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Name	Class	Index Number
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**ANG MO KIO SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016
SECONDARY TWO EXPRESS
INSERT**

**ENGLISH LANGUAGE
PAPER 1**

1128/01

Total Mark: 70

29 Apr 2016 / Friday

INSERT

Setter: Mrs Lee Hui Min

1 hour 50 minutes

Instructions to candidates:

1. This insert contains **Section A**.
2. Write your answers in the spaces provided.
3. Hand in this section **separately** from **Section B** and **Section C**.

This document consists of 2 printed pages, including the cover page.

[Turn over]

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, on the hieroglyphic code. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided.

The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived to my destination at 2 pm.

at

My mother always wears sensible clothes.

✓

Ancient Egypt still fascinates us more than any other ancient civilisation. For almost two thousand years, no Greek or Roman can 1. _____
 read the elaborate Egyptian hieroglyphs and the hieroglyphic script 2. _____
 became a 'lost language' until a discovery of the Rosetta Stone by 3. _____
 Napoleon's soldiers at Egypt in 1799. Despite the efforts of some of 4. _____
 the more intelligent scholars in the region to crack the hieroglyphic 5. _____
 code, it was an impoverished, arrogant and brilliant children of the 6. _____
 French Revolution, Jean-Francois Champollion, that made the vital 7. _____
 breakthrough. He concluded that hieroglyphics have originally been 8. _____
 pictographs, but the symbols stood for sounds in later times. 9. _____
 Champollion's obsession in cracking the hieroglyphic code eventually: 10. _____
 led to his early death at the age of only 41 years old.

Name	Class	Index Number
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**ANG MO KIO SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016
SECONDARY TWO EXPRESS**

ENGLISH LANGUAGE PAPER 1

1128/01

29 Apr 2016 / Friday

Total Mark: 70

1 hour 50 minutes

Setter: Mrs Lee Hui Min

Instructions to candidates :

1. Answer **Section A**, **Section B** and one question from **Section C**.
2. **Section A** is an Insert.
For Section A, write your answers in the spaces provided on the **Insert**.
3. For **Section B** and **Section C**, write your answers on the writing paper provided.
4. Hand in your answers for **Section A**, **B** and **C** separately.
5. At the end of the examination, **submit the question paper**.

This document consists of **4** printed pages and **1** insert.

[Turn over]

Section B [30 marks]

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

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

To create a more vibrant arts culture in your school, your Principal wants all the students to participate in some programmes offered by National Arts Council as well as to initiate two arts activities.

As the Student Representative of the Secondary Two level, you have been tasked by your Principal to select two activities that are suitable for your cohort based on the interests of the students.

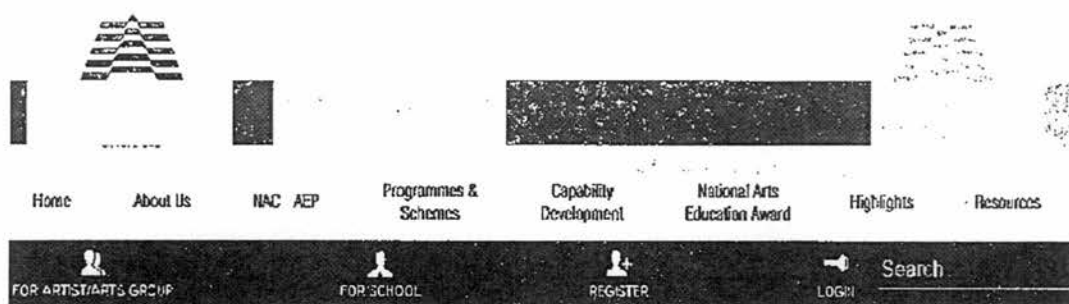
Write a proposal to your Principal to:

- describe two activities found on the webpage which are suitable for your cohort and give reasons for your choices.
- explain how these two activities can help to promote a love for the arts amongst the students; and
- suggest two activities the students can participate in to showcase what they have learnt.

Write your report in **clear, accurate** English and in an enthusiastic tone to your Principal, showing that your cohort is keen to participate in these arts activities.

