



Cambridge International Schools (Sudan)
Associate School of
University of Cambridge (UK)



Cambridge Primary Checkpoint English

Past Papers:

2003 -2006-2007-2010-2012-2013-2015-2016

Specimen

2012-2014-and exams for 2017-2018

English As Second Language

2013 - and - Exams for 2017-2018

With CD



Cambridge
Primary
Checkpoint

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Content:

Primary Check Point Past Papers and Specimen Paper from 2006 – 2017.



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Check Point Exams

2003



Centre Number	Candidate Number	Name
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CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge Checkpoint

ENGLISH

1111/01

Paper 1

May 2003

**1 hour plus 7 minutes'
reading time**

No Additional Materials are required

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen in the spaces provided on the Question Paper.

Answer **all** questions.

The number of marks is given in brackets [] at the end of each question or part question.
You should pay attention to punctuation, spelling and handwriting.

If you have been given a label, look at the details. If any details are incorrect or missing, please fill in your correct details in the space given at the top of this page.

Stick your personal label here, if provided.

This document consists of 7 printed pages and 1 blank page.



Section A: Reading

1 Read this account of how a machine has made a great deal of difference to some villagers' lives in Lebanon.

Nobody is happier in the little southern village of Kfar Sir than its one and only police officer.

"I can take things easier now," he tells me as he pulls up a chair and bids me sit down.

I have driven the two hours from Beirut because I heard that a village in south Lebanon had found a way to solve its waste problem. 5

"Like all villages we used to burn our trash," says the friendly police officer as he leads me to the site of the old trash dump. "The smoke was horrible, the smell disgusting and flies were everywhere," he says. "I used to get fifty complaints a day and spent all my time **soothing** people. But I couldn't do anything about it."

But now his worries are over. He introduces me to Mohammed Nisr, the mayor of Kfar Sir, who swells with pride on learning that I am in the village to hear about their new composting machine. 10

"Mayors from all over the country are calling me or are coming to see for themselves what we have done here," he says. "Everybody is suffering from the waste problem because there is so much construction in Lebanon and the people are living closer together." The mayor guides me to the composting site. Here a round drum, about ten metres long, **rotates** smoothly with conveyor belts on either side. Two workers sift through trash bags and remove nylons, plastics, aluminium, metal and cartons. The rest is placed on the input belt and is promptly devoured by the drum. 15

At the other end, barrels collect the resulting dark-brown organic sludge from the machine once it has processed the waste. "Look at this. It's fast, clean and has no smell. At least ten barrels are filled every day," explains Nisr, grabbing a **sample**. 20

I am curious to meet the 'brains' behind the machine and find myself facing a lively thirty-year-old engineer named Zaid Abi Shaker. While pursuing his higher studies in the United States, he led a research team who over five years developed ways to convert organic waste into compost in the quickest, most cost-effective and least foul-smelling way. 25

"We used a special mixture of enzymes and bacteria which eat into the organic garbage, **transforming** it into compost," he explains to me. "We then worked on developing the mechanics: how the drum rotates, how the garbage moves from one compartment to another." 30

Once he was back in Lebanon, he met officials who were looking for ways to develop rural areas. And so, Kfar Sir became the first village to discover the world of quick composting. "This is the only machine outside the United States which gives results in three days," says Abi Shaker proudly. "Others take from seventy to ninety days." 35

Eager to use this healthy compost, the Mayor of Kfar Sir has declared about thirty thousand metres of municipality land as a natural reserve. "This is where it all goes," says Nsir. He leads me into the protected area where tree shoots surrounded by the compost are planted.

"This is going to be our park," he says, looking lovingly at his treasured seedlings. "Can you imagine people coming from all over to walk among the trees once they're grown?"

"That would be wonderful," I agree, and leave the kindly mayor daydreaming about making Kfar Sir a small heaven on earth.

40

Now answer these questions. Write your answers in the spaces provided on the next page.

- (a) Give a reason why the police officer is so pleased. [1]
 Give a reason why Abi Shaker is so pleased. [1]
- (b) Give the **four main stages** by which the machine turns trash into compost. [2]
- (c) Give the meaning of each of the following words as it is used in the passage.
- (i) soothing (line 9) [1]
 (ii) rotates (line 17) [1]
 (iii) sample (line 22) [1]
 (iv) transforming (line 29) [1]

Answer questions 1(a) – (c) here.

do not
write in
margin

1 (a)

Reason one:

--

Reason two:

--

(b)

Stage one:

--

Stage two:

Stage three:

--

Stage four:

(c)(i)

soothing:

--

(ii)

rotates:

--

(iii)

sample:

(iv)

transforming:

--

UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

Cambridge Checkpoint

MAY 2003

English Paper 2 Insert

www.XtremePapers.com

Section A: Reading

1 Read this true story of a dangerous accident which happened while the writer and his friends were making their way by canoe past the side of a waterfall in Borneo.

The river twisted and turned and grew narrower, and the giant creepers, tumbling down in profusion from 60 metres above our heads, grew closer. The rapids and cascades became more frequent. We had to jump out into the river more often, sometimes up to our armpits, pushing our long canoe up the shallows, guiding it into a side-channel away from the main crash of the water.

5

'Saytu, dua, tiga – bata!' sang Dana, our head boatman, which even we could reconstruct as 'one, two, three – and push'.

Our crew, well used to the round, algae-covered stones on the river-bottom, gripped them easily with their muscled, calloused toes. Our boots, however, slipped into crevices, slithered away in the current, and threatened to break off a leg at the ankle or at the knee. It was only possible to push hard when the boat was stuck fast.

10

Back aboard our canoe once more, we entered a wide reach of foaming water. There was an ominous noise of conflicting currents ahead. The preambles to the rapids that we now encountered – foaming white water, swirling whirlpools and noise up ahead – went on longer and louder than they ought to have done.

15

With the canoe pitching feverishly, we rounded a sweeping bend; and the reason for the agitated river became obvious. Ahead of us, the water was piling up into waves higher than any we had met. There was a waterfall to the left of the river-course, a huge surging over a ledge. The way to the right was blocked by thrown-up trees that had been dislodged upstream and tossed aside here against a line of rocks. There was, however, one small channel that skirted the seething mass of water up front: a shallow rapid, dangerously close to the boiling waves, but negotiable. It was separated from the waves by three huge boulders.

20

Keeping well clear of the great whirlpool beneath the waterfall, we brought the boat to the base of this normal-sized rapid. Then Dana, James and I got back into the river and made our way carefully forward, holding on to the bow-rope of our canoe.

25

Dana held the lead position on the rope, I stood behind him and James behind me. We started pulling on the rope while in the rear the other two members of the crew, Leon and Inghai, pushed the boat. The boat moved up and forwards some three metres and then stuck. Leon and Inghai at once walked up the rapid and rolled small rocks aside to clear a channel. We waited at a large rock nearby, pulling on the rope to keep the long boat straight. At last Leon and Inghai were ready. But the channel they had had to make was a little closer to the waterfall. To keep pulling our boat straight, and to avoid the tumbling water of the waterfall, we had to move to our right.

30

It was only a stride or two. But the level of the river bed suddenly dipped. James lost his footing and, trying to save himself, let go the rope. I stepped across to catch him, the rope bound round my left wrist, snatching his left hand in my right. His legs thudded into mine, tangled, and then swung free, into the current, weightless, as if a part of him had been knocked into outer space. His hat came off, hurtled past his shoes, spun in an eddy and disappeared beneath the cascading waters of the waterfall.

35

40

His fingernails were very white, and slippery; they could not dig into my palm. He simply looked surprised; his head seemed a long way from me. He was impossibly trying to grip a boulder with his other hand, to get a purchase on a slimy rock polished smooth for centuries by tons of rolling water.

45

His fingers bent straighter, slowly, edging out of mine, for what must only have been seconds. His arm rigid, his fingertips finally slipped away altogether. He turned in the current, spread-eagled. Still turning, but much faster, he was sucked under. His right ankle and shoe were bizarrely visible above the surface. He was lifted slightly, a bundle of clothes of no discernible shape, and then he was gone.

50

“Hold the boat!” yelled Leon.

James’s bald head, white and fragile as an owl’s egg, was sweeping round in the whirlpool beneath the waterfall, spinning, bobbing up and down in the foaming water, each orbit of the current carrying him within inches of the black rocks at its edge.

Leon jumped into the boat, clambered onto the raised outboard-motor frame, squatted and then, with a long, yodeling cry, launched himself in a great, curving leap into the centre of the maelstrom. He disappeared, surfaced, shook his head, spotted James, dived again and caught him. He made a circuit of the whirlpool until, reaching the exit current, he thrust out like a turtle and went down-river, edging yard by yard towards the bank.

55

Obedying Dana’s signs, I helped him coax the boat onto a strip of shingle further down the river’s edge. James, when we walked back to him, was sitting on a boulder. Leon sat beside him, an arm round his shoulder.

60

“You’ll be all right, my friend,” said Leon. “Soon you’ll be so happy.”

James, bedraggled, looking very sick, his white lips an open *O* in his black beard, was hyperventilating dangerously, taking great rhythmic draughts of oxygen, his body shaking. Just then Inghai appeared, beaming with pride, holding aloft one very wet straw boater.

65

“I saved his hat!” said Inghai, “James! James! I’ve saved your hat!”

James looked up, smiled, and so stopped his terrible spasms of breathing.

70

He really was going to be all right.

Suddenly it all seemed funny, hilariously funny. “Inghai saved his hat!” We giggled together until it hurt.

Now answer these questions. Write your answers in the spaces provided in the test booklet.

- 1 (a)** Give four impressions that the writer creates of his journey along the river, as it is described in the first five paragraphs (lines 1 to 23). Explain each of your answers. [8]
- (b)** Give four words or phrases that you think best describe the seriousness of James's accident (lines 35 to 50). Explain how each of your choices brings out this seriousness. [8]
- (c)** The writer gives us a clear picture of Leon. Give four examples of this from the passage. Explain carefully the way in which each of your examples brings Leon's character to life. [8]

Centre Number	Candidate Number	Name
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CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge Checkpoint

ENGLISH

1111/02

Paper 2

May 2003

**1 hour plus 7 minutes'
reading time**

No Additional Materials are required

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen in the spaces provided on the Question Paper.

Answer **all** questions.

The number of marks is given in brackets [] at the end of each question or part question.
You should pay attention to punctuation, spelling and handwriting.

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Stick your personal label here, if provided.

This document consists of **4** printed pages.



Section A: Reading

Answer questions 1(a) – (c) here.

do not
write in
margin**1 (a)**

first impression: [1]

explanation:

[1]

second impression: [1]

explanation:

[1]

third impression: [1]

explanation:

[1]

fourth impression: [1]

explanation:

[1]

(b) first word or phrase: [1]

explanation:

[1]

second word or phrase: [1]

explanation:

[1]

third word or phrase: [1]

explanation:

[1]

(c)	fourth word or phrase:	[1]	do not write in margin
	explanation:		
		[1]	
	example one:		
		[1]	
	explanation:		
		[1]	
	example two:		
		[1]	
	explanation:		
		[1]	
	example three:		
		[1]	
	explanation:		
		[1]	
	example four:		
	[1]		
explanation:			
	[1]		

Section B: Writing

- 2 Imagine that you and your friends are in the middle of a normal activity when something totally unexpected happens. Write an account of the contrast between the ordinary and the unexpected.

Your account does not have to involve an accident. The unexpected could be exciting, pleasurable or weird, for example.

Write about one page.

[30]

Write your answer to question 2 in the space provided on the next page.



UNIVERSITY of CAMBRIDGE
International Examinations

Cambridge International School

Check Point Exams

2006



Centre Number	Candidate Number	Name
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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

CAMBRIDGE INTERNATIONAL PRIMARY ACHIEVEMENT TEST

ENGLISH **0841/01**

Paper 1 October/November 2006

60 minutes

Candidates answer on the Question Paper
No Additional Materials are required

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.

Answer **all** questions.

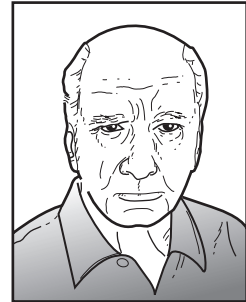
The number of marks is given in brackets [] at the end of each question or part question.
Suggestions for how long to spend on each section are given in the booklet.

For Examiner's Use	
Page	Mark
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7	
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9	
10	
11	
Total	

Spend 20 minutes on this section.

Old Days and Old Ways

Young people today don't know what they're missing with their 'youth culture'. They wear crazy clothes and shoddy shoes, they listen to mean, menacing music with a loud and loutish booming bass and as for their art? Art? I don't see how they can call it youth 'culture'. They don't know what culture is.



Music

Ah! The melodies of Mozart, the harmonies of Haydn and the tunes of Tchaikovsky. Now that's real music! You can sit peacefully and listen to their compositions anywhere you like: in a concert hall, on the radio, from the comfort of your armchair or even lying in the bath. The music lifts your spirits and sings to your soul. You can listen to a solo sonata, a duet, trio, quartet, sextet, a chamber group or a full symphony orchestra. Real music can make you cry, laugh or itch to dance.

Modern music is a different thing altogether. Hairy youths moaning into microphones, tuneless tosh being sold as music. What does this noise have to do with music? What's more, the cacophony is with us everywhere. Have they no consideration, these young people who are damaging their own hearing and irritating the rest of the world? Thud, thud, thud, boom, boom, boom, emanates perpetually from machines hung around necks and tucked into pockets. And don't even get me started on mobile phones!

Art

It's not only music that youth doesn't understand, it's also the visual arts. When I go to a gallery I like to see sculptures and paintings of people or things. I like to be able to stand in front of the picture and to say to myself 'That's a painting of a bird sitting on a roof'. Monet, Manet, Michelangelo. They were artists. They began as boys and learned their crafts from real craftsmen.

If you look at some of these modern messes, you don't know what you're looking at. A bubble of blue with a red splash in the corner? Some random stripes with splodges of spilt paint? A three year old child could create a better picture without even trying. And so-called 'installation art'? What's that about? I can put a pile of bricks on a floor but it's not art. So why is it called art just because it's in an art gallery? And don't get me started on street art!

Read the passage **Old Days and Old Ways** and answer these questions.

1 Is the author of the piece likely to be young or old? How do you know?

Use evidence from the passage itself, not from the illustration.

.....
.....
..... [1]

2 List **three** composers and **three** artists that the author admires.

Composers

Artists

- 1.
- 2.
- 3.

- 1.
- 2.
- 3. [1]

3 The author gives one example of 'installation art'. What is the example he gives?

..... [1]

4 What does the author mean when he says:

And don't get me started on street art!

.....
..... [1]

Page Total

5 Reread the first paragraph.

Young people today don't know what they're missing with their 'youth culture'. They wear crazy clothes and shoddy shoes, they listen to mean, menacing music with a loud and loutish booming bass and as for their art? Art? I don't see how they can call it youth 'culture'. They don't know what culture is.

The author has written paragraphs about music and art.

If the author continued writing, what is the most likely topic for the next paragraph?

..... [1]

6 Are the following statements from the passage fact or opinion?

Put a tick (✓) in the correct box.

	fact	opinion
Young people don't know what they're missing with their 'youth culture'.		
The music lifts your spirits and sings to your soul.		
Monet, Manet, Michelangelo. These were artists.		
...and irritating the rest of the world.		

[2]

Page Total

7 Match the words and phrases with the correct heading.

Random stripes

Music

Cacophony

Tuneless

Modern messes

Art

[1]

8 Does the author like mobile phones?

Explain your answer.

.....
.....

[1]

9 (a) List **two** examples of alliterative phrases from the passage.

- 1.
- 2.

[1]

(b) Explain why the author uses alliteration.

.....

[1]

10 Was this piece originally written or spoken?

Give **two** reasons to support your answer and give examples from the text.

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

[2]

Page Total

11 Is this passage a balanced discussion?

Explain your answer.

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

[2]

Page Total

Spend 25 minutes on this section.

12

Old Days and Old Ways

Write a response to **Old Days and Old Ways**, justifying any aspect of your culture. Think about:

- Which aspect of your culture you will write about; music, dance, art, fashion, language or new ways of living? You can write about more than one if you prefer.
- How you will try to persuade your audience to take your point of view. What kind of tone will you take? An aggressive one or a more balanced one?
- How you will organise your piece of writing. Will you use headings or not?
- What you will call your piece of writing.

[15]

Write your response here:

.....

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Page Total

Spend 15 minutes on this section.

13 Underline a preposition in the sentence below.

The picture is of a bird on a roof.

[1]

14 Add the missing punctuation to the following dialogue.

“I love youth culture she sighed.

“Do you like classical things as well he asked.

[2]

15 Join the underlined word in each sentence to the correct word class.

I hate mobile phones.

noun

They wear crazy shoes.

verb

I love classical music.

adverb

Booms come continually from the headphones.

adjective

[2]

16 Rewrite the following sentence in the passive voice.

You can always hear the boom boom boom of the bass.

.....
.....

[1]

17 Underline the main clause in the sentence below.

If I can find time, I go to a gallery to see real art.

[1]

Page Total

- 18 Rewrite the sentences below as a complex sentence **with a relative clause**. Do not forget the punctuation.

**Classical music is real music.
Real music is a pleasure to listen to.**

.....
..... [2]

- 19 Change the following sentence to show that it is something that will possibly happen rather than something that will happen.

When I see someone painting a picture, I will go and tell them what I think of it.

.....
..... [1]

- 20 Add punctuation to the following sentence to show that it is John who is ill. Do not change the order of the words.

John said Mary is ill

..... [2]

- 21 Add a colon and a semi colon to complete the punctuation of the following sentence.

Holland produced many fine artists including Rembrandt, who painted several self portraits Vermeer whose most famous painting is called Girl with a Pearl Ear-ring; and the portrait painter Rubens.

[1]

22 Write the information in the three sentences below in **one** new sentence.

The grumpy old man doesn't like modern culture.

The cheerful young man likes modern culture.

The woman likes both classical and modern culture.

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

[2]

Page Total



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Primary Achievement Test

CANDIDATE
NAME

CENTRE
NUMBER

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CANDIDATE
NUMBER

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ENGLISH

0841/01

Paper 1

May/June 2007

60 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.

Write in dark blue or black pen.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

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For Examiner's Use	
Page	Mark
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This document consists of **12** printed pages.



Spend 20 minutes on this section.

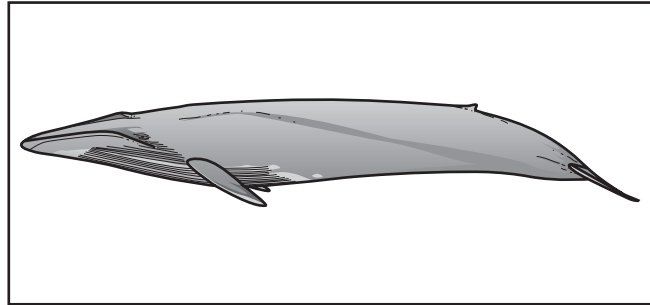
Biggest of the Big

Blue whale

Where it lives: deep ocean waters

Diet: small shrimp called krill

Description: Blue whales are the biggest animals ever to have lived on the earth. They are a light grey-blue colour and have a slim profile for most of the year.



Adult blue whales are about the weight of 25 adult elephants – heavier even than the heaviest dinosaurs. However, although they are so heavy, they are amongst the most beautiful and graceful of all the Earth's creatures.

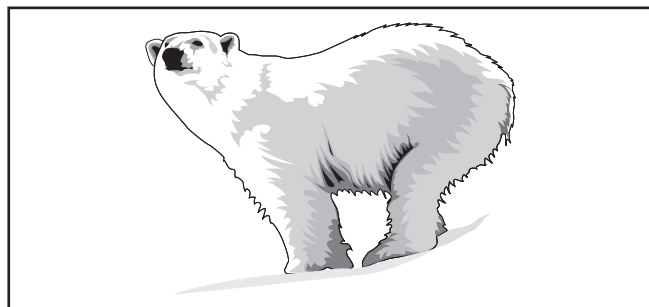
Blue whales eat during their 4 month long summer feeding season, then live off their fat for the next 8 months. They usually feed at depths of less than 100 metres (330 feet) and their dives last up to about 20 minutes.

Polar Bear

Where it lives: Arctic

Diet: seals, fish, birds and small mammals

Description: Polar bears are covered in thick, water-repelling fur. They are whitish in colour to aid camouflage against the snow.



Polar bears, like other polar animals, have adapted to the cold weather at the North Pole by developing a thick layer of fatty blubber which helps to protect them against the cold.

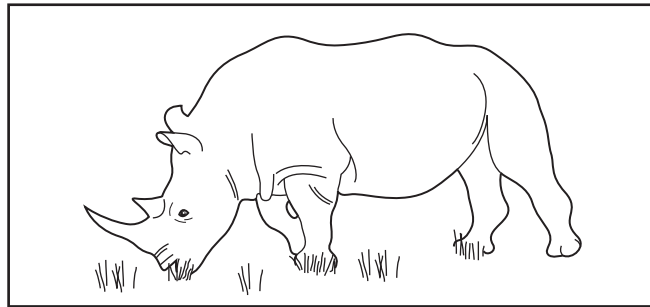
The bears have an excellent sense of smell for locating prey and they can bound across the ice at great speed when they are hunting. Polar bears are the largest of all the world's bears.

White Rhinoceros

Where it lives: Southern Africa

Diet: trees and shrubs

Description: The white rhino is really the 'wide-mouthed rhino', but people mistook the name and called it white. Like all rhinos, it has a tough, leathery hide and is grey.



White rhinos are the second largest animals on land – only elephants are larger. White rhinos have very poor eyesight, but they have good hearing and a very sharp sense of smell. White rhinos can be dangerous for tourists in open topped trucks because they will charge at things they can't see clearly but feel threatened by.

Read **Biggest of the Big** and answer the questions.

1 Complete the table to show where each of the creatures lives.

Creature	Where it lives
rhino	
polar bear	
blue whale	

[1]

2 How have polar bears adapted to the cold?

..... [1]

3 Why are white rhinos dangerous for tourists? Tick (✓) the best answer.

- The rhinos have a good sense of smell.
- The rhinos charge at the tourists.
- The rhinos charge at the open topped trucks the tourists travel in.
- The rhinos have poor eyesight.

[1]

4 Why are polar bears dangerous for seals?

..... [1]

Page Total

5 Tick (✓) **two** statements which are true about **Biggest of the Big**.

- It is a non-fiction text.
- It is a fiction text.
- It mostly gives opinions about animals.
- It mostly gives facts about animals.

[1]

6 Reread what you are told about blue whales.

Adult blue whales are about the weight of 25 adult elephants – heavier even than the heaviest dinosaurs. However, although they are so heavy, they are amongst the most beautiful and graceful of all the Earth’s creatures.

Blue whales eat during their 4 month long summer feeding season, then live off their fat for the next 8 months. They usually feed at depths of less than 100 metres (330 feet) and their dives last up to about 20 minutes

Complete these sentences to summarise the main topic of each paragraph.

The first paragraph is about

..... [1]

The second paragraph is about

..... [1]

Page Total

7 Reread the paragraphs about blue whales on page 2.

Now read this new paragraph about blue whales.

Have you ever seen a blue whale? You probably haven't unless you are lucky enough to travel on ships that go way out to sea. Blue whales are happiest when they are in deep, deep water. Do you know why that is? It's because that's where they find their food. And do you know what they eat? Tiny, tiny shrimps called krill.

Which paragraph do you think is the most interesting to read?

.....

Explain why.

.....

..... [1]

8 **Biggest of the Big** is part of a chapter of a book. Which of the following do you think is most likely to be the title of the book?

- Animals of the Arctic
- Danger! Animals!
- How the whale became friends with the polar bear.
- Mammals of the World

Book title:

Explain your choice.

.....

..... [1]

Suggest the heading of another chapter in the book.

New chapter heading:

..... [1]

Page Total

9 During which part of the year will blue whales **not** be slim? Explain why.

.....
 [1]

10 From **Biggest of the Big** give **one** example of each of the following.

Feature	Example
Heading	
Sub-heading	
List	
Fact	
Opinion	

[3]

11 Suggest an alternative word for the word **sharp** in the sentence:

White rhinos have very poor eyesight, but they have good hearing and a very sharp sense of smell.

The new word should fit perfectly into the sentence without changing the meaning or affecting the grammar.

..... [1]

Page Total

Spend 25 minutes on this section.

12 Write another entry for the book. It can be in the same chapter as **Biggest of the Big** or in a new chapter, but it must be from the same book for the same readers. You should write **at least two** paragraphs.

Which animal will you write about?

- Note down some facts about the animal.
- You don't have to use the same sub-headings as are used in **Biggest of the Big**, but your information should have a similar layout.
- Look at the different kinds of language used in the different sections in **Biggest of the Big**. You will need to try to use different kinds of language like this in your writing.
- Remember you need to keep your reader interested.

[15]

Make your notes here.

.....

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.....

.....

.....

Spend 15 minutes on this section.

13 Underline all parts of the verb in this sentence.

The rhino was looking threateningly at the jeep.

[1]

14 Rewrite this sentence in the active voice.

The people were being threatened by the rhino.

.....

.....

[1]

15 Match the underlined word in each sentence to the correct word class.

The boat ride was <u>exciting</u> .		adverb
The whale dived <u>to</u> the sea floor.		adjective
The <u>bear</u> was sleeping restlessly.		preposition
<u>Yesterday</u> , it rained.		noun

[2]

16 Add the missing punctuation to this dialogue.

“I think she said that the whale is the most impressive creature I have ever seen.”

“Do you he replied I thought the rhino was much more impressive.”

[2]

Page Total

17 Put all of this information into **one** sentence. The main focus should be the need for camouflage.

**Polar bears have white fur for camouflage.
Polar bears need camouflage for hunting.
Polar bears hunt seals.**

.....
..... [2]

18 Add **two** apostrophes to this sentence.

**The blue whales eating habits seem odd to people who
cant miss too many meals.**

[1]

19 Change the verbs in this sentence to show that it's only a possibility.

**When we go out in the boat, I will see a blue whale diving
and then I'll see it blowing spray.**

.....
..... [1]

20 Underline the main clause in this sentence.

**Blue whales, which are heavier than elephants, are very
graceful swimmers.**

[1]

Page Total

21 Tick (✓) the **two** sentences which have correct grammar.

- Blue whales is about the size of 25 elephants.
- Polar bears have an excellent sense of smell.
- The rhinos was worried by all the jeeps.
- The rhinos feeded on the spiky shrubs.
- Blue whales eat in the summer.

[1]

22 Combine this information to make a complex sentence with a relative clause. Punctuate the sentence properly.

**Polar bears eat fish, birds and small mammals.
They need to eat a lot in order to survive.**

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

[3]

Page Total

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ENGLISH

0841/01

Paper 1

October/November 2007

60 minutes

Candidates answer on the Question Paper.

No Additional Materials required.

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This document consists of **10** printed pages and **2** blank pages.



Spend 20 minutes on this section.

Notice to all who live in this area

**There will be a meeting in the Town Square
on Wednesday 6 June at 7pm
to discuss the proposal to
build a hydro-electric dam in this area.**

A hydro-electric dam makes electricity by taking the energy from the water which falls from the dam to the rocks beneath. This energy is changed into electricity which can be stored or sent to where it is most needed.

When the dam is built, the water collecting behind it will form a reservoir - like a lake - which will flood the valley to a depth of 5 metres. People whose homes will be under water will have new houses built for them.

Arguments for and against the dam are summarised below:

FOR

- Electricity will be available immediately for the big city.
- Within the next 5 years, all local towns will have electricity.
- Within the next 10 years, all local villages will have electricity.
- Electricity changes people's lives.
- The reservoir will be very beautiful.
- People will be able to fish, swim, wash their clothes and play in the reservoir.
- Animals will be able to use the reservoir for drinking water all year round.
- The people who have to move will be given better houses than the ones they have at the moment.

AGAINST

- The people who will be most affected live here; the people who will benefit live 200km away in the big city.
- The villages that will be flooded are people's homes; their families have lived in the villages for generations and they don't want to move.
- People in the villages have trades which will be destroyed if the villages are destroyed. Their way of life will be destroyed.
- Animals will be driven from the area by all the noise and mess made during the building of the dam. What will the people eat if they can't hunt for animals?
- People can already fish, swim, wash their clothes and play in the river.

The meeting will give opportunities for the dam builders to explain why they think the dam is beneficial as well as for local people to give their opinions.

Come to the meeting and have your say!

Read the notice and answer the following questions.

1 **When** and **where** will the meeting take place?

..... [1]

2 How does a hydro-electric dam make electricity?

.....
 [1]

3 Put a tick (✓) beside the houses that will be under water.

House number	Height above valley floor	Will the house be under water?
13	3 metres	
28	5.5 metres	
7	4.5 metres	
6	6 metres	

[1]

4 Tick (✓) **two** statements about the notice which are true.

- It is a non-fiction text.
- It is a narrative text.
- It contains both facts and opinions.
- It contains only opinions.

[1]

5 Some of the text on the notice is **written in bold**. Why do you think this decision was made?

.....
 [1]

Page Total

6 Which of these statements best summarises the purpose of the notice?
Tick (✓) **one** box.

- To explain how hydro-electric dams work
 - To encourage people to come to a meeting
 - To warn people that their homes might be flooded
 - To give arguments for and against the building of the dam.
- [1]

7 Has the dam already been built?
Tick (✓) **one** box.

Yes No

Include words and phrases from the text in your answer.

