences. Whole families of them sat on the sidewalk,
playing little flutes and chuckling in the night. Their bare feet stuck out, their dim
candles burned, all Mexico was one vast, free-spirited camp. On corners, old
women cut up the boiled heads of cows and wrapped morsels in a pancake-like
pastry, and served them with hot sauce on newspaper napkins. This was the
great and final wild uninhabited childlike city that we knew we would find at the 60
end of the road.

Adapted from 'On the Road' by Jack Kerouac

5
Section C

Text 3

The article below is about the cultural significance of the princess character. Read the text carefully and answer Questions 14 – 19 in the Question Booklet.

The Changing Princess

- 1 When asked about Disney movies, many parents groan and launch into a familiar diatribe about the studio that transformed their daughters into princesses. The dresses, the tiaras, the pink; countless parents watch their little girl embrace the princess way of life, and struggle with the contradictory messages found in many of the films. Disney princesses have often come under attack for promoting harmful, unrealistic body types and the narrow ideal of marriage as the happiest of endings for young women. 5
- 2 The Walt Disney Corporation has enjoyed a lengthy reign in the realm of princess film production, helping to shape the ideals of femininity for millions of little girls both in America and around the world. Despite the obvious unreal nature of these fairy-tale narratives, the central characters that inhabit these imaginary lands are human, and as such their representations bear a considerable likeness to contemporary gender expectations and stereotypes, giving audiences a figure with whom they could comfortably identify. What is most fascinating is Disney's endless revamping of the princess to correspond with modern gender standards, to maintain relevance both in actions and characteristics. 15
- 3 In the 1930s, The Great Depression left tens of thousands of people jobless, and the competition for labour, combined with Catholic moral reform movements, fostered a national desire for women to return to the home, a mentality that was also widely reinforced by the media. Despite the declining economy, the release of Snow White and the Seven Dwarfs was released to critical and commercial success. The incredibly popular animated film featured a female protagonist who fit the domestic expectations of a woman then. Snow White exemplified Hollywood's trend towards passive, child-like figures, and her pure maiden innocence was highly desirable. 20
- 4 However, the popularity of this submissive female image dwindled towards World War II. From 1937 to 1950, princess characters were entirely absent, mainly due to the unprecedented public activism of American women in the war effort. Since women were leading the war effort at home – managing entire households and companies on their own, few would easily or readily identify with the passive damsel awaiting her prince. 25
- 5 This trend thrived until the post-war period, when the appeal and security of domestic marriage became popular again. The success of Cinderella demonstrated this shift in mainstream cultural thinking after World War II, towards the desire for women to return to family matters and allow men to embody the ideals of hard work and ambition. 30
- 6 The trends towards traditional femininity represent cultural attitudes toward adult females, and with Sleeping Beauty, Disney attempted to retain traditional ideals of femininity while speaking to a changing generation. However, the film's critical and popular failure suggests that these new filmgoers found the rigidly defined gender roles of Disney princesses less desirable and irrelevant to their experiences. Hence, it is unsurprising that the period between 1960 and 1989 saw no princess films. This era of American filmmaking coincided with massive 40

campaigning for gender equality as well as questioning of previously unchallenged gendered images. 45

- 7 If Snow White, Cinderella and Sleeping Beauty exemplified the traditional Disney female as docile, beautiful objects waiting for their prince to come, then princesses who come later are exactly the opposite: focused, ambitious, and in some cases, literally heroic as they perform the traditional prince role and save the day. These feisty new heroines rarely felt love at first sight, and did not relish the idea of spending happily ever after with a rude, conceited prince. Many of them reject, initially at least, suitors who would come into conflict with their goals. However, the ability to choose the right suitor at the end signifies the newfound rights of women, and thus constitutes a happy ending. The feminist movement celebrates woman as the individual who could make her own decision, and thus Disney's storytelling shifted from any prince to the right prince. 50 55
- 8 Film companies often claim to cater to consumer preferences, but as film viewership continues to decrease, studios should offer young girls more than dress-up and tiaras from their narratives. Little girls eventually outgrow their infatuation with the princess, and thus studios must rethink their products in order to create long term interest. Until Disney develops and markets profound, quality narratives with cultural endurance, its heroines will never truly champion the progressive ideals of equality that inspired the feminist movement for decades. 60