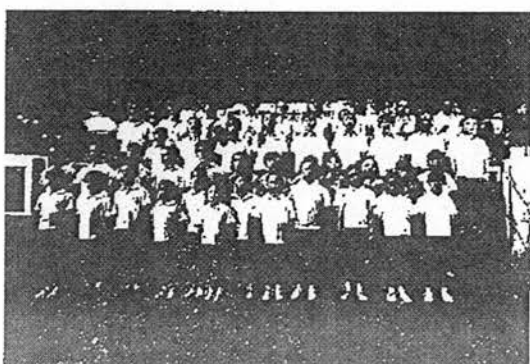
You may add any other details that might be of interest.

You should use your own words as much as possible.



Artist-in-School Scheme

- Local artists provide students with exposure to visual art forms such as painting, drawing, sculpturing and photography.
- Supports extended collaborations of up to one year between schools and practising Singaporean artists



Song Singing Workshop

- Learn the different vocal techniques such as pitch accuracy and control and vocal projection
- Learn to sing new songs in a fun and engaging way

Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 300 and 500 words on one of the following topics.

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

1. Write about a time when you had an unexpected visitor who made your day.
2. Write a story to illustrate that there are some things in life that we cannot recover once lost.
3. Write a story about how someone learnt a valuable lesson the hard way.
4. Write a story about an overdue apology made that enabled two friends to reconcile.

Name	Class	Index Number
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ANG MO KIO SECONDARY SCHOOL

MID-YEAR EXAMINATION 2016

SECONDARY TWO EXPRESS

INSERT

ENGLISH LANGUAGE

1128/2

PAPER 2

Total Mark: 50

3 May 2016 / Tuesday

Setter: Miss Tan Chui Ling

1 hour 50 minutes

Instructions to Candidates :

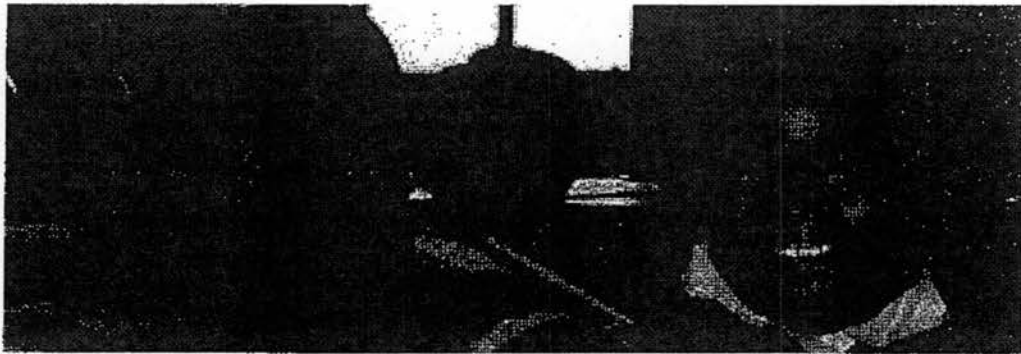
1. The Insert contains the texts for all the sections.
2. Submit the Insert at the end of the examination.

This document consists of 6 printed pages, including the cover page.

[Turn over]

Text 1

Study the webpage below and answer Questions 1 – 4 in the Question Booklet.



Adoption and Orphan care – The choice is up to you!

There are approximately **143,000,000** orphans in the world.

There are only 2 options to care for them.

Why 'Adoption'?		Why 'Orphan Care'?
- Adoption is the best option for the many orphaned children whose parents have died and who have no other family to care for them. - There are many children waiting to be adopted into a loving, stable family!		- Orphan Care is CRITICAL for the children who cannot be or will never be adopted. - Most orphans are not eligible for adoption because they have a living relative.
<u>Commitments</u>		<u>Commitments</u>
Adopting a child means making a lifelong commitment to the child as if you had given birth to them by providing: Spiritual Education, Academic Education, Medical Needs, Food, Shelter, Love, Nurturing and Security.	VS	Orphans are typically taken to orphanages by a family member or neighbour who cannot provide for them, but do not want them subjected to labour and crime.
Adoption Costs are: Local foster parent - \$0 International adoption - \$40, 000 We are happy to provide FREE Adoption Consultation and Agency Referral.		Committing to Orphan Care means making a monthly commitment to a child which provides them with: Spiritual Education, Academic Education, Medical Needs, Food, Shelter, Love, Nurturing and Security.
Visit The Adoption Hub		
 Children's House International ADOPTIONS Celebrating 40 years		Orphan Care Costs are: \$35 per month per child

