

2009-CE  
ENG LANG

PAPER 1A

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY  
HONG KONG CERTIFICATE OF EDUCATION EXAMINATION 2009

## ENGLISH LANGUAGE PAPER 1A

### Question-Answer Book

8.30 am – 9.30 am (1 hour)

#### INSTRUCTIONS

1. Write your Candidate Number in the space provided on this page.
2. Stick your barcode labels in the spaces provided on this page and on pages 3 and 5.
3. Answer **ALL** questions.
4. The reading passages are in a separate booklet. Write your answers clearly and neatly in the spaces provided in this Question-Answer Book. Use a pencil to write your answers. **Answers written in the margins will not be marked.**
5. For multiple-choice questions, blacken the appropriate circle with a pencil. Wrong marks must be completely erased with a clean rubber. Mark only **ONE** answer to each question. Two or more answers will score **NO MARKS**.
6. **DO NOT** take away the Reading Passages booklet. It will be collected separately at the end of the examination.
7. Supplementary answer sheets will be supplied on request. Write your Candidate Number, fill in the question number and stick a barcode label on each sheet and fasten them with string **INSIDE** this Question-Answer Book.

Please stick the barcode label here.

Candidate Number

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There are 42 questions in this paper.

Each question carries ONE mark unless otherwise stated.

Part 1 (16 marks)

Below is an interview with Alex Chu, a pupil studying in Hong Kong. Match the questions on this page with his answers on page 3 of this Question-Answer Book. Write the letters of his answers in the spaces provided below. Question 11 has been done for you as an example. Each letter should be used ONCE only.



## pupil voice

### I'd like to travel back in time

Alex Chu, 9, is a P4 pupil at St Agnes' Primary School in Mong Kok, Hong Kong. He shared his thoughts with Hannah Frankel.

Q: What's your favourite subject and why?

A: 1. [       ]

Q: What makes a good teacher?

A: 2. [       ]

Q: What do you like and dislike most about school?

A: 3. [       ]

Q: What's the best lesson you've had?

A: 4. [       ]

Q: What stops you from learning?

A: 5. [       ]

Q: What three things are needed to make a good school?

A: 6. [       ]

Q: How do you think our society sees children?

A: 7. [       ]

Q: What's your favourite DVD or TV show?

A: 8. [       ]

Q: What's your proudest achievement?

A: 9. [       ]

Q: What would you do if you were Chief Executive for a day?

A: 10. [       ]

Q: What's your favourite possession?

A: 11. [ **H** ]

Q: What's your favourite clothes label?

A: 12. [       ]

Q: If you had super powers, what would you do?

A: 13. [       ]

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Please stick the barcode label here.

### Alex's Answers

- A. Give all of the schools in Hong Kong \$50 million.
- B. The one when we were put into groups and asked to build bridges out of straws.
- C. Good teachers, well-behaved pupils and nice looking areas inside and outside.
- D. As naughty people who ask their parents for everything and try to rule the home.
- E. ICT, because I like going on the computer and we often get to do fun things in class.
- F. I don't have one. My mum does all of my shopping.
- G. I like the *Seconds from Disaster* documentaries on the National Geographic Channel.
- H. My Thai Airways International Airbus A380 model.
- I. I like the challenge of learning new things, but I hate the smell of the toilets.
- J. We haven't got blinds in our classroom so it gets too hot. It's hard to concentrate.
- K. They must know about their subjects and be funny.
- L. When I got my first gold medal in the inter-school swimming competition.
- M. I'd travel back in time to find out what happened during an early historical event.

14. Below are two more answers given by Alex Chu. Write the questions for them. (4 marks)

Q: \_\_\_\_\_ ?

A: I wouldn't like to be famous. I think my life is good enough.

Q: \_\_\_\_\_ ?

