

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY  
HONG KONG ADVANCED LEVEL EXAMINATION 2007

**USE OF ENGLISH AS-LEVEL SECTION C  
READING AND LANGUAGE SYSTEMS**

**Question-Answer Book**

10.30 am – 12.00 noon (1½ hours)

**Q.P. Code: 5013**

**INSTRUCTIONS**

1. Write your Candidate Number in the space provided on Page 1.
2. Stick barcode labels in the spaces provided on Pages 1, 3 and 5.
3. Read carefully the instructions on the multiple-choice answer sheet. Stick a barcode label and insert the information required in the spaces provided.
4. **ANSWER ALL QUESTIONS.** This Question-Answer Book contains the questions for Parts 1 and 2.
5. **Answers to all of Part 1 Questions 1–14 and to Part 2 Questions 15–45 should be marked on the multiple-choice answer sheet. Answers to Part 2 Questions 46–101 should be written in this Question-Answer Book.**
6. For multiple-choice questions, mark only **ONE** answer to each question. Two or more answers will score **NO MARKS**.
7. Marks will not be deducted for wrong answers.
8. Supplementary answer sheets will be supplied on request. Write your Candidate Number and stick a barcode label on each sheet and fasten them with string inside this book.
9. You are advised to spend approximately 20 minutes on Part 1 (Reading) and approximately 70 minutes on Part 2 (Language Systems).

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Candidate Number

**Marker's Use Only**

Marker No.

Total

**Checker's Use Only**

Checker No.

Total

**PART 1**

**READING**

(6% of the subject mark)

Read the following article and then answer questions 1 – 14. From the four choices given, choose the option which best answers each question. You should mark your answers to questions 1 – 14 on the multiple-choice answer sheet.

**Spare the rod and spoil the child?**

5 [1] Zhaozhao became the 'little terror' of his neighbourhood when he was two and a half. He bit, pushed, hit and kicked children and adults alike at the slightest provocation. Three nannies left, stung by the injuries he had inflicted. Finally, his parents handed his new caretaker a stick and told her to use it as she saw fit. With his punishment meted out swiftly and painfully, Zhaozhao soon learned it was not to his advantage to attack.

10 [2] China has at least two versions of the 'spare the rod and spoil the child' saying, which can be traced to the Bible. Though schools have universally banned corporal punishment, parents who prefer not to use 'the rod' are often considered weak. Last year a survey showed that 54 per cent of university and middle-school students experienced some sort of physical punishment. What is more surprising is that 15 80 per cent of parents and teachers believe corporal punishment does have its benefits. The fact that authoritarian parenthood is deep-rooted in Chinese culture has also been noted by two professors, Tian Lan and He Junli. Their survey also found that 20 exactly 54 per cent of students had faced corporal punishment. "It's my child that I'm thrashing, and it's none of your business," is the typical attitude of 25 child-beating parents.

[3] In Hong Kong, a 2003-04 household survey conducted by the University of Hong Kong found more than 44 per cent of parents had beaten their 30 children to straighten them out. Priscilla Lui, who lobbies for 'zero corporal punishment' legislation in Hong Kong, says her efforts have met with resistance from many quarters. "People, even professionals and government officials, don't see mild corporal punishment as a problem," says Lui, director of a 35 non-governmental organisation named Against Child Abuse (ACA).

40 [4] Although academics are still debating whether moderate corporal punishment could be harmful, its benefits seem to be minimal. After analysing 88 studies spanning 62 years, Columbia University psychologist, Elizabeth Thompson Gershoff, found 11 strong associations between corporal punishment and child behaviour or experience. Ten such 45 experiences are negative, including a poor relationship with parents, higher risk of depression, childhood aggression, anti-social behaviour and abuse of spouses or children in adulthood.

50 [5] The only positive aspect might be immediate compliance. But is such a short cut to obedience effective in permanently changing a child's behaviour? No research has been able to give a 'yes' answer to that. "Adults set a bad example by resorting to violence to solve a problem," says Gao, a specialist in 55 early childhood education. "My biggest worry is that corporal punishment can easily escalate into something more serious."

[6] Gao has found that corporal punishment has more to do with the parents' mood than with their 60 children's behaviour. Most parents to whom she has provided consultation admit to having physically punished their children in a fit of rage and not out of conscious choice. "It's difficult to draw a line between corporal punishment and child abuse," child 65 psychologist Lin Siu-fung says. "We are not always able to control our emotions. What if the child does not respond the way you want him or her to after the beating? A parent is likely to get angrier and the child still more defiant," Lin says, adding that such a cycle 70 is a disaster in the making.