Text 2

A family has just moved into another house and they are unpacking and exploring the new place. Read the passage and answer Questions 5 – 14 in the Question Booklet.

1	The garden was another place that was supposed to be wonderful. There were going to be benches and a table and a swing. There were going to be goalposts on one of the walls by the house. There was going to be a pond with fish and frogs in it. But there was none of that. There were just nettles and thistles and weeds and half-bricks and lumps of stone. I glared at this dump and kicked the heads off a million dandelions.	5
2	After a while, Mum shouted to ask if I were coming in for lunch and I said, 'No, I am staying out in the garden.' She brought me a sandwich and a can of coke. 'Sorry it's so rotten and we're all in such rotten moods,' she said. She touched my arm. 'You understand, though. Don't you, Michael? Don't you?' I shrugged. 'Yes,' I said. She touched me again and sighed, 'It'll be great again when everything's sorted out.'	10
3	I ate the sandwich and finished the coke, waited a minute, then went down to the garage again. The timbers holding the roof were rotten and it was sagging in. There was mortar that had fallen from the walls. The place stank of rot and dust. Even the bricks were crumbling like they could not bear the weight anymore.	15
4	It was like the whole thing was sick of itself and would collapse in a heap and have to get bulldozed away. I heard something scratching in one of the corners and something scuttling about; then it all stopped and it was dead quiet in there.	20
5	I did not have time to dare myself or to stand there listening to the scratching. I switched the torchlight on, took a deep breath, and tiptoed straight inside. Something little and black scuttled across the floor. The door creaked and cracked for a moment before it was still.	25
6	I tiptoed further in and felt spiderwebs breaking on my brow. Everything was packed in tight – ancient furniture, kitchen units, rolled-up carpets, pipes and crates and planks. I kept ducking down under the hoses and ropes and duffel bags that hung from the roof. There was dust clogging my throat and nose. The floor was broken and crumbly. I opened a cupboard an inch, shined the flashlight in, and saw a million wood lice scattering away.	30
7	There were ancient newspapers and magazines. I peered closer and saw that it came from nearly fifty years ago. They'd be yelling for me soon and I'd better get out. I leaned across a heap of tea chests and shined the flashlight into the space behind and that's when I saw him.	35
8	I thought he was dead. He was sitting with his legs stretched out and his	

	head tipped back against the wall. He was covered in dust and webs like everything else and his pale skin was stretched tight against his face like a death mask. The flashlight wavered on his bloodless face and black suit. 'What do you want?' he said. His voice rasped like he hadn't used it in years. He opened his eyes and looked at me. I was caught in his gaze, trapped.	40
9	My heart thudded and thundered. 'I said, what do you want?' That raspy growl again. What do you say to a corpse-like vagabond you find in your own garage questioning you? Before I could think of an answer, I heard them yelling for me from the house. 'Michael! Michael! Michael!' I wrenched my eyes away and shuffled out. I backed out through the door. It was Dad.	45
<i>Adapted from Skellig by David Almond</i>		

Text 3

The article below is on the harvesting of argan oil in Morocco. Read it carefully and answer Questions 15 -20 in the Question Booklet.