A: A commercial airline pilot because I like airplanes.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Part 2 (26 marks)

Answer the following questions using the information from the text on page 2 of the Reading Passages booklet. Write your answers in the spaces provided. For multiple-choice questions, choose the best answer and blacken ONE circle only.

15. Where would this text most likely appear?

- A. in a novel
- B. in a magazine
- C. in a history book
- D. in a report

A      B      C      D  
        

16. Who does 'I' refer to in the text? Write the name of the person below.

\_\_\_\_\_

17. Why do you think the writer enjoyed studying English much more after she started her A-levels? You must use information from the text. (2 marks)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

18. In paragraph 4, 'motley' (line 23) has a \_\_\_\_\_ meaning.

- A. positive
- B. negative

A      B  
  

19. Who does 'us' refer to in line 33?

\_\_\_\_\_

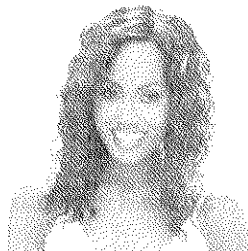
20. Which of the following words can replace 'go' in line 36?

- A. move
- B. lead
- C. try
- D. change

A      B      C      D  
        

21. Which of the following pictures best shows Mrs Symons' hairstyle?

A.



B.



C.



D.



A      B      C      D  
        

Answers written in the margins will not be marked.

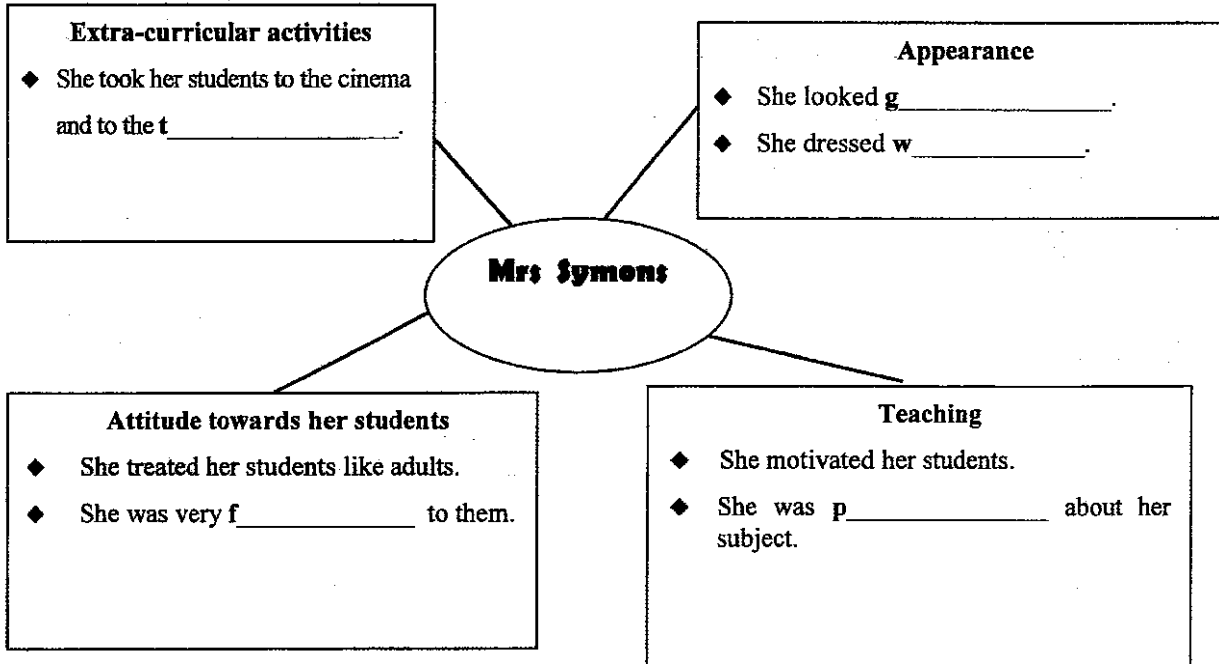
Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Please stick the barcode label here.