.....
..... [2]

8 What does the expression 'Have your say' mean?

.....
..... [1]

9 Why do you think the FOR and AGAINST arguments are in columns rather than in paragraphs?

.....
..... [1]

10 Why might people **not** want to move away from their villages? Give **one** reason from the notice.

..... [1]

Page Total

11 Re-read the **two** main paragraphs.

A hydro-electric dam makes electricity by taking the energy from the water which falls from the dam to the rocks beneath. This energy is changed into electricity which can be stored or sent to where it is most needed.

When the dam is built, the water collecting behind it will form a reservoir - like a lake - which will flood the valley to a depth of 5 metres. People whose homes will be under water will have new houses built for them.

Complete these sentences to summarise the main topic of each paragraph. Do **not** copy sentences from the paragraphs.

The first paragraph

.....

The second paragraph

.....

[2]

12 Do you think that the writer of the notice is (Tick (✓) **one** box.)

for the dam?

against the dam?

neutral?

Explain your answer including words and phrases from the text.

.....

.....

.....

[2]

Page Total

Spend 25 minutes on this section.

13 Imagine you are going to the meeting about the dam. Prepare your own speech which tries to persuade people to believe what you believe.

<p>If you are FOR the dam</p> <ul style="list-style-type: none">• Read the ideas on the notice.• Add your own ideas.• Add details to make it interesting.	<p>If you are AGAINST the dam</p> <ul style="list-style-type: none">• Read the ideas on the notice.• Add your own ideas.• Add details to make it interesting.
--	--

Whichever option you choose, you need to tell everyone what you believe and to try to persuade them to agree with you. Your writing needs to be:

- biased and persuasive
- lively and interesting
- well organised.

[15]

Spend up to 5 minutes making **notes** to plan your speech here.

.....

.....

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Spend 15 minutes on this section.

14 Underline a preposition in the sentence below.

People who live in low-lying villages will be moved to higher ground.

[1]

15 Write **active** or **passive** beside each of the clauses.

When the dam is built...

The dam will let everyone have electricity.

People will be given better houses.

Active or
passive?

[1]

16 Finish punctuating this dialogue.

“Do you really think this dam is a good idea? I asked.

“I think so he replied, but it depends on how much mess they make.”

[2]

17 Match the underlined word in each sentence to a part of speech.

One has been done for you.

Electricity brings many benefits to communities.

adverb

Before, people lived in houses in the valley.

adjective

Animals are frightened by the noise.

verb

The reservoir will be very beautiful.

noun

[2]

Page Total

18 Underline **all** parts of the verb in this sentence.

Their culture may be destroyed by the dam.

[1]

19 Rewrite this sentence in the passive voice.

The dam will destroy homes, habitats and land.

.....
.....

[1]

20 Add **two** apostrophes to the following sentence.

The peoples homes will all be destroyed and they wont ever be able to revisit their village.

[1]

21 Underline **all** parts of the main clause in the following sentence.

The villagers, who were very sad, looked at the new dam.

[1]

22 Draw a line between the opening sentences and the different types of text. One has been done for you.

Hydro-electric dams are being built by governments throughout the world.	balanced discussion
Today, I went to visit the site of the new dam.	persuasion
It is very important that we consider the environment whilst meeting the needs of the consumer, and that's why I urge you to acknowledge the benefits of hydro-electricity.	recount
Hydro-electricity is a controversial topic with compelling arguments on both sides.	report

[2]

23 Punctuate this sentence in **two** different ways to create **two** different meanings.

The villager said the constructor was angry

The villager said the constructor was angry

[2]

24 Combine **all** the information in these two sentences in a **complex** sentence.

The dam was being built.
The dam would provide electricity.

.....
..... [1]

Page Total



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ENGLISH

0841/01

Paper 1

May/June 2008

60 minutes

Candidates Answer on the Question Paper.

No Additional Materials required.

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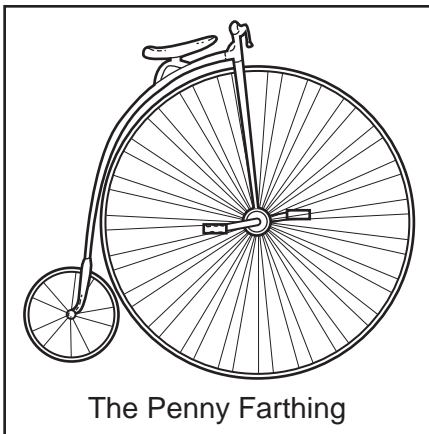
This document consists of **11** printed pages and **1** blank page.



Spend 20 minutes on this section.

A Wonderful Invention

These days, cycling is mainly a sports and leisure activity but this has not always been the case. Just over a hundred years ago, the main forms of transport were the horse, or horse-drawn vehicles, and the railway. However, only wealthy people could afford to get about in these ways, which meant that most people had to work within walking distance of their homes.



The Penny Farthing

The bicycle has been around for a long time. The first version with cranks and pedals was invented by Ernest Michaux, a Frenchman, in 1855, but the first really efficient bicycle was the Penny Farthing, also known as the 'High' or 'Ordinary' bicycle, manufactured in the UK and America in the 1870s.

Historically, it is thought that the bicycle evolved as an adult version of a child's hobby horse. This was a model of a horse's head on a stick, sometimes with a wheel at the bottom. The Frenchman, Mede de Sivrac designed a vehicle in 1790, known as the *velocifere*, consisting of two equal-sized wheels joined by a wooden beam and decorated to look like a horse or a lion. The trouble was that the rider had to push it with his feet running along the ground, and it had no steering or brakes. But these are not the earliest examples for which we have evidence of bicycle-like machines: tomb paintings from Ancient Egypt, sketches in the ruins of Pompeii and a drawing by Leonardo da Vinci, all show that there were ideas for similar machines many years before the word 'bicycle' was introduced in 1869.

From about the 1890s, many ordinary people began to be able to afford bicycles. This resulted in better job prospects, as it was possible to travel much further to find work. People also enjoyed cycling as a leisure activity, as it gave them more freedom.

Nowadays, we admire the strength and speed of cycle racers across the world as the technical specification of the machines continues to improve. Do they enjoy their bicycles as much as those cyclists of the 1890s?

Read the article **A Wonderful Invention** and answer these questions.

1 What was the name of the toy which was a model of a horse's head on a stick?

..... [1]

2 List the names of **two** bicycle inventors and the dates when they made their bicycles.

Inventor 1: Date:

Inventor 2: Date: [1]

3 (a) Was this article written in 2007 or in 1807?

..... [1]

(b) How do you know? Use words and phrases from the passage to explain your answer.

.....
.....
..... [1]

4 The author ends on a question. What answer does he expect?

.....

Explain why you chose this answer.

.....
..... [1]

Page Total

5 Reread the first and last paragraphs.

These days, cycling is mainly a sports and leisure activity but this has not always been the case. Just over a hundred years ago, the main forms of transport were the horse, or horse-drawn vehicles, and the railway. However, only wealthy people could afford to get about in these ways, which meant that most people had to work within walking distance of their homes.

Nowadays, we admire the strength and speed of cycle racers across the world as the technical specification of the machines continues to improve. Do they enjoy their bicycles as much as those cyclists of the 1890s?

Find **two** links between the two paragraphs.

.....
.....

[2]

6 Tick (✓) the bicycles which have actually been produced.

The 'Ordinary' bicycle

Sketches in the ruins of Pompeii

Tomb paintings from Ancient Egypt

The *velocifere*

[1]

Page Total

7 Does the author think that bicycles are a good or bad invention?
Tick (✓) **one** box.

Good

Bad

Find **two** pieces of evidence to support your answer.

1 [2]

2 [2]

8 (a) The paragraphs in this article usually start with phrases explaining the time frame of inventions. Give **two** examples of these.

1 [2]

2 [2]

(b) Explain why the author uses these phrases.

..... [1]

..... [1]

9 What is the main purpose of this text? Circle the correct answer.

to give information to entertain to teach you how to cycle

[1]

Page Total

10 Are the following statements true or false?

Tick (✓) those which are true. Put a cross (X) beside those which are false.

Leonardo da Vinci made the first bicycle.

The *velocifere* had no brakes.

Bicycles nowadays are better than the ones 100 years ago.

Ernest Michaux made the first crank and pedal cycle.

More people had bicycles after 1900 than before.

[1]

Page Total

Spend 15 minutes on this section.

12 Underline an adverb in the sentence below.

These days cycling is mainly a leisure activity.

[1]

13 Rewrite the following sentence in the active voice.

An improved bicycle was invented by Ernest Michaux.

.....
..... [1]

14 Underline the subordinate clause in the sentence below.

When women began cycling, they had to choose their clothes more carefully.

[1]

15 Add the missing punctuation to the following dialogue.

“The saddle is a little high, don’t you think said the engineer.

“Not really, replied the cyclist, I can still reach the ground.

[2]

16 Which is the pronoun used instead of repeating the word “children” in the sentence below?

Children also found cycling enjoyable, as it gave them more freedom.

[1]

Page Total

17 Join the underlined word in each of the following sentences to the correct word class. One has been done for you.

Early bicycles had no <u>brakes</u> .	verb
We <u>admire</u> modern speed racers.	adjective
Before 1890, bicycles were <u>expensive</u> .	preposition
The <i>velocifere</i> was a kind of toy <u>for</u> adults.	noun

[2]

18 Suggest a more interesting verb to replace 'got better' in the sentence below.

The design of bicycles got better over the next hundred years.

..... [1]

19 Write a synonym for the word **good** in the following sentence.

Many early designers had good ideas.

..... [1]

20 Rewrite this sentence in the conditional.

This resulted in better job prospects, as it was possible to travel much further to find work.

.....
..... [2]

Page Total

21 Combine the **two** sentences below into **one** longer sentence. Do not use **and**.

The Penny Farthing was an early bicycle.

It was also known as an ‘Ordinary’ bicycle.

.....
..... [1]

22 Put the missing commas in the following sentence.

Leonardo da Vinci Ernest Michaux James Starley and Mede de Sivrac were all inventors.

[1]

23 Add the missing apostrophe to the following sentence.

Womens long dresses were not practical for cycling.

[1]

Page Total

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ENGLISH

0841/01

Paper 1

October/November 2008

60 minutes

Candidates Answer on the Question Paper.

No Additional Materials required.

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Spend 20 minutes on this section.

✉ Ancient Greeks - Message

File Edit View Insert Format Tools Actions Help

Reply Reply to All Forward

From: benji@primary.com
To: ravi@primary.com
Subject: Ancient Greeks

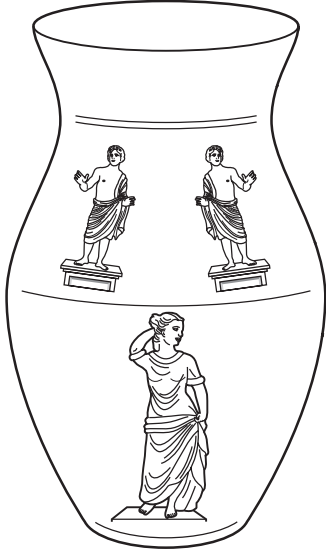
Hi Ravi,

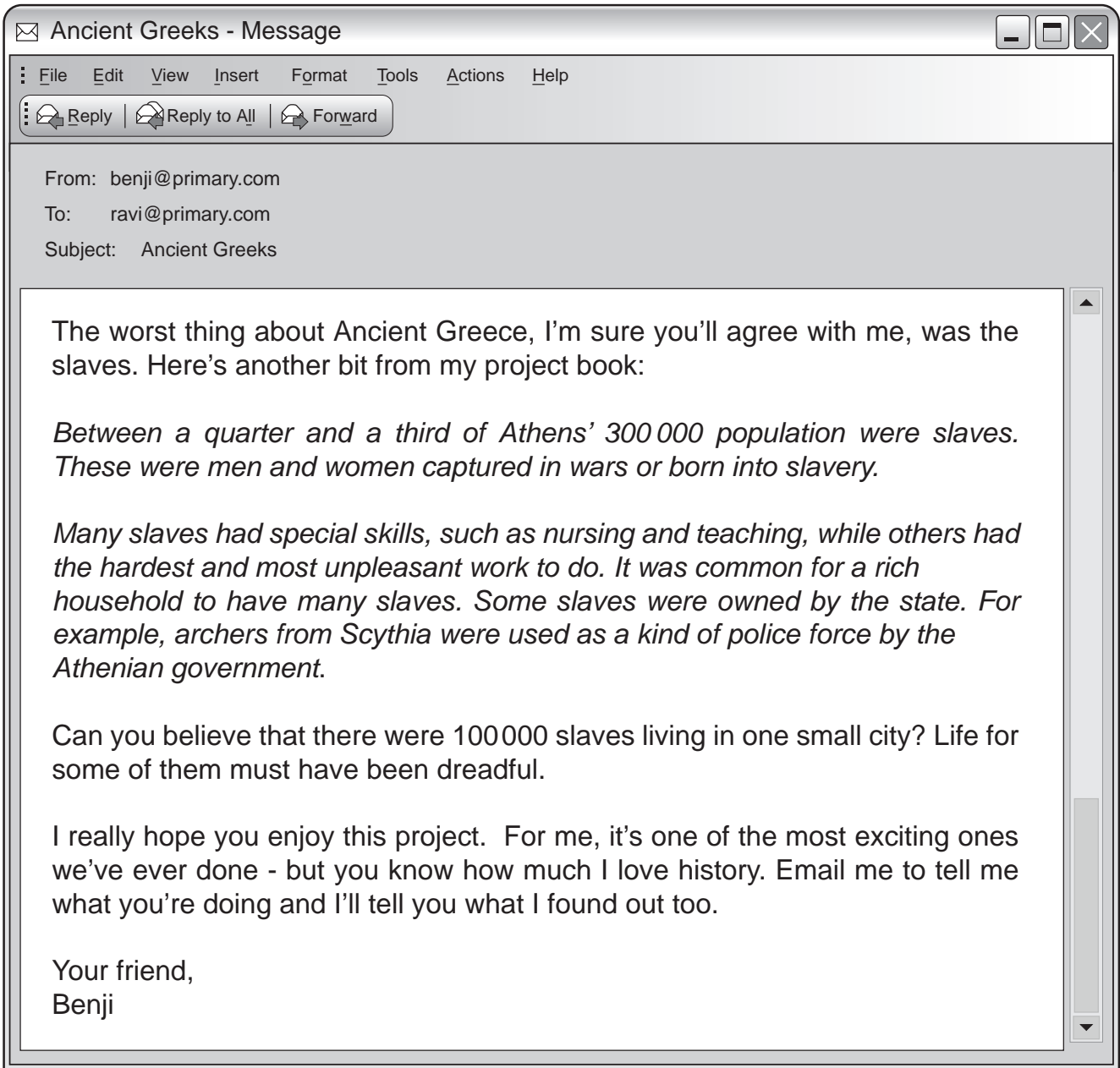
Thanks for your email. So you're doing the Ancient Greeks this term? We did it last term and in my opinion it's the best project ever. I'm sure you'll love doing the Myths and Legends. My favourite is Theseus and the Minotaur, but King Midas is OK too. Can you imagine what it would be like if you were like King Midas and everything you touched turned to gold? I can see that you wouldn't want to be him for long, but just for a short while it'd be amazing. Think how rich you'd be! You could turn all the things you really hate - like vegetables - into gold and swap them for all the things you do want.

Here's part of what I found out about the Greeks and wrote in my project book:

Most of what we know about Ancient Greek myths comes from one of two sources: ancient texts and paintings on vases. Although little remains of any other form of Greek art, over 100 000 pots and vases exist in museums today.

When we were doing the Ancient Greeks we went to visit a museum and we were allowed to touch a piece of a pot. It was only a small piece but somebody had stored oil in it over 2000 years ago. Isn't that amazing?





1 What is Ravi studying at school this term?

..... [1]

2 Did Benji enjoy studying the Greeks?

Find evidence in the text to support your answer.

.....
 [1]

Page Total

3 Tick (✓) **two** things about King Midas that you learn from the email.

- Everything King Midas touched turned to gold.
- King Midas had slaves.
- King Midas hated vegetables.
- There is a Greek myth about King Midas.
- We know about King Midas because of paintings on pots.

[2]

4 Benji's email includes both facts and opinions. Tick (✓) the boxes to show whether these statements are fact or opinion.

Statement	Fact	Opinion
It was only a small piece but somebody had stored oil in it over 2000 years ago.		
The worst thing about Ancient Greece, I'm sure you'll agree with me, was the slaves.		
Between a quarter and a third of Athens' population were slaves.		
My favourite is Theseus and the Minotaur, but King Midas is OK too.		

[2]

5 Benji wants his friend to enjoy studying the Ancient Greeks. Write an example of persuasive language from the email.

..... [1]

Page Total

- 6 Reread this part of the email where Benji is quoting from his school project on the Ancient Greeks:

Most of what we know about Ancient Greek myths comes from one of two sources: ancient texts and paintings on vases. Although little remains of any other form of Greek art, over 100 000 pots and vases exist in museums today.

What is the purpose of this text? Underline the best answer.

To persuade To inform To entertain To argue To show [1]

- 7 Benji talks about three different parts of his project on the Ancient Greeks.

What are they? (The first one is written for you.)

1 Greek Myths and Legends

2

3

[1]

Page Total

8 (a) Compare these two texts.

Text 1 – from the email	Text 2 – new text
<p>Between a quarter and a third of Athens' 300 000 population were slaves. These were men and women captured in wars or born into slavery.</p> <p>Many slaves had special skills, such as nurses and teachers, while others had the hardest and most unpleasant work to do. It was common for a rich household to have many slaves. Some slaves were owned by the state. For example, archers from Scythia were used as a kind of police force by the Athenian government.</p>	<p>There were loads and loads of slaves in Athens. Some of them were born as slaves, but others were captured in war. That would be dreadful.</p> <p>Practically everywhere you looked there were slaves doing jobs that were so hard and tiring. Some of the slaves were all right because they had special skills like teachers and nurses. Some slaves from Scythia were even used to make a police force! But I wouldn't want to be a slave. Would you?</p>

Tick (✓) the boxes to show features of the different texts.
Some features are in both texts.

Features	Text 1	Text 2
Gives information about slaves in Athens		
Impersonal, formal style		
Friendly, chatty style		

[1]

(b) Tick (✓) the text you enjoyed reading more.

Text 1

Text 2

Explain why.

.....

[1]

Page Total

9 Reread the extracts from Benji’s project book. Tick (✓) **two** features of historical report text which you can find in this email.

- Explains something
- Gives information
- Informal language
- Written in the first person
- Written in the past tense

[1]

10 Write **one** sentence from the text which is auto-biographical.

..... [1]

11 Draw lines to match the sentence from the email with each of these different text types.

Sentence	Text type
Isn't that amazing?	Recount
You'll love doing the Myths and Legends.	Report
Some slaves were owned by the state.	Persuasion
When we were doing the Greeks we went to visit a museum.	Informal chat

[2]

Page Total

Spend 25 minutes on this section.

12 Write a letter to a friend. Tell them about a school project you enjoyed working on and try to persuade them to enjoy it too.

Your letter should:

- Give some information about the subject.
- Tell your friend why you enjoyed the subject.
- Try to persuade your friend to enjoy studying the same subject.
- Use full English forms of words rather than contracted forms you may use for texting friends.

When you are planning your letter, think about:

- The subject you are going to write about. You need to remember some interesting facts about it.
- The order in which you will introduce your ideas.
- Which text types you are going to use. You may need to use more than one.
- Whether your friend already knows something about the subject.
- How you can make your letter really interesting for your friend to read.

Spend up to 5 minutes making **notes** to plan your letter here.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Spend 15 minutes on this section.
--

13 Underline a preposition in this sentence.

The old pot was on the table.

[1]

14 Find and correct one mistake in each sentence. The first one is done for you.

The Greeks ~~was~~^{were} good at decorating pots.

When people were captured they become slaves.

Some slaves were sended to war.

[2]

15 Write **active** or **passive** beside each of these sentences.

	Active or passive?
Some slaves were captured in battle.	
Some slaves were part of a police force.	
Some slaves had difficult jobs.	

[1]

16 Add **two** full stops and **one** capital letter.

The Scythian archers who were the finest archers in Athens had a competition to see who could fire an arrow the furthest they all chose their bow and arrow and waited for the competition to begin

[1]

Page Total

17 Underline the main clause in this sentence:

Although it was a long time ago I enjoyed studying the Ancient Greeks because they had good stories.

[1]

18 Add **two** apostrophes to this sentence.

In Ancient Greece, the childrens toys werent made of plastic.

[1]

19 Correct this piece of writing to include **two** more pronouns.

One has been done for you.

It
People in Ancient Greece liked to go to the theatre. ~~The theatre~~ was a good place to go and meet friends. The actors were sometimes slaves but the actors often enjoyed the actors' jobs.

[2]

20 Finish punctuating this dialogue.

"Did you enjoy studying the Ancient Greeks asked Benji.

"Yes I did replied Ravi. What did you like best about it

[2]

21 Rewrite the sentence including the clause: **which were beautifully painted.**

Remember punctuation.

People used clay pots to store oil.

..... [2]

Page Total

22 Combine **all** the information in these two sentences into a **complex** sentence.

Remember to punctuate the sentence. Do **not** use the words *and* or *but*.

Rich people had slaves.

The slaves were sometimes prisoners of war.

.....
.....

[2]

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ENGLISH

0841/01

Paper 1

May/June 2009

60 minutes

Candidates Answer on the Question Paper.

No Additional Materials required.

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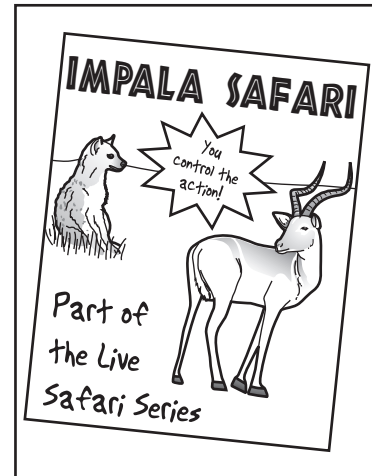


Spend 20 minutes on this section.

AllStars Review

At **AllStars** we love the *Live Safari* Series and this latest addition offers another exciting visual experience for games players.

With *Impala Safari*, players can control the experience of a herd of impala: there's the big male buck and the smaller females - not to mention the adorable fawns. There's also the hungry hyena who stalks the herd, taking down the young, the old, the injured and the inattentive.



Successful players will be those who take the time to go into the game's Research Facility to find out more about all the creatures. How do impala stay one step ahead of the hyena? How do they keep their fawns safe? Are hyenas really the stinking outcasts that stories make them out to be? The Research Facility enables players to make educated decisions and help the impala to survive in the desert.

The exciting new Guest Mode allows two or more players to work together to outwit the hyena. This creates random and dynamic challenges to enrich game play.

There is the additional option of free downloads. These include videos of impala living in Africa, as well as commentary by safari rangers who know how to help to keep these graceful creatures safe. Also available are additional herd members to add to the safety of the herd and, for those who feel that they have mastered the game, new threats in the form of lions.

Impala Safari is outstanding simulation software for kids of all ages and would be a good buy for all the family. Those who are willing to learn as they play will be particularly successful, but all players can enjoy keeping these stunning little creatures safe. But beware - if your attention wanders for even a second, your impala will be under threat. The hyena never sleeps!

This game gets ★ ★ ★ ★ ★ the highest award given by **AllStars**.

1 This text is a review. What is being reviewed? Tick (✓) the best description.

book

computer game

holiday

TV programme

[1]

2 Which are the **two main** animals mentioned in the review?

1

2 [1]

3 Reread this sentence from the text.

There's also the hungry hyena who stalks the herd, taking down the young, the old, the injured and the inattentive.

Write other words that mean the same as the underlined words. Your new word must still make sense in the sentence.

stalks

taking down [2]

4 Does the reviewer like *Impala Safari*?

Write a phrase or sentence from the review to support your answer.

.....
..... [1]

Page Total

5 Tick (✓) **two** statements about the text which are true.

It is a narrative text.

It is a non-fiction text.

It contains both facts and opinions.

It contains only facts, no opinions.

It contains only opinions, no facts.

[1]

6 The author sometimes refers to impala by different names. Find **two** of them.

1

2

[2]

7 Where would you expect to read a review such as this?

.....

[1]

8 Tick (✓) **two** things the text tells you that you can learn in the Research Facility.

why hyenas never sleep

that lions are also threats to hyenas

how impalas stay one step ahead of the hyena

that herds of impala are stalked by hungry hyenas

how impalas keep their fawns safe

[2]

Page Total

9 (a) What is the main purpose of this text?

..... [1]

(b) Find a sentence from the text which supports your answer to 9(a).

..... [1]

10 Reread this paragraph from the text.

There is the additional option of free downloads. These include videos of impala living in Africa, as well as commentary by safari rangers who know how to help to keep these graceful creatures safe. Also available are additional herd members to add to the safety of the herd and, for those who feel that they have mastered the game, new threats in the form of lions.

What is the main topic of the paragraph?

..... [1]

11 Explain the purpose of this sentence.

This game gets ★ ★ ★ ★ ★ the highest award given by **AllStars**.

..... [1]
.....

Page Total

Spend 25 minutes on this section.

12 Write a review of a game, book, music, film or TV programme you particularly enjoy.

Your review should:

- Tell the reader about your chosen game, book, music, film or TV programme.
- Explain why you enjoy it so much.
- Persuade your reader to want to play, read, listen or watch it too.

When you are planning your review, think about:

- The subject you are going to write about. You need to be able to remember a lot of information about it.
- The order in which you will introduce your ideas.
- How you are going to make your review particularly interesting for your reader.

Spend up to 5 minutes making **notes** to plan your review here.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Spend 15 minutes on this section.

13 Underline **all** parts of the verb in this sentence.

Players can control the experience of a herd of impala.

[1]

14 Write the missing punctuation in the box below.

Impala Safari one of the best games of the year!

[1]

15 Rewrite this sentence in the active voice.

The leaping impala are stalked by the hungry hyena.

..... [1]

16 Add **two** commas to help to make the meaning clearer in this sentence.

**Also available for those who are expert at the game
are faster hyenas.**

[2]

Page Total

17 Tick (✓) the sentence which emphasises the main challenge of the game.

Outwitting the hyena is the main challenge when two or more people play.

The more people who play, the greater the main challenge.

What is the main challenge of the game?

When two or more people play together, the main challenge is to outwit the hyena.

[1]

18 Fill in the table, using words from this sentence.

The tired hyena only sleeps when it has eaten recently.

The first one is done for you.

word class	example word
Noun	<i>hyena</i>
Verb	
Adverb	
Adjective	
Pronoun	

[2]

Page Total

[Turn over

19 Rewrite this sentence to show it is only a possibility.

The hyena will catch the impala.

..... [1]

20 Underline the main clause in this sentence.

**In this game as with others in the series the realistic-looking animals
behave like real animals.**

[1]

21 Draw lines to match each of these sentences to the different text type.

Sentence	Text Type
I played this game and I thought it was great!	persuasion
Buy this game. It's one of the best you'll ever play!	report
Within the game, players can control a herd of impala.	recount

[1]

22 Finish punctuating the dialogue.

“Have you played *Impala Safari* I asked

“Yes replied my sister but it scared me.”

[2]

Page Total

23 Correct **two** mistakes in this sentence.

All the impalas was running round and they goes very fast.

[1]

24 Join these sentences into a complex sentence. Do **not** use *and* or *but*.

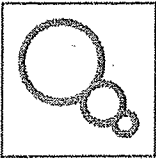
Players can do research.

Players can find out about the impala and the hyena.

.....
.....

[1]

Page Total



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
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ENGLISH

0841/01

Paper 1

May/June 2010

60 minutes

Candidates Answer on the Question Paper.

No Additional Materials required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.

Write in dark blue or black pen.

DO NOT WRITE IN ANY BARCODES.

Answer **all** questions.

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

Suggestions for how long to spend on each section are given in the booklet.

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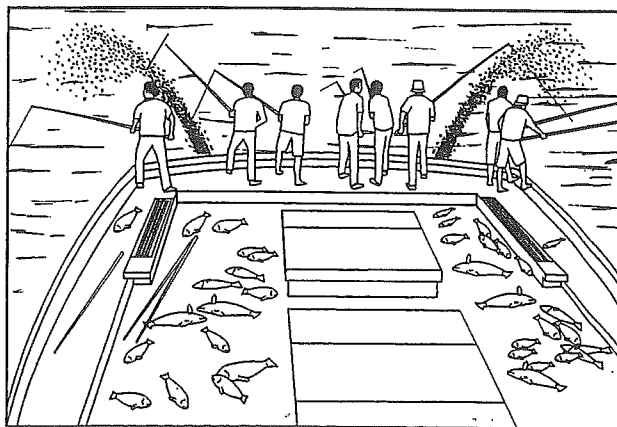
Spend 20 minutes on this section.

Tuna 'Pole Fishing' in the Maldives

Fishing is the main industry on the islands of the Maldives and the most important fish are tuna. These fish can grow to the size and weight of a 10-year-old child. Some countries, like the Maldives, ban their fishermen from using enormous nets to catch tuna because so many other fish and habitats are destroyed by the nets.

Fishermen in the Maldives still use the art of 'pole fishing' to land their catch. Tuna pole fishing is carried out on day trips from the islands where the fishermen live. The fishermen leave their islands around dawn and head for a nearby coral reef to collect live 'baitfish'. These fish are about 2–3 inches (5–8 cm) long and are used as bait to attract the tuna. The baitfish are attracted with handfuls of paste - usually left over from a tuna from yesterday's catch - and scooped onboard with a fine mesh net. Plugs are then removed from the bottom of the boat, which floods and acts as a live holding tank for the baitfish. Once sufficient bait is obtained and stored, the fishing boats (called masdhonis) move out to sea in search of tuna. Most of the time, the fishermen are looking for flocks of seabirds circling above the sea: that is usually the sign that a school of tuna are swimming below.

