

**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 7**.
2. Stick a barcode label in the space provided on **Page 7**.
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.** Marks will not be deducted for wrong answers.
5. This Question-Answer Book contains the questions for Parts 1 and 2. **Answers to all of Part 1 Questions 1 - 15 and to Part 2 Questions 16 - 44 should be marked on the multiple-choice answer sheet. Answers to Part 2 Questions 45 - 95 should be written on Pages 7 to 10 of this Question-Answer Book.** Do not write in the margins. Answers written in the margins will not be marked.
6. For multiple-choice questions, mark only **ONE** answer to each question. Two or more answers will score **NO MARKS**.
7. You are advised to use an HB pencil to mark all the answers on the multiple-choice Answer Sheet so that wrong marks can be completely erased with a clean rubber.
8. Supplementary answer sheets will be supplied on request. Write your Candidate Number, mark the question number box and stick a barcode label on each sheet and fasten them with string inside Pages 8 and 9 of this Question-Answer Book.
9. You are advised to spend approximately 20 minutes on Part 1 (Reading) and approximately 70 minutes on Part 2 (Language Systems).
10. Pages 1 - 6 of this Question-Answer Book will not be collected at the end of the examination. **YOU SHOULD HAND IN PAGES 7 - 10 ONLY.** Page 7 is orange in colour.

**Not to be taken away before the
end of the examination session**

PART 1 **READING** (6% of the subject mark)

Read the following article and then answer questions 1 - 15. From the four choices given, choose the option which best answers each question. You should mark your answers to questions 1 - 15 on the multiple-choice answer sheet.

What makes humans different from apes?

[1] Human beings do not like to think of themselves as animals. It is therefore with decidedly mixed feelings that we regard the frequent reports that activities once thought to be uniquely human are also performed by other species: chimpanzees who make and use tools, parrots who use language, ants who teach. Is there anything left?

[2] You might think that human beings at least enjoy the advantage of being more generally intelligent. To test this idea, my colleagues and I recently administered an array of cognitive tests, the equivalent of nonverbal I.Q. tests, to adult chimpanzees and orangutans (two of our closest primate relatives) and to 2-year-old human children. As it turned out, the children were not more skillful overall. They performed about the same as the apes on the tests that measured how well they understood the physical world of space, quantities and causality. The children performed better only on tests that measured social skills: social learning, communicating and reading the intentions of others.

[3] But such social gifts make all the difference. Imagine a child growing up on a desert island and somehow magically kept alive. What would this child's cognitive skills appear like as an adult, with no one to teach her, no one to imitate, no pre-existing tools, no spoken or written language? She would certainly possess basic skills for dealing with the physical world, but they would not be particularly impressive. She would not invent for herself English, or Arabic numerals, or metal knives, or money. These are the products of collective cognition; they were created by human beings, in effect, putting their heads together.

[4] When you look at apes and children in situations requiring them to put their heads together, a subtle but significant difference emerges. We have observed that children, but not chimpanzees, expect that others who have committed themselves to a joint activity will stay involved and not shirk their duties. If children want to opt out of an activity, they know that they must excuse themselves. Humans can thus structure their collaborative actions with joint goals and shared commitments.

[5] Another subtle but crucial difference can be seen in communication. The great apes (chimpanzees, bonobos, gorillas and orangutans) communicate

almost exclusively for the purpose of getting others to do what they want. Human infants, in addition, gesture and talk in order to share information with others: they want to be helpful. They also share their emotions and attitudes freely, as when an infant points out a passing bird to its mother and squeals with glee. This spontaneous sharing of information and attitudes can be seen as a forerunner of adult gossip, which ensures that members of a group can pool their knowledge and know who is (or is not) behaving cooperatively. The free sharing of information also creates the possibility of pedagogy, in which adults impart information by telling and showing, and children trust and use this information with confidence. Our nearest primate relatives do not teach and learn in this manner.