22. Complete the following mind map about Mrs Symons. Use ONE word for each blank. The first letter of each word has been given to you.

(5 marks)



23. Below is part of a job application form completed by the woman described in the article before she started work at White Cliff School. Fill in the boxes below using information from the text. Some have been done for you as examples.

(5 marks)

<b>Job applied for: Vice Principal / English Teacher</b>	
Title: Mr <u>Mrs</u> Miss / Ms (Circle as appropriate)	
Surname:	First name:
Age:	
Marital status: (Circle as appropriate) Married / Single / Divorced / Widowed	Spouse's full name (if appropriate):

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

24. Decide whether the following statements are true, false or not mentioned in the text. Tick (✓) the appropriate Answers column. For True and False statements, please also give the paragraph number in the Paragraph Number column to indicate where the information can be found. The first one has been done for you as an example. (4 marks)

Statement	Answers			Paragraph Number
	True	False	Not Mentioned	
i. Mary and Mrs Symons are now friends.	✓			9
ii. Mrs Symons still works at the same school.				
iii. Mary works as a teacher now.				
iv. Mary lives in London now.				
v. Mary achieved her ambition to write novels.				

25. Below is an extract from Mrs Symons' diary when she was working at the school. There are four pieces of wrong information which are underlined. Write the correct word(s) above the underlined word so that the information is correct. One has been done for you as an example. (4 marks)

Friday 5<sup>th</sup> December

I've been working at White Cliff School now for three months. I'm enjoying my work as vice principal but the best part of the job is the teaching. I teach English to a Form 5 class. They had an exam yesterday and I put some stickers on their desks to encourage them – I think they really appreciated it.

One girl, Vanda, is very keen. I'm trying to persuade her to apply to work at Cambridge. I think I'll take them to the cinema next week to see a movie – they'll like that.

Very tired – time for bed. I must remember to buy some more toys for the office tomorrow.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Part 3 (35 marks)

Answer the following questions using the information from the text on pages 3-4 of the Reading Passages booklet. Write your answers in the spaces provided. For multiple-choice questions, choose the best answer and blacken ONE circle only.

26. What did the people who organised the experiment want to find out? (2 marks)

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27. Look at the word 'run' in line 1. The word has different meanings. Read the dictionary entry for 'run' below and decide which meaning corresponds to the meaning in line 1.

- A. If you say that something long, such as a road, runs in a particular direction, you are describing its course or position.
- B. If you run for office in an election, you take part as a candidate.
- C. If you run something such as a business or an activity, you are in charge of it or you organise it.
- D. If you run an experiment, computer programme, or other process, you start it and let it continue.

A      B      C      D  
        

28. What example does the writer give to show that some of the young teachers were NOT very independent before they joined the experiment? (2 marks)

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29. In line 10, 'a tall order' means it was .....

- A. difficult to achieve.
- B. a fantastic idea.
- C. a stupid idea.
- D. dangerous to do.

A      B      C      D  
        

30. In line 16, 'it' refers to .....

- A. Summerhill.
- B. the BBC.
- C. the young generation.
- D. the project.

A      B      C      D  
        

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

31. Complete the sentence below with **ONE** word. The first letter of the word has been given to you.

In line 18, 'Thousands' refers to thousands of t\_\_\_\_\_.

32. The teachers were chosen because .....

- A. they all had problem backgrounds.
- B. they all had a negative experience at school.
- C. they all had interesting ideas for improving schools.
- D. they could all be role models to other children.

- A      B      C      D

33. Using information from the text, complete this email from the TV producer to his boss. Use **ONE** word for each blank. The first letter of each word has been given to you. (5 marks)

Dear Annie,

I have a great idea for a new (i) d\_\_\_\_\_. Children are always  
(ii) c\_\_\_\_\_ about school so I'd like to make a programme about  
a school where the students are taught by (iii) t\_\_\_\_\_. I would film them  
in the school for (iv) t\_\_\_\_\_ weeks. I was thinking of having twelve  
teachers in charge of (v) t\_\_\_\_\_ year-old pupils. What do you think?