Once a school is sighted, the boat will slowly pass the school while the 'chummer' (called en keyolhu) throws out the bait as the school follows. The baitfish dive beneath the shadow of the boat. The tuna chase the baitfish near the stern of the boat where the fishermen stand with their fishing poles. Fishing takes place from the stern platform, where about eight fishermen stand and face towards the sea. Water is also sprayed from the stern. This has two effects: it makes it look as though there are even more baitfish and it hides the boat from the tuna. The fishing hooks are swung into the spray, each hook looking like a small, silvery fish. The hook is attached to the pole with nylon fishing line. Traditionally, poles were made of bamboo, but today glass fibre rods are the most popular among Maldivian fishermen.



Once the tuna are excited into a frenzy by the baitfish, they try to swallow everything they can - including the hooks. When the fish are hooked, they are hauled onboard. If the fisherman's swing is perfectly controlled, fish come off the hook, fly forward and hit the wooden board set up behind the fishermen. This happens at great speed and there may be two or three fish in the air at once.

Once they have caught enough fish, the fishermen head home to sell their catch at one of the fish markets in the Maldives or to send it to a fish packager in another country.

Read Tuna 'Pole Fishing' in the Maldives and answer the questions.

1 Tick (✓) two pieces of equipment Maldivian fishermen use to catch fish.

enormous nets

nylon fishing line

fine mesh net

harpoon gun

[1]

2 Put the events of a Maldivian tuna fisherman's day in order by numbering these statements. The first one has been done for you.

The fisherman:

moves out to sea.

catches baitfish on the reef.

catches the tuna using a pole and line.

leaves home at dawn.

throws baitfish to the tuna.

[2]

Page Total

3 This text is an explanation. Identify two features of explanatory texts.

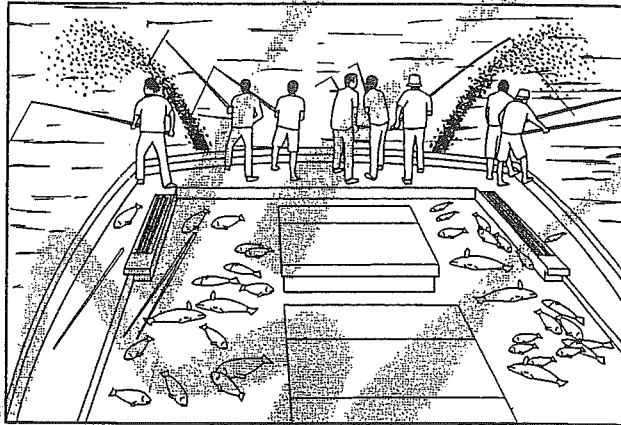
1

2 [2]

4 Draw lines to join these labels to the picture of the boat

stern

water spray



fishing pole

wooden board

[2]

5 Re-read this sentence from the text.

Once sufficient bait is obtained and stored, the fishing boats move out to sea in search of tuna.

Write other words or phrases that mean the same as the underlined words. Your new words must make sense in the sentence.

sufficient

obtained [2]

- 6 Would you like to be a fisherman from the Maldives?
Use ideas from the text to help explain your answer.

.....
.....

[1]

- 7 Compare these texts.

Text 1	Text 2
<p>Once the tuna are excited into a frenzy by the baitfish, they try to swallow everything they can – including the hooks. When the fish are hooked, they are hauled onboard.</p>	<p>When the tuna have started eating the baitfish, they will swallow anything in the water, including the hooks. When the fish have eaten the hook they are pulled onto the boat.</p>

The information in both texts is the same but the language used is different. Tick (✓) the text you prefer to read.

Text 1

Text 2

Explain why you chose that text.

.....
.....

[1]

Page Total

8 Write a summary of the second paragraph. (The paragraph begins with the words **Fishermen in the Maldives...**) Your summary should be between 10 and 20 words long and should tell the reader what the paragraph is about.

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

[2]

9 Tick (✓) the best description of Tuna 'Pole Fishing' in the Maldives.

It contains mostly opinions

It contains mostly facts

It contains about half facts and half opinions.

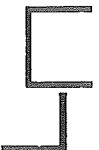
[1]

10 Why do you think it is important that the baitfish are kept alive until they are fed to the tuna?

.....
.....

[1]

Page Total



Spend 25 minutes on this section.

- 11 This text explains how tuna are caught in the Maldives.
Write a text explaining another process you know about.

It could be an explanation about:

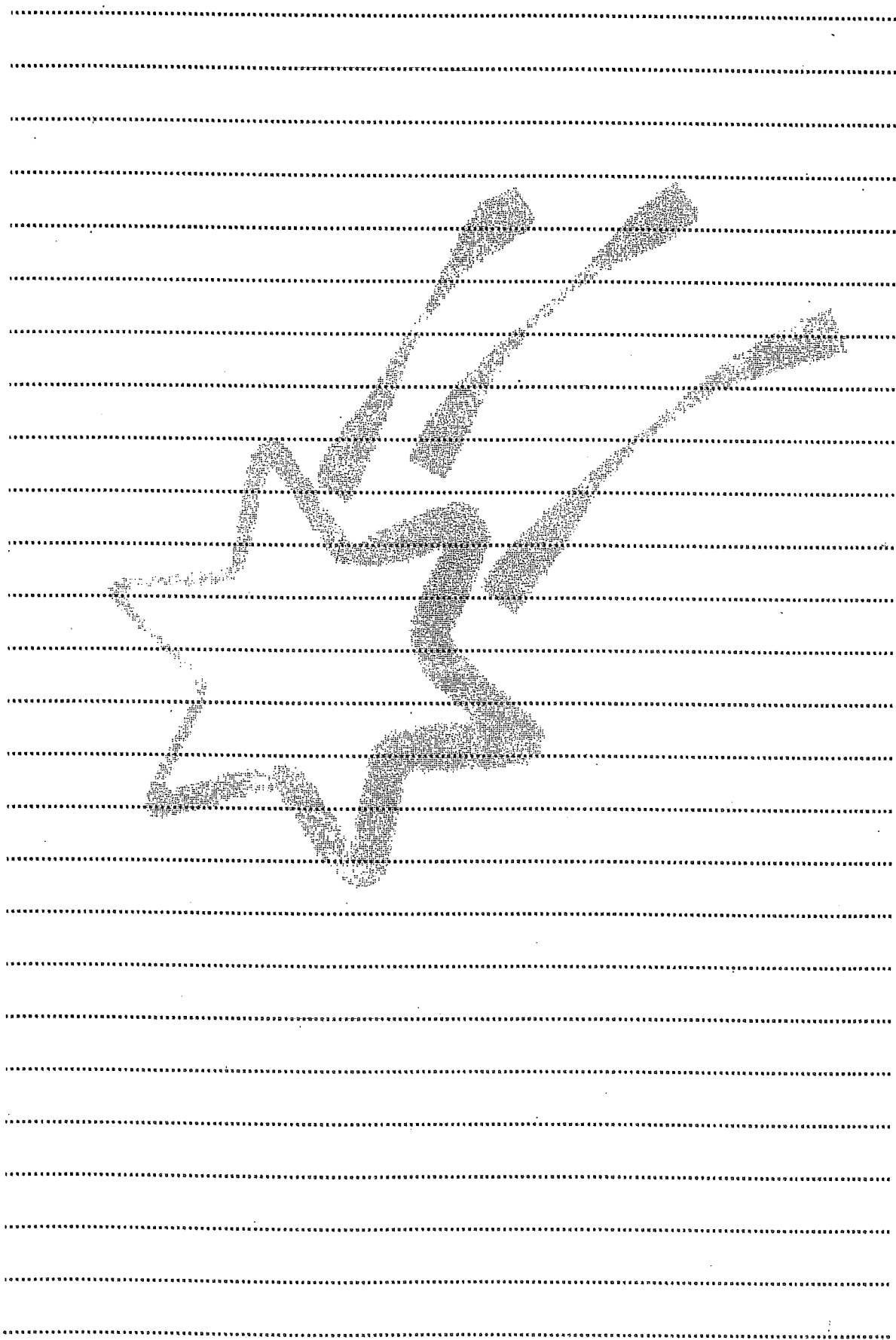
How something works	For example, a bicycle, an engine, a space rocket
How to do something	For example: how to scuba dive safely, how to catch an insect
How or why something changes	For example: how a caterpillar becomes a butterfly, why it gets dark earlier in the winter

Consider these points as you plan your writing.

- You will need to know quite a lot of information about your topic.
- You are writing an explanation. Think about the features of an explanation text.
- Your writing needs to have an introduction and to be well organised into paragraphs.
- Try to make your writing interesting to read. Think both about the ideas you are including and the words and sentences you use.

Spend up to 5 minutes making notes to plan your explanation here.

PLANNING BOX:



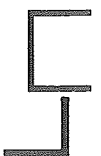


Text structure [4]

Audience [3]

Sentence structure [4]

Purpose [4]



Spend 15 minutes on this section.

12 Tick (✓) the two sentences which are correct.

Yesterday, the fishermen catches a lot of tuna.

The eight fishermen stands looking out to sea.

One fisherman throws the baitfish out to sea.

Why do fishermen want to catch tuna.

The fishermen look out for flocks of seabirds.

[2]

13 Read this sentence.

The tuna were swimming.

Expand the sentence using the word class shown. The first one is done for you.

Word class	Expanded sentence
adjective	The <u>lazy</u> tuna were swimming.
adverb	
prepositional phrase	
relative clause	

[3]

Page Total

- 14 Add **one colon** and **one semi-colon** to this passage to make the meaning clearer.

The Maldivian fisherman has a long day he is up at dawn catching baitfish he doesn't return home until after dark when he has prepared the boat for the next day.

[2]

- 15 Finish the text by writing the passive form of the verb, given in brackets, each time. The first one has been done for you.

The fish (catch) **are caught** in the open sea.

First, they (tricked) into eating the

fisherman's hook, then they (pull) onto

the deck. Often they (kill) when their

heads hit the wooden board on the deck of the ship.

[2]

- 16 Underline the word or words that have to change to make this sentence show what **might** happen.

When the fish are caught they will be sold in the market.

[1]

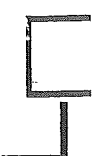
- 17 Re-write this sentence, changing the subordinate clause.

The fisherman was tired because he had been up since dawn.

.....

.....

[1]



18 Put all of this information into a complex sentence. Do **not** use *and* or *but*. Make sure that you use the correct punctuation.

The tuna chased the baitfish.

The baitfish went under the boat.

The fishermen caught the tuna.

.....

.....

.....

[1]

19 Finish punctuating this dialogue.

"Have you seen those seabirds asked the fisherman

"Yes replied the captain we are going there now to look for tuna."

[2]

20 Read this sentence.

At dawn, all the fishermen gather near their fishing boats.

Re-write it as the opening sentence of a recount text.

.....

.....

[1]

Page Total

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ENGLISH

0844/01

Paper 1

For Examination from 2012

SPECIMEN PAPER

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.

Answer **all** questions.

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

Suggestions for how long to spend on each section are given in the booklet.

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Section A: Reading

Spend 20 minutes on this section.

For
Examiner's
Use

Read the text then answer the questions.

Fossils

Fossils are the remains or evidence of animals or plants which have been preserved naturally. They range from the skeletons of huge dinosaurs to tiny plants and animals which can only be seen under a microscope. Most fossils are formed from the hard parts of animals and plants such as shells, bones, teeth or wood. They may be virtually unchanged from the originals, or be mineral replacements. Animals and plants have also been preserved in peat, tar, ice and amber, the resin of ancient trees. Eggs, footprints and burrows can be fossilized too.

The study of fossils, called palaeontology, shows us that life originated on Earth at least 3,500 million years ago. Since then there has been a succession of animal and plant species. Most are now extinct and only a tiny proportion have survived as fossils. By studying these survivors, we have a fascinating glimpse of ancient life on Earth.

The process of changing from a living organism to a fossil takes place over millions of years. Fossilization is an extremely chancy process. As soon as animals and plants die, they begin to decompose, or rot. The hard parts, such as the shells, bones, and teeth of animals, or the wood of plants, last longer than soft tissue but they are often scattered by animals, wind or flowing water. In order for something to be fossilized it must be buried quickly before it decomposes. This is most likely to be done by sediment like sand or mud washed down by water. Some fossils later dissolve; others may be changed chemically or be distorted due to high temperatures and pressures. Only a tiny fraction will survive to be found.

1 What are **most** fossils formed from?

..... [1]

2 What does the study of fossils show us about the origin of life on Earth?

..... [1]

3 Tick (✓) **two** boxes to show which materials are most likely to be involved in the formation of fossils.

concrete

mud

pebbles

rocks

sand

[2]

4 Re-write the second paragraph to include the **main points** using about 30 words.

.....

.....

.....

..... [2]

5 Tick (✓) the best description of the text **'Fossils'**.

It contains only facts.

It contains mostly facts.

It contains mostly opinions.

It contains about half facts and half opinions.

[1]

6 Compare these texts.

Text 1	Text 2
<p>Many people enjoy fossil hunting. Fossils are usually formed from the hard parts of a plant or animal such as wood, bones and shells. These materials do not decompose as quickly as soft parts and last long enough for fossilization to occur.</p>	<p>You'd love fossil hunting – it's great fun! Woody bits from plants plus hard bits like bones and shells from animals can change into fossils. Soft parts are squashy and squidgy and rot away more quickly before fossils have a chance to form.</p>

The information in both texts is the same but the style of language used is different.

Tick (✓) the text you prefer to read.

Text 1

Text 2

Explain why you chose that text.

.....

..... [1]

Read the text, another report from an information book, and then answer the questions.

A Pearl is Born

Pearls are made by oysters when a tiny piece of grit gets into their shells. Most pearls develop in a space inside the shell.

Pearl Oyster

Even small oysters can produce reasonably large pearls, although the older and larger the shell, the greater the chance of finding a good-sized pearl. This type of oyster grows to about 20 cm (8 in), and is common throughout the Indo-Pacific as well as the eastern Mediterranean.

Queen Mary's Pearls

Before the advent of *cultured* pearls, jewellery made with natural pearls was extremely expensive and therefore a symbol of great wealth or status. Queen Mary of England is remembered for the long strings of pearls she wore.

Blister Pearls

A dome-shaped pearl that has developed while attached to the inside surface of an oyster shell is known as a blister pearl.

Variety in the Pearl World

Pearls come in all shapes and sizes: the largest in the world is 41 mm (1.5 in) in diameter. The shape of a pearl is also quite variable and, while perfectly spherical pearls are the most popular, some may be tear-shaped and others irregular. Blue, black and even yellow forms of pearl exist and, because they are scarcer than the white forms, they are more highly prized.

GLOSSARY

Cultured – artificial

7 (a) Where is the Pearl Oyster found?

..... [1]

(b) Pearls are found in different shapes. Name **two** of them.

1

2 [1]

8 Tick (✓) **two** boxes to show which statements are **FALSE**.

Black pearls are never found.

Cultured pearls are artificial.

Natural pearls are expensive.

Queen Mary wore long strings of pearls.

Yellow pearls are the most common pearls.

[2]

9 Suggest a reason why good-sized pearls are found more often in older and larger shells.

.....
..... [1]

10 This question refers to both texts.

(a) What is the purpose of the sub-headings in the text '**A Pearl is born**'?

..... [1]

(b) In the text '**Fossils**', paragraphs are used.

Draw lines to link each paragraph with its main topic

1st paragraph

How are fossils formed?

2nd paragraph

What do fossils tell us?

3rd paragraph

What are fossils?

[1]

Section B: WritingFor
Examiner's
Use***Spend 25 minutes on this section.***

- 11** The reading texts **Fossils** and **A Pearl is Born** are both reports taken from information books.

Write your own report for an information book, about a particular kind of item or something that you know a lot about.

It could be:

A collection of some kind	e.g. <ul style="list-style-type: none"> • CD collection • MP3 playlist • ...other collections?
A topic that interests you	e.g. <ul style="list-style-type: none"> • Butterflies • Flowers • Sport • Trains • Volcanoes

PLANNING:

Spend about 5 minutes making notes in this box.

Purpose and Audience	[6] <input type="checkbox"/>	Punctuation	[2] <input type="checkbox"/>
Text Structure	[5] <input type="checkbox"/>	Spelling	[2] <input type="checkbox"/>
Sentence Structure	[5] <input type="checkbox"/>		

Write your report here.

For
Examiner's
Use

A series of horizontal dotted lines for writing.

Section C: Grammar, Punctuation and Vocabulary

For
Examiner's
Use*Spend 15 minutes on this section.*

- 12 Join the underlined word in each of these sentences to match the correct word class.

Bones are the hard parts of some animals.

preposition

Pearls can be found in the shells of some oysters.

adverb

Some fossils are beautifully preserved.

adjective

They are very valuable.

pronoun

[2]

- 13 (a) Underline the main clause in this sentence.

Black pearls are more valuable than white ones because they are not as common.

[1]

- (b) Rewrite this sentence.

Fossils are millions of years old.

Include this clause.

which may be the skeletons of huge dinosaurs

Remember to add the punctuation. Do **not** add or change any words.

.....
..... [2]

14 (a) Change this sentence to the present tense.

Fossil hunters searched every rock to try to find a fossil.

..... [1]

(b) Finish the text by writing the passive form of the verb, given in brackets.
The first one has been done for you.

The pearls (find) **are found** in oyster shells.

First, the oysters (take) from the seabed by divers.

They (pull) onto the deck of fishing boats in nets.

Each shell (open) to show the pearl inside. [2]

15 Correct **two** mistakes in this sentence. Do **not** change the meaning.

The man look very careful in the pile of rocks to find fossils. [1]

16 Choose the type from **simple**, **compound** or **complex** to describe these sentences.

sentence	type of sentence
The fossil is very old.	
Although the water was deep, the diver found the oyster.	

[1]

17 Add **two** apostrophes to this sentence.

Pearls cant be collected if the oysters shells
are tightly closed.

[1]

18 Add the missing punctuation to these sentences.

“Did you find this fossil asked my friend

“Yes I replied there were lots of them lying on the beach.” [2]

19 Re-read these sentences from the text ‘Fossils’.

Most are now extinct and only a tiny proportion have survived as fossils. By studying these survivors, we have a fascinating glimpse of ancient life on Earth.

Write other words or phrases that mean the same as the underlined words. Your new words must keep the meaning and make sense in the sentence.

proportion

fascinating [2]

Copyright Acknowledgements:

Section A Reading
Section A Reading

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ENGLISH

0844/01

Paper 1

April 2012

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.

DO NOT WRITE IN ANY BARCODES.

Answer all questions.

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

Suggestions for how long to spend on each section are given in the booklet.

The total number of marks for this paper is 50.

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Section A: Reading

Spend 20 minutes on this section.

Read the text and then answer the questions.

When the Titanic hit an iceberg

One still, starlit night in April 1912, the *transatlantic* traffic included the grandest passenger liner ever built on her first voyage. Can anyone not know that the magnificent, 'unsinkable' Titanic hit an iceberg and sank, with the loss of an extraordinary cross-section of 1,513 lives: the fabulously rich, the poor looking for a new life, men, women, children and babies?

Among the many, many mistakes that were made that night were the decisions to travel fast in the dark through a region known to have icebergs, not to heed the radio warning from the nearby Californian (another ship), and not to give the lookouts – who had been told to watch for icebergs – binoculars, so that not until they were barely a minute from the towering iceberg did they ring out and call their warning.

When the warning came, the ship was put sharply into reverse and steered 'hard *starboard*'. The Titanic, at the last second, glided past the iceberg on the starboard side. Above the water, it had partly missed it, partly brushed it. Under the water, of course, a *prong* of hard, hard ice jutted out and raked along the side of the ship for about 300 feet (just over 80 metres), ensuring that enough of the ship's watertight compartments were *simultaneously* flooded to guarantee its rapid sinking.

The Titanic could still have floated with any two of the sixteen watertight compartments flooded, even with all four of the first five in the *bow*. Not with all the first five, however.

Glossary

bow – front of the ship

prong – spike

simultaneously – at the same time

starboard – the right side of a ship

transatlantic – across the Atlantic ocean

1 When did the Titanic sink?

..... [1]

2 What type of ship was the Titanic?

..... [1]

3 On the night that the Titanic sank, several mistakes were made on board the ship.

Tick (✓) **two** boxes to identify two of the mistakes.

The captain was asleep.

The crew did not send out a distress call.

The look-outs did not have binoculars.

The sailors were busy eating dinner.

The ship was going too fast.

[2]

4 Write a summary of the **main events** in the third paragraph using about 30 words.

.....
.....
.....
..... [2]



- 5 Read these statements based on the text **When the Titanic hit an iceberg**. Some are facts and some are opinions. Tick (✓) the facts. (There may be more than one.)

The Titanic partly missed the iceberg.

The Titanic sank in the Atlantic Ocean.

The Titanic was magnificent.

The Titanic was the greatest passenger liner ever built.

[1]

- 6 Compare these texts.

Text 1	Text 2
The Titanic was a huge ship. 1,513 lives were lost when it hit an iceberg during its first voyage in April 1912. The sea was very cold. Men, women, children and babies drowned in the icy waters.	You would have to have been very brave not to be really scared. It was dark and everyone was screaming and panicking. So many people just jumped into the icy water. The yelling. The shouting. It must have been awful...terrible!

The information in both texts is about the same event but the language used is different.

Tick (✓) the text you prefer to read.

Text 1

Text 2

Explain why you chose that text.

.....

.....

[1]

Read this text, another report from an information book, and then answer the questions.

Big Blue Whale

How big?

The blue whale is big. Bigger than a giraffe. Bigger than an elephant. Bigger than a dinosaur. The blue whale is the biggest creature that has ever lived on Earth! Blue whales can grow to over 30 metres long and weigh 140 tonnes – that's heavier than 25 elephants or 115 giraffes. Female blue whales are a little bigger than the males. Blue whales can live for about 70 to 80 years.

General features

The blue whale's skin is springy and smooth like a hard-boiled egg and as slippery as wet soap. Its eye is as big as a tea cup and as dark as the deep sea. Just behind the eye is a hole, as small as the end of a pencil. The hole is one of the blue whale's ears – sticking out ears would get in the way when the whale is swimming. In deep water there isn't much light and it's hard to see. Blue whales use their sense of hearing and their sense of touch to find their way around.

Breathing

The blue whale lives all of its long life in the sea. But it is a mammal like us and it breathes air, not water. From time to time it has to come to the surface to breathe through blowholes on top of its head. A blue whale can stay under water for 30 minutes or more. But on long journeys it usually surfaces for air every two to five minutes.

7 (a) Where do blue whales live?

..... [1]

(b) Blue whales are very heavy. How heavy can they be?

..... [1]



8 Tick (✓) **two** boxes to show which statements about blue whales are **FALSE**.

The ears stick out behind the eye.

The female is smaller than the male.

The skin feels like a hard boiled egg.

They breathe air.

They have a sense of touch.

[2]

9 If blue whales are so big, how do they avoid bumping into things?

.....
.....

[1]

10 These questions refer to both texts.

(a) What is the purpose of the sub-headings in **Big Blue Whale**?

.....

[1]

(b) In the text **When the Titanic hit an iceberg**, paragraphs are used. Draw lines to link each paragraph with its main topic.

1st paragraph

Hitting the iceberg

2nd paragraph

The lives that were lost

3rd paragraph

Mistakes on the night

[1]

Section B: Writing

Spend 25 minutes on this section.

- 11 **Big Blue Whale** is a report. The information is organised in different sections with sub-headings.

Write a report in a similar way, with the title **Human Beings**.

Ideas to think about to help you:

- what do you know about human beings? (You are a human being!)
- how will you organise your information?
- what about the layout? You can have as many sections as you like, e.g. feeding, moving, where humans live.

Remember: you do not need to have any special science information for this task – just use what you know already.

PLANNING:

Spend about 5 minutes making notes in this box.

Purpose and Audience	[6]	Punctuation	[2]
Text Structure	[5]	Spelling	[2]
Sentence Structure	[5]		

Write your report here.

A series of horizontal dotted lines providing a guide for writing the report.



Section C: Grammar, Punctuation and Vocabulary

Spend 15 minutes on this section.

- 12 Join the underlined word in each of these sentences to match the correct word class.

The first voyage of the Titanic was in 1912.

verb

The blue whale is bigger than a giraffe.

proper noun

A blue whale surfaces for air every 30 minutes or so.

pronoun

Rich and poor people died when it sank.

adjective

[2]

- 13 (a) Underline the main clause in this sentence.

The blue whale is the biggest creature that has ever lived on Earth.

[1]

- (b) Rewrite this sentence.

The Titanic hit an iceberg and sank.

Include this clause.

which was a very grand ship

Remember to add the punctuation. Do not add or change any words.

.....

.....

[2]

14 (a) Change this sentence from the present to the past.

The blue whale is bigger than an elephant.

..... [1]

(b) Complete the sentences by writing the passive forms of the verbs given in brackets.

The first one has been done for you.

The blue whale (find) **is found** in the ocean.

All of the blue whale's long life (live) in the sea.

Huge amounts of food (eat) by the whale.

The fat (use) for food in winter. [2]

15 Correct **two** mistakes in this sentence. Do **not** change the meaning.

The stars glows bright in the night sky above the ship. [1]

16 Choose the type from **simple**, **compound** or **complex** to describe these sentences.

sentence	type of sentence
The whale eats tiny animals but it does not eat them one at a time.	
When it breathes out, the whale makes a great misty spray as high as a house.	

[1]

17 Add two apostrophes to this sentence.

The icebergs icy prong couldnt be seen above the water.

[1]

18 Add the missing punctuation to these sentences.

"The elephant is the biggest animal on planet Earth announced my brother

"Are you sure I replied I thought it was the blue whale."

[2]

19 Re-read this extract from the text **When the Titanic hit an iceberg.**

...so that not until they were barely a minute from the towering iceberg did they ring out and call their warning.

Write other words or phrases that mean the same as the underlined words.

Your new words must keep the meaning and make sense in the sentence.

barely

.....

towering

.....

[2]

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Cambridge Primary Checkpoint

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NUMBER**

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ENGLISH

0844/01

Paper 1

April 2013

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.

Write in dark blue or black pen.

DO NOT WRITE IN ANY BARCODES.

Answer all questions.

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

Suggestions for how long to spend on each section are given in the booklet.

The total number of marks for this paper is 50.

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Total	

This document consists of 12 printed pages.



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Section A: Reading

Spend 20 minutes on this section.

Read the text and then answer the questions.

The Red Fox

The largest of all vulpine foxes, the red fox is the most successful, and certainly the most recognisable. A dog like animal, its adult mass can vary between three and fourteen kilograms. The males are, on average, ten to fifteen percent heavier than the females, although the considerable size differences between individuals in this species make it difficult to use this as a guideline.

Body length typically varies between 82 and 110 centimetres, of which a prominent bushy tail accounts for about a third. The tail is useful as a counterbalance while running and jumping. It also provides insulation and warmth in cold weather, and is used to communicate with other foxes. Other characteristic features of the red fox are its elongated muzzle, triangular ears, and luxurious coat of fur.

Foxes, like many other animals, employ digitigrade motion. That is, they walk and run on their toes, with their heels positioned off the ground, high up on the leg. This method of locomotion allows silent, swift, and agile movement, and can also be seen in cats, dogs, and horses.

Several of the fox's bones are narrower than those of other dogs, and the limb bones are built much more lightly. The stomach of the fox is proportionately half as large as those of other canines. This reduction of weight allows it to run extremely quickly (trotting speed is between six and thirteen kilometres per hour, and speeds up to 72 kilometres per hour have been cited), and with great agility.

The fox pays a penalty for its smaller stomach in that it must eat more frequently. When eating, it will use its 42 teeth. These include prominent canines which hold prey, incisors for cutting and shearing meat, and molars for grinding up bones and vegetable matter.

1 What type of fox is the red fox?

..... [1]

2 Why is it difficult to use size to tell a male fox from a female fox?

..... [1]



3 Tick (✓) two boxes which show why the fox can move so quickly.

elongated muzzle

low weight

move on its toes

prominent bushy tail

shape of ears

[2]

4 Re-write the final paragraph to include the main points using about 30 words.

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

[2]

5 Tick (✓) the best description of the text **The Red Fox**.

It contains mostly facts.

It contains mostly opinions.

It contains about half facts and half opinions.

[1]





6 Compare these texts.

Text 1	Text 2
<p>The red fox is certainly a beautiful creature to look at, with its large, bushy tail and thick, shiny fur. It can also move extremely quickly. In addition, it has 42 teeth, which is more than a human being has.</p>	<p>You'll just love the red fox. For starters, it's got this great bushy tail and its fur is really thick and shiny. It also can move <i>really</i> fast! Another plus point is that it has the most incredible number of teeth – 42, 10 more than a human being. Can you believe that?</p>

The information in both texts is the same but the language used is different. Tick (✓) the text you prefer to read.

Text 1

Text 2

Explain why you chose that text.

.....

.....

[1]

DO NOT WRITE IN THIS MARGIN



Read the text about Cotgrave Country Park, and then answer the questions.

Where is Cotgrave Country Park?

Cotgrave Country Park is located on the northern edge of the Nottinghamshire town of Cotgrave, some eight miles (twelve km) by road from Nottingham city centre.

What can I see and do?

The site includes woodland, wetland, lakes and grassland, and part of Grantham Canal runs through the park.

With around five kilometres of paths and trails, there are plenty of different routes for gentle or brisk walks, jogging or running. There is also an extensive orienteering course, for which a free leaflet is available on request. Most paths are stone surfaced and suitable for walkers, wheelchairs, prams and pushchairs, but please be aware that some of the lower lying paths may get wet and muddy during spells of bad weather.