[6] Finally, human infants, but not chimpanzees, put their heads together in make-believe play. This seemingly useless play activity is in fact a first baby step toward the creation of distinctively human social institutions. In social institutions, members typically give certain people special powers and duties; they create roles like president or teacher or wife. Presidents and teachers and wives operate with special powers and duties because, and only because, we all believe and act as if they fill these roles and have these powers. Two young children pretending together that a stick is a horse have thus taken their first step not only on an imaginary journey, but also toward becoming a functioning member of society. Human beings have evolved to coordinate complex activities, to gossip and to play-act together. It is because they are adapted for such cultural activities, and not because of their cleverness as individuals, that human beings are able to do so many exceptionally complex and impressive things.

[7] Of course, human beings are not cooperating saints; they also put their heads together to do all kinds of heinous deeds. But such deeds are not usually done to those inside 'the group'. Recent evolutionary models have demonstrated what politicians have long known: the best way to get people to collaborate and to think like a group is to identify an enemy and charge that 'they' threaten 'us'. The remarkable human capacity for cooperation thus seems to have evolved mainly for interactions within the group. Such group-mindedness is a major cause of strife and suffering in the world today. The solution – more easily said than done – is to find new ways to define the group.

1. The main point in paragraph 1 is that ...
 - A. humans are unique.
 - B. humans have mixed feelings.
 - C. humans think they are unique.
 - D. chimpanzees can make and use tools.
2. According to paragraph 2,
 - A. human children have better social skills than apes.
 - B. humans are generally no more intelligent than apes.
 - C. only adult humans have better social skills than apes.
 - D. human children are overall more skillful when compared to apes.
3. In line 14, 'As it turned out' means ...
 - A. unfortunately.
 - B. as predicted.
 - C. on the other hand.
 - D. surprisingly.
4. According to paragraph 3, if a child grew up alone on a desert island ...
 - A. her physical skills would be impressive.
 - B. she would be magically kept alive.
 - C. she would not invent anything important.
 - D. her cognitive skills would be like an adult's.
5. In paragraph 4 (line 40), 'shirk' means ...
 - A. avoid.
 - B. perform.
 - C. delegate.
 - D. share.
6. According to paragraph 4, the most important difference between apes and human children is that children ...
 - A. always commit themselves to group activities.
 - B. give and receive commitment in group activities.
 - C. cannot withdraw from group activities.
 - D. always make excuses in group activities.
7. The main point in paragraph 5 is that ...
 - A. the great apes communicate with others to get what they want.
 - B. humans communicate with others to get what they want.
 - C. humans share information and feelings with others.
 - D. the sharing of information and attitudes is a forerunner of adult gossip.
8. In paragraph 5 (line 59), 'pedagogy' means ...
 - A. teaching.
 - B. trusting and using.
 - C. the study of children.
 - D. the sharing of information.
9. The main point in paragraph 6 is that ...
 - A. chimpanzees do not engage in play-acting.
 - B. play-acting prepares infants for future roles.
 - C. humans are not clever as individuals.
 - D. in social institutions, participants have special powers.
10. In paragraph 6 (line 68), 'they' refers to ...
 - A. human infants.
 - B. human infants and chimpanzees.
 - C. social institutions.
 - D. participants in social institutions.
11. According to paragraph 6, social institutions ...
 - A. play different roles.
 - B. are based on make-believe.
 - C. are created by human infants.
 - D. are a product of human evolution.
12. According to paragraph 6, people have power in their roles in society because ...
 - A. they need that power.
 - B. they have earned that power.
 - C. others allow them to have that power.
 - D. others want to fill those roles.
13. In paragraph 7 (line 85), 'heinous' means ...
 - A. evil.
 - B. kind.
 - C. social.
 - D. external.
14. The main point in paragraph 7 is that ...
 - A. human beings do not cooperate effectively.
 - B. human cooperation often results in suffering to those outside the group.
 - C. belonging to a group leads to internal conflict.
 - D. there are many new ways to define the group.
15. This article attempts to answer the question 'What makes humans different from apes?' Which of the following is NOT given as an answer to this question?
 - A. Humans have better social skills than apes.
 - B. Human children are more intelligent than apes.
 - C. Humans pass knowledge from one generation to the next.
 - D. Human children learn by pretending.