[7] Chui Wai-yi, Education and Publication Director of Hong Kong-based organisation Family Heartware, agrees physical punishment is a tricky disciplinary technique. Instead, she suggests, it is better not to use 75 it at all. "It's difficult to explain to children why they should be hit when you tell them not to hit others," she says. Even 'spare the rod and spoil the child' supporters disagree on whether parents should use hands, sticks or canes to beat a child. This group 80 disagrees, too, on whether the punishment should be immediate or later, in private. There is also a lack of consensus on how old is too old for a child to face corporal punishment. However, harrassed parents should not lose heart because studies show non- 85 violent disciplinary techniques do succeed in reinforcing limits for a child. According to Family Heartware, time-out (sending a child to an isolated place such as a chair or another room), privilege removal (e.g. no TV if the child does not clean up his 90 or her mess) and logical consequences (e.g. letting a child go hungry if he or she does not eat lunch) are effective measures.

[8] Gao Shouyan of Eastbaby and Chui Wai-yi both 95 recommend praise as a technique for changing children's behaviour as it suits children of almost all temperaments. Lin Siu-fung emphasises the bonding between parents and children. Any form of punishment, even psychological, should be avoided if possible. "Just as we do in the case of illness, we 100 should focus on prevention and not the cure," she says. A consistent system of getting messages across should be built up between parents and their children and should include giving verbal instructions, providing non-verbal support and setting a good 105 example. "Above all, everything has to be consistent, including the way you act and react," Lin says. "That forms a pattern that children can react to accordingly over time." Gao agrees that a common reason for disciplinary failure is not following through on the 110 rules.

[9] While small children often need to be reminded about the *dos* and *don'ts*, Family Heartware's Chui warns mothers of another parenting problem:

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115 nagging. If they start sounding like a stuck CD, she advises them to vary their methods. "Be creative. Surprise them. Tell them a joke for a change. If your children think of you as a nag, they will mentally cover their ears, blocking all your messages."

120 [10] Experts agree that there is no magic formula applicable to all children. Effective discipline depends on a number of factors, including the child's

1. In relation to the text as a whole, the purpose of paragraph 1 is to .....
  - A. describe Zhaozhao's childhood.
  - B. describe Zhaozhao's bad reputation.
  - C. to use Zhaozhao as an example of discipline problems in China.
  - D. describe the problems nannies face in China.
2. In line 7, 'meted out' means .....
  - A. administered.
  - B. hit.
  - C. endured.
  - D. hurt.
3. In paragraph 2, 'spare the rod and spoil the child' .....
  - A. means spoiled children must be punished.
  - B. has two meanings in Chinese.
  - C. is copied from the Bible.
  - D. means if you do not punish your children, they will become spoiled.
4. According to paragraph 2, .....
  - A. 80% of parents practise corporal punishment.
  - B. 20% of parents are against corporal punishment.
  - C. 80% of all Chinese adults believe in corporal punishment.
  - D. more than 50% of students have faced corporal punishment.
5. In paragraph 3, according to Priscilla Lui .....
  - A. professionals and government officials in Hong Kong use corporal punishment.
  - B. corporal punishment should be banned in Hong Kong.
  - C. most people support her efforts regarding corporal punishment.
  - D. there is legislation against corporal punishment in Hong Kong.

125 age, development, personality, relationship with his or her parents and the interactive style of the family. Parents cannot expect to learn the 'best' disciplinary trick by reading just one book and attending just one workshop. They will need to go through a trial-and-error process and remember that the reason a child has to be disciplined is to help make him or her become part of the real world.