Adapted from 'Damsels and Heroines – The Conundrum of the Post-Feminist Disney Princess' by Cassandra Stover

Name: _____

Register Number: _____

Class: _____



南橋中學

NAN CHIAU HIGH SCHOOL
PRELIMINARY EXAMINATION ONE 2017
SECONDARY FOUR EXPRESS

For Marker's Use

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension
QUESTION PAPER BOOKLET

28 April 2017, Friday

1 hour 50 min

READ THESE INSTRUCTIONS FIRST

Write your class, index number and name on the work you hand in.
Write in dark blue or black ink.
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.

Setter: Mr Fu Kaidi

This paper consists of 8 printed pages including the cover page.

Section A [5 marks]

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

- 1 What idea is the main photograph trying to establish?

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

- 2 Refer to the write-up of the advertisement.

Give **two** pieces of evidence to show that Magnolia Long Life Milk is a processed drink.

(i)
..... [1]

(ii)
..... [1]

- 3 The writer says 'No waste! No spills! No mess!' What is the effect of this expression?

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

- 4 Which sentence gives the main purpose of the advertisement?

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

Name: _____ Register Number: _____ Class: _____

Section B [20 marks]

Refer to Text 2 on pages 3-4 of the Insert for Questions 5-13.

- 5 At the beginning of this text the writer and his companion arrived at a new place.
Explain how the language used in Paragraph 1 emphasises the majestic view on the Sierra Madre Oriental. Support your ideas with three details from the Paragraph.

.....

.....

.....

.....

.....

..... [3]

- 6 The writer describes the life of Indians to be 'dense, dark, ancient' (line 6). What does this description suggest about how the life of Indians appears to him?

Description	How life of Indians appears to writer
'dense'	
'dark'	
'ancient'	

[3]

- 7 The writer says that the Indians 'never dreamed the sadness and poor, broken delusion of it' (line 9-10).

(i) What is 'it'?
..... [1]

(ii) What is the writer's tone when he said this?
..... [1]

- 8 Find words in Paragraph 2 which suggest

(i) moving very quickly [1]

(ii) moving wearily [1]

9 In Paragraph 2 'Kids played soccer in enormous, sad fields that threw up dust'. What do the underlined words suggest about the fields?

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

10 'American ambulances dart and weave through traffic with siren blowing'. (line 30-31).

How are Mexican ambulances different? **Answer in your own words.**

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

11 In Paragraph 5 'People, even old ladies, ran for buses that never stopped.'

What is unusual and effective about the phrase 'buses that never stopped'?

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

12 The writer says that they 'wandered in a frenzy and a dream' (line 49).

(i) What was the writer's state of mind when he arrived at downtown Mexico City?

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

(ii) How did the place appear to him?

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

- 13
- The structure of the text reflects the main stages in the narrative.
Complete the flow chart 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.

Main focus

a sense of danger	enjoying the experience	running out of time
a dispute between cultures	realising the differences	a contrast of perception
	a vibrant sight	

Flow chart

Paragraph 1	(i)	
Paragraph 2	(ii)	
Paragraphs 3-4	(iii)	
Paragraphs 5-6	(iv)	

[4]

Section C [25 marks]

Refer to Text 3 on pages 5-6 of the Insert for Questions 14-19.

- 14 The writer lists the reasons why Disney princesses are deemed as a bad influence on girls. Which **two** reasons are given in Paragraph 1?