From the four choices for questions 16 - 34, choose the option which would best complete the article if inserted in the blank.

You should mark your answers to questions 16 - 34 on the multiple-choice answer sheet.

An older brain really may be a wiser brain

When older people can no longer remember names at a cocktail party, they tend to think that their brainpower is declining. But a growing number of studies suggest that this (16) is often wrong.

Instead, research finds the aging brain is simply taking in more data and trying to sift through a clutter of information, often to its long-term (17).

Some brains do deteriorate with age. Alzheimer's disease, (18), strikes 13 percent of Americans 65 and older. But for most aging adults, the authors say, much of what occurs is a gradually widening focus of attention that (19) it more difficult to latch onto just one fact, like a name or a telephone number. Although that can be frustrating, it may be (20).

"It may be that being distracted is not, in fact, a bad thing," said Shelley H. Carson, a psychology researcher at Harvard (21) work in the field has often been cited. "It may increase the amount of information available to the conscious mind."

For example, in studies where subjects were asked to read passages that were interrupted with unexpected words or phrases, adults of 60 and older worked much more slowly than college students. Students read at a consistent speed, regardless of what the out-of-place words meant, but older people slowed down more when the unexpected words were related to the topic (22) hand. This indicated that they were not just disregarding the extra information, but were taking it in and (23) it.

When both groups were later asked questions for (24) the out-of-place words might be answers, the older adults responded much better than the students.

"For the young people, it's as if the distraction (25) happened," said an author of the review, Lynn Hasher, a professor of psychology at the University of Toronto and a senior scientist at the Rotman Research Institute. "But for (26), because they've retained all this extra data, they're now suddenly the better problem solvers. They can transfer the information they've acquired from one situation to another."

Such tendencies can yield big (27) in the real world, where it is not always clear what information is important, or will become important. A seemingly (28) point or suggestion in a memo can take on new meaning if the original plan changes. Or a minor event that catches your (29), like an audience yawning and fidgeting, may help you assess a speaker's impact.

"A broad attention span may ultimately enable older adults to know more (30) a situation and the indirect message of what's going on than their younger (31)," Dr. Hasher said. "We believe that this tendency may play a significant role in why we think of older people as wiser."

In a 2003 study at Harvard, Dr. Carson and other researchers tested students' (32) to ignore irrelevant information when exposed to many stimuli. The more creative the students were thought to be, determined by a questionnaire on past achievements, the more trouble they had (33) the unwanted data. A reduced ability to filter and set priorities, the scientists concluded, could contribute to original thinking.

This phenomenon, Dr. Carson said, is often linked to a decreased activity in the prefrontal cortex. Studies have found that people who (34) an injury or disease that lowered activity in that region became more interested in creative pursuits.

Go on to pages 5 and 6 for multiple choice questions 16 - 44

16. A. statement
B. evidence
C. interpretation
D. memory
17. A. benefit
B. power
C. health
D. strength
18. A. on the other hand
B. furthermore
C. however
D. for example
19. A. makes
B. is making
C. make
D. to make
20. A. surprising
B. irritating
C. useless
D. useful
21. A. whose
B. which
C. whom
D. that
22. A. of
B. at
C. on
D. by
23. A. seeing
B. reading
C. watching
D. processing
24. A. who
B. whom
C. which
D. how
25. A. always
B. often
C. rarely
D. never
26. A. younger adults
B. older adults
C. students
D. older students
27. A. advantages
B. disadvantages
C. solutions
D. issues
28. A. irrelevant
B. unclear
C. universal
D. general
29. A. fascination
B. thoughts
C. attention
D. interest
30. A. of
B. on
C. for
D. about
31. A. teachers
B. subjects
C. speakers
D. counterparts
32. A. ability
B. knowledge
C. skill
D. awareness
33. A. ignore
B. ignoring
C. to ignore
D. ignored
34. A. suffer
B. suffered
C. are suffering
D. were suffering

The following article consists of six 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 35 - 44 on the multiple-choice answer sheet.