6. In paragraph 4, Elizabeth Thompson Gershoff .....
  - A. carried out studies on corporal punishment at Columbia University.
  - B. believes children who experience corporal punishment are anti-social.
  - C. believes corporal punishment can lead to bad treatment of family members in adulthood.
  - D. found corporal punishment has no positive effects.
7. In lines 49-50, 'immediate compliance' does **NOT** mean .....
  - A. instant obedience.
  - B. giving in straight away.
  - C. getting the punishment over quickly.
  - D. prompt cooperation.
8. Paragraph 6 suggests that corporal punishment .....
  - A. may lead to further problems.
  - B. will not immediately change a child's behaviour.
  - C. will make parents feel angrier.
  - D. will make children feel angry.
9. According to paragraph 7, children get confused by .....
  - A. experiencing many different methods of punishment.
  - B. differences between what their parents say and what they do.
  - C. the issues of timing involved in administering punishment.
  - D. disagreements amongst people who support corporal punishment.
10. 'Time out', 'privilege removal' and 'logical consequences' (lines 87-90) are examples of .....
  - A. ways of maintaining discipline.
  - B. 'sparing the rod and spoiling the child'.
  - C. setting limits.
  - D. traditional Chinese parenting styles.

11. In paragraph 8, what is the *most* important factor in modifying behaviour?
- praise
  - attachment
  - consistency
  - non-verbal support
12. In paragraph 9, nagging is described as a problem because .....
- it is counter-productive.
  - it is harmful to a child's development.
  - it will make a child cover his/her ears.
  - it will kill a child's creativity.
13. According to paragraph 10, there is no one answer to the issue of discipline because .....
- parents know their children the best.
  - different children need different styles of discipline.
  - parents need to go through a 'trial and error' process.
  - it will create tension and induce rebellion.
14. The article implies that the main aim of discipline is to .....
- prepare a child for adult life.
  - control a child's behaviour.
  - avoid corporal punishment.
  - reduce the complexity of parenting.

**PART 2 LANGUAGE SYSTEMS** (12% of the subject mark)

From the four choices for questions 15 – 32 on page 5 of the test booklet, choose the option which would best complete the article if inserted in the blank. You should mark your answers to questions 15 – 32 on the multiple-choice answer sheet.

**Let's make learning fun**

Chinese parents tend to believe that higher education is the only ladder to a high salary. The long preparations, \_\_ (15) \_\_ start for some while they are still at primary school, are an ordeal for many students. It is a fact that children today \_\_ (16) \_\_ too much of their time on homework. They are overworked from doing homework every single night. \_\_ (17) \_\_, all this heavy workload does is teach children that school is boring.

There is \_\_ (18) \_\_ evidence of parents being surprised by the amount of homework their children have to do. However, there is plenty of evidence of back, neck, shoulder and other \_\_ (19) \_\_ problems that this burden causes among students. The Ministry of Education has been calling on schools to reduce the \_\_ (20) \_\_ of homework in an effort to lower students' stress levels. It would also like to \_\_ (21) \_\_ schools combine the traditional textbook-based learning with practical skills. \_\_ (22) \_\_, this call seems to have fallen on deaf ears, as schools \_\_ (23) \_\_ with each other to produce students who can get the highest test scores.

Children deserve opportunities to run about and play, as being physically active helps reduce stress. Having free time for unstructured play, or to just sit and think is \_\_ (24) \_\_ for children's emotional development as well. The long study hours \_\_ (25) \_\_ many cannot live a normal family life; they cannot do those things that bring families together. Of course, homework does have many beneficial effects \_\_ (26) \_\_ children. It can help them develop good study habits, maturity and responsibility. Children can see that learning can \_\_ (27) \_\_ at home as well as at school. Homework can also give parents an opportunity to see what their children are learning in school.

However, too much homework can have negative effects as it can \_\_ (28) \_\_ to boredom with schoolwork. It can also \_\_ (29) \_\_ children access to leisure activities that teach important life skills. Another \_\_ (30) \_\_ is that some parents can get far too involved in homework, thus undermining their child's sense of responsibility. To avoid these negative effects, homework policies should give individual schools and teachers enough \_\_ (31) \_\_ to take their students' unique needs and circumstances into account. The amount and type of homework students do should depend on their level and the quality of their support at home. Teachers and parents should \_\_ (32) \_\_ extremes because every child deserves a happy, balanced childhood.