1	The road from Marrakesh to Essaouira is craggy and bleak, an arid moonscape dotted only by a few roadside towns and the occasional Berber village. In the '60s and '70s, Essaouira was a stop on the way to Marrakesh; load up your magic bus and head west for the windswept beaches and clear blue waters of this former Portuguese fishing village. Essaouira still has remnants of its bohemian past: surfers come to lap up the waves in what is now one of the world's top windsurfing and kiteboarding spots; and a dilapidated fort, is just south of town.	5
2	In recent years, well-heeled Europeans have started to flee the more touristy Marrakesh for Essaouira. There, they stay in luxurious townhouses in the old city. The town has also developed a vibrant cultural life. The real treasure in Essaouira, however, is argan oil, made from the nuts of the argan tree, which grows almost exclusively in this region.	10
3	Approaching Essaouira's sandy-colored walls, passing the olive groves and grazing donkeys, you see signs announcing women-run argan cooperatives: Argan Co-Op, Women's Argan Collective, Miracle Oil. And so on. If you pull over to a cooperative, the Berber women — and it is only women who make argan oil — will often invite you in to watch them work. In most of the cooperatives, the older village women sit in the courtyard and work as the younger bilingual girls walk you around, giving a tutorial about the process.	15 20
4	The nuts, which look like a cross between a walnut and an almond, are picked out of the fruit of the squat, gnarled argan trees that dot the yellow hills above Essaouira. Depending on the season, there might be goats up in the branches, munching on the fruit. The nuts destined for salad oil are roasted on an open flame over a large steel drum, like chestnuts, which brings out their distinctive peppery flavor; those that will be used for skin- and hair-care products are left raw.	25
5	The women first crack the shells with sharp stones. They then place the kernels between two Flintstone-size slabs of rock, grinding them into a brown paste, which resembles chunky peanut butter. The paste, kneaded by hand to extract the oil, transforms into a solid hunk and is sent to nearby factories, mainly in Agadir, where more oil is extracted by a press. Some are made into soaps, creams and shampoos, but it is the pure oil that is most sought after.	30 35
6	Liz Earle, who runs an organic skin-care line in England, uses argan oil that she buys from two of the cooperatives in Essaouira in her Superskin Concentrate. "When I first found argan oil, I brought it back to the U.K. to have it analysed," says Earle, who forages the globe for	40

	raw ingredients. "It was so remarkably high in vitamin E and had these very interesting phytosterols, which are good for scar tissue and so many other things" — including, she says, that hard-to-define problem of lacklustre skin.	
7	Because the extraction of argan oil is a labor-intensive task perfected by the Berber women native to the area (it takes a few days to produce one litre), the government has established a fund for the cooperatives. Outside groups, like the government of Monaco, have gotten involved as backers. Women from the villages nearby are invited to work half days (so they can still tend to their families) in exchange for fair wages and good working conditions. Eventually, the cooperatives should pay for themselves. Unesco has designated the 10,000-square-mile argan-growing region as a biosphere reserve.	45 50
<i>Adapted from New York Time Magazine</i>		

Name	Class	Index Number
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**ANG MO KIO SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016
SECONDARY TWO EXPRESS**

**ENGLISH LANGUAGE
PAPER 2**

1128/2

Total Mark: 50

3 May 2016 / Tuesday

Setter: Miss Tan Chui Ling

1 hour 50 minutes

Instructions to Candidates :

- 1. Answer all questions.**
- 2. Write your answers in the spaces provided in the Question Booklet.
The Insert contains the texts for all the sections.**
- 2. At the end of the examination, submit the Question Booklet and the Insert separately.**

This document consists of 8 printed pages, including the cover page.

[Turn over]

Section A [5 marks]

Text 1

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

- 1 The headline of the webpage is *Adoption and Orphan care – The choice is up to you!* What effect is this intended to have on the reader?

.....

.....

..... [1]

- 2 Refer to the statement 'There are approximately **143,000,000** orphans in the world'. Suggest a reason why the statistics is in bold.

.....

.....

..... [1]

- 3 Refer to the table under the heading of **Why Adoption?** and the information presented under it.
How does the information presented make it clear to the reader that adoption is a serious decision?

.....

.....

.....

..... [2]

- 4 Look at the logo on the bottom left of the webpage. How does the logo support the idea of adoption?

.....

.....

..... [1]

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5 – 14.

- 5 Paragraph 1 begins with 'The garden was another place that was **supposed** to be wonderful'.

