

Visit
FREETESTPAPER.com
for more papers



Website: freetestpaper.com



[Facebook.com/freetestpaper](https://www.facebook.com/freetestpaper)



[Twitter.com/freetestpaper](https://www.twitter.com/freetestpaper)

Name	Class				Index Number			
------	-------	--	--	--	--------------	--	--	--



BROADRICK SECONDARY SCHOOL SECONDARY 2 EXPRESS MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE

Paper 1 Writing

1128/01

Additional Materials: Answer Paper

28 April 2016

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

Write your name, class and register number on all the work you hand in.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **Section A**, **Section B** and one question from **Section C**.

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

Begin **Section C** on a **fresh piece** of Answer Paper.
Hand in **Section B** and **Section C** separately.

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

Target Grade:
Actual Grade:
For Examiner's Use
70

Parent's Signature: _____

This document consists of **5** printed pages.

Setter: Mdm Norain Shah

Broadrick Secondary School Mid-Year Examination 2016, Sec 2 Express, English Language

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about hunters and photographers. 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.

✓

Hunters enjoy the communal nature of their activity. They drive out to	
the forest in a group, stop every so often for a shoot and then continue	1 _____
on their way, competing to see who of them can get the biggest kill	2 _____
of the day. The photographer, by contrast, usually work alone. If this	3 _____
is seen as a disadvantage by some, it is an recommendation to others.	4 _____
He can in some case satisfy his need to compete by comparing his efforts	5 _____
to the work of others – or even work for others, though his pictures will	6 _____
seldom be as good as when he is filming on his own. As for the	7 _____
rewards involved, those a photographer gains are infinitely superiority to	8 _____
those of a hunter. The skin of an animal and a pair of antlers on the wall	9 _____
of the hunter's home are scarcely works of art. They are mere personal	10 _____
trophies to remind him of the successful hunt.	

Adapted from Ajun Singh's 'Tiger Haven'

Section B [30 marks]

You are advised to write between 200 and 250 words for this section.

You should look at the flyer on page 4 and plan your answer before beginning to write.

The Humanities Department is planning a programme to commemorate Racial Harmony Day in school in July. The theme for the programme is '*Celebrating Our Differences*'.

As the National Education (NE) Ambassador of your class, you have been tasked by your Form Teacher to propose a programme for the Secondary 2 cohort. The programme should be aligned to the theme given and must not only be fun but educational and meaningful as well.

You found this flyer which shows interesting activities that could be carried out on that day. Write a report to the Head of Department (HOD) of Humanities, to recommend some activities which the Secondary 2 cohort could take part in as part of the Racial Harmony Day celebration in your school.

You must include the following details:

- Two of the activities mentioned in the flyer that your schoolmates might enjoy
- One activity other than those mentioned in the flyer that might interest them
- How you think the students will benefit from this whole experience

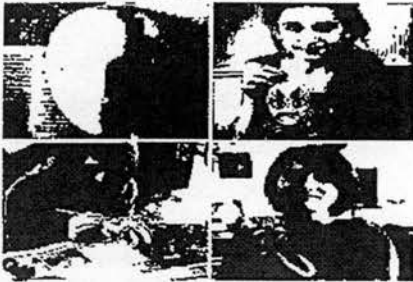
Write your report in clear, accurate English and in a persuasive tone that will convince the HOD that your proposal will give the students a meaningful and enjoyable learning experience.

You may add any other details that might be of interest. You should use your own words as much as possible.

Racial Harmony Day

Celebrating Our Differences
A day of fun and learning!

Chinese mask-making



Learn the art of making the Chinese masks and the significance behind them.
Participation fee: \$1

Henna painting



Get yourself 'tattooed' with henna – safer and more hygienic than tattoos!
Fee: \$2 for painting on one hand, \$3.50 on both hands

Poster Design Competition



Get creative and take part in the poster design and kite-making competitions – great prizes to be won! The top 6 posters and kites will be displayed in the school Hall.
Participation fee for competitions: \$2

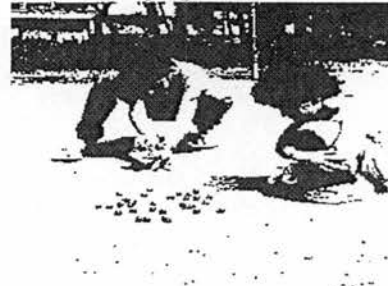
Kite Making competition



Hop-Scotch



Playing Marbles



Learn how to play some of our traditional games like hop-scotch, 'goli' or marbles, 'capteh', 'five stones' and more!
\$1 for every game played

*All proceeds from the event will be donated to charity.

Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 250 and 300 words on one of the following topics.

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

- 1 What is your idea of success? Describe some people whom you consider to be successful.
- 2 What are some of the things that make you proud of your country?
- 3 'Teenagers today are selfish and self-centred.' What are your views?
- 4 Describe your favourite place and explain what makes it so special.

End of paper

Name	Class				Index Number			
------	-------	--	--	--	--------------	--	--	--



BROADRICK SECONDARY SCHOOL
SECONDARY 2 EXPRESS
MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

28 April 2016

1 hour 50 minutes

Candidates answer on the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

This document consists of 6 printed pages.

Setter : Mr Reuben Ong

Broadrick Secondary School, Mid-Year Examination 2016, Sec Two Express, English

Section A

Text 1

Study the poster below and answer Questions 1-3 in the Question Booklet.

Be a Friend of Water and Celebrate

SG 50

WORLD WATER DAY

**Exciting activities
Island-wide!**

Marina Barrage
NEWater Centre
Alexandra Canal
Bedok Reservoir
Jurong Lake
Kranji Marshlands
Yishun Pond
and many more!

24 March 2012
15 locations islandwide
water for people
to enjoy



Section B

Text 2

The text below describes the hanging of a prisoner in Burma in the 1930s.

Read it carefully and answer Questions 4 – 16 in the Question Booklet.

- 1 One prisoner had been brought out of his cell. He was a Hindu, a puny wisp of a man, with a shaven head and vague liquid eyes. He had a thick, sprouting moustache, absurdly too big for his body, rather like the moustache of a comic man on the films. Six tall Indian warders were guarding him and getting him ready for the gallows. Two of them stood by with rifles and fixed bayonets, while the others 5 handcuffed him, passed a chain through his handcuffs and fixed it to their belts, and lashed his arms tight to his sides. They crowded very close about him, with their hands always on him in a careful, caressing grip, as though all the while feeling him to make sure he was there. It was like men handling a fish which is still alive and may jump back into the water. But he stood quite unresisting, yielding his arms 10 limply to the ropes, as though he hardly noticed what was happening.
- 2 The gallows stood in a small yard, separate from the main grounds of the prison, and overgrown with tall prickly weeds. It was a rusty construction like three sides of a shed, with planking on top, and above that two beams and a crossbar with the rope dangling. The hangman, a grey-haired convict in the white uniform of the 15 prison, was waiting beside his machine. He greeted us with a servile crouch as we entered. At a word from Francis, the two warders, gripping the prisoner more closely than ever, half led, half pushed him to the gallows and helped him clumsily up the ladder. Then the hangman climbed up and fixed the rope round the prisoner's neck.
- 3 We stood waiting, five yards away. The warders had formed in a rough circle round 20 the gallows. And then, when the noose was fixed, the prisoner began crying out on his god. It was a high, reiterated cry of 'Ram! Ram! Ram! Ram!', not urgent and fearful like a prayer or a cry for help, but steady, rhythmical, almost like the tolling of a bell. The dog answered the sound with a whine. The hangman, still standing on the gallows, produced a small cotton bag like a flour bag and drew it down over the 25 prisoner's face. But the sound, muffled by the cloth, still persisted, over and over again: 'Ram! Ram! Ram! Ram! Ram!'
- 4 The hangman climbed down and stood ready, holding the lever. Minutes seemed to pass. The steady, muffled crying from the prisoner went on and on, 'Ram! Ram! Ram!' never faltering for an instant. The superintendent, his head on his chest, was 30 slowly poking the ground with his stick; perhaps he was counting the cries, allowing the prisoner a fixed number - fifty, perhaps, or a hundred. Everyone had changed

colour. The Indians had gone grey like bad coffee, and one or two of the bayonets were wavering. We looked at the lashed, hooded man on the drop, and listened to his cries - each cry another second of life; the same thought was in all our minds: 35
oh, kill him quickly, get it over, stop that abominable noise!