Tony

34. What role did Hannah have at the school?

\_\_\_\_\_

35. According to paragraph 8, the pupils were \_\_\_\_\_ the teachers that they could learn a lot at their new school.

- A. as optimistic as
- B. less optimistic than
- C. more optimistic than

- A      B      C

36. Find an expression used in paragraph 10 to say that something was surprising. Write **ONE** word in each space.

\_\_\_\_\_

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.



37. What could real teachers learn from this experiment? Use **ONE** word for each blank. The first letter of each word has been given to you. (3 marks)

- i. Don't l\_\_\_\_\_ your students all the time; they don't like it.
- ii. Take more r\_\_\_\_\_.
- iii. Let your pupils be more r\_\_\_\_\_ for their own learning.

38. Match these quotations with the people that you think were **most likely** to say them. Write the appropriate letter next to the names in the table on the right. The first one has been done for you as an example. (4 marks)

A) 'I didn't have much respect for my teachers. I didn't think they worked hard enough or cared enough and I ended up leaving.'

B) 'I took some time out of my job to take part in the experiment. People think that young people are bad but I wanted to show them that we're not.'

C) 'I was impressed with what they did. I think all of us involved in education could learn something from this experiment.'

D) 'I don't like the way teenagers are always being criticised. I think it's unfair that young people are judged by the clothes they wear. If you wear a top with a hood, people think you're trouble.'

E) 'It was an amazing experience. I was put in charge of all of the teachers. We had lots of problems but I think we did quite well.'

Bilal Ayonote	B
Sam Wadey	
Hannah	
Tom	
Jackie Beere	

39. You are the editor of a newspaper. Which **TWO** sections of the newspaper would this text be suitable for? Indicate your choices by putting ticks (✓) in the boxes next to the two most suitable sections. No marks will be given if more than two boxes are ticked. (2 marks)

- Your Comments
- Politics Today
- Education Matters
- Fashion and Style
- Young People's Corner
- Sports Today

Answers written in the margins will not be marked.

40. Which of the following alternative titles would be most suitable for the newspaper article?

- A. Teenagers are better at teaching
- B. New documentary shows teachers can learn from teenagers
- C. School experiment shows little learning in UK classrooms
- D. School closes after teenagers take over

A       B       C       D

41. Decide whether the following statements are true or false. Tick (✓) the appropriate Answers column. For each of the statements, give the paragraph number in the Paragraph Number column to indicate where the information can be found. The first one has been done for you as an example. (5 marks)

**The Experiment: Facts at a Glance**

	Answers		Paragraph Number
	True	False	
i. The teachers taught in different schools.		✓	2
ii. The experiment took place during term time.			
iii. The pupils had to do exams.			
iv. The teachers lived together during the experiment.			
v. The pupils did not want to take part in the experiment.			
vi. There were no adults helping the teenagers.			

42. Does the writer think that, overall, the experiment was a success or a failure? Give **TWO** pieces of evidence from the text to support your choice. (3 marks)

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**END OF PAPER**

Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.

**2009-CE  
ENG LANG**

**PAPER 1A  
RP**

**HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY  
HONG KONG CERTIFICATE OF EDUCATION EXAMINATION 2009**

**ENGLISH LANGUAGE PAPER 1A  
Reading Passages**

**INSTRUCTIONS**

1. Write all your answers in the Question-Answer Book.
2. **DO NOT** take away this booklet. It will be collected separately at the end of the examination.
3. **DO NOT** write any answers in this booklet because they will not be marked.

## ■ My best teacher

By Mary Li

Compensatory bars of chocolate and discussions about relationships were behind this writer's admiration for her English teacher.