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15. A. where  
B. which  
C. can  
D. when
16. A. will spend  
B. spend  
C. have spent  
D. spent
17. A. By the way  
B. Sadly  
C. On the other hand  
D. Similarly
18. A. little  
B. many  
C. plenty of  
D. few
19. A. psychic  
B. psychological  
C. physiological  
D. emotional
20. A. kind  
B. numbers  
C. difficulty  
D. amount
21. A. watch  
B. see  
C. observe  
D. find
22. A. Besides  
B. Moreover  
C. However  
D. Additionally
23. A. will compete  
B. competing  
C. compete  
D. are competitors
24. A. too vital  
B. extremely vital  
C. very vital  
D. vital
25. A. means  
B. are meant  
C. mean  
D. meant
26. A. to  
B. over  
C. in  
D. on
27. A. connect  
B. teach  
C. derive  
D. occur
28. A. point  
B. cause  
C. lead  
D. result
29. A. deprive  
B. deny  
C. take away  
D. remove
30. A. area  
B. situation  
C. danger  
D. advantage
31. A. consistency  
B. familiarity  
C. flexibility  
D. strategy
32. A. abstain  
B. avoid  
C. stay away  
D. decline

The following article consists of nine paragraphs. The beginning of each paragraph is indicated by ¶. For each question, choose the best option to complete the article. You should read the whole text before beginning to make your choices.

Mark your answers to questions 33 – 45 on the multiple-choice answer sheet.

### Ease student burden now!

¶ Students in China are facing a serious situation: debt. Many have to borrow money from banks to finance their studies. To make this easier, the authorities eased credit terms and established a bad debt compensation fund in 2004. Two years later, the outcome

- (33) A. cannot yet be assessed.  
B. has met government expectations.  
C. is still far from satisfactory.  
D. is finally ready for evaluation.

¶ Politicians made the changes two years ago

- (34) A. as a way to win the public's support  
B. to make student loans more affordable  
C. by reducing spending in other areas  
D. with the help of major banks

and to encourage commercial banks to grant more credit to students. In spite of this, there are still many poor students waiting for financial aid

- (35) A. because students have no influence in society.  
B. due to government policy.  
C. while the government does nothing.  
D. even though the number of loans granted has risen.

¶ Owing to inadequacies in the system

- (36) A. it is hard to keep track of college graduates.  
B. the banks need to develop a new credit system.  
C. many students drop out of school.  
D. education is too expensive for many young people.

Some student borrowers stop paying back their loans and disappear after they graduate.

¶ The blame has been mostly placed on students. However, these problems actually originate from the design of the scheme itself. First of all, there is

- (37) A. no student union  
B. no mechanism  
C. little public support  
D. too much pressure on students

to ensure that those who do not pay back their loans are unable to obtain credit in the future.

¶ Under the current student loans scheme, the banks

- (38) A. are less willing to hire graduates.  
B. will go out of business.  
C. have no guarantee of repayment.  
D. do not make any money.

Commercial banks are profit-driven; they have every right to avoid financing plans that go against

- (39) A. their legal obligations.  
B. their moral standards.  
C. their business interests.  
D. their financial losses.

¶ The main weakness of the scheme is the rigid time frame for paying back the loans: a maximum of three years. No flexibility is allowed in terms of

- (40) A. the repayment schedule.  
B. the method of payment.  
C. cancelling the repayment.  
D. repaying the loan early.

¶ There will be no solution to the problem of graduate debt

- (41) A. until a new government is elected
- B. until tuition fees are made more affordable
- C. while the banks maintain their current attitude
- D. as it is too widespread

and more jobs become available for graduates.

This situation requires strong government intervention, which could include the allocation of more financial

- (42) A. incentives
- B. analysis
- C. stimulation
- D. subsidies

for students. Another possibility would be for the government to set aside more funds to compensate for losses incurred by banks

- (43) A. within six months.
- B. if students fail to repay loans.
- C. for those students with top marks.
- D. in order to boost the economy.

¶ A more flexible system should be introduced, allowing loans to be repaid over a longer period of time. The authorities should

- (44) A. be tougher on students who cheat the system
- B. be more lenient with poor students
- C. lower college tuition fees
- D. create a new student loan scheme

while also showing understanding to those in genuine financial difficulties.

¶ Access to higher education is not just a problem for the students concerned; it also affects

- (45) A. the long-term development of a nation.
- B. the long-term popularity of the government.
- C. the long-term profits for major banks.
- D. the long-term quality of education.

**You should write your answers to ALL the remaining questions (46 – 101) in this Question-Answer Book.**

*The article below has been produced in two versions. Version 2 has some missing words. Read Version 1 and then fill in the blanks in Version 2 for questions 46 – 70 in such a way that the meaning of Version 1 is preserved.*

### **Version 1**

#### **The new cultural revolution: How Little Fatty made it big**

Like a teenager anywhere in the world, Qian Zhijun was worried about his appearance, particularly his weight. So when his portly features were posted online, he was very upset.