- 5 Suddenly the superintendent made up his mind. Throwing up his head he made a swift motion with his stick. 'Chalo!' he shouted almost fiercely.
- 6 There was a clanking noise, and then dead silence. The prisoner had vanished, and the rope was twisting on itself. We went round the gallows to inspect the prisoner's 40
body. He was dangling with his toes pointed straight downwards, very slowly revolving, as dead as a stone.
- 7 The superintendent reached out with his stick and poked the bare body; it oscillated, slightly. 'He's all right,' said the superintendent. He backed out from under the gallows, and blew out a deep breath. The moody look had gone out of his 45
face quite suddenly. He glanced at his wrist-watch. 'Eight minutes past eight. Well, that's all for this morning, thank God.'

Adapted from "A Hanging" (1931) by George Orwell.

(<http://www.online-literature.com/orwell/888/>)

Section C

Text 3

This text below is about tourism in southern Italy.

Read it carefully and answer Questions 17 – 23 in the Question Booklet.

- 1 Spring is here. In southern Italy, the sun is shining, the sky is blue and the weather is balmy. Orange blossom fragrances mingle with wafts of jasmine. The food is good, the wine is inexpensive, the locals are friendly and beauty is all around. But where are the tourists?
- 2 The Amalfi Coast, south of Naples, is still a magnet for wealthy Russians and romantic Americans. Yet Naples itself is a tourist wasteland, and the rest of southern Italy is largely vacationer-free. Only 13 percent of tourists who come to Italy go to the Mezzogiorno, as the south is known. The rest head for the centre and north of Italy, or other Mediterranean countries altogether. German airports sent 223 flights to Spain's Balearic Islands in one week last summer, and only 17 to southern Italy. 5 10
- 3 Defensive Italians, particularly from the prosperous north, will tell you that no one goes to the south because there's nothing worth seeing (they're wrong). But the lack of tourists in places like Sicily or Calabria is indicative of a larger, nationwide failure by the country to take advantage of its most precious resources — in this case, the region's natural and cultural beauty. 15
- 4 Poor marketing is one problem. The Italian Tourist Board spends an astounding 98 percent of its budget on salaries, with basically nothing left for its actual job of tourism promotion. The Italian government tried to boost interest in the southern region with its \$50 million Italia.it website, but it still debuted with glitches and inaccuracies. 20
- 5 Or consider how little regional tourism authorities in Italy coordinate with one another. Years ago in Shanghai, I came across three separate delegations representing the same part of Sicily. They also spend wildly: Until recently the Campania regional authority had a palatial New York residence on Fifth Avenue. 25
- 6 Infrastructure is another issue. Italy has wasted time and money fantasising about a bridge to Sicily. It was the pet project Silvio Berlusconi would wheel out during every election campaign. Yet high-speed rail services stop at Salerno, just beyond Naples, 300 miles to the north. There are trains in the Mezzogiorno that travel at an average speed of 8.7 miles an hour. 30
- 7 Metaponto, in the Basilicata region east of Naples, has a five-track, marble-clad rail station, paid for by \$25 million in European Union funds. But the last train out is an 8:21 a.m. express to Rome. If you want to go anywhere else, you have to take a bus. Farther south, the small locomotive coughing its way along the Ionian coast has to stop as ice-cream-toting teenagers cross the track on their way to 35

the beach.

- 8 Nor are the roads any better. Upgrades on the Salerno-Reggio Calabria highway have been going on for 29 years amid a tangle of inflated costs, corruption and Mafia threats. There are stretches where construction work has had to be protected by the army. 40
- 9 This isn't a regional failure; it's a national one. Tourism ought to be to southern Italy what oil is to Norway: a blessing and a source of wealth.

Adapted from 'Why No One Goes to Naples' by Beppe Severgnini.