- 1 ■ Mrs Vanda Symons joined White Cliff School, an international school in Kowloon, as vice principal and head of English when I was in form six, just as I was starting A-levels. I was determined to go to university to read history, which up to then had been my favourite subject. I was vaguely hoping to work for the government in the Hong Kong Heritage Museum, and if it hadn't been for Vanda I would probably have ended up dusting off manuscripts in a basement.
- 5 ■ Everything changed when she came and I realised that English was the subject I wanted to do, entirely because of the way she taught it. She did what no teacher had ever done before; she managed to relate it to every aspect of life.
- 15 ■ Vanda made me realise English literature isn't just the flower arranging of academia, it's life. Everything you can experience, every place you can go, everything you can think of, is somewhere in a book.
- 20 ■ For the A-level course, we studied Shakespeare and the romantic poets. Keats was her burning passion and she was able to make his work completely comprehensible to a motley collection of 16-year-olds, most of whom weren't terribly interested. She did it by relating Keats to our lives. I vividly remember her reading in her strong English accent: 'Love in a hut, with water and a crust, Is – Love forgive us! – cinders, ashes, dust'. She explained you might think you're in love with someone when you are 16, but if you get pregnant and have no money it could turn out to be 'cinders, ashes, dust'.
- 30 ■ She encouraged us to aspire to things we possibly hadn't thought of doing. When I decided to try for Cambridge University, which was a long shot, it was Vanda who encouraged me to have a go.
- 35 ■ She talked to us as if we were grown-ups. She was only 36, but she was always moaning about her age. She would say how much she loved chocolate and how she worried about becoming fat. She communicated effortlessly with us like a friend. And she combined this with an absolute passion for her subject.
- 40 ■ Vanda even looked different from any teacher I'd ever had. She was glamorous, always well dressed. I see her in a crisp white blouse, smart black skirt and high heels with her brown hair up in a chignon. And she always smelt lovely too. Because she was vice principal, she had her own office. It was full of flowers and all over the walls she had enormous photocopies of lines from Shakespeare or her favourite poems. Wherever you sat your eyes would see something stimulating and interesting. She lived and breathed her subject.
- 45 ■ I worshipped her, but she was popular with everybody. When we were sitting exams she would put little bars of chocolate on every desk. She took us to the theatre, to a production of *The Merchant of Venice*, and to see *Macbeth*. She also took us to the cinema and arranged a special showing of the Alan Bates film of Hardy's *Far from the Madding Crowd*.
- 60 ■ Her husband, Patrick, was an English teacher at a different school. They were an exotic couple – the Burton and Taylor of English teaching. We've kept in touch. Vanda read some Yeats at my daughter's christening service.
- 65 ■ I still feel bad about switching allegiance from history to English because my history teacher, Mr Chau, was such a lovely man. He had a jolly red face and floppy grey hair and brought humour to his subject. Somehow he managed to make the French Revolution and the Meiji Restoration fun.
- 70 ■ For as long as I could remember, I'd wanted to write a novel, but it wasn't until I went to London and had a job ghostwriting Tara Palmer-Tomkinson's column in *The Sunday Times* that I found a subject. Vanda thought that that was great.
- 75 ■ Mary Li, 42, worked as a journalist for various English language newspapers in the UK and Hong Kong before turning to writing full-time in 2000. Since she returned to Hong Kong, she has written several novels, including *Fame Fatale* and, most recently, *Secrets*.
- 80

### Part 3

Read the following text and answer questions 26-42 on pages 7-10 of the *Question-Answer Book*. (35 marks)

#### Teen Teachers

1 ■ What happens when teenagers are given a chance to set up and run their own school – will it be academic excellence or anarchy all round?

5 ■ Children are forever complaining about school and the education system – so what if they were put in charge? Would it be lessons in texting and the latest computer games, a school disco every night? One brave social experiment tried to find out, putting a group of teenagers in charge of a school and a bunch of lively 12-year-olds for three weeks over the summer. Some barely able to pack their own lunchbox, these teen teachers found themselves having to manage a budget, feed their pupils, organise activities, entertain and deliver a curriculum that covered academic and creative subjects.