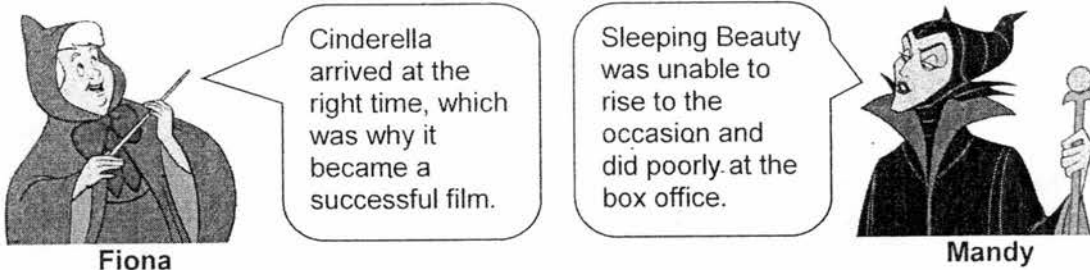
(i)
..... [1]

(ii)
..... [1]

- 15 What is the purpose of the 'endless revamping' (line 15) of princesses? **Answer in your own words.**

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

- 16 Here is part of a conversation between two students, Fiona and Mandy, who have read the article.



- (i) Identify **one** reason from Paragraph 5 that Fiona can give to support her view.

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

- (ii) How would Mandy explain her position with reference to lines 39-42?

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

7

- 17 The writer states that the traditional princess will spend 'happily ever after with a rude, conceited prince' (line 50).

(i) What attitude to the fate of the traditional princess is suggested here?

..... [1]

(ii) Explain how the expression suggests this attitude.

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

- 18 With reference to Paragraph 8, explain why it is important for Disney to reinvent their princesses. **Answer in your own words.**

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

- 19 Using your own words as far as possible, summarise the conditions which led to the rise and fall of popularity of the Disney Princess.

Use only information from Paragraphs 3 to 5.

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 Disney Princess became popular during

[15].

Answers

The reason why some primates have bigger brains than others is often		
said to be their social behaviour. That is, primates who move around in	1	that/which (pronoun)
bigger and more complex social groups require bigger brains on order	2	in (preposition)
to		
efficiently managed all of those social relations. A new research has	3	manage (to- infinitive)
found that diet, not social group size, was the key factor linked to brain	4	√
size. It has long been know that fruit-eating primates tend to have	5	known (present perfect)
bigger brains than leaf-eating primates. This might be because there	6	√
are benefits to eating fruit. It has the higher nutritional value and is far	7	a (article)
easily to digest than leaves. However, it is also a more demanding diet	8	easier (comparative)
in some ways. For instance, fruit is more irregular distributed in both	9	irregularly (adverb)
space and time, which made the task of finding food more complex	10	makes (present tense / singular verb)
and dangerous.		

Suggested Answers

Section A [5 marks]	
Refer to the advertisement (Text 1) on page 2 of the Insert for Questions 1-4.	
1	What idea is the main photograph trying to establish?
	It shows • a young boy smiling / enjoying his drink, which suggests that • the drink can be consumed readily <u>or</u> • as the pack is easy to open. (Both parts. Award 1 mark)
2	Refer to the write-up of the advertisement.
	Give two pieces of evidence to show that Magnolia Long Life Milk is a processed drink.
	• 'contains all the natural goodness of milk' suggests that one would not expect to find it in the product originally. • The 'U.H.T. Process' enables the drink to stay fresh without refrigeration. • Availability in 'natural milk' flavour suggests that it contains artificial flavouring. (Any 2 answers. Award total 2 marks)
3	The writer says 'No waste! No spills! No mess!' What is the effect of this expression?
	It makes the reader • feel assured / convinced that • the pull-tab pack is very easy to handle (Both parts. Award 1 mark)
4	Which sentence gives the main purpose of the advertisement?
	It is 'Get Magnolia Long Life Milk'. (Award 1 mark)