(http://www.nytimes.com/2014/04/12/opinion/severgnini-why-no-one-goes-to-naples.html?_r=0)

Name	Class				Index Number		
------	-------	--	--	--	--------------	--	--



BROADRICK SECONDARY SCHOOL SECONDARY 2 EXPRESS MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE

Paper 2 Comprehension

1128/02

Candidates answer on the Question Booklet.
Additional Materials: Insert

28 April 2016
1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

Write your name, class and register number on all the work you hand in.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.

Write your answers in the spaces provided in the Question Booklet.
The Insert contains the texts for all the sections.

The number of marks is given in brackets [] at the end of each section or part question.

Target Grade:
Actual Grade:
For Examiner's Use
50

Parent's Signature: _____

This document consists of 9 printed pages.

Setter: Mr Reuben Ong

Section A [5 marks]

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1-3.

- 1 What is the main purpose of the poster?

[1]

- 2 How do the images in the poster support the phrase 'Exciting activities Island-wide!'?

[2]

- 3 Explain how the following statements influence readers' attitudes towards water conservation.

- i) 'Be a Friend of Water and Celebrate'

[1]

- ii) 'Every Drop Counts'

[1]

Section B [20 marks]

Refer to Text 2 on pages 3 to 4 of the Insert for Questions 4 – 16.

- 4 From Paragraph 1, quote a phrase which tells us that the prisoner had a small build.

[1]

- 5 'It was like men handling a fish which is still alive and may jump back into the water.' (Lines 9-10)? What does this tell us about how the warders were handling the prisoner?

[1]

- 6 'But he stood quite unresisting, yielding his arms limply to the ropes, as though he hardly noticed what was happening.' (Lines 10-11) Explain fully the prisoner's attitude towards his impending execution.

[2]

- 7 Explain how the language used in Paragraph 2 highlights the poor condition that the execution venue was in. Support your idea with 2 details from Paragraph 2.

[2]

- 8 Why do you think the warders were 'gripping the prisoner more closely than ever' (Lines 17-18)?

[1]

- 9 In Paragraph 3, it is written that 'when the noose was fixed, the prisoner began crying out on his god. It was a high, reiterated cry of 'Ram! Ram! Ram! Ram!', not urgent and fearful like a prayer or a cry for help, but steady, rhythmical, almost like the tolling of a bell.'

- i) Quote a phrase suggesting that the prisoner was not feeling desperate or frightened.

[1]

- ii) What does 'like the tolling of a bell' suggest about the prisoner's cries?

[1]

- 10 From Paragraph 4, which word suggests that that prisoner's cries were being obstructed in some way?

[1]

5

- 11 In Paragraph 4 'Everyone had changed colour. The Indians had gone grey like bad coffee, and one or two of the bayonets were wavering.' (Lines 32-34)

i) What caused everyone to change 'colour'?

[1]

ii) What does 'one or two of the bayonets were wavering' suggest about how the warders were feeling?

[1]

- 12 Paragraph 4 ends '... kill him quickly, get *it* over, stop that abominable noise'. What does the italicised word refer to?

[1]

- 13 In Paragraph 5, which word has the same meaning as 'fast'?

[1]

- 14 The prisoner was described as being 'as dead as a stone' (Line 42). What is effective about this description?

[1]

- 15 "He's all right," said the superintendent.' (Line 44) Explain the irony of the superintendent's statement.

[2]

- 16 Complete the chart by choosing one phrase from the box that best describes the predominant atmosphere as reflected in the corresponding paragraphs.

Atmosphere

dangerous	mysterious	suspense
uneasy	relief	calm

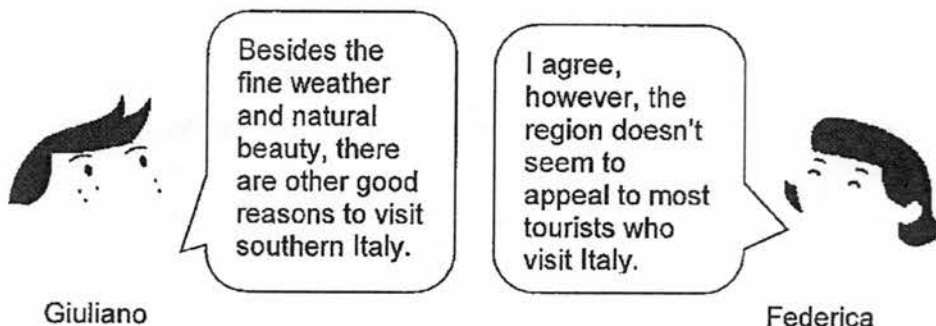
Paragraphs	Atmosphere
Paragraph 4	
Paragraph 6	
Paragraph 7	

[3]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17 – 23.