10 ■ Like in any normal school, there were regular inspections to make sure they were maintaining standards. The pupils also had to sit final exams to see how much they'd learnt. It was a tall order – especially since the teens were living under the same roof for 24 hours a day.

#### Counter perceptions

■ Attempting to rewrite the rules of education is nothing new. At the UK's most famous 'progressive' school, Summerhill in Suffolk, pupils have been able to choose if they want to go to lessons and decide the school rules since 1921.

15 ■ But this experiment, for a BBC TV documentary, was all about the young teaching the young. Those behind it wanted to see if there was anything the educational establishment could learn from teenagers who thought they could do a better job than their teachers. Thousands applied to take part, and the final 12 were chosen because of their radical ideas for changing the education system. All had a point to prove. One left school after getting pregnant at 16. Some were passionate about giving pupils a voice; others were motivated by their own school experience.



Hannah became head teacher

20 ■ For Bilal Ayonote, a 17-year-old insurance clerk from London, it was to challenge the negative view of teenagers held in the UK. 'Young black boys in London do get a bad reputation. When you see them in a group you always think they're up to no good,' he says. 'I'd like to be a role model to the younger kids. We can do something really good; we are the leaders of tomorrow.'

25 ■ Sam Wadey, 17, from Bournemouth, dropped out of his A-level studies. He says his teachers had no drive and saw it as a nine-to-five job. 'We all volunteered for the experiment because we believed our school would be more relevant than a conventional one,' he says.

#### Life lessons

30 ■ Just like their teen teachers, the pupils had high hopes about what their new school could teach them. From a local primary school, the children gave up a large chunk of their summer holiday because they believed the teens could teach them something new. The only help on hand came in the form of educationalist Jackie Beere, a former head teacher who advised the teens throughout.

35 ■ 'The team had great potential, were all intelligent, caring and full of energy, apart from first thing in the morning,' she says. 'But it was a steep learning curve, with some unsurprising issues. It was disappointing at first that many of them were too wrapped up in the social side of things,' says Ms Beere.



Tom hated the 'hoodie' label

#### Leaders broken

40 ■ In an unexpected twist, the teen teachers initially fell back on traditional subjects and teaching methods, despite their big ambitions to teach subjects like human rights. 'We realised how tied they were to the traditions of the academic education they had experienced,' says Ms Beere. 'When they felt threatened they became quite conservative.' To stand any chance of success, the teenagers had to survive all the struggle and pain that comes with working as a team. Intense relationships were made and broken, leaders came and went.

45 [13] They also found the constant demands on them frustrating and exhausting in equal measure. 'But it was fantastic to see how they grew in confidence. The learning going on was also by the teenagers about themselves. I think one of the most important things they learned was the potential they have to influence others,' Ms Beere says. This realisation built strong bonds between the teenagers and their students.

50 [14] 'These feisty teens grew very strong indeed – they switched from learners to teachers when they realised the kids looked up to them and wanted to be in their school,' she says. 'Did the teens teach the professionals anything? Yes, mainly how youngsters want to take more responsibility for their learning rather than just being lectured at,' says Ms Beere. When the teens and their pupils were allowed to take risks, they responded well.

[15] One thing's for sure – it was a real education for everyone involved.

### END OF READING PASSAGES

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.