Section B [20 marks]									
Refer to Text 2 on pages 3-4 of the Insert for Questions 5-13.									
5	At the beginning of this text the writer and his companion arrived at a new place. Explain how the language used in Paragraph 1 emphasises the majestic view on the Sierra Madre Oriental. Support your ideas with three details from the Paragraph.								
	'banana trees gleamed golden in the haze' suggests that the trees were shining / reflecting light from the sun, and it made the landscape look grand. 'Great fogs yawned beyond stone walls' suggests that the fogs covered a wide area and it made the landscape look imposing. '(a) thin golden thread' suggests that the river looked delicate and precious from the mountain range. [3]								
6	The writer describes the life of Indians to be 'dense, dark, ancient' (line 6). What does this description suggest about how the life of Indians appears to him?								
	<table border="1"> <thead> <tr> <th>Description</th><th>How life of Indians appears to writer</th></tr> </thead> <tbody> <tr> <td>'dense'</td><td>complex / complicated</td></tr> <tr> <td>'dark'</td><td>mysterious / secretive</td></tr> <tr> <td>'ancient'</td><td>primitive / basic / simple</td></tr> </tbody> </table> Words should describe 'life'. [3]	Description	How life of Indians appears to writer	'dense'	complex / complicated	'dark'	mysterious / secretive	'ancient'	primitive / basic / simple
Description	How life of Indians appears to writer								
'dense'	complex / complicated								
'dark'	mysterious / secretive								
'ancient'	primitive / basic / simple								
7	The writer says that the Indians 'never dreamed the sadness and poor, broken delusion of it' (line 9-10).								
	(i) What is 'it'?								
	It is the thought of civilisation having something to offer them. [1]								
	(ii) What is the writer's tone when he said this?								
	It is one of sympathy / compassion. [1]								
8	Find words in Paragraph 2 which suggest								
	(i) moving very quickly: 'zoomed' [1]								
	(ii) moving wearily: 'slouched by' [1]								

9	In Paragraph 2 'Kids played soccer in enormous, <u>sad</u> fields that <u>threw up dust</u> '. What do the underlined words suggest about the fields?
	They are barren / desiccated. [1]
10	'American ambulances dart and weave through traffic with siren blowing'. (line 30-31). How are Mexican ambulances different? Answer in your own words.
	PW: '... they don't pause for anybody or any circumstances and fly straight through.' Mexican ambulances ignore obstacles and drive directly to their destination. [1]
11	In Paragraph 5 'People, even old ladies, ran for buses that never <u>stopped</u> '. What is unusual and effective about the phrase 'buses that <u>never stopped</u> '?
	It is unusual as buses have to stop to pick up passengers. It is effective as it shows how hectic / fast-paced the <u>scene</u> was. (from 'ran... <u>never stopped</u> ' -> movement) or It is effective as it shows how <u>chaotic</u> the scene was. (from 'moil of <u>dense</u> downtown traffic') [2]
12	'We wandered in a <u>frenzy</u> and a <u>dream</u> '. (line 49).
	(i) What was the writer's state of mind when he arrived at downtown Mexico City?
	The writer was full of excitement. [1]
	(ii) How did the place <u>appear</u> to him?
	It appeared <u>surreal</u> / <u>unreal</u> . [1]

13	The structure of the text reflects the main stages in the narrative. Complete the flow chart 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.		
	Main focus		
	a sense of danger a dispute between cultures	enjoying the experience realising the differences a vibrant sight	running out of time a contrast of perception
	Flow chart		
	Paragraph 1	(i)	a contrast of perception - 'come down from... for something they thought...' - 'They didn't know... we would be as poor as them someday...'
	Paragraph 2	(ii)	a vibrant sight - 'Mexico City... spewing city smokes and early dusk-lights.' - 'city roared in... crowded cafes and theatres and many lights.' - 'Newsboys... Mechanics... drivers... noise was incredible.'
	Paragraphs 3-4	(iii)	realising the differences - 'This is the traffic I've always dreamed of! Everybody goes!' - 'American ambulances... Indian ambulances...'
	Paragraphs 5-6	(iv)	enjoying the experience - 'in a... dream' - 'beautiful steaks...' - 'great... city... we knew we would find...'
	[4]		