- 17 Here is a part of a conversation between two friends, Giuliano and Federica.



- (i) Identify two reasons in Paragraph 1 that Giuliano can give to support his view.

[2]

- (ii) How would Federica explain her position with reference to lines 7-9?

[1]

- 18 According to the passage, which two groups of people are attracted to the Amalfi Coast?

[2]

- 19 From Paragraph 3, what reason do Italians from the north commonly give when explaining why few people visit the south? Explain in **your own words**.

[1]

- 20 Identify the word in Paragraph 4 which has the same meaning as the word 'shocking'.

[1]

- 21 'Italy has wasted time and money fantasising about a bridge to Sicily.' (Lines 26-27) What does this suggest about efforts to connect mainland Italy to Sicily?

[2]

- 22 Why have upgrades on the Salerno-Reggio Calabria highway been going on for so long?

[1]

- 23 Using your own words as far as possible, summarise the reasons why southern Italy is not a popular tourist destination.

Use only information from paragraphs 4 to 8.

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).

Southern Italy is not a popular tourist destination because of

.....
.....
.....
.....
.....

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

END OF PAPER

ANS

Name	Class				Index Number			
------	-------	--	--	--	--------------	--	--	--



BROADRICK SECONDARY SCHOOL
SECONDARY 2 EXPRESS
MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE

Paper 2 Comprehension

1128/02

Candidates answer on the Question Booklet.
 Additional Materials: Insert

28 April 2016
 1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

Write your name, class and register number on all the work you hand in.
 Write in dark blue or black ink on both sides of the paper.
 Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer all questions.
 Write your answers in the spaces provided in the Question Booklet.
 The Insert contains the texts for all the sections.

The number of marks is given in brackets [] at the end of each section or part question.

Target Grade:
Actual Grade:
For Examiner's Use
50

Parent's Signature: _____

This document consists of 8 printed pages.

Setter: Mr Reuben Ong

Broadrick Secondary School, Mid-Year Examination 2016, Sec Two Express, English

ANSWERS

Hunters enjoy the communal nature of their activity. They drive out to the forest in a group, stop every so often for a shoot and then continue on their way, competing to see who of them can get the biggest kill of the day. The photographer, by contrast, usually work alone. If this is seen as a disadvantage by some, it is an recommendation to others. He can in some case satisfy his need to compete by comparing his efforts to the work of others – or even work for others, though his pictures will seldom be as good as when he is filming on his own. As for the rewards involved, those a photographer gains are infinitely superiority to those of a hunter. The skin of an animal and a pair of antlers on the wall of the hunter's home are scarcely works of art. They are mere personal trophies to remind him of the successful hunt.

1 √2 which3 works4 a5 any6 with7 √8 superior9 or10 merely

Section A [5 marks]

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1-3.

- 1 What is the main purpose of the poster?

It is to convince readers / members of the public to celebrate World Water

Day by participating in the activities on offer. (1)

[2]

Do not accept "To inform, to tell, to show"

- 2 How do the images in the poster support the phrase 'Exciting activities Island-wide'?

The images depict activities like kayaking, fishing and cycling / different

types of activities (1) that participants can take part in different parts of

Singapore (1).

[2]

- 3 Explain how the following statements influence readers' attitudes towards water conservation.

- i) 'Be a Friend of Water and Celebrate'

It encourages readers to develop a personal attachment/responsibility towards water conservation.

[1]

- ii) 'Every Drop Counts'

It suggests the readers' efforts will have a great impact on conservation. / It encourages readers to be more mindful of the way they use water.

[1]

Section B [20 marks]

Refer to Text 2 on pages 3 to 4 of the Insert for Questions 4 – 16.