With close attention to the word in bold, what does it suggest about Michael's opinion of the garden?

.....
 [1]

- 6 In paragraph 1 'I glared at this dump and kicked the heads off a million dandelions' (lines 5 – 6).

(i) Identify the expression in the given sentence which suggest

A violent action [1]

(ii) What can we tell about Michael's feeling at this point of time?

.....
 [1]

- 7 How did Michael's mother show that she was sorry for how Michael felt about the new home and garden?

.....
 [2]

- 8 In paragraph 3, the writer describes the garage vividly. Explain how the description shows that it may not be safe to enter the garage. [2]

State of the garage	Possible danger
'timbers holding the roof were rotten and it was sagging in'	
'bricks were crumbling'	

- 9 At the beginning of paragraph 4, the writer says 'It was like the whole thing was sick of itself and have to get bulldozed away.'

(i) Which phrase suggests that the garage is a person?

..... [1]

(ii) Why does the writer describe the garage in this way?

.....

..... [1]

- 10 From paragraph 4, what are the signs that showed that there are living creatures inside the garage?

.....

..... [1]

- 11 In paragraph 5, 'The door creaked and cracked for a moment before it was still.' (Line 24 – 25)

Suggest another word or phrase with the same meaning to replace 'still' in this sentence.

..... [1]

- 12 In paragraph 6, Michael entered the garage. Explain how the description of the garage shows that nobody had been inside for a long time.

Support your idea with three details from paragraph 6.

.....

.....

.....

.....

..... [3]

- 13 Michael used the phrase 'corpse-like' (line 45) to describe the man he found in the garage.

Is this description valid? Give two pieces of evidence to support your answer.

.....

 [2]

- 14 The structure of the text reflects the main feelings of Michael as he decides to enter the garage and explore it. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box you do not need to use.

Michael's feelings

trepidation	shock	sulky	boredom	curiosity	fear
-------------	-------	-------	---------	-----------	------

Flow chart

Paragraphs 3 – 5: (i)



Paragraphs 6 – 7: (ii)



Paragraph 8: (iii)



Paragraph 9: (iv)

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 15 – 20.

- 15 Pick out one phrase from paragraph 1 that has the same meaning as **dry and desert-like**.

..... [1]

- 16 (i) How has the tourists' perspective of Essaouira changed, according to paragraphs 1 and 2?

Previous	
Now	

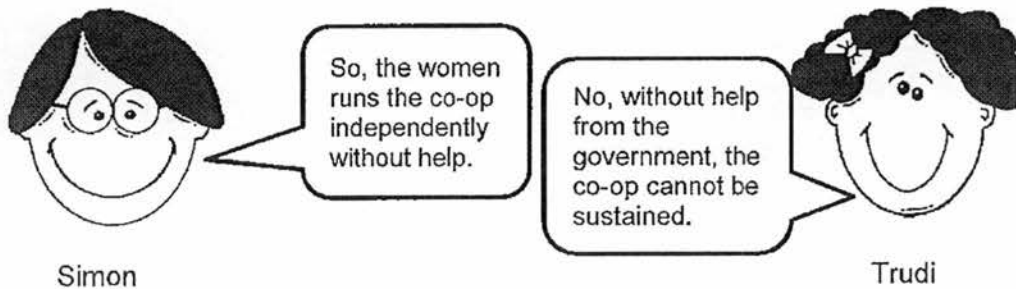
[2]

- (ii) What attract Europeans to the town of Essaouira other than the luxurious townhouses? **Answer in your own words.**

.....

 [1]

- 17 Here is part of a conversation between two students, Trudi and Simon, who have read the article.



- (i) Identify two pieces of evidence from paragraph 3 that Simon can give to support his view.

.....

 [2]

- (ii) How would Trudi explain her position with reference to lines 45 – 47?

.....

 [1]

- 18 What are the two advantages of having a backer to support the cooperatives?

.....

 [2]

- 19 '*Eventually*, the cooperatives should pay for themselves' (line 51 – 52) With reference to the italicised word, explain the current situation of the cooperatives.