## 2009 English Language

### Paper 1A (Reading) Marking Scheme

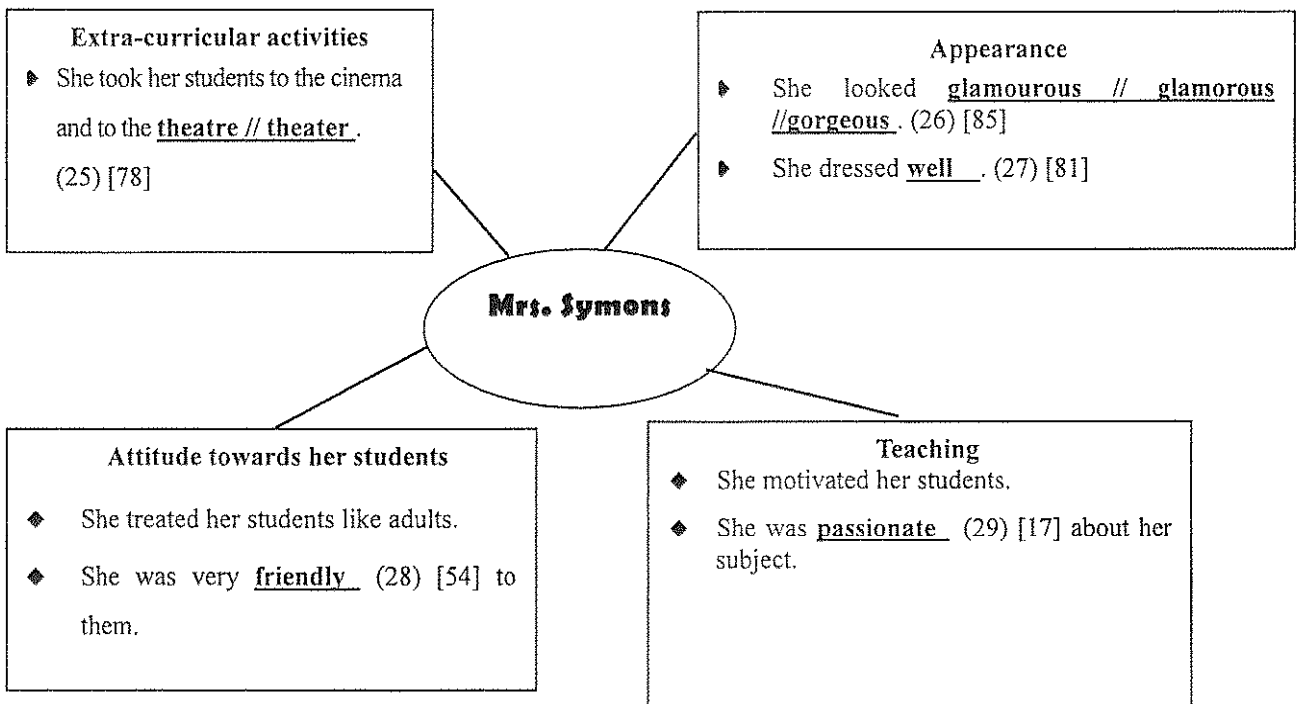
#### Part 1 (Questions 1 – 14)

1.	E	(1) [91]
2.	K	(2) [57]
3.	I	(3) [89]
4.	B	(4) [61]
5.	J	(5) [66]
6.	C	(6) [64]
7.	D	(7) [74]
8.	G	(8) [90]
9.	L	(9) [70]
10.	A	(10) [69]
11.	H (Given as an example)	
12.	F	(11) [84]
13.	M	(12) [75]
14.	Would you like to be famous / a star? // Do you want to be famous / a star? // Would you like to be a famous person?	(13) [72]
	Bonus mark: full question with clear and fluent expression	(14) [60]
	What do you want to be (and why)? // What would you like to be (and why)? // What kind / type of jobs do you want to do? // What's your favourite / favorite job?	(15) [52]
	Bonus mark: full question with clear and fluent expression	(16) [35]

#### Part 2 (Questions 15 – 25)

15.	B	(17) [49]
16.	Mary (Li)	(18) [87]
17.	Because of the way English / it was taught. // Because Mrs. Symons related it / English to every aspect of life. // Because Mrs. Symons made learning English (literature) interesting // Because of Mrs. Symons.	(19) [36]
	Bonus mark: full answer with clear and fluent expression	(20) [12]
18.	B	(21) [61]
19.	students of Mrs. Symons // the writer / Mary (Li) and other / her classmates / other students in her class	(22) [41]
20.	C	(23) [75]
21.	D	(24) [55]

22.