The Science of Sleep

¶ Sleep is one of the most talked-about topics among parents. We quickly learn just how important sleep is for everyone's wellbeing. For a start, it means

35. A. the choice of
B. the difference between
C. looking after
D. comparing

a cheerful or grumpy baby, between a calm or frazzled parent.

¶ The importance of sleep doesn't end when a baby grows out of the cot. It's equally vital for school-age children. A good night's sleep sets a child up for the day. It helps kids deal with the social stresses and pressures of a busy school environment and also promotes learning. Sleep is essential for

36. A. dealing with kids.
B. a good night.
C. growing brains.
D. parents' wellbeing.

¶ Children have long rebelled against set bedtimes, but today there are more and more distractions to keep them alert and out of bed for longer. TV, the Internet, talking on the phone and playing video games

37. A. are all recent inventions.
B. are all interactive.
C. are all distracting activities.
D. all have a role to play.

¶ How much is enough?

All children differ in the amount of sleep they require. Throughout his childhood and adolescence, my son seemed to function perfectly well on a fraction of the sleep his two sisters needed. My wife and I came to realise that there isn't an ideal number of hours for children at certain ages. Instead,

38. A. all children need the same amount of sleep.
B. all children need more sleep than they get.
C. there is a range for each age.
D. boys need less sleep than girls.

Most preschoolers need 10 to 12 hours a day. At age nine, it's closer to ten hours. When puberty hits, kids still need between eight and nine hours of sleep, yet most of them get less than this. And for teenagers, just at the time when their schedules typically overflow with activities, their

39. A. sleep patterns
B. developing bodies
C. teachers
D. friends

place extra demands on them and their sleep need increases again. Lack of sleep can lead to bad temper, inattentiveness at school, inconsistent performance, poor memory and even use of stimulants as a sleep substitute.

¶ Teens and time

An interesting fact about adolescents' physiology is that their sleep-wake cycle gets delayed by up to two hours. This means they don't become sleepy until later in the night and, therefore,

40. A. sleep more peacefully.
B. wake up two hours earlier.
C. fall asleep while watching television.
D. wake up later in the morning.

Children under 13 begin to secrete melatonin – the hormone that makes them sleepy – at around eight or nine o'clock at night. Most teenagers secrete melatonin at around 11pm. For this reason,

41. A. this is the time they fall asleep.
B. this is the time they want to go to bed.
C. melatonin is secreted much later.
D. any time before this is a no-sleep zone for teens.

They physically cannot fall asleep.

¶ At the other end of the sleep zone is cortisol, the chemical responsible for waking us up. Cortisol isn't secreted in teenagers until around 8.15am, and that's usually too late to

42. A. go back to bed.
B. go to sleep.
C. get to school on time.
D. be effective.

So if your teenage son is dreamily vague and rubbing the sleep out of his eyes over breakfast, remember this: if his brain had its way, he'd

43. A. still be in bed.
B. go to bed earlier.
C. be wide awake.
D. enjoy his breakfast more.

For parents who are trying to get their children out of the door on time each morning, this sleepiness can easily be misunderstood as laziness. Instead of getting angry, try to realise that your teenager is just

44. A. getting angry as well.
B. battling his physiology.
C. on his way to school.
D. easily misunderstood.

It may be better to try to be his brain for a time and do the thinking for him.

Candidate Number

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Please stick the barcode label here.