- 4 From Paragraph 1, quote a phrase which tells us that the prisoner had a small build.

[Quotation]

'a puny wisp of a man' (1).

[1]

- 5 'It was like men handling a fish which is still alive and may jump back into the water.' (Lines 9-10)? What does this tell us about how the warders were handling the prisoner?

[How Language Achieves Impact]

The warders were handling the prisoner very carefully/ vigilantly. (1)

[1]

- 6 'But he stood quite unresisting, yielding his arms limply to the ropes, as though he hardly noticed what was happening.' (Lines 10-11) Explain fully the prisoner's attitude towards his impending execution. **[Inferential]**

It suggests that the prisoner was resigned to his fate (1) as he did not even struggle as he was led to his execution (1).

[2]

- 7 Explain how the language used in Paragraph 2 highlights the poor condition that the execution venue was in. Support your idea with 2 details from Paragraph 2.

[How Language Achieves Impact]

'Overgrown with tall prickly weeds' suggests that the area was poorly-kept / neglected. (1) 'Rusty construction' suggests that the gallows was old/ poorly-maintained. (1)

[2]

- 8 Why do you think the warders were 'gripping the prisoner more closely than ever' (Lines 17-18)? **[Inferential]**

The warders were afraid that the prisoner might make a last minute attempt to escape. (1) OR The warders grew more nervous as the closer they got to the scaffold. (1)

[1]

- 9 In Paragraph 3, it is written that 'when the noose was fixed, the prisoner began crying out on his god. It was a high, reiterated cry of 'Ram! Ram! Ram! Ram!', not urgent and fearful like a prayer or a cry for help, but steady,

rhythmical, almost like the tolling of a bell.'

- i) Quote a phrase suggesting that the prisoner was not feeling desperate or frightened. **[Quotation]**

'not urgent and fearful'. [1]

- ii) What does 'like the tolling of a bell' suggest about the prisoner's cries? **[How Language Achieves Impact]**

It suggests that the prisoner's cries were monotonous and constant. [1]

- 10 From Paragraph 4, which word suggests that that prisoner's cries were being obstructed in some way?
[Vocabulary]

'muffled'. [1]

- 11 In Paragraph 4 'Everyone had changed colour. The Indians had gone grey like bad coffee, and one or two of the bayonets were wavering.' (Lines 32-34)

- i) What caused everyone to change 'colour'?
[Inferential]

The prisoner's incessant cries OR The anticipation of the hanging. [1]

- ii) What does 'one or two of the bayonets were wavering' suggest about how the warders were feeling?
[Inferential]

It suggests that the warders were feeling jittery/ nervous / fearful. [1]

- 12 Paragraph 4 ends '... kill him quickly, get *it* over, stop that abominable noise'. What does the italicised word refer to? **[Literal]**

The hanging of the prisoner. [1]

- 13 In Paragraph 5, which word has the same meaning as 'fast'? **[Vocabulary]**

'swift'. [1]

5

- 14 The prisoner was described as being 'as dead as a stone' (Line 42). What is effective about this description?
[How Language Achieves Impact]

It is effective in telling us about how motionless/ lifeless/ still/ silent the prisoner was.

[1]

- 15 "He's all right," said the superintendent.' (Line 44) Explain the irony of the superintendent's statement.
[How Language Achieves Impact]

The prisoner was dead (1) yet, the superintendent describes him as being fine / all right (1).

OR

The fact that the prisoner was dead (1) shows that he could not have been all right. (1)

[2]

- 16 Complete the chart by choosing one phrase from the box that best describes the predominant atmosphere as reflected in the corresponding paragraphs.
[Evaluative]

[3]