There's a wide variety of natural habitats at Cotgrave Country Park, including the lovely Heron Lake, conservation areas and a Nature Trail. There is also a horse-riding trail around the edge of the site.

Parking and facilities

The park is open from dawn until dusk. Parking is free. There is a height barrier (2.15 metres) at the entrance to the car park.

There is bench seating at various locations around the park. At present there are no toilets or bad weather shelters at the park.

7 (a) Give two places in Cotgrave Country Park where visitors might see fish.

1

2 [1]

(b) Cotgrave Country Park offers a range of activities for those visitors who want to keep fit. Name two of these.

1

2 [1]





8 Tick (✓) two boxes to show which statements about Cotgrave Country Park are FALSE.

The park has many paths and trails.

The park is open overnight.

Vehicles of any size can park.

Visitors can't go indoors when it rains.

Visitors don't have to pay to park.

[2]

9 Explain why walkers might experience difficulty during bad weather.

.....
.....

[1]

DO NOT WRITE IN THIS MARGIN





10 (a) What is the purpose of the sub-headings in the text **Cotgrave Country Park**?

..... [1]

(b) In the text **The Red Fox** paragraphs are used.

Draw lines to link each paragraph with its main topic described in the boxes.

1st paragraph

How the fox moves

2nd paragraph

Variations in size of the fox

3rd paragraph

How the fox uses one part of its body [1]





Section B: Writing

Spend 25 minutes on this section.

11 The reading texts **The Red Fox** and **Cotgrave Country Park** provide clear information in a way that is easy to read.

Write an **information text** on an area you know well for visitors who have not been there before. You could include information on places to visit and things to do there. Remember to:

- write about an area you know well
- inform, rather than persuade
- include a range of information.

PLANNING:

Spend about 5 minutes making notes in this box. You might want to think about some headings you could use in your information text.

Purpose and Audience [6]

Punctuation [2]

Text structure [5]

Spelling [2]

Sentence structure [5]

DO NOT WRITE IN THIS MARGIN DO NOT WRITE IN THIS MARGIN DO NOT WRITE IN THIS MARGIN DO NOT WRITE IN THIS MARGIN DO NOT WRITE IN THIS MARGIN





Write your information text here.

A series of horizontal dotted lines for writing, spanning the width of the page.





Section C: Grammar, Punctuation and Vocabulary

Spend 15 minutes on this section.

- 12 Join the underlined word in each of these sentences to match the correct word class.

The red fox can be found in most parts of Britain.

preposition

The method of locomotion used by the red fox enables it to run swiftly.

adjective

The red fox has a luxurious coat of fur.

pronoun

They have small stomachs.

adverb

[2]

- 13 (a) Underline the main clause in this sentence.

When eating, it will use its 42 teeth.

[1]

- (b) Rewrite this sentence.

Cotgrave Country Park has many paths and trails.

Include this clause.

which is in Nottinghamshire

Remember to add the punctuation. Do not add or change any words.

.....

.....

[2]

DO NOT WRITE IN THIS MARGIN



14 (a) Change this sentence from the past to the present.

The park was open all day and many people visited.

..... [1]

(b) Complete the sentences by writing the passive forms of the verbs given in brackets. The first one has been done for you.

Country parks (find) are found in many parts of the UK.

First, the visitors (drive) to the park by coach.

They (drop) at the main coach park.

Each visitor (escort) to the entrance of the park by a guide. [2]

15 Correct two mistakes in this sentence. Do not change the meaning.

The woman walk very slow along the edge of the park. [1]

16 Choose the type from simple, compound or complex to describe these sentences.

sentence	type of sentence
The red fox is a successful animal.	
As red foxes are very successful, their numbers are likely to increase.	

[1]





DO NOT WRITE IN THIS MARGIN

17 Add two apostrophes to this sentence.

The parks visitors shouldnt be expected to pay for tickets.

[1]

18 Add the missing punctuation to these sentences.

"Did you enjoy your visit to the nature reserve asked my friend

"Yes I replied there were lots of things to do."

[2]

19 Re-read this extract from the text The Red Fox.

Body length typically varies between 82 and 110 centimetres, of which a prominent bushy tail accounts for about a third.

Write other words or phrases that mean the same as the underlined words.

Your new words must keep the meaning and make sense in the sentence.

prominent

accounts for

[2]

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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

CAMBRIDGE INTERNATIONAL PRIMARY ACHIEVEMENT TEST

ENGLISH **0841/01**

Paper 1 October/November 2006

60 minutes

Candidates answer on the Question Paper
No Additional Materials are required

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.

Answer **all** questions.

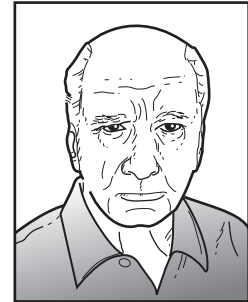
The number of marks is given in brackets [] at the end of each question or part question.
Suggestions for how long to spend on each section are given in the booklet.

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Spend 20 minutes on this section.

Old Days and Old Ways

Young people today don't know what they're missing with their 'youth culture'. They wear crazy clothes and shoddy shoes, they listen to mean, menacing music with a loud and loutish booming bass and as for their art? Art? I don't see how they can call it youth 'culture'. They don't know what culture is.



Music

Ah! The melodies of Mozart, the harmonies of Haydn and the tunes of Tchaikovsky. Now that's real music! You can sit peacefully and listen to their compositions anywhere you like: in a concert hall, on the radio, from the comfort of your armchair or even lying in the bath. The music lifts your spirits and sings to your soul. You can listen to a solo sonata, a duet, trio, quartet, sextet, a chamber group or a full symphony orchestra. Real music can make you cry, laugh or itch to dance.

Modern music is a different thing altogether. Hairy youths moaning into microphones, tuneless tosh being sold as music. What does this noise have to do with music? What's more, the cacophony is with us everywhere. Have they no consideration, these young people who are damaging their own hearing and irritating the rest of the world? Thud, thud, thud, boom, boom, boom, emanates perpetually from machines hung around necks and tucked into pockets. And don't even get me started on mobile phones!

Art

It's not only music that youth doesn't understand, it's also the visual arts. When I go to a gallery I like to see sculptures and paintings of people or things. I like to be able to stand in front of the picture and to say to myself 'That's a painting of a bird sitting on a roof'. Monet, Manet, Michelangelo. They were artists. They began as boys and learned their crafts from real craftsmen.

If you look at some of these modern messes, you don't know what you're looking at. A bubble of blue with a red splash in the corner? Some random stripes with splodges of spilt paint? A three year old child could create a better picture without even trying. And so-called 'installation art'? What's that about? I can put a pile of bricks on a floor but it's not art. So why is it called art just because it's in an art gallery? And don't get me started on street art!

Read the passage **Old Days and Old Ways** and answer these questions.

1 Is the author of the piece likely to be young or old? How do you know?

Use evidence from the passage itself, not from the illustration.

.....
.....
..... [1]

2 List **three** composers and **three** artists that the author admires.

Composers

Artists

- 1.
- 2.
- 3.

- 1.
- 2.
- 3. [1]

3 The author gives one example of 'installation art'. What is the example he gives?

..... [1]

4 What does the author mean when he says:

And don't get me started on street art!

.....
..... [1]

Page Total

5 Reread the first paragraph.

Young people today don't know what they're missing with their 'youth culture'. They wear crazy clothes and shoddy shoes, they listen to mean, menacing music with a loud and loutish booming bass and as for their art? Art? I don't see how they can call it youth 'culture'. They don't know what culture is.

The author has written paragraphs about music and art.

If the author continued writing, what is the most likely topic for the next paragraph?

..... [1]

6 Are the following statements from the passage fact or opinion?

Put a tick (✓) in the correct box.

	fact	opinion
Young people don't know what they're missing with their 'youth culture'.		
The music lifts your spirits and sings to your soul.		
Monet, Manet, Michelangelo. These were artists.		
...and irritating the rest of the world.		

[2]

Page Total

7 Match the words and phrases with the correct heading.

Random stripes

Music

Cacophony

Tuneless

Modern messes

Art

[1]

8 Does the author like mobile phones?

Explain your answer.

.....
.....

[1]

9 (a) List **two** examples of alliterative phrases from the passage.

- 1.
- 2.

[1]

(b) Explain why the author uses alliteration.

.....

[1]

10 Was this piece originally written or spoken?

Give **two** reasons to support your answer and give examples from the text.

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

[2]

Page Total

11 Is this passage a balanced discussion?

Explain your answer.

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

[2]

Page Total

Spend 25 minutes on this section.

12

Old Days and Old Ways

Write a response to **Old Days and Old Ways**, justifying any aspect of your culture. Think about:

- Which aspect of your culture you will write about; music, dance, art, fashion, language or new ways of living? You can write about more than one if you prefer.
- How you will try to persuade your audience to take your point of view. What kind of tone will you take? An aggressive one or a more balanced one?
- How you will organise your piece of writing. Will you use headings or not?
- What you will call your piece of writing.

[15]

Write your response here:

.....

.....

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.....

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Text structure [4]

Sentence structure [4]

Audience [3]

Purpose [4]

Page Total

Spend 15 minutes on this section.

13 Underline a preposition in the sentence below.

The picture is of a bird on a roof.

[1]

14 Add the missing punctuation to the following dialogue.

“I love youth culture she sighed.

“Do you like classical things as well he asked.

[2]

15 Join the underlined word in each sentence to the correct word class.

I hate mobile phones.

noun

They wear crazy shoes.

verb

I love classical music.

adverb

Booms come continually from the headphones.

adjective

[2]

16 Rewrite the following sentence in the passive voice.

You can always hear the boom boom boom of the bass.

.....

[1]

17 Underline the main clause in the sentence below.

If I can find time, I go to a gallery to see real art.

[1]

Page Total

- 18 Rewrite the sentences below as a complex sentence **with a relative clause**. Do not forget the punctuation.

**Classical music is real music.
Real music is a pleasure to listen to.**

.....
..... [2]

- 19 Change the following sentence to show that it is something that will possibly happen rather than something that will happen.

When I see someone painting a picture, I will go and tell them what I think of it.

.....
..... [1]

- 20 Add punctuation to the following sentence to show that it is John who is ill. Do not change the order of the words.

John said Mary is ill

..... [2]

- 21 Add a colon and a semi colon to complete the punctuation of the following sentence.

Holland produced many fine artists including Rembrandt, who painted several self portraits Vermeer whose most famous painting is called Girl with a Pearl Ear-ring; and the portrait painter Rubens.

[1]

22 Write the information in the three sentences below in **one** new sentence.

The grumpy old man doesn't like modern culture.

The cheerful young man likes modern culture.

The woman likes both classical and modern culture.

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

[2]

Page Total

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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

CAMBRIDGE INTERNATIONAL PRIMARY ACHIEVEMENT TEST

ENGLISH **0841/02**

Paper 2 October/November 2006

60 minutes

Candidates answer on the Question Paper
No Additional Materials are required

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.

Answer **all** questions.

The number of marks is given in brackets [] at the end of each question or part question.
Suggestions for how long to spend on each section are given in the booklet.

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Spend 30 minutes on this section.

Beowulf and the Dragon

Beowulf, the mighty Saxon King, looked at the burning embers of his Great Hall in disbelief. The attack had come from the skies in the middle of the night. His warriors had spent the remains of the night watching for more signs from the gods that they were displeased while the women had prepared sacrifices to appease an angry god. Only one youth claimed to have been awake during the attack but his story was discounted. He claimed that a mighty dragon with a weaving serpent's neck had flown from the sea cliffs and breathed fire on the Great Hall. But the boy was known to exaggerate the truth so was sent to fetch water from the farthest river.

Towards dusk, a man staggered, breathless, into the Great Hall. He was given water, bread and a place by the fire. In return he told a story. He was, he said, a runaway slave. He had taken refuge at night in a cave on the sea cliffs. In the morning he had woken to find that he had been sharing the cave with a dragon who slept guarding a hoard of gold and precious stones. The man had taken a goblet, thinking that the snake-necked one wouldn't notice. However, as he had continued his way across the cliffs he had seen the scaly monster emerge, scorching the undergrowth in his fury. The thief had hidden behind a gorse bush and watched into the night as the menacing shadow continued to search for him. From his vantage point, he had seen the dragon lay waste to the distant Great Hall. He had come to offer the golden goblet as compensation so that he might be at peace with his gods.

The old king stroked his beard as he listened to the man's tale. At the end of it he sighed deeply and pronounced, "It was well you told us of our new enemy. The dragon will not rest. We must kill it before it destroys us all."

Under the eye of their grizzled leader, the people began to prepare for battle: the smiths went to their forges to choose their strongest blades and spears; the armourers distributed the shields and helmets; the women prepared food as fuel for the warriors as they travelled; even the children readied the horses.

As dawn broke the next morning, the mounted warriors followed their unvanquished King as they left their homes and journeyed to the distant sea cliffs. They took, as their guide, the reluctant slave.

Arriving at dusk, the travellers made camp at a sufficient distance from the dragon's lair. They took care to shield the light from the fire and to make no noise that would alert the dragon to their presence. Only the slave slept that night. The warriors made peace with their gods in the face of an imminent battle with an enemy more powerful than any they had encountered before.

Read the story **Beowulf and the Dragon** and answer the following questions.

1 What had happened to the Great Hall?

..... [1]

2 Here are some events from the story.

Number the events to show the order in which they happened. The first has been done for you.

The dragon attacked the Great Hall.	
The slave stole the goblet.	1
Beowulf and his warriors went to attack the dragon.	
The warriors looked for signs that the gods were angry.	

[1]

3 Read the following words and phrases from the text.

Put a tick (✓) beside the **four** which refer to Beowulf alone.
Put a cross (X) beside those which refer to other people.

The mighty Saxon king	
One youth	
A runaway slave	
The old king	
Their grizzled leader	
The armourers	
Unvanquished King	
The mounted warriors	

[2]

Page Total

4 Read the descriptions below.

Tick the best description of Beowulf at the beginning of the story.

Beowulf is tired because he hasn't slept all night.	
Beowulf is worried because he doesn't know why his Great Hall was set alight.	
Beowulf is furious and wants to go and kill the dragon.	
Beowulf is angry with the slave and is trying to hide it.	

[1]

5 Find a phrase or sentence from the text which explains why people did not believe the youth when he told them what had happened.

[1]

6 Is the runaway slave a bad man or a good man?

Give a reason from the text to justify your answer.

[1]

7 How were the warriors armed in preparation for the battle?

List **three** things they had.

1.

2.

3.

[1]

Page Total

8 Fill in the missing word and finish each sentence to explain how the slave felt.

When he was hiding behind the gorse bush, he felt

because

When he was sitting at the fire eating bread he felt

because [2]

9 This story has a historical setting. Explain how you know.

.....

.....

..... [1]

Page Total

10 Reread the final paragraph:

Arriving at dusk, the travellers made camp at a sufficient distance from the dragon's lair. They took care to shield the light from the fire and to make no noise that would alert the dragon to their presence. Only the slave slept that night. The warriors made peace with their gods in the face of an imminent battle with an enemy more powerful than any they had encountered before.

(a) Underline the word that best describes the mood the author is trying to create.

surprise suspense peace humour tension

[1]

(b) Do you think the author is successful at creating the mood?

Explain your answer, choosing words and phrases from the paragraph.

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

[2]

Page Total

11 Reread the paragraph.

Underline **two** noun phrases which refer to the dragon.

In the morning he had woken to find that he had been sharing the cave with a dragon who slept guarding a hoard of gold and precious stones. The man had taken a goblet, thinking that the snake-necked one wouldn't notice. However, as he had continued his way across the cliffs he had seen the scaly monster emerge, scorching the undergrowth in his fury. The thief had hidden behind a gorse bush and watched into the night as the menacing shadow continued to search for him.

[1]

12 Find the following words and phrases in the story.

Suggest alternative words or phrases the author might have used which have the same meaning.

lair

armourer

scorching

[3]

Page Total

13 Re-read the following paragraph.

As dawn broke the next morning, the mounted warriors followed their unvanquished King as they left their homes and journeyed to the distant sea cliffs. They took, as their guide, the reluctant slave

Explain why this paragraph is not part of the previous paragraph or the next paragraph.

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

[1]

14 Suggest a new title for the story.

Explain why you chose it.

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

[1]

Page Total

Spend 30 minutes on this section.

15

Beowulf and the Dragon

You have read the story up to the moment when the battle is about to begin.

Continue the story to show what you think happens next.

Thinking about these questions may help you to finish the story.

Plot	<ul style="list-style-type: none"> • How are they going to meet the dragon? • Will anyone get hurt? • What will it be like in the middle of the battle? Which senses will you use to describe it? • How will the story end?
Character	<ul style="list-style-type: none"> • Is Beowulf going to be the hero? • Do you need other characters called names like <i>Wiglaf</i>, <i>Hrothgar</i>, or <i>Leofric</i>? • How do you think the characters will feel when they are facing the dragon?
Setting	<ul style="list-style-type: none"> • The rest of the story will need to be set in the same historical time as the beginning. Think about how that may affect what will happen. • The dragon’s cave is on some sea cliffs. • How can you build excitement and atmosphere?

[20]

Continue the story here.

.....

.....

.....

.....

Page Total

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.....

.....

Content

Style

Vocabulary

Audience / Composition

Text structure

Spelling

Page Total

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ENGLISH

0841/01

Paper 1

October/November 2007

60 minutes

Candidates answer on the Question Paper.

No Additional Materials required.

READ THESE INSTRUCTIONS FIRST

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Write in dark blue or black pen.

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Spend 20 minutes on this section.

Notice to all who live in this area

**There will be a meeting in the Town Square
on Wednesday 6 June at 7pm
to discuss the proposal to
build a hydro-electric dam in this area.**

A hydro-electric dam makes electricity by taking the energy from the water which falls from the dam to the rocks beneath. This energy is changed into electricity which can be stored or sent to where it is most needed.

When the dam is built, the water collecting behind it will form a reservoir - like a lake - which will flood the valley to a depth of 5 metres. People whose homes will be under water will have new houses built for them.

Arguments for and against the dam are summarised below:

FOR

- Electricity will be available immediately for the big city.
- Within the next 5 years, all local towns will have electricity.
- Within the next 10 years, all local villages will have electricity.
- Electricity changes people's lives.
- The reservoir will be very beautiful.
- People will be able to fish, swim, wash their clothes and play in the reservoir.
- Animals will be able to use the reservoir for drinking water all year round.
- The people who have to move will be given better houses than the ones they have at the moment.

AGAINST

- The people who will be most affected live here; the people who will benefit live 200km away in the big city.
- The villages that will be flooded are people's homes; their families have lived in the villages for generations and they don't want to move.
- People in the villages have trades which will be destroyed if the villages are destroyed. Their way of life will be destroyed.
- Animals will be driven from the area by all the noise and mess made during the building of the dam. What will the people eat if they can't hunt for animals?
- People can already fish, swim, wash their clothes and play in the river.

The meeting will give opportunities for the dam builders to explain why they think the dam is beneficial as well as for local people to give their opinions.

Come to the meeting and have your say!

Read the notice and answer the following questions.

1 **When** and **where** will the meeting take place?

..... [1]

2 How does a hydro-electric dam make electricity?

.....
 [1]

3 Put a tick (✓) beside the houses that will be under water.

House number	Height above valley floor	Will the house be under water?
13	3 metres	
28	5.5 metres	
7	4.5 metres	
6	6 metres	

[1]

4 Tick (✓) **two** statements about the notice which are true.

- It is a non-fiction text.
- It is a narrative text.
- It contains both facts and opinions.
- It contains only opinions.

[1]

5 Some of the text on the notice is **written in bold**. Why do you think this decision was made?

.....
 [1]

Page Total

6 Which of these statements best summarises the purpose of the notice?
Tick (✓) **one** box.

- To explain how hydro-electric dams work
 - To encourage people to come to a meeting
 - To warn people that their homes might be flooded
 - To give arguments for and against the building of the dam.
- [1]

7 Has the dam already been built?
Tick (✓) **one** box.

Yes No

Include words and phrases from the text in your answer.

.....
..... [2]

8 What does the expression 'Have your say' mean?

.....
..... [1]

9 Why do you think the FOR and AGAINST arguments are in columns rather than in paragraphs?

.....
..... [1]

10 Why might people **not** want to move away from their villages? Give **one** reason from the notice.

..... [1]

Page Total

11 Re-read the **two** main paragraphs.

A hydro-electric dam makes electricity by taking the energy from the water which falls from the dam to the rocks beneath. This energy is changed into electricity which can be stored or sent to where it is most needed.

When the dam is built, the water collecting behind it will form a reservoir - like a lake - which will flood the valley to a depth of 5 metres. People whose homes will be under water will have new houses built for them.

Complete these sentences to summarise the main topic of each paragraph. Do **not** copy sentences from the paragraphs.

The first paragraph

The second paragraph [2]

12 Do you think that the writer of the notice is (Tick (✓) **one** box.)

- for the dam?
- against the dam?
- neutral?

Explain your answer including words and phrases from the text.

..... [2]

Page Total

Spend 25 minutes on this section.

13 Imagine you are going to the meeting about the dam. Prepare your own speech which tries to persuade people to believe what you believe.

<p>If you are FOR the dam</p> <ul style="list-style-type: none">• Read the ideas on the notice.• Add your own ideas.• Add details to make it interesting.	<p>If you are AGAINST the dam</p> <ul style="list-style-type: none">• Read the ideas on the notice.• Add your own ideas.• Add details to make it interesting.
--	--

Whichever option you choose, you need to tell everyone what you believe and to try to persuade them to agree with you. Your writing needs to be:

- biased and persuasive
- lively and interesting
- well organised.

[15]

Spend up to 5 minutes making **notes** to plan your speech here.

.....

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.....

Spend 15 minutes on this section.

14 Underline a preposition in the sentence below.

People who live in low-lying villages will be moved to higher ground.

[1]

15 Write **active** or **passive** beside each of the clauses.

When the dam is built...

The dam will let everyone have electricity.

People will be given better houses.

Active or
passive?

[1]

16 Finish punctuating this dialogue.

“Do you really think this dam is a good idea? I asked.

“I think so he replied, but it depends on how much mess they make.”

[2]

17 Match the underlined word in each sentence to a part of speech.

One has been done for you.

Electricity brings many benefits to communities.

adverb

Before, people lived in houses in the valley.

adjective

Animals are frightened by the noise.

verb

The reservoir will be very beautiful.

noun

[2]

Page Total

18 Underline **all** parts of the verb in this sentence.

Their culture may be destroyed by the dam.

[1]

19 Rewrite this sentence in the passive voice.

The dam will destroy homes, habitats and land.

.....
.....

[1]

20 Add **two** apostrophes to the following sentence.

The peoples homes will all be destroyed and they wont ever be able to revisit their village.

[1]

21 Underline **all** parts of the main clause in the following sentence.

The villagers, who were very sad, looked at the new dam.

[1]

22 Draw a line between the opening sentences and the different types of text. One has been done for you.

Hydro-electric dams are being built by governments throughout the world.

balanced discussion

Today, I went to visit the site of the new dam.

persuasion

It is very important that we consider the environment whilst meeting the needs of the consumer, and that's why I urge you to acknowledge the benefits of hydro-electricity.

recount

Hydro-electricity is a controversial topic with compelling arguments on both sides.

report

[2]

23 Punctuate this sentence in **two** different ways to create **two** different meanings.

The villager said the constructor was angry

The villager said the constructor was angry

[2]

24 Combine **all** the information in these two sentences in a **complex** sentence.

The dam was being built.
The dam would provide electricity.

.....
..... [1]

Page Total

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ENGLISH

0841/02

Paper 2

October/November 2007

60 minutes

Candidates answer on the Question Paper.

No Additional Materials required.

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Spend 30 minutes on this section.

Up-River and Down-River.

Jomo shook his head to get the water out of his eyes and grinned. He always felt so alive when he was swimming in the river. He loved the tingle of the cold water on his warm skin and the feel of his heart thumping in his chest. He was a fast swimmer; the fastest of all the boys in his village.

He looked around him curiously. He didn't usually swim up-river. Until last week he had always swum down-river but one day last week, just as he was approaching the town, he had heard a scuffling in the bushes. He had looked up to see three boys who started throwing things at him. Jomo had turned round and tried to swim home as fast as he could, but it was hard swimming against the river's current so the boys, who were walking along the bank, kept up with him easily. Eventually, one of them threw a big stone which hit Jomo on the back of the head. Jomo felt the tears pricking the back of his eyes and warm blood on his neck. He swam faster, vowing that he would never swim down-river again.

So today, he had swum up-river. He couldn't believe that he had never swum this way before. It was so beautiful. But he was getting tired so he made his way into the strong current and let it carry him towards home.

As he approached his village, he saw his mother. He raised his arm to wave but heard her shouting: "Keep swimming! Rescue the little girl!" She was pointing down-river at a speck in the distance.

Forgetting his tiredness and his vow, he increased his efforts and swam with the current as fast as he could. He could just make out the girl's head bobbing up once, then disappearing under the water. He swam faster still. The head bobbed up again, closer this time, and he heard a cry before the girl was dragged under the water. Jomo was concentrating so hard on the girl that he didn't notice the boys in the bushes. He only knew they were there when a stone hit him on the back of the head. For a moment, there was so much pain that he couldn't see. Then he shook his head. The girl. Gathering the last of his energy, he took off again, reaching the little black head as the girl went down for the third time.

Jomo carried the little girl towards the river bank. She was sobbing and clinging to him. To his surprise, the hands that reached down to help her out of the water belonged to the stone-throwing boys. When the little girl was safe, the hands stretched down to help Jomo out too. He hesitated.

“Don’t worry,” said a voice. “We didn’t realise you were trying to rescue the little girl. Anyway, we only threw stones at you for fun. We throw stones at everything in the river.” Jomo took the offered hand. Once on the bank he sat down, his head drooping with exhaustion. A barefooted boy let out a gasp of horror. “You’re bleeding!” he exclaimed. Jomo just looked at him.

Suddenly there was a commotion as a truck drew up behind them. Out leapt the little girl’s mother, closely followed by Jomo’s mother. She hugged him tight and kissed him on both cheeks. “You’re a hero!” she said. “Do you want to swim back or do you want to come with us?”

“I’ll come with you,” said Jomo. “I’ve done enough swimming for one day.”

Read the story **Up-River and Down-River** and answer the following questions.

1 How did Jomo get the water out of his eyes?
..... [1]

2 What made the tears prick the back of Jomo's eyes?
..... [1]

3 Here are some events from the story. Write numbers to show the order in which they happened. One has been done for you.

- Jomo's mother told him to rescue the girl.
- Jomo swam up-river.
- The boys threw stones at Jomo for the second time.
- The boys threw stones at Jomo for the first time.
- Jomo rescued the girl.

[2]

4 The first time he met the boys, why could Jomo not swim fast enough to get away from them?
..... [1]

5 (a) Does Jomo live in a hot country or a cold one?
..... [1]

(b) Explain your answer to part (a). Include words and phrases from the text in your answer.

.....
..... [2]

Page Total

6 Re-read the following passage from the story:

For a moment, there was so much pain that he couldn't see. Then he shook his head. The girl. Gathering the last of his energy, he took off again, reaching the little black head as the girl went down for the third time.

Why does the author treat the words, **The girl.** as if they are a sentence?

.....
..... [1]

7 Who is the point-of-view character in this story?

.....

How do you know?

.....
..... [1]

8 (a) Did Jomo go faster when he was swimming up-river or down-river?

..... [1]

(b) Find **two** words or phrases in the story which help you answer part (a).

1.

.....

2.

..... [2]

Page Total

9 Read Sentence 1.

Sentence 1. Out leapt the little girl’s mother, closely followed by Jomo’s mother.

Compare it with Sentence 2:

Sentence 2. The little girl’s mother got out then Jomo’s mother got out.

Both of the sentences give the same information.

Which sentence do you think is more effective?

Explain why.

.....
..... [1]

10 The fourth paragraph is very short:

As he approached his village, he saw his mother. He raised his arm to wave but heard her shouting. “Keep swimming! Rescue the little girl!” She was pointing down river at a speck in the distance.

Give **two** reasons why this paragraph is so short and is not joined to either the previous or the next paragraph.

1.
2. [2]

11 What do you think the stone-throwing boys will have learned from this adventure?

.....
..... [1]

Page Total

12 Why was Jomo surprised when the stone-throwing boys helped him and the little girl out of the river?

..... [1]

.....

13 Why did Jomo decide to go back in the truck with his mother?

..... [1]

14 Jomo's mother said he was a **hero**. Do you agree with her?

Tick (✓) **one** box.

Yes No

Explain why.

..... [1]

.....

Page Total

Spend 30 minutes on this section.

15

Akello

Akello was the little girl who Jomo rescued from the river. Write a story explaining how she fell into the river and what the rescue felt like from her point of view.

Thinking about some of these issues may help you.

Plot	Akello fell in the river. Think about what happened to make her fall in and whether she was alone.
Character	You know about Jomo. You will need to think about the character of Akello. You can decide how old she is, what kind of a person she is, the kinds of things she says and does.
Setting	You know some of the setting for the story (the river) but you will need to think about where Akello was. Try to see it in your mind. To make your story interesting, you will have to build excitement and atmosphere. Think about how you can do that.

[20]

Spend up to 5 minutes making notes to plan your story here.

.....

.....

.....

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.....

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.....

Write your story here.

A series of horizontal dotted lines for writing.

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ENGLISH

0841/01

Paper 1

May/June 2010

60 minutes

Candidates Answer on the Question Paper.

No Additional Materials required.