But despite his hurt feelings, Qian has become a sensation in China. The 100kg petrol station attendant now wants to make the most of his fame and make it as a heavyweight entertainer, and has hired a manager to help him realise this dream.

His pudgy face is everywhere as witty ‘netizens’ superimpose his large head onto a host of stars. You can see his melon-sized head on the shoulders of Mike Myers and Jackie Chan, and even on female images like those of Marilyn Monroe and the Mona Lisa. His personal favourite is his face on the body of Russell Crowe as the Roman general in the film *Gladiator*.

So what does Qian’s story tell us about modern China? Firstly, it shows how growing wealth has translated into a serious increase in the number of obese people. Secondly, it demonstrates how the Internet is providing a platform for creative expression that the traditional, strictly controlled state media cannot even begin to match.

It was his chemistry teacher at school who first tipped him off that he was rapidly becoming an online

superstar. He went into a cyber café and found images of his face on the bodies of some of the world’s best-known celebrities. Something about the Shanghai boy’s face had captured the imagination of China’s netizens, prompting an amazing outbreak of creativity as they got busy with the photographic editing software, Adobe Photoshop, and started putting his features on all kinds of images.

Now a legend on the streets of Jinshan, the Shanghai satellite town that is his home, Qian’s initial reaction was not positive. “When I saw that, I was very angry and upset,” he recalls. But then he realised that fame, however it manifests itself, has an upside. People started to stop him on the street wherever he went to ask him if he was indeed the legendary ‘Little Fatty’.

Qian’s mother said he should take legal action, but the family’s problem was they did not know whom to sue. And with the kind of pragmatism that is characteristic of the New China, Qian has decided to try to turn his web fame into hard cash.

With hundreds of fan clubs dedicated to his face, all registering tens of millions of clicks, Qian has not made a single yuan from the exposure. “It would be nice to work as an entertainer, even though it’ll mean I’ll have to give up some of the pleasures of being a regular guy,” he said in a recent interview.



Use **ONE** word to fill in each blank for questions 46 - 70. Note that the most suitable word **MAY** or **MAY NOT** appear in Version 1. You should make sure that your answers are **grammatically correct**, paying attention to tenses, plurals, etc. Hyphenated or contracted words count as one.

Second Marker's Use Only	Version 2	First Marker's Use Only
46	Like (46)_____ all over the world, how he looks worries Qian Zhijun. So,	46
47	(47)_____ his portly features online upset him terribly.	47
48	However, despite (48)_____ hurt, Qian has become a sensation in China. The 100 kg	48
49	petrol station attendant wants to put (49)_____ to good use and	49
50	become a heavyweight entertainer. To help make this dream come true, he has	50
51	(50)_____ on a manager.	50
51	You can see his pudgy face everywhere, as it has been superimposed onto the images of a wide	51
52	(51)_____ film stars including Mike Myers and Jackie Chan. Netizens	52
53	haven't confined their efforts to male (52)_____ ; his melon-sized head	53
54	can also be found on the (53)_____ of Marilyn Monroe and the Mona Lisa. The one he	54
54	likes (54)_____ is that of his face on the body of Russell Crowe as the Roman general	54
55	in the film Gladiator.	55
55	So what can we (55)_____ about modern China from Qian's story? Firstly, it shows	55
56	how greatly the number of people suffering from (56)_____ is rising in China as it	56
57	becomes more (57)_____. Secondly, it shows how the Internet has become a medium	57
58 59	for people to (58)_____ their (59)_____ in ways that the strictly controlled	58 59
60	state media has no hope of ever (60)_____.	60
61	Qian's chemistry teacher was the first to tell him about his (61)_____ rise to online	61
62	stardom. Qian visited a cyber café and found that some of the world's most famous celebrities	62
63 64	had (62)_____ his face superimposed onto their bodies. Something about Qian's face	63 64
63 64	had (63)_____ to the imagination of China's netizens, (64)_____ to an	63 64
65 66	amazing outbreak of creativity as they got to work with their photographic editing software.	65 66
65 66	Although he is now a legend on the streets of Jinshan, the Shanghai satellite town where he	65 66
67	(65)_____, initially Qian was not (66)_____. "When I saw that, I was very	67
68	angry and upset," he recalls. But then he realised that fame, in (67)_____ way it shows	68
69	itself, has an upside. Wherever he goes he gets stopped and asked if he is (68)_____	69
70	'Little Fatty'.	70
69	Qian's mother said he should go to (69)_____ but the family's problem was they had	69
70	no idea whom to sue. So, typically in the New China, Qian has decided to try to	70
70	(70)_____ his web fame. He wants to work as an	70
70	entertainer, though he will miss the pleasure of being a regular guy.	70