.....

 [1]

- 20 Using your own words as far as possible, summarise how argan oil is produced and the benefits of using the oil.

Use only information from paragraphs 4 to 6.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

After the nuts are harvested, those meant for consumption will.....

.....No of words: [15]

Answers

1. can could
2. $\checkmark$
3. a the
4. at in
5. more most
6. children child
7. that who
8. have had
9. $\checkmark$
10. in with

Secondary 2E Situational Writing (MYE 2016)

Marker's Report

General Comments:

- Majority of the students passed this section of the EL exam.
- However, only a handful of the students fully comprehended the requirements of the question.
- In terms of the report format, most of the students were able to provide the correct format of the report. Only a small handful of students provided the wrong format (formal letter) or a hybrid format (between a report and a formal letter)
- Most students were able to begin their introductory paragraph stating the purpose of the report and provide a reasonable conclusion at the end. However, some of the students had problems with their paragraphs. They ended up having only four paragraphs with the two body paragraphs being exceedingly long as they were trying to cramp too many things within the paragraph. It would be better if they were able to organise their information in a different way.

Task Fulfilment:

- Most students were able to provide two out of the three activities that were provided in the visual text. Often, students tend to lift the information from the visual text for the two activities. Most of the students also managed to come up with some reasons to provide justification for the choice of the two activities, such as helping to keep the students fit, done a survey on the student population, etc.
- The second point was the one that students had the most difficulty with. Some of the students did not answer this point at all or they were unable to explain how the chosen activities helped to promote a love for the arts. Most of the students tend to provide answers such as "the students will love the activities, hence this will promote a love for the arts" or "they can help to promote a love for the arts by telling/teaching their friends and family". Explanation tends to be quite weak in most cases. Only a handful will be able to handle this part of the question well.
- As for the last point, some of the students misunderstood what the question was asking for. As the task is for the students to come up with two activities to showcase what they have learnt, they talked about two other activities that the students could learn from, such as drama, guitar lessons, etc.
- For those of the students who understood the last point well, they were able to provide well-elaborated answers such as having a dance competition, art gallery, lunchtime performances, art auctions, etc. Many of them were also able to elaborate on how the event would be carried out and how the judging would take place.

Language:

- Several of the students were still relatively unfamiliar/uncomfortable with the formal way of writing. Hence, there would be slips in their tone within the report.
- Quite a number of students used words like "trending" repeatedly within their report. Students should be more discerning in their choice of words. Students should also take note of their choice of words as it will affect the tone of the report.
- Some of the students also had problems with their sentence structures. Some of the more common mistakes are they tend to drop their determiners when referring to a subject within a sentence.

Name	Class	Index Number
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**ANG MO KIO SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016
SECONDARY TWO EXPRESS**

**ENGLISH LANGUAGE
PAPER 2**

1128/2

Total Mark: 50

3 May 2016 / Tuesday

Setter: Miss Tan Chui Ling

1 hour 50 minutes

Instructions to Candidates :

1. Answer all questions.
2. Write your answers in the spaces provided in the Question Booklet.
The Insert contains the texts for all the sections.
2. At the end of the examination, submit the Question Booklet and the Insert separately.

This document consists of **8** printed pages, including the cover page.

[Turn over]

Section A [5 marks]

Text 1

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

- 1 The headline of the webpage is *Adoption and Orphan care – The choice is up to you!* What effect is this intended to have on the reader?

To involve the reader/ make them feel obliged to help through adoption/ orphan care [1]

- 2 Refer to the statement 'There are approximately **143,000,000** orphans in the world.' Suggest a reason why the statistics given is in bold.

To emphasize/ stress on the number of orphans in the world. [1]

- 3 Refer to the table under the heading of **Adoption** and the information presented under it.

How does the information presented make it clear to the reader that adoption is a serious decision not to be taken lightly?

- it is a lifetime commitment
- need to provide them with Spiritual Education, Academic Education, Medical Needs, Food, Shelter, Love, Nurturing and Security.