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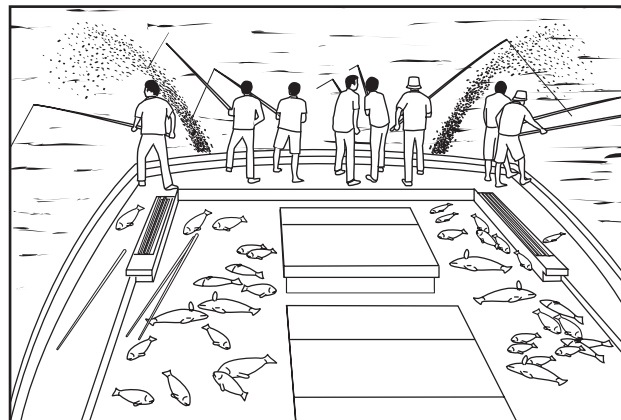
Spend 20 minutes on this section.

Tuna 'Pole Fishing' in the Maldives

Fishing is the main industry on the islands of the Maldives and the most important fish are tuna. These fish can grow to the size and weight of a 10-year-old child. Some countries, like the Maldives, ban their fishermen from using enormous nets to catch tuna because so many other fish and habitats are destroyed by the nets.

Fishermen in the Maldives still use the art of 'pole fishing' to land their catch. Tuna pole fishing is carried out on day trips from the islands where the fishermen live. The fishermen leave their islands around dawn and head for a nearby coral reef to collect live 'baitfish'. These fish are about 2–3 inches (5–8 cm) long and are used as bait to attract the tuna. The baitfish are attracted with handfuls of paste - usually left over from a tuna from yesterday's catch – and scooped onboard with a fine mesh net. Plugs are then removed from the bottom of the boat, which floods and acts as a live holding tank for the baitfish. Once sufficient bait is obtained and stored, the fishing boats (called masdhonis) move out to sea in search of tuna. Most of the time, the fishermen are looking for flocks of seabirds circling above the sea: that is usually the sign that a school of tuna are swimming below.

Once a school is sighted, the boat will slowly pass the school while the 'chummer' (called en keyolhu) throws out the bait as the school follows. The baitfish dive beneath the shadow of the boat. The tuna chase the baitfish near the stern of the boat where the fishermen stand with their fishing poles. Fishing takes place from the stern platform, where about eight fishermen stand and face towards the sea. Water is also sprayed from the stern. This has two effects: it makes it look as though there are even more baitfish and it hides the boat from the tuna. The fishing hooks are swung into the spray, each hook looking like a small, silvery fish. The hook is attached to the pole with nylon fishing line. Traditionally, poles were made of bamboo, but today glass fibre rods are the most popular among Maldivian fishermen.



Once the tuna are excited into a frenzy by the baitfish, they try to swallow everything they can - including the hooks. When the fish are hooked, they are hauled onboard. If the fisherman's swing is perfectly controlled, fish come off the hook, fly forward and hit the wooden board set up behind the fishermen. This happens at great speed and there may be two or three fish in the air at once.

Once they have caught enough fish, the fishermen head home to sell their catch at one of the fish markets in the Maldives or to send it to a fish packager in another country.

Read **Tuna 'Pole Fishing' in the Maldives** and answer the questions.

1 Tick (✓) **two** pieces of equipment Maldivian fishermen use to catch fish.

- | | |
|--------------------|--------------------------|
| enormous nets | <input type="checkbox"/> |
| nylon fishing line | <input type="checkbox"/> |
| fine mesh net | <input type="checkbox"/> |
| harpoon gun | <input type="checkbox"/> |

[1]

2 Put the events of a Maldivian tuna fisherman's day in order by numbering these statements. The first one has been done for you.

The fisherman:

- | | |
|---|------------------------------------|
| moves out to sea. | <input type="checkbox"/> |
| catches baitfish on the reef. | <input type="checkbox"/> |
| catches the tuna using a pole and line. | <input type="checkbox"/> |
| leaves home at dawn. | <input type="checkbox" value="1"/> |
| throws baitfish to the tuna. | <input type="checkbox"/> |

[2]

Page Total

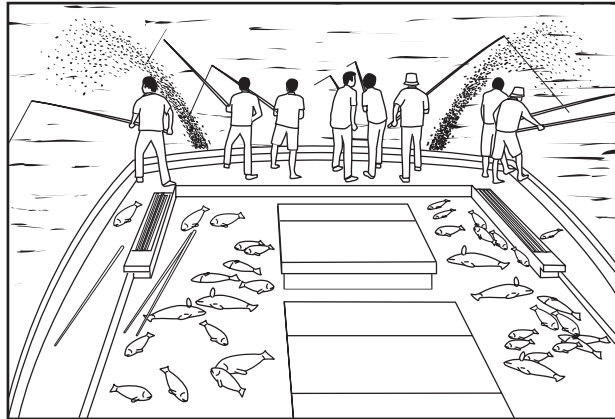
3 This text is an explanation. Identify **two** features of explanatory texts.

1

2 [2]

4 Draw lines to join these labels to the picture of the boat.

stern



fishing pole

water spray

wooden board

[2]

5 Re-read this sentence from the text.

Once sufficient bait is obtained and stored, the fishing boats move out to sea in search of tuna.

Write other words or phrases that mean the same as the underlined words. Your new words must make sense in the sentence.

sufficient

obtained [2]

Page Total

- 6 Would you like to be a fisherman from the Maldives?
Use ideas from the text to help explain your answer.

.....
..... [1]

- 7 Compare these texts.

Text 1	Text 2
<p>Once the tuna are excited into a frenzy by the baitfish, they try to swallow everything they can – including the hooks. When the fish are hooked, they are hauled onboard.</p>	<p>When the tuna have started eating the baitfish, they will swallow anything in the water, including the hooks. When the fish have eaten the hook they are pulled onto the boat.</p>

The information in both texts is the same but the language used is different.
Tick (✓) the text you prefer to read.

Text 1

Text 2

Explain why you chose that text.

.....
..... [1]

Page Total

8 Write a summary of the second paragraph. (The paragraph begins with the words **Fishermen in the Maldives....**) Your summary should be between 10 and 20 words long and should tell the reader what the paragraph is about.

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

[2]

9 Tick (✓) the best description of **Tuna 'Pole Fishing' in the Maldives.**

It contains mostly opinions.

It contains mostly facts.

It contains about half facts and half opinions.

[1]

10 Why do you think it is important that the baitfish are kept alive until they are fed to the tuna?

.....
.....

[1]

Page Total

BLANK PAGE

Spend 25 minutes on this section.

- 11** This text explains how tuna are caught in the Maldives.
Write a text explaining another process you know about.

It could be an explanation about:

How something works	For example: a bicycle, an engine, a space rocket
How to do something	For example: how to scuba dive safely, how to catch an insect
How or why something changes	For example: how a caterpillar becomes a butterfly, why it gets dark earlier in the winter

Consider these points as you plan your writing.

- You will need to know quite a lot of information about your topic.
- You are writing an explanation. Think about the features of an explanation text.
- Your writing needs to have an introduction and to be well organised into paragraphs.
- Try to make your writing interesting to read. Think both about the ideas you are including and the words and sentences you use.

Spend up to 5 minutes making notes to plan your explanation here.

PLANNING BOX:

.....

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Text structure [4]	<input type="checkbox"/>	Audience [3]	<input type="checkbox"/>
Sentence structure [4]	<input type="checkbox"/>	Purpose [4]	<input type="checkbox"/>

Page Total

Spend 15 minutes on this section.
--

12 Tick (✓) the **two** sentences which are correct.

Yesterday, the fishermen catches a lot of tuna.

The eight fishermen stands looking out to sea.

One fisherman throws the baitfish out to sea.

Why do fishermen want to catch tuna.

The fishermen look out for flocks of seabirds.

[2]

13 Read this sentence.

The tuna were swimming.

Expand the sentence using the word class shown. The first one is done for you.

Word class	Expanded sentence
adjective	The <u>lazy</u> tuna were swimming.
adverb	
prepositional phrase	
relative clause	

[3]

Page Total

14 Add **one colon** and **one semi-colon** to this passage to make the meaning clearer.

The Maldivian fisherman has a long day he is up at dawn catching baitfish he doesn't return home until after dark when he has prepared the boat for the next day.

[2]

15 Finish the text by writing the passive form of the verb, given in brackets, each time. The first one has been done for you.

The fish (catch) **are caught** in the open sea.

First, they (tricked) into eating the

fisherman's hook, then they (pull) onto

the deck. Often they (kill) when their

heads hit the wooden board on the deck of the ship.

[2]

16 Underline the word or words that have to change to make this sentence show what **might** happen.

When the fish are caught they will be sold in the market.

[1]

17 Re-write this sentence, changing the subordinate clause.

The fisherman was tired because he had been up since dawn.

.....

.....

[1]

Page Total

18 Put all of this information into a complex sentence. Do **not** use *and* or *but*. Make sure that you use the correct punctuation.

The tuna chased the baitfish.

The baitfish went under the boat.

The fishermen caught the tuna.

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

[1]

19 Finish punctuating this dialogue.

“Have you seen those seabirds asked the fisherman

“Yes replied the captain we are going there now to look for tuna.”

[2]

20 Read this sentence.

At dawn, all the fishermen gather near their fishing boats.

Re-write it as the opening sentence of a recount text.

.....
.....

[1]

Page Total

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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Primary Achievement Test

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CANDIDATE
NUMBER

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* 8 3 7 1 9 0 1 3 9 4 *

ENGLISH

0841/02

Paper 2

May/June 2010

60 minutes

Candidates Answer on the Question Paper.

No Additional Materials required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.

Write in dark blue or black pen.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

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

Suggestions for how long to spend on each section are given in the booklet.

For Examiner's Use	
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9	
10	
Total	

This document consists of **10** printed pages and **2** blank pages.



Spend 30 minutes on this section.

Fishing

Ali watched as his cousin Hussein expertly swung the great tuna up from the sea and onto the deck of the masdhoni. The spray of water from the tuna's fins reminded Ali of small, silver fish darting through the air back towards the sea. There was a thud as the tuna landed on deck. Ali watched the fish struggling to breathe for a moment, but Hussein's attention had already returned to the fish in the water. He was waiting for the tug that would tell him that his hook was in the mouth of yet another fish.

Although it was only mid-morning, Ali was tired. Hussein had shaken him awake early that morning to invite him to join the crew on the boat. Ali had been begging for an invitation for over a year now, but they said he was still too small. He tried to remind the fisherman that he was 14 and it was time he started to earn his living on the boats, but they just laughed and told him to eat more tuna to build up his muscles. His excitement had lasted until the boat left the safety of the sheltered lagoon, but as it moved further out into the ocean he began to feel sick. Now his head ached from the sun overhead, his eyes were red with looking at the light bouncing off the surface of the water and all he wanted to do was to lie down and sleep.

He saw Hussein stiffen. One of the other men shouted. The powerful engines of the boat were switched off. Silence. Something was wrong. Even the seabirds had wheeled away, leaving the sky empty. Ali knew that the men would be impatient with him if he tried to ask questions, but he crept closer to listen to what they were saying.

"I don't like it. We should return home quickly," the oldest fisherman was saying. Normally, the crew listened to his wisdom because he had been at sea for the longest of them all. "I have never seen anything like this before. Where have the fish gone so suddenly? Where are the seabirds?"

Ali looked up. He had noticed the birds were gone, but the fish? He edged closer to the side of the boat and looked down. Minutes before, the sea had been boiling with the darting baitfish and the chasing tuna, but now it was flat and calm. He looked up and scanned the horizon. Flat blue sea. No boats. No islands. No birds. Not even a flying fish.

"We can't do that! We can't just return home in the middle of the morning. People will think we're scared!" Hussein was arguing with the old man. "You may be getting older, but the rest of us are young and strong. The fish have moved. So what? We'll just have to carry on until we find them again." There was a murmur of agreement from the other young men. They all knew that if they didn't have a

good catch for the Malē fish market later that afternoon, there would be less money for each of them to take home that night. They all needed the money.

The old man tried again to persuade them, but Ali could see that Hussein was going to get his way. He usually did. After a few more minutes, the air was split by the sound of the big engines starting again as the men scanned the skies for the seabirds that would lead them back to the fish again.

Read **Fishing** and answer these questions.

1 Why did the old man want to go back home?

..... [1]

2 What do you think might have made all the seabirds and fish disappear?

..... [1]

3 Read these statements about Ali’s experiences that morning. Number them to show the order in which they happened. One has been done for you.

- 5 Ali noticed that all the seabirds were gone.
- Ali watched Hussein expertly swing a great tuna onto the deck.
- Hussein shook Ali awake.
- Ali began to feel sick.
- Ali had been excited about the trip when the boat was within the lagoon.

[2]

Page Total

4 (a) Who is the point of view character in this story?

..... [1]

(b) Explain how you know.

..... [1]

5 Re-read this passage from the story.

He edged closer to the side of the boat and looked down. Minutes before, the sea had been boiling with the darting baitfish and the chasing tuna, but now it was flat and calm. He looked up and scanned the horizon.

Suggest a new word to replace each of the underlined words. Your new word should keep the meaning and the sense of the sentence.

edged
scanned [2]

6 Do you feel sorry for Ali during the events described in the story?

Explain your answer.

Include words and phrases from the text in your explanation.

..... [2]

Page Total

7 Do you think Ali likes Hussein?

Use ideas from the text in your answer.

..... [1]

8 (a) Tick (✓) the best description of the mood of the story.

- comedy
- suspense
- anger
- happiness

[1]

(b) Identify **one** way in which the writer has used language to create the mood.

..... [1]

9 Do you think Hussein or the old man was right about what to do when the fish went?

Hussein Old man

Explain your answer using ideas from the story.

..... [1]

Page Total

10 Why had Ali **not** been allowed to go on the boat before now?

.....
..... [1]

11 Re-read the following sentence.

Minutes before, the sea had been boiling with the darting baitfish and the chasing tuna, but now it was flat and calm.

The sea can't boil. Why did the author use the word *boiling*?

.....
..... [1]

12 The first two paragraphs are quite long, but the next three are quite short. Why do you think that the author has changed to short paragraphs?

.....
..... [1]

Page Total

13 (a) Which genre do you think this story is? Tick (✓) the correct answer.

Traditional tale

Horror

Science Fiction

Biography

Legend

[1]

(b) Identify **two** features in the story of the genre you chose for **13(a)**.

1.

2.

[2]

Page Total

Spend 30 minutes on this section.

14 Fishing, the story so far:

- Ali, Hussein, a wise old man and some other fishermen are tuna fishing.
- Suddenly everything is quiet. The fish and the seabirds disappear.
- Their boat is alone in a calm sea.

You need to continue the story and explain why the birds and the fish went away so suddenly. Try to continue the story through Ali's eyes.

Thinking about some of these issues may help you:

Plot	<p>You know the beginning of the story. Think of a plot that will finish the story.</p> <p>There needs to be an event which develops through the story and which explains the events described so far.</p>
Character	<p>Your story should include: Ali (a young boy); Hussein (his older cousin); a wise old fisherman.</p> <p>We don't yet know much about any of the characters, so you can develop them for your story.</p>
Setting	<p>The setting is the sea around the Maldives.</p> <p>You can use the setting in the best way for your story.</p>

PLANNING

Spend up to five minutes making notes in the box below to plan your story.

PLANNING BOX:

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Check Point Exams

2012





UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge Primary Checkpoint

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ENGLISH

0844/01

Paper 1

For Examination from 2012

SPECIMEN PAPER

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.

Answer **all** questions.

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

Suggestions for how long to spend on each section are given in the booklet.

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This document consists of **12** printed pages.

Section A: Reading

Spend 20 minutes on this section.

For
Examiner's
Use

Read the text then answer the questions.

Fossils

Fossils are the remains or evidence of animals or plants which have been preserved naturally. They range from the skeletons of huge dinosaurs to tiny plants and animals which can only be seen under a microscope. Most fossils are formed from the hard parts of animals and plants such as shells, bones, teeth or wood. They may be virtually unchanged from the originals, or be mineral replacements. Animals and plants have also been preserved in peat, tar, ice and amber, the resin of ancient trees. Eggs, footprints and burrows can be fossilized too.

The study of fossils, called palaeontology, shows us that life originated on Earth at least 3,500 million years ago. Since then there has been a succession of animal and plant species. Most are now extinct and only a tiny proportion have survived as fossils. By studying these survivors, we have a fascinating glimpse of ancient life on Earth.

The process of changing from a living organism to a fossil takes place over millions of years. Fossilization is an extremely chancy process. As soon as animals and plants die, they begin to decompose, or rot. The hard parts, such as the shells, bones, and teeth of animals, or the wood of plants, last longer than soft tissue but they are often scattered by animals, wind or flowing water. In order for something to be fossilized it must be buried quickly before it decomposes. This is most likely to be done by sediment like sand or mud washed down by water. Some fossils later dissolve; others may be changed chemically or be distorted due to high temperatures and pressures. Only a tiny fraction will survive to be found.

1 What are **most** fossils formed from?

..... [1]

2 What does the study of fossils show us about the origin of life on Earth?

..... [1]

3 Tick (✓) **two** boxes to show which materials are most likely to be involved in the formation of fossils.

concrete

mud

pebbles

rocks

sand

[2]

4 Re-write the second paragraph to include the **main points** using about 30 words.

.....

.....

.....

..... [2]

5 Tick (✓) the best description of the text **'Fossils'**.

It contains only facts.

It contains mostly facts.

It contains mostly opinions.

It contains about half facts and half opinions.

[1]

6 Compare these texts.

Text 1	Text 2
<p>Many people enjoy fossil hunting. Fossils are usually formed from the hard parts of a plant or animal such as wood, bones and shells. These materials do not decompose as quickly as soft parts and last long enough for fossilization to occur.</p>	<p>You'd love fossil hunting – it's great fun! Woody bits from plants plus hard bits like bones and shells from animals can change into fossils. Soft parts are squashy and squidgy and rot away more quickly before fossils have a chance to form.</p>

The information in both texts is the same but the style of language used is different.

Tick (✓) the text you prefer to read.

Text 1

Text 2

Explain why you chose that text.

.....

..... [1]

Read the text, another report from an information book, and then answer the questions.

A Pearl is Born

Pearls are made by oysters when a tiny piece of grit gets into their shells. Most pearls develop in a space inside the shell.

Pearl Oyster

Even small oysters can produce reasonably large pearls, although the older and larger the shell, the greater the chance of finding a good-sized pearl. This type of oyster grows to about 20 cm (8 in), and is common throughout the Indo-Pacific as well as the eastern Mediterranean.

Queen Mary's Pearls

Before the advent of *cultured* pearls, jewellery made with natural pearls was extremely expensive and therefore a symbol of great wealth or status. Queen Mary of England is remembered for the long strings of pearls she wore.

Blister Pearls

A dome-shaped pearl that has developed while attached to the inside surface of an oyster shell is known as a blister pearl.

Variety in the Pearl World

Pearls come in all shapes and sizes: the largest in the world is 41 mm (1.5 in) in diameter. The shape of a pearl is also quite variable and, while perfectly spherical pearls are the most popular, some may be tear-shaped and others irregular. Blue, black and even yellow forms of pearl exist and, because they are scarcer than the white forms, they are more highly prized.

GLOSSARY

Cultured – artificial

7 (a) Where is the Pearl Oyster found?

..... [1]

(b) Pearls are found in different shapes. Name **two** of them.

1

2 [1]

8 Tick (✓) **two** boxes to show which statements are **FALSE**.

Black pearls are never found.

Cultured pearls are artificial.

Natural pearls are expensive.

Queen Mary wore long strings of pearls.

Yellow pearls are the most common pearls.

[2]

9 Suggest a reason why good-sized pearls are found more often in older and larger shells.

.....
..... [1]

10 This question refers to both texts.

(a) What is the purpose of the sub-headings in the text '**A Pearl is born**'?

..... [1]

(b) In the text '**Fossils**', paragraphs are used.

Draw lines to link each paragraph with its main topic

1st paragraph

How are fossils formed?

2nd paragraph

What do fossils tell us?

3rd paragraph

What are fossils?

[1]

Section B: WritingFor
Examiner's
Use***Spend 25 minutes on this section.***

- 11** The reading texts **Fossils** and **A Pearl is Born** are both reports taken from information books.

Write your own report for an information book, about a particular kind of item or something that you know a lot about.

It could be:

A collection of some kind	e.g. <ul style="list-style-type: none"> • CD collection • MP3 playlist • ...other collections?
A topic that interests you	e.g. <ul style="list-style-type: none"> • Butterflies • Flowers • Sport • Trains • Volcanoes

PLANNING:

Spend about 5 minutes making notes in this box.

Purpose and Audience	[6] <input type="checkbox"/>	Punctuation	[2] <input type="checkbox"/>
Text Structure	[5] <input type="checkbox"/>	Spelling	[2] <input type="checkbox"/>
Sentence Structure	[5] <input type="checkbox"/>		

Section C: Grammar, Punctuation and Vocabulary

For
Examiner's
Use*Spend 15 minutes on this section.*

- 12 Join the underlined word in each of these sentences to match the correct word class.

Bones are the hard parts of some animals.

preposition

Pearls can be found in the shells of some oysters.

adverb

Some fossils are beautifully preserved.

adjective

They are very valuable.

pronoun

[2]

- 13 (a) Underline the main clause in this sentence.

Black pearls are more valuable than white ones because they are not as common.

[1]

- (b) Rewrite this sentence.

Fossils are millions of years old.

Include this clause.

which may be the skeletons of huge dinosaurs

Remember to add the punctuation. Do **not** add or change any words.

.....
.....

[2]

14 (a) Change this sentence to the present tense.

Fossil hunters searched every rock to try to find a fossil.

..... [1]

(b) Finish the text by writing the passive form of the verb, given in brackets.
The first one has been done for you.

The pearls (find) **are found** in oyster shells.

First, the oysters (take) from the seabed by divers.

They (pull) onto the deck of fishing boats in nets.

Each shell (open) to show the pearl inside. [2]

15 Correct **two** mistakes in this sentence. Do **not** change the meaning.

The man look very careful in the pile of rocks to find fossils. [1]

16 Choose the type from **simple**, **compound** or **complex** to describe these sentences.

sentence	type of sentence
The fossil is very old.	
Although the water was deep, the diver found the oyster.	

[1]

17 Add **two** apostrophes to this sentence.

Pearls cant be collected if the oysters shells
are tightly closed.

[1]

18 Add the missing punctuation to these sentences.

“Did you find this fossil asked my friend

“Yes I replied there were lots of them lying on the beach.” [2]

19 Re-read these sentences from the text ‘**Fossils**’.

Most are now extinct and only a tiny proportion have survived as fossils. By studying these survivors, we have a fascinating glimpse of ancient life on Earth.

Write other words or phrases that mean the same as the underlined words.
Your new words must keep the meaning and make sense in the sentence.

proportion

fascinating [2]

For
Examiner's
Use

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Section A Reading
Section A Reading

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ENGLISH

0844/02

Paper 2

For Examination from 2012

SPECIMEN PAPER

1 hour

Candidates answer on the Question Paper.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page
Write in dark blue or black pen.

Answer **all** questions

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

Suggestions for how long to spend on each section are given in the booklet.

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This document consists of **8** printed pages and **1** Insert.

Section A: Reading

For
Examiner's
Use**Spend 30 minutes on this section.**

Read the passage from 'Why the Whales Came' by Michael Morpurgo in the INSERT and then answer these questions.

- 1 Read these statements about the Birdman, a character from 'Why the Whales Came'.

Tick (✓) **two** boxes that we know are **TRUE** from the passage.

He had a beard of wild white hair.

He stood upright and tall.

He wore a checked hat.

His black hair covered his face.

His forearm had loose mottled skin.

[2]

- 2 Which of the Birdman's features was particularly remarkable?

..... [1]

- 3 The Birdman said he always made plenty of bread. Why was this?

..... [1]

- 4 When the kittiwake flew from the Birdman's shoulder and landed on the table, it hopped on one leg. Why?

..... [1]

5 Was the Birdman angry to find the children in his home?
Tick (✓) **one** box.

Yes

No

Give a reason from the passage to support your answer.

..... [1]

6 Birds, like the kittiwake on the Birdman's shoulder at the beginning, usually fly away from humans.

What does this tell you about the Birdman?

..... [1]

7 Do you feel sorry for the Birdman?
Tick (✓) **one** box.

Yes

No

Explanation

.....

Words and phrases from the passage to support your explanation.

.....

..... [2]

8 Why did the children back away when the door opened?

..... [1]

9 What do you think the weather was like outside when the Birdman arrived?

.....

Select evidence from the passage to support your answer.

..... [2]

10 Who is the point of view character in this story?

.....

Explain how you know.

..... [2]

11 The sentence below is part of the description of the point of view character's original feelings about the Birdman.

Look at the underlined phrase.

All my life I had thought he would have a predatory look of an ancient crow under the shadow of his sou'wester.

(a) Tick (✓) **one** box to say what technique is being used here.

alliteration

imagery

metaphor

simile

personification

[1]

(b) Explain what you think the underlined phrase means.

.....
..... [2]

12 (a) The passage is a short extract from the book, *Why the Whales Came*.

From the evidence **in this extract**, which genre do you think the story is?
Tick (✓) the correct answer.

biography

legend

real life story

science fiction

traditional tale

[1]

(b) Name **two** general features of the genre you chose for 12 (a).

1
2 [2]

Section B: Writing

For
Examiner's
Use*Spend 30 minutes on this section.*

13 Read this introduction to a story.

The house was not at all like Hari had expected. He had listened to people telling bad stories about the person who lived there. He now wondered how they were going to feel when they found out that the person was really a good, kind person. Also, when they found out what had happened, he thought they would be very sorry about everything that had been said.

Now continue the story yourself to explain **what has happened to change Hari's opinion of the person.**

Ideas to help you:

Character	There are at least 2 characters: <ul style="list-style-type: none"> • Hari • The mysterious person.
Setting	The house. Do the events happen anywhere else? At school? In a shop? By a river?
Plot	What are the 'bad stories'? How did Hari get to know the person? What happened to make him think of the person as 'good and kind'?

Remember to include as much detail as you can in your story. It can be of any genre that you like.

PLANNING:

Spend up to five minutes making notes in this box to plan your story.

.....

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.....

Content and Audience	[9]	<input type="checkbox"/>	Punctuation	[4]	<input type="checkbox"/>
Text Structure	[5]	<input type="checkbox"/>	Vocabulary	[3]	<input type="checkbox"/>
Sentence Structure	[5]	<input type="checkbox"/>	Spelling	[4]	<input type="checkbox"/>

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ENGLISH

0844/02

Paper 2

For Examination from 2012

SPECIMEN INSERT

1 hour

Additional Materials: Answer Booklet

This document consists of **2** printed pages and **2** blank pages.

Read this passage from ‘Why the Whales Came’ by Michael Morpurgo and then answer the questions.

“We mustn’t talk to him. We’re not supposed to.”

Gracie and Daniel have been warned to stay away from the Birdman.

Dragging Daniel behind me I ran for the door which opened in front of us just as we reached it. Prince [*the Birdman’s dog*] was suddenly around our legs, jumping up at us and shaking himself all over us; and blotting out the light from the doorway was the black, hooded silhouette of the Birdman with a kittiwake [*bird*] perched on his shoulder. Above him I could see the sky was white with screeching gulls. Daniel and I backed away towards the stove knocking over a chair as we went. Prince followed us sniffing at the bread in Daniel’s hand.

‘Hungry, were you?’ came the voice from inside the sou’wester [*waterproof hat*]. ‘Plenty of bread, always make plenty of bread. Bake one a day. Always have plenty in reserve in case I get ill. I keep the freshest till last, on the top shelf – you can have some of that if you like.’ The kittiwake lifted off his shoulder and landed clumsily amongst the carvings on the table, knocking one of them over. He hopped on one leg; the other seemed curled up and stunted and he would not use it. The Birdman shut the door behind him, pulled off his sou’wester and shook it dry.

‘Bit of a bluster out there I can tell you,’ he said. The words he spoke were unformed and unfinished. They seemed yawned out rather than spoken and then thrown out from the top of his mouth. He heaved his black cape off his shoulders wincing as he did so, folded it and laid it carefully on the floor. All his movements were painfully slow and stiff. He whistled sharply and Prince left us at once and sat down on the cape, looking from the Birdman to us and back again as if waiting for someone to say something, but no-one said a word.

We must have spent a full minute looking at each other. The old man I saw in front of me was not at all as I had expected him to be. All my life I had thought he would have a predatory look of an ancient crow under the shadow of his sou’wester. I could hardly have been more wrong. Only the tired stoop of his body and the loose, mottled skin of his forearm betrayed his age. His face was the colour of a well-worn polished brown boot. The skin was creased but still young and supple – not that you could see much of his face for it was almost entirely hidden by a head and beard of wild white hair. But it was his eyes that marked him out from any other man I had ever seen, for they drew you into them somehow so that you could not look away even if you wanted to.

‘So, at last we meet,’ he said, breaking the long silence. ‘I’m glad you came. I was afraid you never would you know.’

Now answer the questions in the answer booklet.

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2013





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ENGLISH

0844/02

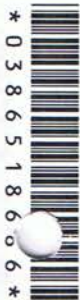
Paper 2

October 2013

1 hour

Candidates answer on the Question Paper.

Additional Materials: Insert



READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.

DO NOT WRITE IN ANY BARCODES.

Answer all questions.

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

Suggestions for how long to spend on each section are given in the booklet.

The total number of marks for this paper is 50.

For Examiner's Use	
1	
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This document consists of **8** printed pages and **1** Insert.



ENGLISH

0844/02

Paper 2 INSERT

October 2013

This document consists of 3 printed pages and 1 blank page.