Section C [25 marks]	
Refer to Text 3 on pages 5-6 of the Insert for Questions 14-19.	
14	The writer lists the reasons why Disney princesses are deemed as a bad influence on girls. Which two reasons are given in Paragraph 1? (i) They promote harmful, unrealistic body types. [1] (ii) They promote the narrow ideal of marriage as the happiest of endings for young women. [1]
15	What is the purpose of the 'endless revamping' (line 15) of princesses? Answer in your own words. PW: '... correspond with modern gender standards, to maintain relevance both in actions and characteristics.' The purpose is to match what is expected of each gender today / contemporary gender expectations [1] and keep / preserve appropriate gender behaviour and traits. [1]
16	Here is part of a conversation between two students, Fiona and Mandy, who have read the article.  Cinderella arrived at the right time, which was why it became a successful film.  Sleeping Beauty was unable to rise to the occasion and did poorly at the box office. Fiona Mandy (i) Identify the reason from Paragraph 5 that Fiona can give to support her view. There was the desire for women to return to family matters and allow men to embody the ideals of hard work and ambition. [1] (ii) How would Mandy explain her position with reference to lines 39-42? New filmgoers found Sleeping Beauty to be less desirable and irrelevant to their

	experiences, having a rigidly defined gender role. [1]																			
17	The writer states that the traditional princess will spend 'happily ever after with a rude, conceited prince' (line 50). (i) What attitude to the fate of the traditional princess is suggested here? It is an attitude of disapproval. [1] (ii) Explain how the expression suggests this attitude. The idea of living with a rude and conceited person suggests that the princess will suffer / lead a sad life. [1]																			
18	With reference to Paragraph 8, explain why it is important for Disney to reinvent their princesses. Answer in your own words. PW: 'Little girls eventually outgrow their infatuation...', <u>heroines will never truly champion the progressive ideals of equality that inspired the women's movement</u> It is important to do so as after some time / in time, girls will lose interest in princesses. [1] It is important to do so to allow princesses to represent / support the fair treatment of women. [1]																			
19	Using your own words as far as possible , summarise the conditions which led to the rise and fall of popularity of the Disney Princess. Use only information from Paragraphs 3 to 5. 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 Disney Princess became popular during																			
	<table> <tr> <td>1</td><td>... <u>The Great Depression</u> left tens of thousands of people jobless...</td><td>The Great Depression when there was not enough jobs.</td></tr> <tr> <td>2</td><td>... combined with <u>Catholic moral reform movements</u></td><td>Together with Catholic moral reform movements,</td></tr> <tr> <td>3</td><td>... fostered a national <u>desire for women to return to the home</u>...</td><td>women were encouraged to fulfil domestic duties.</td></tr> <tr> <td>4</td><td>... a mentality that was also widely reinforced by the media.</td><td>The idea was promoted by the media.</td></tr> <tr> <td>5</td><td>... Snow White... fit the <u>domestic expectations of a woman then</u>.</td><td>Snow White portrayed the ideal image of a woman then.</td></tr> <tr> <td>6</td><td>Snow White exemplified Hollywood's</td><td>She represented the media's portrayal</td></tr> </table>	1	... <u>The Great Depression</u> left tens of thousands of people jobless...	The Great Depression when there was not enough jobs.	2	... combined with <u>Catholic moral reform movements</u>	Together with Catholic moral reform movements,	3	... fostered a national <u>desire for women to return to the home</u> ...	women were encouraged to fulfil domestic duties.	4	... a mentality that was also widely reinforced by the media.	The idea was promoted by the media.	5	... Snow White... fit the <u>domestic expectations of a woman then</u> .	Snow White portrayed the ideal image of a woman then.	6	Snow White exemplified Hollywood's	She represented the media's portrayal	
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		trend towards passive, child-like figures, and her <u>pure maiden innocence</u> was highly desirable.	of women to be passive, child-like and innocent.
7+	...	the popularity of this submissive female image dwindled towards <u>World War II</u> / few would easily or readily identify with the passive damsel...	The Disney Princess became less popular when World War II arrived. / Many were unable to associate with the image of the princess.
8++	...	unprecedented <u>public activism</u> of American <u>women</u> in the war effort. / women were <u>leading the war effort at home</u> / <u>managing entire households and companies</u> on their own...	As women were very involved in public activism / and were in charge of households and companies,
9	...	post-war period... the appeal and security of domestic marriage became popular again.	After the war, marriage was once more attractive
10	...	desire for women to return to family matters...	and there was a demand for women to resume domestic <u>duties</u> .
11	...	success of Cinderella demonstrated this shift in mainstream cultural thinking.....	