[2]

- 4 Look at the logo on the bottom left of the webpage. How does the logo support the idea of adoption?

- it shows two taller figures embracing a smaller one which depicts a family
- the heart shaped symbol represents a child who is loved by the parents/ family
- it shows a complete family with parents and child [1]

Any one of the above.

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5 – 14.

- 5 Paragraph 1 begins 'The garden was another place that was supposed to be wonderful'.

What was Michael's opinion of the garden?

He is disappointed by the new house and garden/ did not live up to his expectations/ it was not as good as expected. [1]

- 6 In paragraph 1 'I glared at this dump and kicked the heads off a million dandelions' (lines 5 – 6).

- (i) Identify the expression in the given sentence which suggest

A violent action **kicked (the heads off) [1]**

- (ii) What can we tell about Michael's feeling at this point of time?

He was feeling frustrated/ upset/ angry. [1]

- 7 How did Michael's mother show that she was sorry for how Michael felt about the new home and garden?

- **She brought him lunch at the garden**
- **She apologised for the situation**
- **She touched him to comfort him [2]**

Any 2 of the above.

- 8 In paragraph 3, Michael approached the garage. Do you think it was safe for him to enter the garage? Explain your answer fully.

State of the garage	Possible danger
'timbers holding the roof were rotten and it was sagging in'	<i>The roof/ ceiling may collapse/ the supporting beams are falling apart and may give way</i>
'bricks were crumbling'	<i>The walls are breaking down/ the garage may fall down</i>

- 9 At the beginning of paragraph 4, the writer says 'It was like the whole thing was sick of itself and have to get bulldozed away.'

(i) Which phrase suggests the garage is a person?

'sick of itself' [1]

(ii) Why does the writer describe the garage in this way?

To show that the garage was very derelict/ run down. [1]

- 10 From paragraph 4, what are the signs that showed that there are living creatures inside the garage?

There were scratching and scuttling sounds to be heard. [1]

- 11 In paragraph 5, 'The door creaked and cracked for a moment before it was still.' (Line 24 – 25)

Suggest another word or phrase with the same meaning to replace 'still' in this sentence.

The word/ phrase is motionless/ stationary/ stopped moving. [1]

- 12 In paragraph 6, Michael entered the garage. Explain how the description of the garage shows that nobody had been inside for a long time.

Support your idea with three details from paragraph 6.

'Spiderwebs breaking on my brow' – there were cobwebs hanging down, blocking the way.

'There was dust clogging my throat and nose.' - The place was dusty and had not been cleaned.

'saw a million wood lice scattering away' – the garage was infested with insects.

[3]

- 12 Michael used the phrase 'corpse-like' to describe the man he found in the garage.

Is this description valid? Give two pieces of evidence to support your answer.

- His face was too pale/ bloodless
- His skin was stretched tightly against his face like a death mask

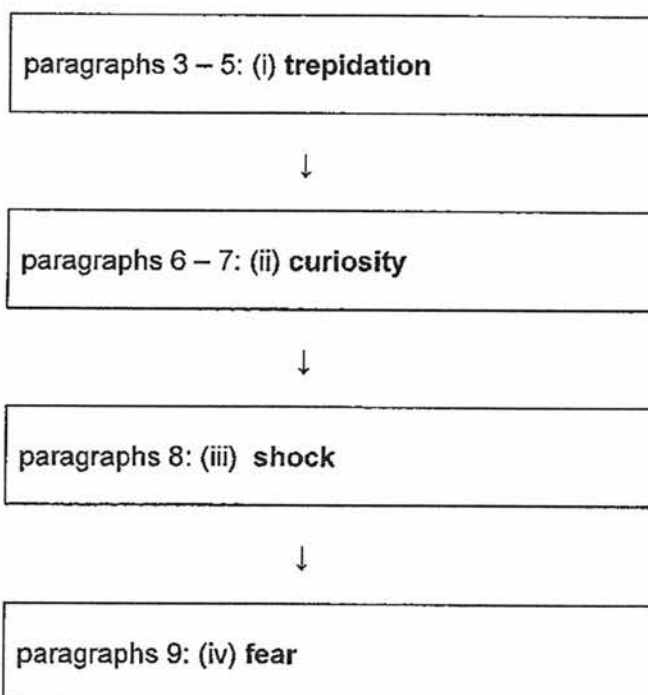
[2]

- 13 The structure of the text reflects the main feelings of Michael as he decides to enter the garage and explore it. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box you do not need to use.