Section A: Reading

Read this extract from 'Uncle Montague's Tales of Terror' by Chris Priestley.

I rapped the great hoop of the door knocker to announce my presence to my uncle.

'Don't stand there in the cold, Edgar,' he said. 'Come in, lad. Come in.'

I entered eagerly enough, but to tell the truth there was little difference in temperature between the garden and my uncle's hallway, and if there was a difference I would say it was in the garden's favour, for I have never been so cold inside a building as I was inside my uncle's house. I swear I once saw frost sparkling on the banisters of the stairs.

My uncle set off along the stone-flagged hall and I set off in pursuit, following the flickering candlelight as keenly as a moth. It was part of my uncle's many eccentricities that, though he clearly did not want for money, he had no time for electric light – nor gaslight for that matter – and lit the house by candle wax alone, and that sparingly. Following behind him, therefore, towards his study was a disconcerting business, for in spite of being in the safety of my uncle's house, I did not feel comfortable to be left in the dark there and hurried my steps to keep in contact with both him and the light.

As my uncle walked through the draughty house the candlelight no doubt added to my jitters: its fluttering passage created all kinds of grotesque shadows on the wall, which danced and leaped about, giving the unnerving impression of gaining a life of their own, scuttling away to hide under pieces of furniture or scurry up walls to skulk in ceiling corners.

After more walking than seemed possible from the size of the house as it appeared from outside, we arrived at my uncle's study: a large room lined with shelves holding books and curios from the old man's travels. The walls were encrusted with prints and paintings, and heavy curtains smothered the leaded windows. No matter that it was still afternoon – the study was as sunless as a cave.

The floor was covered in a rich Persian carpet and the base colour of that carpet was a deep red, as were the paintwork of the walls and the damask fabric of the curtains. A large fire burned in the grate and made the colour glow, throbbing rhythmically at the movement of the flames, as if this room were the beating heart of the house.

Now answer the questions in the answer booklet.

DO NOT WRITE IN THIS SPACE





Section A: Reading

Spend 30 minutes on this section.

Read the passage from 'Uncle Montague's Tales of Terror' by Chris Priestley in the INSERT and then answer these questions.

- 1 Read these statements about the uncle's house.
 Tick (✓) **two** boxes that we know are **TRUE** from the passage.

The writer rings the door bell.

It is cold inside the house.

The walls in the study are empty.

The uncle has travelled a lot.

The hallway has a wooden floor.

[2]

- 2 Why does the uncle use only candlelight in the house?

..... [1]

- 3 How do you know that the writer has visited the house before?

..... [1]

- 4 Why is there no sunlight in the study?

..... [1]



5 Does the writer feel nervous in the house?
Tick (✓) **one** box.

yes

no

Give a reason from the passage to support your answer.

..... [1]

6 The writer describes his uncle's study as 'the beating heart of the house'.
What does this tell us about the study in the uncle's house?

..... [1]

7 Do you think the house is welcoming for visitors?
Tick (✓) **one** box.

yes

no

Explain your answer.

.....
words and phrases from the passage to support your explanation
..... [2]

DO NOT WRITE IN THIS MARGIN





8 What does the writer imagine he sees in the shadows made by the candlelight?

..... [1]

9 How rich do you think the uncle is?

.....

Select evidence from the passage to support your answer.

..... [2]

10 Do you think Edgar and his uncle get on with each other?

.....

Explain how you know.

..... [2]

11 The sentence below is used by the writer to describe Edgar's reaction to the candlelight. Look at the underlined phrase.

My uncle set off along the stone-flagged hall and I set off in pursuit, following the flickering candlelight as keenly as a moth.

(a) Tick (✓) **one** box to say which technique is being used here.

alliteration

metaphor

onomatopoeia

personification

simile

[1]



Section B: Writing

Spend 30 minutes on this section.

- 13 Read this introduction to a story.

With one hand, I clasped hold of Daniel's small hand, and with the other, I used the large, brass knocker to announce our arrival. The sound echoed through the house and then there was silence again. We waited anxiously, with nervous anticipation. We had been sent to this large, craggy, old house, miles away from home, to stay for the weekend with our great-grandfather. We had never met the old man before but we had heard plenty of stories about him, and his strange house, from our mother. After what seemed an extraordinarily long time, the door slowly opened and there stood an old man.

Continue the story to describe **what happens and what is strange about the house.**

Ideas to help you:

Characters	There are at least 3 characters: <ul style="list-style-type: none"> • Daniel • the great-grandfather • the narrator, and...maybe others?
Setting	The great-grandfather's old house. Do the events happen anywhere else?
Plot	What adventures do the children have? Are they happy or sad at the end of the weekend when they have to go home?

Remember to include as much detail as you can in your story. It can be any genre that you like.

PLANNING:

Spend up to 5 minutes making notes in this box to plan your story.



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2015



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ENGLISH

0844/01

Paper 1

October 2015

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

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Answer **all** questions.

The number of marks is given in brackets [] at the end of each question or part question.
Suggestions for how long to spend on each section are given in the booklet.
The total number of marks for this paper is 50.

This document consists of **12** printed pages.



Section A: Reading

Spend 20 minutes on this section.

Read this information text about chocolate, and then answer the questions.

Chocolate

Ever wondered where chocolate comes from? Well, surprisingly, it grows on trees! It all starts with a small tropical tree, the *Theobroma cacao*, usually just called 'cacao'. (*Theobroma* is Greek for 'food of the gods'.) Cacao is native to Central and South America, but it is grown commercially throughout the tropics. About 70% of the world's cacao is grown in Africa.

A cacao tree can produce close to two thousand pods per year. The ridged, rugby-ball-shaped pod, or fruit, of the cacao grows from the branches and, oddly, straight out of the trunk. The pods, which mature throughout the year, encase a sticky, white pulp and about thirty or forty seeds. The seeds, at this point, are incredibly bitter – not at all like the chocolate that comes from them. It's actually the perfect design because the fruit attracts forest animals, such as monkeys, which eat the fruit but cast the seeds aside, dispersing them and allowing new trees to grow.

So what must be done to the seeds to make them taste better? First, the pods must be harvested. Once they are collected, the workers open the pods by hand, taking care not to damage the beans inside. The beans are removed and next comes one of the most important steps in the process – fermentation. The beans are placed in earthen pits or wooden bins and covered with banana leaves, then left to ferment. The heat of fermentation changes the bitter flavours in the bean into something more edible, more chocolatey.

Once they have fermented, the beans are dried in the sun for about a week, during which time the flavour continues to develop. Finally, the beans are ready to be shipped to a factory, where they are turned into chocolate.

1 What is unusual about the way the fruit grows on the cacao tree?

..... [1]

2 What happens to the flavour of the cacao beans during the process of fermentation?

..... [1]

3 Number the following processes in the order that they happen.

The pods are opened.

The beans ferment.

The pods are harvested.

The beans are dried.

[2]

4 Rewrite the first paragraph to include all the **main points** using **no more than 30 words**.

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

[2]

5 Tick (✓) the best description of the text **Chocolate**.

It contains only facts.

It contains mostly facts.

It contains mostly opinions.

It contains about half facts and half opinions.

[1]

6 Compare these texts.

Text 1	Text 2
New research shows that, contrary to popular belief, chocolate actually fights tooth decay. Scientists have found that cocoa butter, the main ingredient in chocolate, coats teeth and may help protect them by preventing plaque from growing.	You will never believe this, but scientists are now saying that chocolate is good for your teeth! They say that, when the yummy cocoa butter in chocolate gets all over your teeth, it is stopping yucky plaque from attacking them.

The information in both texts is the same but the language used is different. Tick (✓) the text you prefer to read.

Text 1

Text 2

Explain why you chose that text.

.....

..... [1]

Read this information text about armadillos, and then answer the questions.

Armadillos

What is an armadillo?

Content removed due to copyright restrictions

7 (a) What is another name for an armadillo or 'earth pig'?

..... [1]

(b) Name **two** ways in which the armadillo is protected from angry termites.

1

2 [1]

8 Tick (✓) **two** boxes to show which statements are **TRUE**.

Aardvarks do not travel far from their burrows.

Aardvarks' burrows often have many different entrances.

Aardvarks hunt during the night.

Aardvarks' burrows are usually small.

Aardvarks are related to the pig.

[2]

9 Suggest a reason why aardvarks have such long, pig-like, noses.

.....
.....

[1]

10 This question refers to both texts.

(a) What is the purpose of the sub-headings in the text **Aardvarks**?

..... [1]

(b) In the text **Chocolate**, paragraphs are used.
Draw lines to link each paragraph with its main topic.

1st paragraph	What happens to the beans after fermentation?
2nd paragraph	What is the cacao fruit like?
3rd paragraph	What happens to the cacao fruits after they are picked?
4th paragraph	Where does the cacao tree grow?

[1]

Section B: Writing

Spend 25 minutes on this section.

- 11** The information texts **Chocolate** and **Aardvarks** are both texts from websites for young people.

Write your own information text for a website about a topic or an activity that you know a lot about.

It could be:

an activity you enjoy

- a school subject
- a hobby

a favourite topic

- an animal
- a film
- a pop group
- the universe

PLANNING

Spend about five minutes making notes in this box.

Purpose and audience [6] Punctuation [2]

Text structure [5] Spelling [2]

Sentence structure [5]

Section C: Grammar, Punctuation and Vocabulary

Spend 15 minutes on this section.

- 12 Join the underlined word in each of these sentences to match the correct word class.

Cacao is native to Central and South America.

pronoun

It is grown commercially throughout the tropics.

adverb

Fermentation changes the bitter flavours in the bean into something more edible.

adjective

It all starts with a small tropical tree.

noun

[2]

- 13 (a) Underline the main clause in this sentence.

Finally, the beans are ready to be shipped to a factory where they are turned into chocolate.

[1]

- (b) Rewrite this sentence.

The beans are left to ferment.

Include this clause.

which taste very bitter

Remember to add punctuation. Do **not** add or change any words.

.....

.....

[2]

14 (a) Finish this sentence by choosing the correct verb forms.

A hungry aardvark (forage) in the grasslands
 when it (find) a termite mound. [1]

(b) Complete these sentences by writing the passive form. The first one has been done for you.

The pods (open) are opened carefully by the workers.

About 2,000 pods per year (produce) by a cacao tree.

A lot of monkeys (attract) by the fruit.

The flavor of the beans (change) to something more 'chocolatey'. [2]

15 Correct **two** mistakes in this sentence. Do **not** change the meaning.

The aardvark use its mightiness claws to dig
 a hole. [1]

16 Choose the type from **simple**, **compound** or **complex** to describe these sentences.

Sentence	Type of sentence
The pods are collected and the workers take out the beans.	
About 70% of the world's cacao is grown in Africa, where the aardvark comes from.	

[1]

17 Add **two** apostrophes to this sentence.

Aardvarks tongues are sticky so that theyre
able to suck up as many ants as they like. [1]

18 Add the missing punctuation to these sentences.

“Do aardvarks live in England I asked my
teacher

“No she replied they live In Africa.” [2]

19 Re-read these sentences from the text **Chocolate**.

It’s actually the perfect design because the fruit attracts forest animals, such as monkeys, which eat the fruit but cast the seeds aside, dispersing them and allowing new trees to grow.

Write other words or phrases that mean the same as the underlined words.

Your new words must keep the meaning and make sense in the sentence.

attracts

dispersing [2]

Copyright Acknowledgements:

Questions 1-19 © Where does Chocolate come from? Does it Grow on Trees?; www.facts-about-chocolate.com; 8 March 2011.
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ENGLISH

0844/02

Paper 2

October 2015

1 hour

Candidates answer on the Question Paper.

Additional Materials: Insert

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Answer **all** questions.

The number of marks is given in brackets [] at the end of each question or part question.
Suggestions for how long to spend on each section are given in the booklet.
The total number of marks for this paper is 50.

This document consists of **8** printed pages and **1** Insert.

Section A: Reading

Spend 30 minutes on this section.

Read the passage from 'Diary of a Wimpy Kid' by Jeff Kinney in the INSERT and then answer these questions.

- 1** Read these statements about the writer of the passage.
Tick (✓) **two** boxes that we know are **TRUE** from the passage.

- The writer has just returned to school.
- The writer likes to get up early at weekends.
- The writer likes his best friend very much.
- The writer is worried about how he appears to others.
- The writer's little brother acts like a prince. [2]

- 2** What did Rowley do at the lockers to make the writer want to avoid him?
..... [1]

- 3** Why can't he play tricks on his little brother?
..... [1]

- 4** Why does the writer say that it's unfortunate that his dad wakes up at 6:00 in the morning no matter what day of the week it is?
.....
..... [1]

5 Was the writer happy that his mother bought him a diary?
Tick (✓) **one** box.

Yes

No

Give a reason from the passage to support your answer.

..... [1]

6 Rowley’s mother bought him a book called ‘How to Make Friends in New Places’.
What does this tell you about Rowley’s character?

..... [1]

7 Would you like the writer to be your friend?
Tick (✓) **one** box.

Yes

No

Explain your answer using words and phrases from the passage.

Explanation

.....

Words and phrases to support your explanation

..... [2]

8 What do you think the writer’s relationship with Roderick is like?

..... [1]

9 How do the writer’s parents treat him differently from his younger brother?

.....

Select evidence from the passage to support your answer.

..... [2]

10 What does the writer see as the difference between a journal and a diary?

.....

Explain how you know.

..... [2]

11 The sentence below is how the writer describes Rowley.

Look at the underlined phrase.

I guess I kind of felt sorry for Rowley, and I decided to take him under my wing.

(a) Tick (✓) **one** box to show what technique is being used here.

Alliteration

Idiom

Irony

Personification

Simile

[1]

(b) Explain what you think the underlined phrase means.

.....
..... [2]

12 (a) The passage is a short extract from the book **Diary of a Wimpy Kid**.
From the evidence **in this extract** which genre do you think the story is?

Tick (✓) the correct answer.

Fantasy

Ghost story

Historical account

Realistic fiction

Science fiction

[1]

(b) Name **two** features of the genre you chose for 12 (a).

1

2 [2]

Section B: Writing

Spend 30 minutes on this section.

13 Read this introduction to a story.

Tuesday

Today started as usual – Dad woke me up early for school and I grumbled my way downstairs for breakfast. Dad walked me to the bus stop and put me on the school bus. I took my usual seat in the middle of the bus but we had to wait for ages. Then, just as we were about to leave, a boy and girl I'd never seen before came running down the street and jumped on the bus. They just sat at the back of the bus, whispering furiously to each other, without looking at anybody.

Now continue the story yourself to explain **what happened next**.

Ideas to help you:

Characters	There are at least three characters: the narrator, the boy and the girl. Who are they? Are they related?
Setting	Do they stay on the bus? Do they have to get off the bus? Do they get to school?
Plot	Why are these new kids on the bus? What did they have to hide? Why were they whispering and avoiding everyone?

Remember to include as much detail as you can in your story. It can be of any genre that you like.

PLANNING

Spend up to five minutes making notes in the box below to plan your story.

ENGLISH

0844/02

Paper 2 INSERT

October 2015



This document consists of **3** printed pages and **1** blank page.

Read this extract from 'Diary of a Wimpy Kid' by Jeff Kinney.

September

Tuesday

First of all, let me get something straight: this is a JOURNAL, not a diary. I know what it says on the cover, but when Mom went out to buy this thing I SPECIFICALLY told her to get one that didn't say 'diary' on it.

The other thing I want to clear up right away is that this was Mom's idea, not mine. But if she thinks I'm going to write down my 'feelings' in here or whatever, she's very wrong. So just don't expect me to be 'Dear Diary' this and 'Dear Diary' that.

Saturday

Well, the first week of school is finally over, so today I slept in.

Most kids wake up early on Saturday to watch cartoons or whatever, but not me. The only reason I get out of bed at all at weekends is because eventually I can't stand the taste of my own breath any more. Unfortunately, Dad wakes up at 6:00 in the morning no matter WHAT day of the week it is, and he is not real considerate of the fact that I am trying to enjoy my Saturday like a normal person.

I didn't have anything to do today so I just headed up to Rowley's house. Rowley is technically my best friend, but that is definitely subject to change. I've been avoiding Rowley since the first day of school, when he did something that really annoyed me. We were getting our stuff from our lockers at the end of the day, and Rowley came up to me and said, 'Want to come over to my house and plaayyy?' I have told Rowley at least a billion times that now that we're in middle school, you're supposed to say 'hang out', not 'play'. But no matter how many times I tell him, he always forgets the next time.

I've been trying to be a lot more careful about image ever since I got to middle school. But having Rowley around is definitely not helping. I met Rowley a few years ago when he moved into my neighbourhood. His mom bought him this book called 'How to Make Friends in New Places' and he came to my house trying all these dumb gimmicks. I guess I kind of felt sorry for Rowley, and I decided to take him under my wing. It's been great having him around, mostly because I get to use all the tricks my older brother Roderick pulls on ME.

Monday

You know how I said I play all sorts of pranks on Rowley? Well, I have a little brother named Manny, and I could NEVER get away with pulling any of that stuff on him.

Mom and Dad protect Manny like he's a prince or something. And he never gets in trouble, even if he really deserves it. Yesterday, Manny drew a self-portrait on my bedroom door in permanent marker. I thought Mom and Dad were really going to let him have it, but as usual, I was wrong.

Now answer the questions in the answer booklet.

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ENGLISH

Paper 1

0844/01

April 2016

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

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Answer **all** questions.

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Suggestions for how long to spend on each section are given in the booklet.

The total number of marks for this paper is 50.

This document consists of **12** printed pages.



Section A: Reading***Spend 20 minutes on this section.***

Read the text and then answer the questions.

The dawn chorus**The dawn chorus**

In spring, as the days lengthen, birds burst into song around first light in a phenomenon that is known as the 'dawn chorus'. Birds sing throughout the day, but at dawn they sing together to create an amazing symphony.

Early birds

The dawn chorus begins an hour or so before sunrise and may continue for an hour afterwards. It can be heard from March through to July and is at its peak in May, after the main arrivals of birds visiting for the summer.

Worm-eating birds, such as song thrushes, blackbirds and robins start to sing earlier in the chorus than smaller, insect-eating birds, such as wrens and warblers. The order they join in is believed to be related to the size of the birds' eyes. Those with larger eyes can see better in lower light levels, so are the first to make themselves heard.

Singing together

Most of the dawn chorus can be attributed to male songbirds. They sing to defend their territories and attract females. But why first thing in the morning? It is thought that the low light levels at dawn make it a bad time for a bird to forage for food, but a good time to make a lot of noise while still avoiding predators. Also, at dawn the density of the air makes it clear and still which allows sound to carry farther.

The songs

The songs of birds are learned, not inherited. Within a couple of months, young birds develop a basic song which they then refine over the next year by listening to other more mature adults of their own species. Some birds, such as the house sparrow, have just one song. By comparison, other birds, such as song thrushes and nightingales have several different songs in their repertoire.

1 What is the dawn chorus?

..... [1]

2 How long in the morning can the dawn chorus go on for?

..... [1]

3 Tick (✓) **two** boxes to show which statements below are true.

Only male birds sing.

The smaller a bird's eyes, the earlier it will start to sing.

Bird song can be heard over a greater distance in the early morning.

The dawn chorus is quieter in May.

Blackbirds start to sing before wrens. [2]

4 Rewrite the **last** paragraph to include the **main points** using **no more than 30** words.

.....
.....
.....
..... [2]

5 Tick (✓) the best description of the text **The dawn chorus**.

It contains mostly opinions.

It contains mostly facts.

It contains about half facts and half opinions. [1]

6 Compare these texts.

Text 1	Text 2
<p>Can you believe that some amazing birds can mimic the sounds they hear? Take starlings, for example. These clever little critters can copy human sounds like telephone rings or car sirens and then reproduce them in their own sweet melodies. How about that for a good party trick?</p>	<p>One species of bird, the starling, is known to be an excellent mimic. These birds are frequently heard incorporating sounds which they have encountered in their environment, for example, telephone ring tones and car sirens, into their own songs.</p>

The information in both texts is the same but the language used is different.

Tick (✓) the text you prefer to read.

Text 1

Text 2

Explain why you chose that text.

.....

..... [1]

Read the text.

The Nightingale

Where most other species of songbirds sing at dawn, nightingales also sing in the middle of the night, which is how they got their name. Nightingale, a name which has been used for well over a thousand years, means night songstress. It is thought they sing at night because they are relatively plain birds that do not rely on visual appearance to attract a mate. They have a drab, brown plumage with only a slightly brighter chestnut-coloured tail and a sandy underbelly.

Although rather indistinct in appearance, the nightingale is greatly admired for its beautiful, melodic songs. In the past, it was thought to be the female that sang, but it is the male bird which is vocal. Unpaired males sing loudly, through the night, trying to attract a mate. The nightingales that sing at dawn are not serenading females but defending their territory. Once its eggs hatch though, a male bird will cease most of his singing to avoid attracting unnecessary attention to his nest.

The exquisite song of the nightingale is particularly noticeable at night because no other birds are singing. This is why the nightingale became an important romantic symbol for poets, writers and composers throughout the ages, dating as far back as Homer. They are a symbol of nature's profound beauty.

7 (a) Why was the nightingale given its name?

..... [1]

(b) Nightingales are three colours. Name **two** of them.

..... [1]

8 Tick (✓) **two** boxes to show which statements are **FALSE**.

Nightingales only sing at night.

Nightingales sing less when their young emerge from the eggs.

Nightingales are admired because they are such beautiful-looking birds.

It is the male nightingales that sing at night.

It is easy to hear nightingales at night because there is no other birdsong.

[2]

9 Suggest a reason why the male nightingale wants to avoid attracting unnecessary attention to its nest.

.....
..... [1]

10 These questions refer to both texts

(a) What is the purpose of the **sub-headings** in the text **The dawn chorus**?

..... [1]

(b) In the text **The Nightingale**, paragraphs are used.

Draw lines to link each paragraph with its main topic described in the boxes.

1st paragraph

The nightingale's song.

2nd paragraph

The symbolism of the nightingale.

3rd paragraph

The nightingale's name.

[1]

Section B: Writing

Spend 25 minutes on this section.

- 11 The reading texts **The dawn chorus** and **The Nightingale** are both reports taken from information books.

Write your own report for an information book.

It could be about:

something that changes **with the seasons** in your country, for example.

- trees
- weather
- animals

something or someone that is **inspired by nature**, for example.

- a piece of music
- a poem
- a painting / sculpture
- a book

PLANNING

Spend about five minutes making notes in this box.

Purpose and audience	[6]	Punctuation	[2]
Text structure	[5]	Spelling	[2]
Sentence structure	[5]		

Section C: Grammar, Punctuation and Vocabulary

Spend 15 minutes on this section.

12 Join the underlined word of these sentences to match the correct word class.

The nightingale has <u>long</u> been a favourite of poets.	adjective
--	-----------

Birds start singing at first <u>light</u> .	preposition
---	-------------

Bird songs can be long and <u>complex</u> .	adverb
---	--------

The dawn chorus stops <u>during</u> winter.	noun	[2]
---	------	-----

13 (a) Underline the main clause in this sentence.

Male robins are distinct from other birds as they have a bright red belly. [1]

(b) Rewrite this sentence.

Harike Lake is a brilliant place to go birdwatching.

Include this clause.

which is in India

Remember to add punctuation. Do **not** add or change any words.

.....
 [2]

14 (a) Change this sentence from past to present.

Some poets thought that the nightingale’s song was a love song.

.....
 [1]

(b) Complete the sentences by writing the passive forms of the verbs given in brackets. The first one has been done for you.

Many countries (visit) are visited by migrant birds each year.

Worms (eat) by birds.

Ravens (keep) at the Tower of London since the 17th century.

This coming summer Japan (visit) by many migrant birds.

[2]

15 Correct **two** mistakes in this sentence. Do **not** change the meaning.

It was the most wonderfully sound that he had never heard.

[1]

16 Choose the type from **simple**, **compound** or **complex** to describe these sentences.

Sentence	Type of sentence
He wanted to get up at dawn but he was too tired.	
The colourful, exotic bird sat proudly on the branch of the tree.	

[1]

17 Add **two** apostrophes to this sentence.

A birds song is different from its call because its longer and has more complex sounds.

[1]

18 Add the missing punctuation to these sentences.

“Wow What a beautiful piece of music he said
Yes she replied. “The flute represents the
nightingale.”

[2]

19 Re-read this sentence from the text.

... young birds develop a basic song which they then refine ...

Write other words or phrases that mean the same as the underlined words.

Your new words must keep the meaning and make sense in the sentence.

basic

refine [2]

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ENGLISH

0844/02

Paper 2

April 2016

1 hour

Candidates answer on the Question Paper.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.

DO NOT WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [] at the end of each question or part question.
Suggestions for how long to spend on each section are given in the booklet.
The total number of marks for this paper is 50.

This document consists of **8** printed pages and **1** Insert.



Section A: Reading

Spend 30 minutes on this section.

Read the passage from 'Kensuke's Kingdom' by Michael Morpurgo in the INSERT and then answer these questions.

1 Read these statements.

Tick (✓) **two** boxes that we know are **TRUE** from the passage.

Michael misses his family.

Someone finds the message in the bottle.

Michael does not want to upset Kensuke.

Michael tells Stella to go away when he throws the bottle in the water.

Michael writes the message on paper.

[2]

2 How long does Michael take to make up his mind about sending the message?

_____ [1]

3 At first, Michael hides the Coke bottle. Why?

_____ [1]

4 What lie does Michael tell Kensuke?

_____ [1]

5 When Michael is on his way to send the message, does he meet Kensuke?

Tick (✓) **one** box.

Yes

No

Give a reason from the passage to support your answer.

_____ [1]

6 Why does Michael hurl the bottle out to sea?

_____ [1]

7 Does Michael have mixed feelings after he has sent the message?

Tick (✓) **one** box.

Yes

No

Explain your answer **in your own words**.

Explanation _____

Words and phrases from the passage to support your explanation

_____ [2]

8 Stella returns with the Coke bottle. Why is she 'pleased with herself'?

[1]

9 Does Kensuke know what is in the bottle?

Select evidence from the passage to support your answer.

[2]

10 How does Kensuke feel about Michael's deception?

Explain how you know.

[2]

11 The sentence below describes Michael's hurried journey through the forest to Watch Hill, where he then throws the bottle into the sea.

Look at the underlined phrase.

The gibbons howled their accusations at me all the way, the entire forest cackling and screeching its condemnation.

(a) Tick (✓) **one** box to show what technique is being used here.

alliteration

metaphor

onomatopoeia

rhyme

simile

[1]

(b) Explain what you think the underlined phrase means.

[2]

12 (a) The passage is a short extract from the book **Kensuke's Kingdom**.

From the evidence **in this extract**, which genre do you think the story is?

Tick (✓) the correct answer.

comedy

fairy Tale

horror

real life story

science fiction

[1]

(b) Name **two** general features of the genre you chose for 12 (a).

1 _____

2 _____ [2]

Section B: Writing

Spend 30 minutes on this section.

- 13** Write a story in which there is a difficult decision involved. This story might include owning up to something, revealing the truth about a friend, or making the decision to move to a different place or school. Such decisions will involve mixed feelings.

Ideas to help you:

Character	How many characters will you have? What will their role be in the story? Will you be writing as if you are the main character – that is, in the first person?
Setting	Has the place where the story is set got any significance? How will you bring it into the story?
Plot	Which part of the story will be the most exciting? How will you end it?

Remember to include as much detail as you can in your story. It can be of any genre that you like.

PLANNING

Spend up to five minutes making notes in the box below to plan your story.

ENGLISH

0844/02

Paper 2 INSERT

April 2016



This document consists of **3** printed pages and **1** blank page.

Read this extract from 'Kensuke's Kingdom' by Michael Morpurgo and then answer the questions.

While sailing with his parents on a boat called The Peggy Sue, Michael is washed overboard, ending up on a remote Pacific island with his dog, Stella. He makes friends with the only other inhabitant, an old man named Kensuke, who has lived on the island for over forty years. Kensuke does not want either of them to leave the island. However, Michael wants to send home a message in a bottle...

For some days, I kept the Coke bottle buried under the sand whilst I wrestled with my conscience or, rather, justified what I wanted to do. It wouldn't really be a betrayal*, not as such, I told myself. Even if the bottle was found, no one would know where it would come from, they'd just know I was alive. I made up my mind to do it, and do it as soon as I could.

Kensuke had gone off octopus fishing. I had stayed behind to finish a shell painting – or so I had told him. I found an old bed sheet at the bottom of one of his chests and tore away a small corner of it. Then I knelt down at the table, stretched it out and painted my message on it in octopus ink.

To: The Peggy Sue. Fareham. England.

Dear Mum and Dad

I am alive. I am well. I live on an island. I do not know where. Come and find me.

Love

Michael

I ran the entire length of the island, keeping always to the forest, so that there was no chance Kensuke could see where I was going or what I was up to. The gibbons* howled their accusations at me all the way, the entire forest cackling and screeching its condemnation*. I just hoped Stella would not bark back at them, would not betray where I was. Fortunately, she didn't.

At last, I reached the rocks under Watch Hill. I leaped from rock to rock until I was standing right at the very end of the island, the waves washing over my feet. I looked around me. Stella was the only witness. I hurled the bottle as far out to sea as I possibly could. Then I stood and watched it as it bobbed away and out to sea. It was on its way.

I did not touch my fish soup that night. Kensuke thought I was ill. I could hardly talk to him. I couldn't look him in the eye. I lay all night in deep torment, racked* by guilt, yet at the same time still hoping against hope that my bottle would be picked up.

Kensuke and I were at our painting the next afternoon when Stella came padding into the cave. She had the Coke bottle in her mouth. She dropped it and looked up at me, panting and pleased with herself.