You should write your answers to ALL the remaining questions (45 – 95) in this Question-Answer Book. Only this section of the Question-Answer Book should be handed in at the end of the examination.

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: cross out the extra word (see example [b]).
3. Missing word: mark the position and insert the missing word above it (see example [c]).

300 years of Chinese history destroyed

Answers written in the margins will not be marked.

a A very clumsy visitor to a museum in Britain has ^{destroyed} ~~destroy~~ a trio of
b extremely valuable 300-year-old Chinese vases after ~~the~~ tripping
c up on his shoelace and stumbling down ^a marble staircase.

45 The three Qing vases, dating the late 17th or early 18th century,
46 had stand on a window sill at the Fitzwilliam Museum in
47 Cambridge, for least 40 years.

48 A museum visitor, who he saw the accident, said
49 “The man fell in the slow motion. He landed on the vases and they
50 splintered into a million pieces. He was still sitting in there when
51 the staffs appeared. Everyone stood around in silence. Then the man
52 started to shouting. He kept pointing to his shoe explaining
53 that he had tripped and that it wasn’t being his fault.”

54 The museum has refused to put a value of the antiques; however, the
55 cost of the accident could run into million of pounds.

56 The museum declined to say if the items insured, but it is believed
57 the culprit will not be expected to buy for the damage.

58 “It was a most fortunate and regrettable accident, but we are glad that
59 the visitor involved was able leave the museum unharmed,” said
60 Duncan Robinson, the director by the Fitzwilliam Museum.
61 He said the vases were very, very small pieces but they
62 were determined to put them back towards together.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

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 63 - 85 in such a way that the meaning of Version 1 is preserved.

Version 1

Tempura – or is it tapas?

Tempura embodies qualities Japanese cooks hold dear: fresh ingredients, precision cooking and beautiful presentation. It also exemplifies the amazing ability of the Japanese to absorb outside influences – in this case, from Spain and Portugal – and mould them into new constructs that are very much their own.

The idea of frying fish and seafood in a light batter came to Japan with Jesuit missionaries in the 16th Century. These learned and zealous men were the evangelical arm of the Portuguese crown in Asia. They arrived in Japan in 1549 following the wreck of a Portuguese ship along the coast of Kyushu, Japan's southernmost island.

Led at first by Francis Xavier, who was born in Navarre, Spain, the Jesuits gained Japanese converts to Christianity even in the upper echelons of the nobility (daimyo) and the samurai warrior class. They also managed to secure a stronghold in Nagasaki, which became the hub of Japanese trade with Portugal.

Naturally, as the Jesuits integrated with all levels of Japanese society, their influence extended beyond religion to other aspects of Western culture such as technology and science, and even cooking.

In the book *Japan: Its History and Culture*, historian W. Scott Morton writes that by 1569, there were about 300,000 Christian converts in Japan and that linguistic borrowings from this period include the Portuguese words for bread ('pan' from the Portuguese 'pao') and 'tempura' for 'fried shrimp in batter', derived from the fact that on Ember Days, 'quattour tempora' days of fasting and abstinence, the Jesuit fathers ate only fish and other marine creatures.

Japanese rulers began issuing edicts banning Christianity as early as 1587, and soon the Jesuits, along with all the Portuguese, were expelled, effectively closing Japan to the outside world until the 1850s. Nevertheless, Portuguese culinary borrowings like tempura became embedded in Japanese popular cooking.

By the 18th Century, tempura had become a popular street food all over Japan, often sold from wheeled carts. The idea was to eat the fritters as soon as they were fried, the kind of freshness and immediacy diners still find today in Japanese tempura restaurants, where the cook working across the counter places the crispy morsels on your plate as soon as he pulls them from the hot oil.

Batter-fried seafood has maintained its popularity in Portugal, Spain and all over Latin America, but these coatings are never as crisp and lacy as in tempura. In fact, foods from Cuba (mostly fish or vegetables like eggplant) that are 'rebozadas' (batter-fried) are meant to have a spongy crust.