S.4 Total

S.4 Total

For questions 71 – 82, pair the statements in Column A with those in Column B so that the second statement follows naturally from the first. The two correctly matched statements from Column A and Column B form a pair, but if all the statements in the exercise are put together, they **DO NOT** form a complete passage. Write the letters of the statements from Column B in the spaces provided in the Answers column as shown in example (a). Each letter should be used **ONCE ONLY**.

Column A	Answers	Column B
a. The big story at Wimbledon this year is not whether it'll rain or how the No. 1 men's player will do.	<b>C</b>	A. "I understand that our TV ratings at the Grand Slams are pretty much equal to and often better than the men so I don't understand the rationale for paying the men more than us," she said.
71. It is a fact that the women do not generate the same prize money as the men do.	71. _____	B. However, they are generating better television ratings in some parts of the world.
72. Maria Sharapova, the 2004 champion, argued that women tennis players are getting as many sponsors and as much media coverage as the men.	72. _____	C. It's about equal pay for women.
73. Wimbledon, along with the French and Australian Opens, pays less prize money to women than to men.	73. _____	D. Accordingly, they should be seeking to send positive messages instead of displaying childish behaviour on or off the court.
74. Those who oppose awarding equal prize money say the men work harder than the women.	74. _____	E. From baseline to hemline, women's tennis is cool.
75. Some think that women's early-round results are almost always predictable and no fun.	75. _____	F. Otherwise, these women pros have threatened to boycott future tournaments.
76. A group of female professionals is demanding equal prize money with the men at all four Grand Slam events.	76. _____	G. However, they do not; men's tennis is more popular.
77. Some people believe the women pros are seeking 'equal pay for less work'.	77. _____	H. Therefore, the men's events have generated much more revenue, which goes into the prize pool, thus enabling the men to be paid more.
78. Until recently, men's events have drawn more viewers both in the stands and on television.	78. _____	I. 70 per cent of the people asked say that first and foremost, the thing they want to watch is the men's singles.
79. If women drew larger audiences, then the issue of equal pay would be worth considering.	79. _____	J. Jimmy Connors once said that women's tennis was so boring they should play the finals on the first day.
80. Some female tennis players are recognised by their first names, for their glamour as well as their ground strokes.	80. _____	K. Among the big four championships, only the US Open pays equally.
81. The results of three surveys over the past 10 years were revealed yesterday.	81. _____	L. Therefore, they should earn more.
82. Athletes are role models to many young people.	82. _____	M. They say this kind of special treatment is 'out of bounds'.

S.5 Total

S.5 Total

Proofread the following article. There is one error in each numbered line. Identify and correct the errors. Do not make any unnecessary changes. You MUST mark the text EXACTLY as follows. Three have been done for you as examples.

1. Wrong word: underline the wrong word in the text and write the correction above the mistake (see example [a]).
2. Extra word: put a line through the extra word (see example [b]).
3. Missing word: mark the position and insert the missing word above it (see example [c]).

Second Marker's Use Only		First Marker's Use Only
a	Like <sup>the</sup> a most famous of Hollywood's cautionary tales,	a
b	the real-life mystery film 'Hollywoodland' begins <del>at</del> with the	b
c	discovery of <sup>a</sup> corpse. The dead man is George Reeves,	c
83	find in his bedroom shot through the head on the night of 16 June 1959.	83
84	Reeves was an actor who enjoyed brief spell of fame during	84
85	the nineteen-fifty when he played TV's Superman. Though loved by young	85
86	people, he was too much closely identified with his TV role and was unable	86
87	to make the break into movies that he longed for. Killing by his own gun, he	87
88	seemed another casualty on Hollywood's avenue of broke dreams, and the	88
89	police recorded a verdict of suicidal.	89
90	But was it really that? Corpse was still in the morgue	90
91	when stories of murder begun to circulate around Hollywood Hills.	91
92	How come there were any fingerprints on the gun? And how was it	92
93	there were another bullet holes in the floor and ceiling of the dead	93
94	man's room? Allen Coulter's feature film, wrote by Paul Bernbaum,	94
95	retraces the fateful years proceding Reeves's death and looks at a	95
96	subsequent investigating that suggests that somebody other than him	96
97	may pulled the trigger.	97
98	Anyone goes to see 'Hollywoodland' and expects to see a	98
99	fresh angle will very disappointed. While it claims to come up with new	99
100	evidence, in fact it shows nothing new. But about another kinds of	100
101	Hollywood death - the slow fade of a career, the evaporation of beautiful - it has a lot to say.	101