Kensuke laughed and reached down to pick it up. I think he was about to hand it to me when he noticed there was something inside it. By the way he looked at me I was quite sure he knew at once what it was.

There fell between us a long and aching silence. Kensuke never once reproached* me for what I had done. He was not angry or sullen with me. But I knew I had hurt him to the soul. It wasn't that we didn't speak – we did – but we no longer talked to one another as we had before. We lived, each of us, in our separate cocoons, quite civil, always polite, but not together any more.

Glossary

to betray: to be unfaithful or disloyal

a gibbon: a small ape

condemnation: strong disapproval

racked: distressed, tortured

reproached: found fault with, blamed

Now answer the questions in the answer booklet.

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ENGLISH

0844/01

Paper 1

October 2016

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.

Write in dark blue or black pen.

DO NOT WRITE IN ANY BARCODES.

Answer **all** questions.

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

Suggestions for how long to spend on each section are given in the booklet.

The total number of marks for this paper is 50.

This document consists of **12** printed pages.

Section A: Reading

Spend 20 minutes on this section.

Read the text below about Lake Baikal, and then answer the questions.

Lake Baikal

Amazing facts!

Surrounded almost entirely by mountains, the gigantic Lake Baikal is the world's oldest lake. While most freshwater lakes are less than twenty thousand years old, it is estimated that this lake was created more than twenty-five million years ago. The lake runs for nearly 640 kilometres through south-eastern Siberia, just north of the Mongolian border. Although it is not the largest lake on Earth, with a depth of more than 1 600 metres, it is the deepest. It holds one fifth of the world's total fresh water – more than any other freshwater lake on the planet. It contains more water than all the Great Lakes in North America put together!

Many forms of life

The lake's deep, cold waters are surprisingly abundant with thousands of different plant forms and animal species. This is because of the lake's unusually high oxygen levels. The oxygen allows a much wider variety of plants and animals to live in depths that would otherwise be unsuitable for life.

Clear waters

The lake has exceptionally crystal clear water. You can see as deep as 40 metres below its surface. This is probably due to the colossal population of crayfish that live there. They eat the algae and other particles in the water which, if left, would reduce the visibility.

Weird and wonderful

The lake's remarkable qualities have made it home to a number of unusual and unique creatures. These include nerpa, the world's only freshwater seals. These seals have two more litres of blood than other seals, allowing them to store more oxygen. This means they can dive 300 metres below the surface and can stay under water for an amazing 70 minutes!

- 1 According to the text, how old is the freshwater Lake Baikal thought to be?

..... [1]

- 2 What is special about Lake Baikal that allows so many plants and animals to survive in such deep water?

..... [1]

3 Tick (✓) **two** boxes to show which are **true** statements about Lake Baikal.

It has the largest surface area of all the freshwater lakes in the world.

It is in a very mountainous area.

The lake contains no algae.

It holds more fresh water than any other lake in the world.

There are many different types of freshwater seal in the lake.

[2]

4 Rewrite the **last** paragraph to include the main points, using **no more than 30 words**.

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

[2]

5 Tick (✓) the best description of the text **Lake Baikal**.

It contains only facts.

It contains mostly facts.

It contains about half facts and half opinions.

It contains only opinions.

[1]

6 Compare these texts.

Text 1	Text 2
Here's something you'll find funny. Scientists have absolutely no idea how, or when for that matter, seals managed to get themselves to a lake in the middle of Russia – which is zillions of miles from the nearest ocean. Weird, hey?	The presence of seals in the deep interior of Russia has puzzled evolutionary biologists. They are uncertain as to how, or at which time, the animals came to be so far from the open ocean.

The information in both texts is the same but the language used is different.

Tick (✓) the text you prefer to read.

Text 1

Text 2

Explain why you chose that text.

.....

..... [1]

Read this text about a type of fish, and then answer the questions.

The golomyanka

The golomyanka is an unusual little fish, unique to Lake Baikal. It is 15–20 centimetres long and has a translucent body with no scales. Nearly 40% of its body weight is oil, which means it can swim at the bottom of the lake in depths of 1 400 metres. The pressure at such a depth is capable of crushing steel, but these oily fish are unaffected by it.

As so much of the body mass of the golomyanka is oil, it must remain in waters of five degrees Celsius or lower. If the water is any warmer than this, the fish literally melts, leaving behind a skeleton and a pool of oil. For this reason, the fish only comes to the surface at night and remains in deep water during daylight.

The golomyanka is the only fish in the northern hemisphere to give birth to live young. When the female is approximately two years old, she produces between 2 000 and 3 000 independent larvae and then dies.

Due to the large number of golomyanka, it is the main food source of nerpa seals. Although there are thought to be about 150 000 tons of the fish in Lake Baikal, golomyanka are solitary creatures which do not form groups or shoals. This makes them difficult to catch, so they are not fished on any major scale, but local people use their oil for medical remedies.

- 7 (a) What is special about the body of the golomyanka that allows it to swim in deep water?

..... [1]

- (b) Why is it difficult to catch the golomyanka in large numbers?

..... [1]

8 Tick (✓) **two** boxes to show which statements are **FALSE**.

People use the fish oil in some medicines.

The golomyanka is not hunted by any other animals in Lake Baikal.

The female golomyanka's life cycle lasts about two years.

You cannot find the golomyanka anywhere else in the world apart from Lake Baikal.

After giving birth, the golomyanka takes care of its young.

[2]

9 Suggest a reason why the golomyanka stays in deep water during sunlight.

.....
.....

[1]

10 This question refers to both texts.

(a) What is the purpose of the sub-headings in the text **Lake Baikal**?

..... [1]

(b) In the text **The golomyanka**, paragraphs are used. Draw lines to link each paragraph to its sub-heading.

1st paragraph	Giving birth
2nd paragraph	Swimming alone
3rd paragraph	Beating pressure
4th paragraph	Staying cool

[1]

Section B: Writing

Spend 25 minutes on this section.

- 11 The reading texts **Lake Baikal** and **The golomyanka** are both reports taken from information books.

Write your own report for an information book about a place of geographical or historical interest.

It could be:

of geographical interest

- a mountain / mountain range
- a volcano
- a forest
- a river

of historical interest

- an important building
- a city
- a landmark
- a temple
- a bridge

PLANNING

Spend about five minutes making notes in this box:

Purpose and audience	[6]	Punctuation	[2]
Text structure	[5]	Spelling	[2]
Sentence structure	[5]		

Section C: Grammar, Punctuation and Vocabulary

Spend 15 minutes on this section.

- 12 Join the underlined word in each of these sentences to match the correct word class.

The lake has a much wider variety of plants than most other lakes.

verb

Native Siberians use the fish oil medicinally.

adjective

In winter, Lake Baikal can remain frozen for more than five months.

noun

The golomyanka is a type of freshwater fish.

adverb

[2]

- 13 (a) Underline the main clause in this sentence.

As the golomyanka's body is translucent, it sparkles in the sunlight.

[1]

- (b) Rewrite this sentence:

The omul is a popular fish on all the local menus.

Include this clause:

which is caught in Lake Baikal

Remember to add punctuation. Do **not** add or change any words.

.....

[2]

14 (a) Change this sentence from the present to the past.

Local people catch golomyanka so that they can use the oil to fuel their lanterns.

.....
 [1]

(b) Complete the sentences below by writing the passive form of the verb given in brackets.

Golomyankas (find) are found in Lake Baikal.

Still today, nerpa seals (hunt) for their fur and meat.

A railway line (build) around the lake in the 1890s.

The oil from the golomyanka (use) by local people for hundreds of years.

[2]

15 Correct **two** mistakes in this sentence. Do **not** change the meaning.

The fish known as the golomyanka is unusual beautiful because of the way it sparkle in the sunshine.

[1]

16 Choose the type from **simple**, **compound** or **complex** to describe these sentences.

Sentence	Type of sentence
As Lake Baikal is situated far inland, it is a mystery how seals got there.	
The nerpa seal is also known as the Lake Baikal seal.	

[1]

17 Add **two** apostrophes to this sentence:

In the frozen landscapes of Siberia, theres one of the worlds most diverse areas of natural beauty.

[1]

18 Add the missing punctuation to these sentences:

“Did you see any nerpa seals when you visited Lake Baikal I asked my friend.

“No he replied they are apparently very shy creatures”

[2]

19 Reread this sentence from the text **Lake Baikal**:

This is probably due to the colossal population of crayfish that live there.

Write other words or phrases that mean the same as the underlined words.

Your new words must keep the meaning and make sense in the sentence.

due to

colossal [2]

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ENGLISH

0844/02

Paper 2

October 2016

1 hour

Candidates answer on the Question Paper.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.

DO NOT WRITE IN ANY BARCODES.

Answer **all** questions.

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

Suggestions for how long to spend on each section are given in the booklet.

The total number of marks for this paper is 50.

This document consists of **8** printed pages and **1** Insert.

Section A: Reading

Spend 30 minutes on this section.

Read the passage from ‘The Iron Woman’ by Ted Hughes in the INSERT and then answer the questions.

1 Read these statements about Lucy.

Tick (✓) **two** boxes that we know are **TRUE** from the passage.

She had a bedroom in the attic.

She slept peacefully in her bed.

She thought she saw a seal.

She was lying awake in bed.

She went into the garden.

[2]

2 What made the girl in Lucy’s nightmare look so dreadful?

..... [1]

3 How did Lucy know that the ‘dreaded thing’ was not a seal?

..... [1]

4 Why was it ‘almost impossible’ to open Lucy’s bedroom door?

..... [1]

5 Was Lucy frightened when she woke up?
Tick (✓) **one** box.

Yes

No

Give a reason from the passage to support your answer.

..... [1]

6 What was it that stopped Lucy whimpering?

..... [1]

7 Do you feel sorry for the girl in Lucy’s dream?
Tick (✓) **one** box:

Yes

No

Explain your answer in your own words.

Explanation:

.....

Words and phrases from the passage to support your explanation:

.....

..... [2]

8 Why would Lucy have needed binoculars to see the lark?

.....

..... [1]

9 The writer builds suspense by telling you what Lucy hears, sees and feels. Which do you think is the most important?

Tick (✓) **one** box.

Hearing Seeing Feeling (being touched)

Explain your answer in your own words.

Explanation:

.....

Words and phrases from the passage to support your explanation:

..... [2]

10 Who is the point of view character in this story?

.....

Explain how you know.

..... [2]

11 The extract below describes part of the setting at the beginning of the story.

Look at the underlined words.

...the lark, far up there, catching the first rays of the sun, that peered at the bird from behind the world.

(a) Tick (✓) **two** boxes to show what techniques are being used here.

alliteration

imagery

metaphor

simile

personification

[1]

(b) Explain what ideas you think are being described by the underlined words.

.....
.....
..... [2]

12 (a) The text **Lucy's Nightmare** is a short extract from the book **The Iron Woman**. From the evidence **in this extract**, which genre do you think the story is?

Tick (✓) the correct answer.

biography	<input type="checkbox"/>	
adventure	<input type="checkbox"/>	
horror	<input type="checkbox"/>	
legend	<input type="checkbox"/>	
traditional tale	<input type="checkbox"/>	[1]

(b) Name **two** general features of the genre you chose for 12(a).

1
2 [2]

Section B: Writing

Spend 30 minutes on this section.

13 You have read about Lucy's dream.

Write a fantasy story where the main character has a dream.

Ideas to help you:

Character You could be the main character or it could be an imaginary person.

Who else or what else is in the story?

Plot What is the main character doing when the story begins?

Does something exciting or interesting happen?

How are the other characters (if there are any) linked to the events?

Setting Dreams are often set in strange places.

What's odd or interesting about the setting of your dream?

Remember to include as much detail as you can in your story. Try to make it exciting so that people will want to read on to find out what happens.

PLANNING

Spend up to five minutes making notes in the box below to plan your story:

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Content	[5]	Punctuation	[4]
Purpose and audience	[4]	Vocabulary	[3]
Text structure	[5]	Spelling	[4]
Sentence structure	[5]		

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Cambridge International Examinations
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ENGLISH

0844/02

Paper 2 INSERT

October 2016



This document consists of **2** printed pages and **2** blank pages.

Read this extract from 'The Iron Woman' by Ted Hughes.

Lucy's Nightmare

In Lucy's attic bedroom it was still pitch black. But if she had been awake, she would have heard a strange sound – a skylark singing high in the darkness above the house. And if she had been standing in the garden, and looking up into the dark sky through binoculars, she might have seen the glowing, flickering body of the lark, far up there, catching the first rays of the sun, that peered at the bird from behind the world.

The lark's song showered down over the dark, dewy fields, over the roofs of the houses, and over the still, wet gardens. But in Lucy's bedroom it mingled with an even stranger sound, a strange, gasping whimper.

Lucy was having a nightmare. In her nightmare, somebody was climbing the creaky attic stairs towards her. Then, a hand tried the latch. It was a stiff latch. To open the door, you had to pull the door towards you before you pressed the latch. If you didn't know the trick, it was almost impossible to open the door. The hand in Lucy's nightmare did not seem to know the trick. The latch on the door clicked and rattled but stayed shut.

Then the latch gave a loud clack, and the door swung wide. On her pillow, Lucy became silent. She seemed to have stopped breathing.

For long seconds the bedroom was very dark, and completely silent, except for the faint singing of the skylark.

Then, in her dream, a hand was laid on Lucy's shoulder. She twisted her head and there, in her dream, saw a dreadful thing bending over her. At first, she thought it was a seal, staring at her with black, shining eyes. But how could it be a seal? It looked like a seal covered with black, shiny oil. A seal that had swum through an oil slick and climbed into her attic bedroom and now held her shoulder with its flipper.

But then she saw, on her shoulder, not a flipper but a human hand. And the hand, too, was slimed with black oil. Then Lucy suddenly knew this was not a seal but a girl, like herself, maybe a little bit younger. And the hand began to shake her, and the girl's face began to cry: 'Wake up! Oh, wake up! Oh, please wake up!'

She cried those words so loud it was almost a scream, and Lucy did wake up.

She sat up in bed, panting. What a horrible, peculiar dream. She pulled the bedclothes around her, and stared into the darkness towards the door. Was it open? She knew the door had been closed, as every night. But if the door was now open...

Now answer the questions in the answer booklet.

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DO NOT WRITE IN THIS SPACE

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Check Point Specimen

2012





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ENGLISH

0844/01

Paper 1

For Examination from 2012

SPECIMEN PAPER

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.

Answer **all** questions.

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

Suggestions for how long to spend on each section are given in the booklet.

For Examiner's Use	
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12	
Total	

This document consists of **12** printed pages.

Section A: Reading

Spend 20 minutes on this section.

For
Examiner's
Use

Read the text then answer the questions.

Fossils

Fossils are the remains or evidence of animals or plants which have been preserved naturally. They range from the skeletons of huge dinosaurs to tiny plants and animals which can only be seen under a microscope. Most fossils are formed from the hard parts of animals and plants such as shells, bones, teeth or wood. They may be virtually unchanged from the originals, or be mineral replacements. Animals and plants have also been preserved in peat, tar, ice and amber, the resin of ancient trees. Eggs, footprints and burrows can be fossilized too.

The study of fossils, called palaeontology, shows us that life originated on Earth at least 3,500 million years ago. Since then there has been a succession of animal and plant species. Most are now extinct and only a tiny proportion have survived as fossils. By studying these survivors, we have a fascinating glimpse of ancient life on Earth.

The process of changing from a living organism to a fossil takes place over millions of years. Fossilization is an extremely chancy process. As soon as animals and plants die, they begin to decompose, or rot. The hard parts, such as the shells, bones, and teeth of animals, or the wood of plants, last longer than soft tissue but they are often scattered by animals, wind or flowing water. In order for something to be fossilized it must be buried quickly before it decomposes. This is most likely to be done by sediment like sand or mud washed down by water. Some fossils later dissolve; others may be changed chemically or be distorted due to high temperatures and pressures. Only a tiny fraction will survive to be found.

1 What are **most** fossils formed from?

..... [1]

2 What does the study of fossils show us about the origin of life on Earth?

..... [1]

3 Tick (✓) **two** boxes to show which materials are most likely to be involved in the formation of fossils.

concrete

mud

pebbles

rocks

sand

[2]

4 Re-write the second paragraph to include the **main points** using about 30 words.

.....

.....

.....

..... [2]

5 Tick (✓) the best description of the text **'Fossils'**.

It contains only facts.

It contains mostly facts.

It contains mostly opinions.

It contains about half facts and half opinions.

[1]

6 Compare these texts.

Text 1	Text 2
<p>Many people enjoy fossil hunting. Fossils are usually formed from the hard parts of a plant or animal such as wood, bones and shells. These materials do not decompose as quickly as soft parts and last long enough for fossilization to occur.</p>	<p>You'd love fossil hunting – it's great fun! Woody bits from plants plus hard bits like bones and shells from animals can change into fossils. Soft parts are squashy and squidgy and rot away more quickly before fossils have a chance to form.</p>

The information in both texts is the same but the style of language used is different.

Tick (✓) the text you prefer to read.

Text 1

Text 2

Explain why you chose that text.

.....

.....

[1]

Read the text, another report from an information book, and then answer the questions.

A Pearl is Born

Pearls are made by oysters when a tiny piece of grit gets into their shells. Most pearls develop in a space inside the shell.

Pearl Oyster

Even small oysters can produce reasonably large pearls, although the older and larger the shell, the greater the chance of finding a good-sized pearl. This type of oyster grows to about 20 cm (8 in), and is common throughout the Indo-Pacific as well as the eastern Mediterranean.

Queen Mary's Pearls

Before the advent of *cultured* pearls, jewellery made with natural pearls was extremely expensive and therefore a symbol of great wealth or status. Queen Mary of England is remembered for the long strings of pearls she wore.

Blister Pearls

A dome-shaped pearl that has developed while attached to the inside surface of an oyster shell is known as a blister pearl.

Variety in the Pearl World

Pearls come in all shapes and sizes: the largest in the world is 41 mm (1.5 in) in diameter. The shape of a pearl is also quite variable and, while perfectly spherical pearls are the most popular, some may be tear-shaped and others irregular. Blue, black and even yellow forms of pearl exist and, because they are scarcer than the white forms, they are more highly prized.

GLOSSARY

Cultured – artificial

7 (a) Where is the Pearl Oyster found?

..... [1]

(b) Pearls are found in different shapes. Name **two** of them.

1

2 [1]

8 Tick (✓) **two** boxes to show which statements are **FALSE**.

Black pearls are never found.

Cultured pearls are artificial.

Natural pearls are expensive.

Queen Mary wore long strings of pearls.

Yellow pearls are the most common pearls.

[2]

9 Suggest a reason why good-sized pearls are found more often in older and larger shells.

.....
..... [1]

10 This question refers to both texts.

(a) What is the purpose of the sub-headings in the text '**A Pearl is born**'?

..... [1]

(b) In the text '**Fossils**', paragraphs are used.

Draw lines to link each paragraph with its main topic

1st paragraph

How are fossils formed?

2nd paragraph

What do fossils tell us?

3rd paragraph

What are fossils?

[1]

Section B: WritingFor
Examiner's
Use***Spend 25 minutes on this section.***

- 11** The reading texts **Fossils** and **A Pearl is Born** are both reports taken from information books.

Write your own report for an information book, about a particular kind of item or something that you know a lot about.

It could be:

A collection of some kind	e.g. <ul style="list-style-type: none"> • CD collection • MP3 playlist • ...other collections?
A topic that interests you	e.g. <ul style="list-style-type: none"> • Butterflies • Flowers • Sport • Trains • Volcanoes

PLANNING:

Spend about 5 minutes making notes in this box.

Purpose and Audience	[6]	<input type="checkbox"/>	Punctuation	[2]	<input type="checkbox"/>
Text Structure	[5]	<input type="checkbox"/>	Spelling	[2]	<input type="checkbox"/>
Sentence Structure	[5]	<input type="checkbox"/>			

Section C: Grammar, Punctuation and Vocabulary

For
Examiner's
Use*Spend 15 minutes on this section.*

- 12 Join the underlined word in each of these sentences to match the correct word class.

Bones are the hard parts of some animals.

preposition

Pearls can be found in the shells of some oysters.

adverb

Some fossils are beautifully preserved.

adjective

They are very valuable.

pronoun

[2]

- 13 (a) Underline the main clause in this sentence.

Black pearls are more valuable than white ones because they are not as common.

[1]

- (b) Rewrite this sentence.

Fossils are millions of years old.

Include this clause.

which may be the skeletons of huge dinosaurs

Remember to add the punctuation. Do **not** add or change any words.

.....
.....

[2]

14 (a) Change this sentence to the present tense.

Fossil hunters searched every rock to try to find a fossil.

..... [1]

(b) Finish the text by writing the passive form of the verb, given in brackets.
The first one has been done for you.

The pearls (find) **are found** in oyster shells.

First, the oysters (take) from the seabed by divers.

They (pull) onto the deck of fishing boats in nets.

Each shell (open) to show the pearl inside. [2]

15 Correct **two** mistakes in this sentence. Do **not** change the meaning.

The man look very careful in the pile of rocks to find fossils. [1]

16 Choose the type from **simple**, **compound** or **complex** to describe these sentences.

sentence	type of sentence
The fossil is very old.	
Although the water was deep, the diver found the oyster.	

[1]

17 Add **two** apostrophes to this sentence.

Pearls cant be collected if the oysters shells are tightly closed.

[1]

18 Add the missing punctuation to these sentences.

“Did you find this fossil asked my friend

“Yes I replied there were lots of them lying on the beach.” [2]

19 Re-read these sentences from the text ‘**Fossils**’.

Most are now extinct and only a tiny proportion have survived as fossils. By studying these survivors, we have a fascinating glimpse of ancient life on Earth.

Write other words or phrases that mean the same as the underlined words.
Your new words must keep the meaning and make sense in the sentence.

proportion

fascinating [2]

For
Examiner's
Use

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Section A Reading
Section A Reading

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ENGLISH

0844/02

Paper 2

For Examination from 2012

SPECIMEN PAPER

1 hour

Candidates answer on the Question Paper.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page
Write in dark blue or black pen.

Answer **all** questions

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

Suggestions for how long to spend on each section are given in the booklet.

For Examiner's Use	
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This document consists of **8** printed pages and **1** Insert.

Section A: Reading

For
Examiner's
Use**Spend 30 minutes on this section.**

Read the passage from 'Why the Whales Came' by Michael Morpurgo in the INSERT and then answer these questions.

- 1 Read these statements about the Birdman, a character from 'Why the Whales Came'.

Tick (✓) **two** boxes that we know are **TRUE** from the passage.

He had a beard of wild white hair.

He stood upright and tall.

He wore a checked hat.

His black hair covered his face.

His forearm had loose mottled skin.

[2]

- 2 Which of the Birdman's features was particularly remarkable?

..... [1]

- 3 The Birdman said he always made plenty of bread. Why was this?

..... [1]

- 4 When the kittiwake flew from the Birdman's shoulder and landed on the table, it hopped on one leg. Why?

..... [1]

5 Was the Birdman angry to find the children in his home?
Tick (✓) **one** box.

Yes

No

Give a reason from the passage to support your answer.

..... [1]

6 Birds, like the kittiwake on the Birdman's shoulder at the beginning, usually fly away from humans.

What does this tell you about the Birdman?

..... [1]

7 Do you feel sorry for the Birdman?
Tick (✓) **one** box.

Yes

No

Explanation

.....

Words and phrases from the passage to support your explanation.

..... [2]

8 Why did the children back away when the door opened?

..... [1]

9 What do you think the weather was like outside when the Birdman arrived?

.....

Select evidence from the passage to support your answer.

..... [2]

10 Who is the point of view character in this story?

.....

Explain how you know.

..... [2]

11 The sentence below is part of the description of the point of view character's original feelings about the Birdman.

Look at the underlined phrase.

All my life I had thought he would have a predatory look of an ancient crow under the shadow of his sou'wester.

(a) Tick (✓) **one** box to say what technique is being used here.

alliteration

imagery

metaphor

simile

personification

[1]

(b) Explain what you think the underlined phrase means.

.....
..... [2]

12 (a) The passage is a short extract from the book, *Why the Whales Came*.

From the evidence **in this extract**, which genre do you think the story is?
Tick (✓) the correct answer.

biography

legend

real life story

science fiction

traditional tale

[1]

(b) Name **two** general features of the genre you chose for 12 (a).

1
2 [2]

Section B: Writing

For
Examiner's
Use*Spend 30 minutes on this section.*

13 Read this introduction to a story.

The house was not at all like Hari had expected. He had listened to people telling bad stories about the person who lived there. He now wondered how they were going to feel when they found out that the person was really a good, kind person. Also, when they found out what had happened, he thought they would be very sorry about everything that had been said.

Now continue the story yourself to explain **what has happened to change Hari's opinion of the person.**

Ideas to help you:

Character	There are at least 2 characters: <ul style="list-style-type: none"> • Hari • The mysterious person.
Setting	The house. Do the events happen anywhere else? At school? In a shop? By a river?
Plot	What are the 'bad stories'? How did Hari get to know the person? What happened to make him think of the person as 'good and kind'?

Remember to include as much detail as you can in your story. It can be of any genre that you like.

PLANNING:

Spend up to five minutes making notes in this box to plan your story.

Write your story here.

Lined writing area for the student's story.

*For
Examiner's
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Content and Audience	[9]	<input type="checkbox"/>	Punctuation	[4]	<input type="checkbox"/>
Text Structure	[5]	<input type="checkbox"/>	Vocabulary	[3]	<input type="checkbox"/>
Sentence Structure	[5]	<input type="checkbox"/>	Spelling	[4]	<input type="checkbox"/>

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ENGLISH

0844/02

Paper 2

For Examination from 2012

SPECIMEN INSERT

1 hour

Additional Materials: Answer Booklet

This document consists of **2** printed pages and **2** blank pages.

Read this passage from ‘Why the Whales Came’ by Michael Morpurgo and then answer the questions.

“We mustn’t talk to him. We’re not supposed to.”

Gracie and Daniel have been warned to stay away from the Birdman.

Dragging Daniel behind me I ran for the door which opened in front of us just as we reached it. Prince [*the Birdman’s dog*] was suddenly around our legs, jumping up at us and shaking himself all over us; and blotting out the light from the doorway was the black, hooded silhouette of the Birdman with a kittiwake [*bird*] perched on his shoulder. Above him I could see the sky was white with screeching gulls. Daniel and I backed away towards the stove knocking over a chair as we went. Prince followed us sniffing at the bread in Daniel’s hand.

‘Hungry, were you?’ came the voice from inside the sou’wester [*waterproof hat*]. ‘Plenty of bread, always make plenty of bread. Bake one a day. Always have plenty in reserve in case I get ill. I keep the freshest till last, on the top shelf – you can have some of that if you like.’ The kittiwake lifted off his shoulder and landed clumsily amongst the carvings on the table, knocking one of them over. He hopped on one leg; the other seemed curled up and stunted and he would not use it. The Birdman shut the door behind him, pulled off his sou’wester and shook it dry.

‘Bit of a bluster out there I can tell you,’ he said. The words he spoke were unformed and unfinished. They seemed yawned out rather than spoken and then thrown out from the top of his mouth. He heaved his black cape off his shoulders wincing as he did so, folded it and laid it carefully on the floor. All his movements were painfully slow and stiff. He whistled sharply and Prince left us at once and sat down on the cape, looking from the Birdman to us and back again as if waiting for someone to say something, but no-one said a word.

We must have spent a full minute looking at each other. The old man I saw in front of me was not at all as I had expected him to be. All my life I had thought he would have a predatory look of an ancient crow under the shadow of his sou’wester. I could hardly have been more wrong. Only the tired stoop of his body and the loose, mottled skin of his forearm betrayed his age. His face was the colour of a well-worn polished brown boot. The skin was creased but still young and supple – not that you could see much of his face for it was almost entirely hidden by a head and beard of wild white hair. But it was his eyes that marked him out from any other man I had ever seen, for they drew you into them somehow so that you could not look away even if you wanted to.

‘So, at last we meet,’ he said, breaking the long silence. ‘I’m glad you came. I was afraid you never would you know.’

Now answer the questions in the answer booklet.

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ENGLISH

0844/01

Paper 1

For Examination from 2014

SPECIMEN PAPER

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [] at the end of each question or part question.
Suggestions for how long to spend on each section are given in the booklet.
The total number of marks for this paper is 50.

This document consists of **12** printed pages.

Section A: Reading

Spend 20 minutes on this section.

Read the text and then answer the questions.

The Red Fox

The largest of all vulpine foxes, the red fox is the most successful, and certainly the most recognisable. A doglike animal, its adult mass can vary between three and fourteen kilograms. The males are, on average, ten to fifteen percent heavier than the females, although the considerable size differences between individuals in this species make it difficult to use this as a guideline.

Body length typically varies between 82 and 110 centimetres, of which a prominent bushy tail accounts for about a third. The tail is useful as a counterbalance while running and jumping. It also provides insulation and warmth in cold weather, and is used to communicate with other foxes. Other characteristic features of the red fox are its elongated muzzle, triangular ears, and luxurious coat of fur.

Foxes, like many other animals, employ digitigrade motion. That is, they walk and run on their toes, with their heels positioned off the ground, high up on the leg. This method of locomotion allows silent, swift, and agile movement, and can also be seen in cats, dogs, and horses.

Several of the fox's bones are narrower than those of other dogs, and the limb bones are built much more lightly. The stomach of the fox is proportionately half as large as those of other canines. This reduction of weight allows it to run extremely quickly (trotting speed is between six and thirteen kilometres per hour, and speeds up to 72 kilometres per hour have been cited), and with great agility.