Prawns, squid, eel, king crab and even sea urchin roe (uni) lend themselves beautifully to this cooking method. Small Japanese eggplants (usually cut in a fan shape) and thinly sliced starchy vegetables like kabocha squash, yams and boniato (white sweet potato) are also delicious tempura style.

Like the cameras and luxury cars that have become a hallmark of Japanese technological sophistication, tempura is the result of selective borrowing coupled with ingenuity and meticulous attention to detail.

Use **ONE** word to fill in each blank for questions 63 - 85. 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.

Version 2

To prepare good tempura, you need fresh produce to start with, you need to cook it carefully and you need to ensure it is (63) _____ when it is ready to eat. Tempura also shows that the Japanese are (64) _____ taking in foreign ideas (in this case from Spain and Portugal) and (65) _____ their own.

About five (66) _____ ago, a ship from Portugal was wrecked off the (67) _____ coast of Japan. On that ship were Jesuits who were spreading (68) _____ throughout Asia. These educated and religious men were also responsible for introducing a new concept into (69) _____, the idea of preparing fish and seafood in a light batter.

The leader of these Jesuits was a man by the name of Francis Xavier, who was actually (70) _____ by birth. These Jesuits were successful in converting some of the upper class of Japanese society, including the nobility and the (71) _____. Nagasaki became the centre for trade between Japan and Portugal after it had become a Jesuit (72) _____.

The Jesuits were accepted by lower levels of society too, and had an effect not only on the religious life of their Japanese hosts, but also on the way they cooked.

It has been reported that by 1569, nearly a (73) _____ of a million Japanese had converted to Christianity and a number of Portuguese words had found their way into the Japanese (74) _____. These included 'pan' for 'bread', and 'tempura' from 'quattour tempora', referring to the days of abstinence when the Jesuits ate only (75) _____.

Towards the end of the 16th Century, all foreigners, including the Jesuits, were expelled from the country and Japan (76) _____ the rest of the world for 250 years. (77) _____ this, food from Portugal, such as tempura, remained on Japanese (78) _____.

Then, as now, the tempura was eaten immediately after it was removed from the hot oil. Such deep fried seafood is still (79) _____ in Spain, Portugal and Latin America, but these versions are not as crispy as Japanese tempura. In fact, (80) _____ food, when fried in batter, is meant to have a spongy crust.

Many shellfish and other types of seafood are particularly delicious when (81) _____ way. Some vegetables are also particularly suitable for cooking in tempura style. The most popular vegetables include: eggplant, squash, yams and (82) _____.

In (83) _____ way that many Japanese products have acquired a good international reputation, tempura is an (84) _____ of something the Japanese do so well: borrow (85) _____ from the outside world and improve upon the original.

Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.

For questions 86 - 95, 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. Aggressive admirers too can be a menace if you're a model.	a. <u> K </u>	A. Then, five years ago, she hooked up with photo clubs to build up a portfolio.
86. She may not be a household name but amateur model Jenny Wong has her own fan club.	86. <u> </u>	B. "All the photographers want are big eyes and a cute smile; there isn't much variety," says Wong.
87. The 24-year-old is a sought-after figure in an unusual niche.	87. <u> </u>	C. Devoted members of the club organise birthday parties and make banners to cheer her on.
88. Bill Fong, a 20-year-old student, formed Jenny Wong's fan club after spotting her in computer games magazines.	88. <u> </u>	D. But Wong insists she can fend off unwelcome attention.
89. Their work doesn't have the glamour of fashion modelling and the income can't compare, either.	89. <u> </u>	E. So Fong organises gatherings for members of Jenny's fan club every six months, hosting barbecues or meals.
90. While most of his classmates at vocational school idolise Canto-pop singers and TV stars, Fong feels it's his "mission to let more people know about Jenny".	90. <u> </u>	F. For this reason, many amateur models work as promotion staff at fairs for gadgets and computer games to earn extra money.
91. Wong began modelling in secondary school, mainly for local teen magazines.	91. <u> </u>	G. Members of such clubs pool resources to hire models for an outdoor shoot, paying several hundred dollars for their fees and transport.
92. The number of hobbyists has shot up substantially in recent years as the equipment becomes increasingly inexpensive, with teenagers wielding professional SLR digital cameras.	92. <u> </u>	H. She has become a top model for the city's growing army of photography buffs.
93. Jenny couldn't afford to hire a professional to take photos for her because she was still a student, so she modelled for photo clubs.	93. <u> </u>	I. This surge has led in turn to greater demand for photography models – and higher fees for their services.
94. But no one should be under the illusion that posing for amateurs will do much to improve modelling skills.	94. <u> </u>	J. "She's beautiful and very nice so I wanted to start a club," he says a little sheepishly.
95. And without the buffer of an agency, amateur models can face harassment.	95. <u> </u>	K. Wong recalls how an obsessed fan threatened to "destroy everything" of hers if she didn't answer his calls.

Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.

END OF PAPER

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 (82) | 4. C (68) | 7. C (70) | 10. D (69) | 13. A (47) |
| 2. A (86) | 5. A (47) | 8. A (56) | 11. D (25) | 14. B (59) |
| 3. D (64) | 6. B (65) | 9. B (47) | 12. C (61) | 15. B (75) |

Part 2 Language Systems

- | | | | | | |
|------------|------------|------------|------------|------------|------------|
| 16. C (42) | 21. A (44) | 26. B (88) | 31. D (71) | 36. C (85) | 41. D (61) |
| 17. A (32) | 22. B (7) | 27. A (50) | 32. A (81) | 37. C (75) | 42. C (80) |
| 18. D (83) | 23. D (67) | 28. A (44) | 33. B (11) | 38. C (83) | 43. A (57) |
| 19. A (73) | 24. C (67) | 29. C (84) | 34. B (60) | 39. B (73) | 44. B (89) |
| 20. D (61) | 25. D (25) | 30. D (87) | 35. B (47) | 40. D (84) | |

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

45. dating ^{from} ^ the
46. had ~~stand~~ ^{stood // been standing} on
47. for ^ least ^{at}
48. who ~~he~~ saw // ^{after} who he saw
49. in ~~the~~ slow motion
50. sitting ~~in~~ there
51. the ~~staffs~~ ^{staff} appeared
52. started ~~to~~ shouting // started to ^{shout} shouting
53. ~~being~~ his fault
54. value ^{on} of the antiques
55. into ^{millions} million of pounds
56. items ^ insured ^{were // are}
57. to ^{pay} buy for
58. most ^{unfortunate} fortunate and
59. was able ^ leave ^{to}
60. director ^{of} by the Fitzwilliam

61. were ^{*in*} ~ very
62. back ~~to~~wards together
63. presented nicely/well/beautifully // well/beautifully/nicely presented
64. excellent/good/skilful/skillful at
65. making them/these
66. centuries
67. south // southern
68. Christianity
69. Japanese/Japan's/local cooking/cookery/cuisine
70. Spanish // Navarran
71. military // warriors // samurai(s)
72. stronghold // base // fortress
73. third
74. language // vocabulary
75. seafood
76. isolated/withdrew itself/herself from // closed itself/herself from // remained closed to //
was/became isolated from // was closed to
77. In spite of // But regardless of // But despite all
78. menus // plates // tables // dishes
79. popular
80. Cuban // Cuba's
81. cooked in this/that // cooked/prepared/fried the same
82. white/sweet/Japanese potato(es)
83. the same
84. example
85. selectively // ideas

- | | |
|-------|-------|
| 86. C | 91. A |
| 87. H | 92. I |
| 88. J | 93. G |
| 89. F | 94. B |
| 90. E | 95. D |