Michael's feelings

trepidation	shock	sulky	boredom	curiosity	fear	anger
-------------	-------	-------	---------	-----------	------	-------

Flow chart



Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 15 – 20.

- 15 Pick out a phrase from paragraph 1 that has the same meaning as **dry and desert-like**.

'arid moonscape' [1]

- 16 (i) How has the tourists' perspectives of Essaouira changed, according to paragraphs 1 and 2?

Previous	It was only a stop on the way to Marrakesh
Now	Essaouira has become a popular tourist destination itself

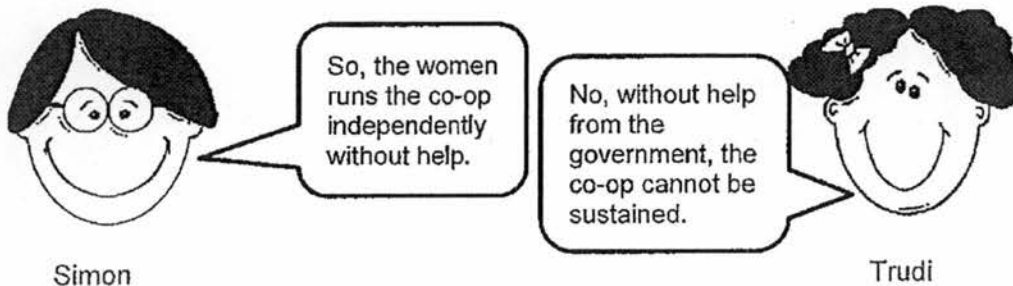
[2]

- (ii) What attract Europeans to the town of Essaouira now? **Answer in your own words.**

The town has a colourful cultural atmosphere. [1]

Taboo: vibrant, life

- 17 Here is part of a conversation between two students, Trudi and Simon, who have read the article.



- (i) Identify two pieces of evidence from paragraph 3 that Simon can give to support his view.

- The signs said that these are women-run argan cooperatives/ only women who make argan oil
- The older women make the argan oil while the younger women show the buyers/ customers around. [2]

(ii) How would Trudi explain her position with reference to lines 45 – 47?

Extracting argan oil is labor-intensive so government fund is needed to support the women. [1]

18 What are the advantages of having a backer to support the cooperatives?

The women need only work half-day[1] and they have fair wages and good working conditions. [1]

19 '*Eventually*, the cooperatives should pay for themselves' (line 51 – 52) With reference to the italicised word, explain the current situation of the cooperatives.

Right now, the cooperatives are not able to support themselves/ make a profit yet. [1]

20 **Using your own words as far as possible**, summarise how argan oil is produced and the benefits of using the oil.

Use only information from paragraphs 4 to 6.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

After the nuts are harvested, those meant for consumption will

1. Roasted on an open flame over a large steel drum	1. Roasted on open fire over big steel drum
2. Those that will be used for skin and hair products are left raw	2. Those used for cosmetic purpose are not roasted
3. Women will crack the shells with sharp stones	3. Shells are cracked/ shattered with sharp stones
4. Put the kernels two slabs of stones to grind into a brown	4. Kernels are placed between two slabs of stones to be ground

paste - Paste to be kneaded by hand to extract the oil - Remaining paste is sent to factories where more oil is extracted by press - Argan oil is remarkably high in vitamin E - Contain interesting phytosterols which are good for scar tissue - and lacklustre skin	into a brown paste. - Paste is hand-kneaded to extract the oil - Leftover paste is sent to factories where a press can extract more oil from it - Argan oil is extremely high in vitamin E - Contains phytosterols which are beneficial for scar tissue - Improves dull skin
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.....No of words:

[15]