23. Surname: Symons (30) [45]  
 First Name: Vanda (31) [46]  
 Age: 36 (32) [75]  
 Marital status: Married (33) [82]  
 Spouse's full name: Patrick Symons // Symons, Patrick (34) [24]

24.

Statement	Answers			Paragraph Number	
	True	False	Not Mentioned		
i. Mary and Mrs Symons are now friends.	✓			9	
ii. Mrs Symons still works at the same school.			✓		(35) [70]
iii. Mary works as a teacher now.		✓		11 / 12	(36) [78]
iv. Mary lives in London now.		✓		12	(37) [57]
v. Mary achieved her ambition to write novels.	✓			12	(38) [43]

25. (form/ F/ S/ Secondary / Sec.) 6 /six (39) [74]  
 chocolate(s) // bars of chocolate (40) [65]  
 Mary (Li) (41) [78]  
 flowers // pictures // posters (42) [49]



**Part 3 (Questions 26 – 42)**

26. They wanted to find out what happened when teenagers were given a chance to run their own school. / what education establishments could learn from teenagers. / if teenagers could do a better job than (their) teachers. (43) [33]  
 Bonus mark: full answer with clear and fluent expression (44) [13]
27. C (45) [66]
28. They were barely able to / could barely pack their own lunch box(es). (46) [21]  
 Bonus mark: full answer with clear and fluent expression (47) [4]
29. A (48) [64]
30. D (49) [43]
31. teenagers // teens (50) [61]
32. C (51) [63]
33. (i) documentary (52) [58]  
 (ii) complaining (53) [36]  
 (iii) teenagers // teens (54) [57]  
 (iv) three (55) [59]  
 (v) twelve (56) [52]
34. (a / the) head teacher (57) [48]
35. A (58) [33]
36. an unexpected twist (59) [34]
37. (i) lecture (60) [26]  
 (ii) risks (61) [23]  
 (iii) responsible (62) [24]

38.

Bilal Ayonote	B	
Sam Wadey	A	(63) [53]
Hannah	E	(64) [47]
Tom	D	(65) [51]
Jackie Beere	C	(66) [48]

39.

- Your Comments*
- Politics Today*
- Education Matters* (67) [81]
- Fashion and Style*
- Young People's Corner* (68) [85]
- Sports Today*

40. B (69) [58]

41.

**The Experiment: Facts at a Glance**

	Answers		Paragraph Number	
	True	False		
i. The teachers taught in different schools.		✓	2	
ii. The experiment took place during term time.		✓	2 / 8	(70) [40]
iii. The pupils had to do exams.	✓		3	(71) [51]
iv. The teachers lived together during the experiment.	✓		3	(72) [33]
v. The pupils did not want to take part in the experiment.		✓	8	(73) [32]
vi. There were no adults helping the teenagers.		✓	8	(74) [25]

42. It was a success + **TWO** reasons (75) [20]  
(76) [10]

- The teen teachers grew in confidence / became more confident.
- The teen teachers learnt that they had the potential to influence others.
- The teen teachers learnt more about themselves.
- The teen teachers and pupils responded well when they were allowed to take risks.
- The teen teachers switched from learners to teachers.
- The professionals also learnt something from the programme.
- Teachers learnt how youngsters want to take responsibility for their learning.
- Teachers learnt that youngsters don't want to be lectured at.
- The teen teachers developed good relations with their students.

} Any TWO reasons

Bonus mark: full answer with clear and fluent expression (77) [4]

*Note: Figures in round brackets indicate the test item while the figures in the square brackets is the percentage of candidates awarded a point for the item.*