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S.6 Total

S.6 Total

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TOTAL: Ss 4, 5, 6

END OF PAPER

TOTAL: Ss 4, 5, 6

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Sources of materials used in this paper will be acknowledged in the *Examination Report and Question Papers* published by the Hong Kong Examinations and Assessment Authority at a later stage.

Section C Marking Scheme

Part 1 Reading

- |           |           |           |            |            |
|-----------|-----------|-----------|------------|------------|
| 1. C (77) | 4. D (87) | 7. C (46) | 10. A (70) | 13. B (83) |
| 2. A (31) | 5. B (71) | 8. A (65) | 11. C (55) | 14. A (55) |
| 3. D (45) | 6. C (44) | 9. B (85) | 12. A (39) |            |

Part 2 Language Systems

- |            |            |            |            |            |            |            |
|------------|------------|------------|------------|------------|------------|------------|
| 15. B (80) | 20. D (85) | 25. C (33) | 30. C (42) | 35. D (75) | 40. A (77) | 45. A (67) |
| 16. B (82) | 21. B (53) | 26. D (57) | 31. C (76) | 36. A (72) | 41. B (66) |            |
| 17. B (63) | 22. C (88) | 27. D (49) | 32. B (69) | 37. B (82) | 42. D (72) |            |
| 18. A (54) | 23. C (64) | 28. C (89) | 33. C (71) | 38. C (60) | 43. B (84) |            |
| 19. C (59) | 24. D (68) | 29. B (20) | 34. B (72) | 39. C (51) | 44. A (36) |            |

Note: Figures in brackets indicate the percentages of candidates choosing the correct answers.

- 46. teenagers // teens // youngsters
- 47. seeing // finding // discovering
- 48. feeling // being // his // the
- 49. his fame
- 50. taken
- 51. range/variety of
- 52. film stars/artists/artistes/celebrities // movie stars/actors // actors only/alone // stars only/alone // images only/alone // superstars only/alone // artists/artistes only/alone // celebrities only/alone // stars' images
- 53. bodies // shoulders // figures // likes // images
- 54. best // most
- 55. learn // see // understand // conclude // infer // say // observe // tell
- 56. obesity
- 57. affluent // wealthy // prosperous
- 58. express // show // voice // share // demonstrate
- 59. creativity
- 60. matching
- 61. rapid // quick // meteoric // sudden // dramatic
- 62. had
- 63. appealed
- 64. leading
- 65. lives // resides
- 66. happy // pleased // amused
- 67. whatever // whichever // any
- 68. really // indeed // the // actually
- 69. court // law
- 70. make/earn money from // make use of // take advantage of // cash in on // make money using // generate cash from // make money through // earn cash from // earn money using

- |       |       |       |
|-------|-------|-------|
| 71. B | 75. J | 79. G |
| 72. A | 76. F | 80. E |
| 73. K | 77. M | 81. I |
| 74. L | 78. H | 82. D |

83. **found**  
find

84. enjoyed <sup>a</sup> ^ brief // **spells**  
spell

85. nineteen-<sup>fifties</sup>fifty

86. ~~much~~ // **closely**

87. **Killed**  
Killing

88. **broken**  
broke

89. **suicide**  
suicidal

90. **The // His**  
that? ^ Corpse

(Candidates did not have to de-capitalise 'Corpse', but if they did so, they did not incur a penalty for making two corrections.)

91. **began**  
begun

92. **weren't**  
were // were <sup>not</sup> ^ any // **no**  
any

93. **other // some // additional // further // several // also**  
another

94. **written**  
wrote

95. **preceding**  
proceeding

96. **investigation**  
investigating

97. **may** // **had**  
may // **have**  
may ^ pulled

98. **who // that**  
Anyone ^ goes

99. **be**  
will ^ very

100. **other**  
another // **kind**  
kinds

101. **beauty**  
beautiful