Atmosphere

dangerous	mysterious	suspense
uneasy	relief	calm

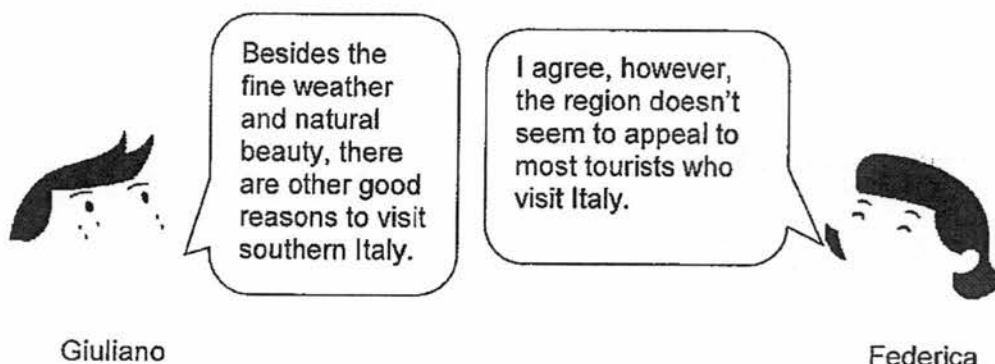
Paragraphs	Atmosphere
Paragraph 4	uneasy
Paragraph 6	calm
Paragraph 7	relief

[3]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17 – 23.

- 17 Here is a part of a conversation between two friends, Giuliano and Federica.



- (i) Identify two reasons in Paragraph 1 that Giuliano can give to support his view. [2]
[Literal]
The food is good (1)/ the wine is inexpensive (1) / the locals are friendly (1).
Note: Accept any two of the three reasons.
- (ii) How would Federica explain her position with reference to lines 7-9? **[Inferential]** [1]
A large majority of tourists who visit Italy visit the centre and north.
- 18 According to the passage, which two groups of people are attracted to the Amalfi Coast? **[Literal]** [2]
Wealthy Russians (1) and romantic Americans (1).
- 19 From Paragraph 3, what reason do Italians from the north commonly give when explaining why few people visit the south? Explain in **your own words**. **[Own Words]** [1]
They claim that there are no attractions / no noteworthy sights in the south.
Do not accept: 'there's nothing worth seeing'.
- 20 Identify the word in Paragraph 4 which has the same meaning as the word 'shocking'. **[Vocabulary]** [1]
'astounding'

- 21 'Italy has wasted time and money fantasising about a bridge to Sicily.' (Lines 26-27) What does this suggest about efforts to connect mainland Italy to Sicily? [2]
[Language Achieving Impact]

It tells us that Italy only spends time and money talking about the project (1) instead of carrying it out (1).

Note: Answers should address the key words 'wasted' and 'fantasising'.

- 22 Why have upgrades on the Salerno-Reggio Calabria highway been going on for so long? [1]

It is due to inflated costs, corruption and Mafia threats.

Note: All three reasons must be given.

- 23 Using your own words as far as possible, summarise the reasons why southern Italy is not a popular tourist destination.

Use only information from paragraphs 4 to 8.

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).

Southern Italy is not a popular tourist destination because of.....

	From Text	Shortened/ own words
1	Poor marketing is one problem	ineffective marketing (2)
2	basically nothing left for its actual job of tourism promotion	as little is spent on advertising. (8)
3	The Italian government tried to boost interest in the southern region with its \$50 million <u>Italia.it</u> website, but it still debuted with glitches and inaccuracies.	The Italia.it website faced problems and errors. (15)
4	Or consider how little regional tourism authorities in Italy coordinate with one another	Regional tourism bodies lack cooperation. (20)
5	Infrastructure is another issue	Infrastructure is problematic (23)
6	Yet high-speed rail services stop at Salerno, just beyond Naples, 300 miles to the north	and high-speed trains do not cover enough ground. (31)
7	There are trains in the Mezzogiorno that travel at an average speed of 8.7 miles an hour	Certain trains are too slow (36)
8	the last train out is an 8:21 a.m. express to Rome	and do not run throughout the day. (43)

8

9	the small locomotive coughing its way along the Ionian coast has to stop as ice-cream-toting teenagers cross the track on their way to the beach.	The train travelling along the Ionian coast also faces disruptions. (53)
10	Nor are the roads any better	Road conditions are also poor (58)
11	Upgrades on the Salerno-Reggio Calabria highway have been going on for 29 years amid a tangle of inflated costs, corruption and Mafia threats	and upgrades take a long time because of increasing costs, corruption and gang threats. (72)

[15]

END OF PAPER