The fox pays a penalty for its smaller stomach in that it must eat more frequently. When eating, it will use its 42 teeth. These include prominent canines which hold prey, incisors for cutting and shearing meat, and molars for grinding up bones and vegetable matter.

1 What type of fox is the red fox?

..... [1]

2 Why is it difficult to use size to tell a male fox from a female fox?

..... [1]

3 Tick (✓) **two** boxes to show why the fox can move so quickly.

Elongated muzzle

Low weight

Moves on its toes

Prominent bushy tail

Shape of ears

[2]

4 Rewrite the final paragraph to include the **main points**, using about 30 words.

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

[2]

5 Tick (✓) the best description of the text **The Red Fox**.

It contains mostly facts.

It contains mostly opinions.

It contains about half facts and half opinions.

[1]

6 Compare these texts.

Text 1	Text 2
The red fox is certainly a beautiful creature to look at, with its large, bushy tail and thick, shiny fur. It can also move extremely quickly. In addition, it has 42 teeth, which is more than a human being has.	You'll just love the red fox. For starters, it's got this great bushy tail and its fur is really thick and shiny. It also can move <i>really</i> fast! Another plus point is that it has the most incredible number of teeth – 42, 10 more than a human being. Can you believe that?

The information in both texts is the same but the language used is different. Tick (✓) the text you prefer to read.

Text 1

Text 2

Explain why you chose that text.

.....

.....

[1]

Read this text about Cotgrave Country Park, and then answer the questions.

Where is Cotgrave Country Park?

Cotgrave Country Park is located on the northern edge of the Nottinghamshire town of Cotgrave, some eight miles (12 kms) by road from Nottingham city centre.

What can I see and do?

The site includes woodland, wetland, lakes and grassland, and part of Grantham Canal runs through the park.

With around five kilometres of paths and trails, there are plenty of different routes for gentle or brisk walks, jogging or running. There is also an extensive orienteering course, for which a free leaflet is available on request. Most paths are stone surfaced and suitable for walkers, wheelchairs, prams and pushchairs, but please be aware that some of the lower lying paths may get wet and muddy during spells of bad weather.

There's a wide variety of natural habitats at Cotgrave Country Park, including the lovely Heron Lake, conservation areas and a Nature Trail. There is also a horse-riding trail around the edge of the site.

Parking and facilities

The park is open from dawn until dusk. Parking is free. There is a height barrier (2.15 metres) at the entrance to the car park. There is bench seating at various locations around the park. At present there are no toilets or bad weather shelters at the park.

7 (a) Give two places in Cotgrave Country Park where visitors might see fish.

1

2 [1]

(b) Cotgrave Country Park offers a range of activities for those visitors who want to keep fit. Name two of these.

1

2 [1]

- 8 Tick (✓) **two** boxes to show which statements about Cotgrave Country Park are **FALSE**.

The park has many paths and trails.

The park is open overnight.

Vehicles of any size can park.

Visitors can't go indoors when it rains.

Visitors don't have to pay to park.

[2]

- 9 Explain why **walkers** might experience difficulty during bad weather.

.....
.....

[1]

- 10 (a) What is the purpose of the subheadings in the text **Cotgrave Country Park**?

..... [1]

- (b) In the text **The Red Fox**, paragraphs are used.

Draw lines to link each paragraph with its main topic described in the boxes.

1st paragraph	How the fox moves
2nd paragraph	Variations in size of the fox
3rd paragraph	How the fox uses one part of its body

 [1]

Section B: Writing

Spend 25 minutes on this section.

- 11 The reading texts **The Red Fox** and **Cotgrave Country Park** provide clear information in a way that is easy to read.

Write an **information fact sheet** on an area you know well for visitors who have not been there before. You could include information on places to visit and things to do there. Remember to:

- write about an area you know well
- inform, rather than persuade
- include a range of information.

PLANNING

Spend about five minutes making notes in this box. You might want to think about some headings you could use in your information text.

Purpose and audience	[6]	Punctuation	[2]
Text structure	[5]	Spelling	[2]
Sentence structure	[5]		

Section C: Grammar, Punctuation and Vocabulary

Spend 15 minutes on this section.

- 12 Join the underlined word in each of these sentences to match the correct word class.

The red fox can be found in most parts of Britain.

preposition

The method of locomotion used by the red fox enables it to run swiftly.

adjective

The red fox has a luxurious coat of fur.

pronoun

It has a small stomach.

adverb

[2]

- 13 (a) Underline the main clause in this sentence.

When eating, it will use its 42 teeth.

[1]

- (b) Rewrite this sentence.

Cotgrave Country Park has many paths and trails.

Include this clause.

which is in Nottinghamshire

Remember to add punctuation. Do **not** add or change any words.

.....

[2]

- 14 (a) Change this sentence from the past to the present.

The park was open all day and many people visited.

..... [1]

- (b) Complete the sentences by writing the passive forms of the verbs given in brackets. The first one has been done for you.

Country parks (find) are found in many parts of the UK.

First, the visitors (drive) to the park by coach.

They (drop) at the main coach park.

Each visitor (escort) to the entrance of the park by a guide.

[2]

- 15 Correct **two** mistakes in this sentence. Do **not** change the meaning.

The woman walk very slow along the edge of the park.

[1]

- 16 Choose the type from **simple**, **compound** or **complex** to describe these sentences.

Sentence	Type of sentence
The red fox is a successful animal.	
As red foxes are very successful, their numbers are likely to increase.	

[1]

17 Add **two** apostrophes to this sentence.

The parks visitors shouldnt be expected to pay
for tickets. [1]

18 Add the missing punctuation to these sentences.

“Did you enjoy your visit to the nature reserve asked my
friend

“Yes I replied there were lots of things to do.” [2]

19 Reread this extract from the text **The Red Fox**.

**Body length typically varies between 82 and 110 centimetres, of which
a prominent bushy tail accounts for about a third.**

Write other words or phrases that mean the same as the underlined words.
Your new words must keep the meaning and make sense in the sentence.

prominent

accounts for [2]

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Section A Reading

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MATHEMATICS

1112/02

Paper 2

For Examination from 2014

SPECIMEN PAPER

1 hour

Candidates answer on the Question Paper.

Additional Materials: Calculator
 Geometrical instruments
 Tracing paper (optional)

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

You may use a soft pencil for any diagrams, graphs or rough working.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.

You should show all your working in the booklet.

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

The total number of marks for this paper is 50.

This document consists of **16** printed pages.

- 1 Choose a suitable metric unit to measure each of the following.

the mass of a letter	
the height of a house	
the capacity of a bath	

[2]

- 2 Solve the equation

$$4b + 11 = 39$$

$$b = \dots\dots\dots [1]$$

- 3 A carpet costs \$15 per square metre.
The total delivery charge is \$21

Peter buys n square metres of carpet.

Tick (✓) the expression which represents the total cost in \$.

$21(n + 15)$

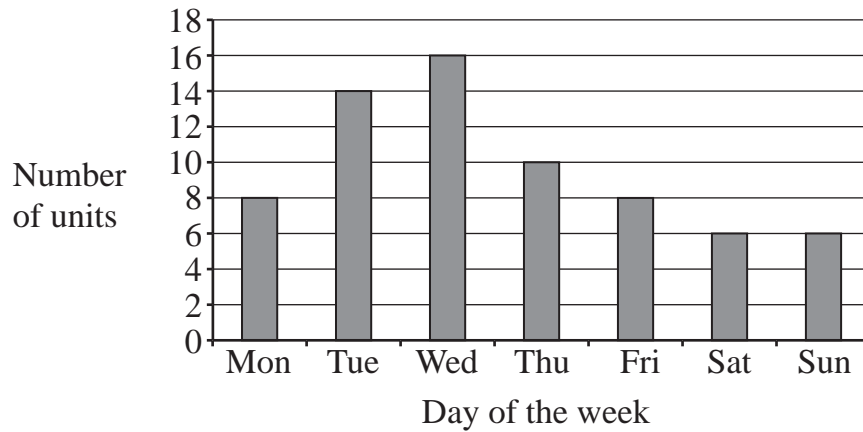
$15(n + 21)$

$15n + 21$

$21n + 15$

[1]

4 The chart shows the number of units of electricity produced each day of the week.



Over the seven days shown,

(a) calculate the total number of units produced,

..... units [1]

(b) calculate the mean number of units produced per day.

..... units [1]

- 5 The table shows hourly rates of pay in a factory.

Day rate	Night rate
\$7.20 per hour	\$8.80 per hour

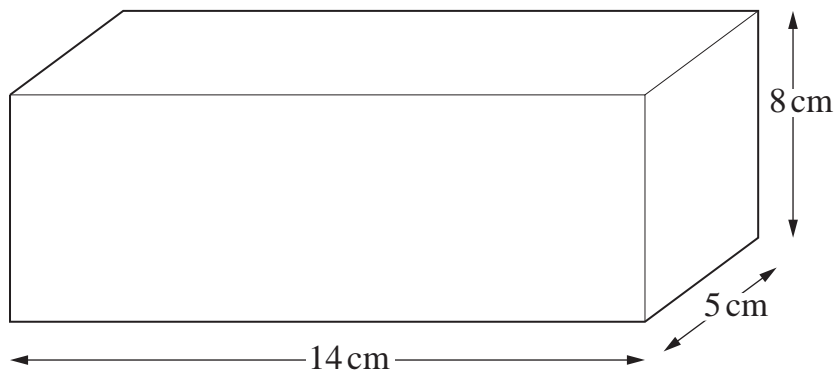
Sanjit works for 6 hours during the day on Monday and for 5 hours on Tuesday night.

Calculate how much money Sanjit earns altogether.

\$

[2]

- 6 A cuboid has dimensions 8 cm, 5 cm and 14 cm.



NOT TO
SCALE

Find the volume of the cuboid.

..... cm³ [1]

- 7 A teacher asks all the students in her class to write down an algebraic expression. Julie writes down this expression:

$$4n - 5$$

The expression that Jim writes down is:

$$2n + 14$$

What value of n makes the value of Julie's expression **equal to** the value of Jim's expression?

You must show your working.

$$n = \dots\dots\dots [2]$$

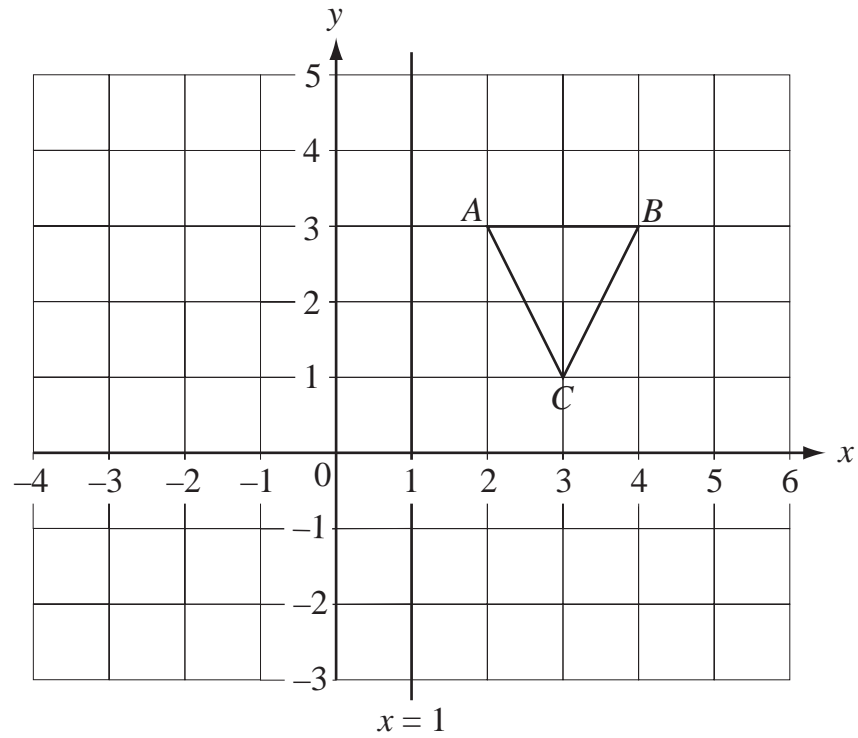
- 8 Pupils in Grade 7 and Grade 8 can study either Arabic, Spanish **or** Mandarin.

Complete the two-way table.

	Arabic	Spanish	Mandarin	Total
Grade 7	11			45
Grade 8		19		
Total		37	50	120

[2]

9 Look at the diagram below.



(a) Write down the co-ordinates of the point B .

(..... ,) [1]

(b) The triangle ABC is reflected in the line $x = 1$ to give a new triangle PQR .

Draw the new triangle PQR on the diagram above. [2]

- (c) The original triangle ABC is rotated 90° clockwise about the point $(3, 1)$ to give another triangle.

Write down the co-ordinates of the new position of B .

(..... ,) [1]

- (d) The diagram is drawn on a one centimetre grid.

Work out the area of the triangle ABC .

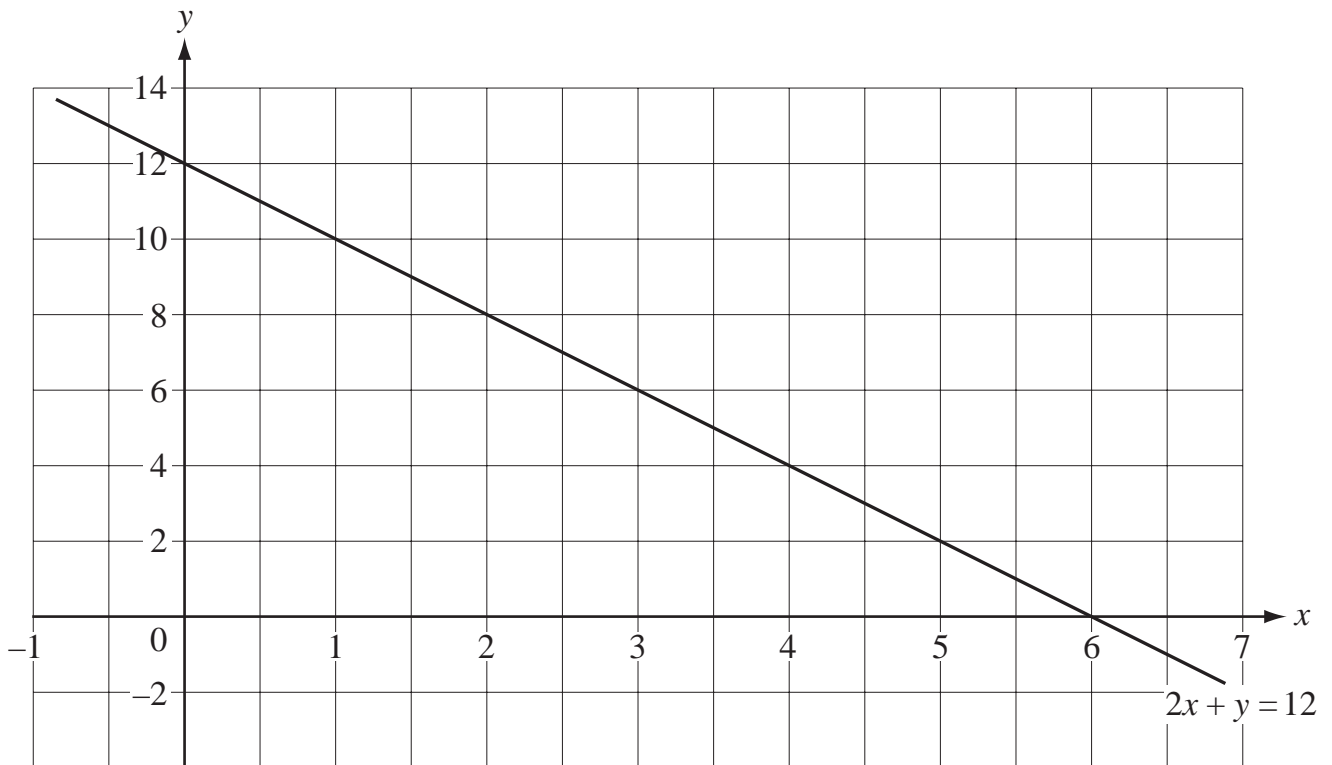
..... cm^2 [1]

- 10 Andy, Brian and Charlie share \$72 in the ratio 2:3:4

Work out how much Brian receives.

\$ [2]

- 11 The grid shows the straight line with equation $2x + y = 12$



- (a) A different equation is $y = 2x + 2$
Complete the table of values for $y = 2x + 2$

x	0	2	4	6
y	2			

[1]

- (b) Draw the line $y = 2x + 2$ on the grid.

[1]

- (c) Write down the solution to the simultaneous equations.

$$\begin{aligned} 2x + y &= 12 \\ y &= 2x + 2 \end{aligned}$$

$$x = \dots\dots\dots$$

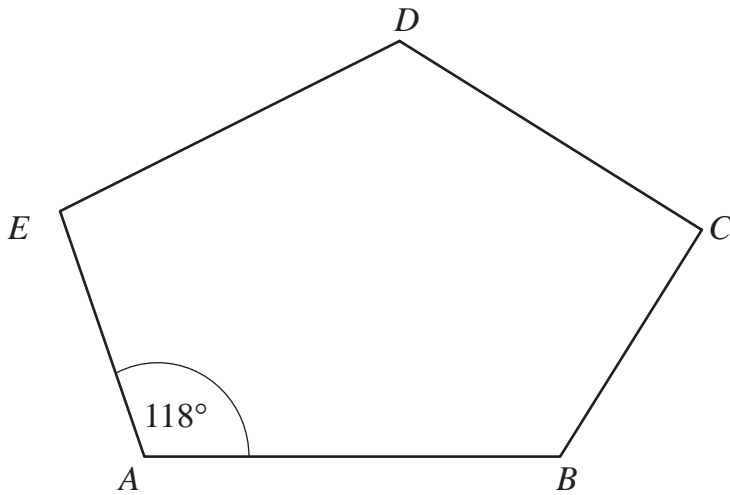
$$y = \dots\dots\dots [1]$$

- 12 Tim thinks of a number.
His number rounded to 2 decimal places is 5.46

What is the **smallest** possible number Tim could have thought of?

..... [1]

- 13 The diagram shows a pentagon $ABCDE$.



NOT TO SCALE

Angle $EAB = 118^\circ$

Explain how you can tell from the size of this angle that the pentagon is **not** regular.

.....

 [1]

14 Factorise

$$y^2 - 8y$$

..... [1]

15 Part of a train timetable is shown below.

Windermere	13 45	14 17	14 44	15 17
Staveley	13 53	14 25	14 52	15 25
Burneside	13 57	14 29	14 56	15 29
Kendal	14 02	14 34	15 01	15 34
Oxenholme	14 06	14 38	15 05	15 38

Grace wants to travel from Staveley to Kendal.
She arrives at Staveley station at 14 30

(a) How long will she have to wait for the train?

..... minutes [1]

(b) How long will the train journey take from Staveley to Kendal?

..... minutes [1]

(c) Sam arrived at Kendal on the train that left Windermere at 14 17.

How long does he need to wait at Kendal until Grace arrives?

..... minutes [1]

- 16 Kieran buys a car for \$8000
The following year he sells the car for \$7500
Find the percentage loss.



..... % [2]

- 17 Fill in the boxes.

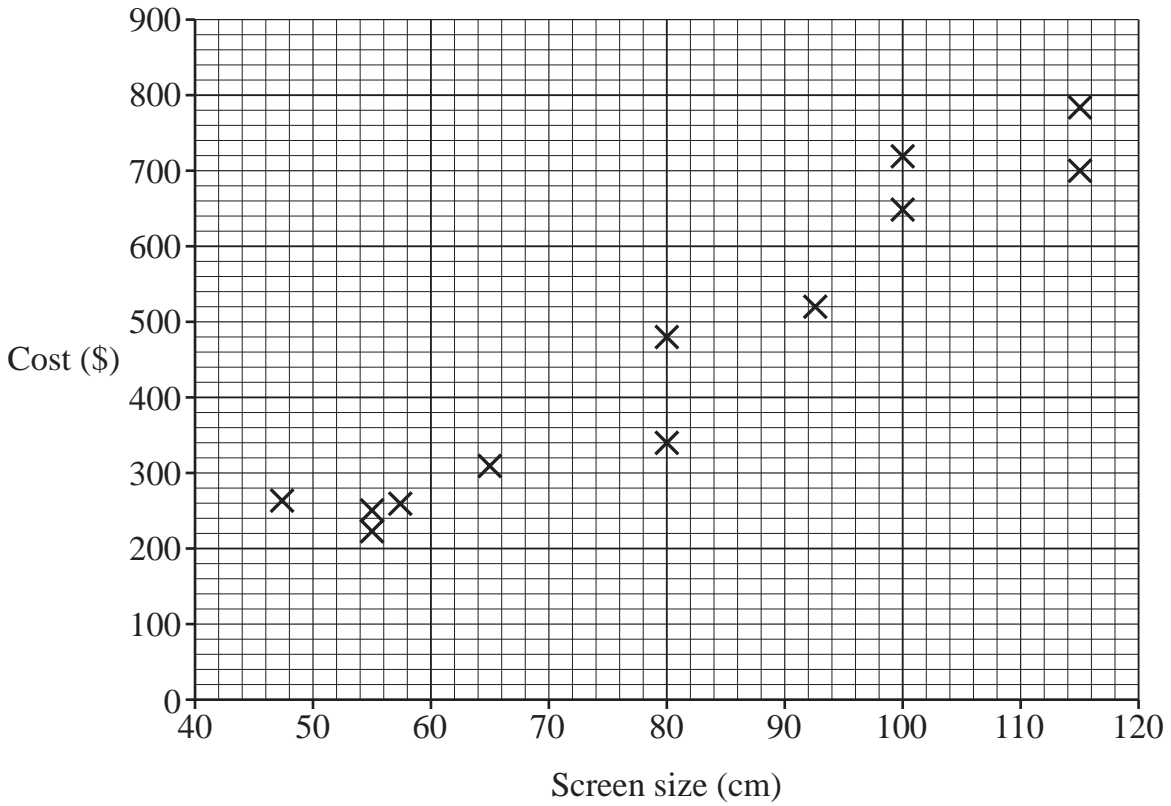
$$(x + 3) \left(\square - \square \right) = x^2 - x - 12 \quad [1]$$

- 18 The distance from the Earth to the Sun is 92 868 000 miles.

Write this distance correct to 3 significant figures.

..... miles [1]

- 19 A company makes 12 different types of television. The cost (in dollars) and screen size (in centimetres) of each type of television are shown in the scatter diagram.



- (a) Write down the cost of the television that has a screen size of 65 cm.

\$ [1]

- (b) The company is introducing a new television with a screen size of 85 cm.

Put a ring around the cost that you think would be most appropriate for the new television.

\$320 \$530 \$690 \$800

Explain your answer.

.....
 [1]

20 Use a trial and improvement method to find an approximate solution to the equation

$$x^3 + 5x = 400$$

Start with $x = 7$

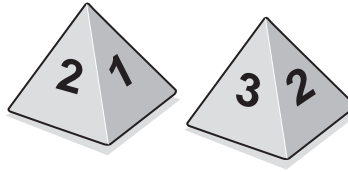
Give your answer to one decimal place.

You must show all your working.

x	$x^3 + 5x$	
7		

$x =$ [4]

- 21 Two fair four-sided dice numbered 1 to 4 are rolled and the scores are **multiplied** together.



- (a) Complete the sample space diagram to show all the outcomes.

		Score on second dice			
		1	2	3	4
Score on first dice	1	1			
	2				
	3				
	4				

[1]

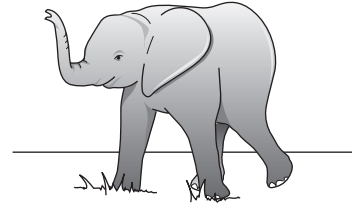
- (b) What is the probability of obtaining an even outcome?

.....

[1]

- 22 A baby elephant has a mass of 105 kg.
The elephant increases in mass by 95 kg per year.

Work out how many years it will take for the elephant's mass to increase to 2 tonnes.



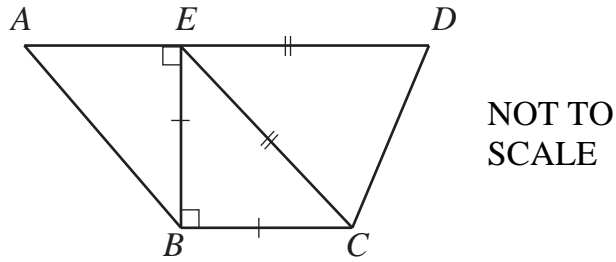
Give your answer to the nearest year.

..... years [3]

- 23 A circular fish pond has an area of 20 m^2
Calculate the **diameter** of the fish pond.

..... m [3]

24 A trapezium is made up of triangles.



Triangles ABE and BCE are right-angled triangles.

Triangles CDE and BCE are isosceles triangles ($CE = DE$ and $BC = BE$).

$AE = 3$ cm and $EB = 4$ cm.

Work out the length of AD .

..... cm [3]



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ENGLISH

0844/01

Paper 1

For Examination from 2014

SPECIMEN PAPER

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

The number of marks is given in brackets [] at the end of each question or part question.
Suggestions for how long to spend on each section are given in the booklet.
The total number of marks for this paper is 50.

This document consists of **12** printed pages.

Section A: Reading

Spend 20 minutes on this section.

Read the text and then answer the questions.

The Red Fox

The largest of all vulpine foxes, the red fox is the most successful, and certainly the most recognisable. A doglike animal, its adult mass can vary between three and fourteen kilograms. The males are, on average, ten to fifteen percent heavier than the females, although the considerable size differences between individuals in this species make it difficult to use this as a guideline.

Body length typically varies between 82 and 110 centimetres, of which a prominent bushy tail accounts for about a third. The tail is useful as a counterbalance while running and jumping. It also provides insulation and warmth in cold weather, and is used to communicate with other foxes. Other characteristic features of the red fox are its elongated muzzle, triangular ears, and luxurious coat of fur.

Foxes, like many other animals, employ digitigrade motion. That is, they walk and run on their toes, with their heels positioned off the ground, high up on the leg. This method of locomotion allows silent, swift, and agile movement, and can also be seen in cats, dogs, and horses.

Several of the fox's bones are narrower than those of other dogs, and the limb bones are built much more lightly. The stomach of the fox is proportionately half as large as those of other canines. This reduction of weight allows it to run extremely quickly (trotting speed is between six and thirteen kilometres per hour, and speeds up to 72 kilometres per hour have been cited), and with great agility.

The fox pays a penalty for its smaller stomach in that it must eat more frequently. When eating, it will use its 42 teeth. These include prominent canines which hold prey, incisors for cutting and shearing meat, and molars for grinding up bones and vegetable matter.

1 What type of fox is the red fox?

..... [1]

2 Why is it difficult to use size to tell a male fox from a female fox?

..... [1]

3 Tick (✓) **two** boxes to show why the fox can move so quickly.

Elongated muzzle

Low weight

Moves on its toes

Prominent bushy tail

Shape of ears

[2]

4 Rewrite the final paragraph to include the **main points**, using about 30 words.

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

[2]

5 Tick (✓) the best description of the text **The Red Fox**.

It contains mostly facts.

It contains mostly opinions.

It contains about half facts and half opinions.

[1]

6 Compare these texts.

Text 1	Text 2
The red fox is certainly a beautiful creature to look at, with its large, bushy tail and thick, shiny fur. It can also move extremely quickly. In addition, it has 42 teeth, which is more than a human being has.	You'll just love the red fox. For starters, it's got this great bushy tail and its fur is really thick and shiny. It also can move <i>really</i> fast! Another plus point is that it has the most incredible number of teeth – 42, 10 more than a human being. Can you believe that?

The information in both texts is the same but the language used is different. Tick (✓) the text you prefer to read.

Text 1

Text 2

Explain why you chose that text.

.....

.....

[1]

Read this text about Cotgrave Country Park, and then answer the questions.

Where is Cotgrave Country Park?

Cotgrave Country Park is located on the northern edge of the Nottinghamshire town of Cotgrave, some eight miles (12 kms) by road from Nottingham city centre.

What can I see and do?

The site includes woodland, wetland, lakes and grassland, and part of Grantham Canal runs through the park.

With around five kilometres of paths and trails, there are plenty of different routes for gentle or brisk walks, jogging or running. There is also an extensive orienteering course, for which a free leaflet is available on request. Most paths are stone surfaced and suitable for walkers, wheelchairs, prams and pushchairs, but please be aware that some of the lower lying paths may get wet and muddy during spells of bad weather.

There's a wide variety of natural habitats at Cotgrave Country Park, including the lovely Heron Lake, conservation areas and a Nature Trail. There is also a horse-riding trail around the edge of the site.

Parking and facilities

The park is open from dawn until dusk. Parking is free. There is a height barrier (2.15 metres) at the entrance to the car park. There is bench seating at various locations around the park. At present there are no toilets or bad weather shelters at the park.

7 (a) Give two places in Cotgrave Country Park where visitors might see fish.

1

2 [1]

(b) Cotgrave Country Park offers a range of activities for those visitors who want to keep fit. Name two of these.

1

2 [1]

- 8 Tick (✓) **two** boxes to show which statements about Cotgrave Country Park are **FALSE**.

The park has many paths and trails.

The park is open overnight.

Vehicles of any size can park.

Visitors can't go indoors when it rains.

Visitors don't have to pay to park.

[2]

- 9 Explain why **walkers** might experience difficulty during bad weather.

.....

.....

[1]

- 10 (a) What is the purpose of the subheadings in the text **Cotgrave Country Park**?

..... [1]

- (b) In the text **The Red Fox**, paragraphs are used.

Draw lines to link each paragraph with its main topic described in the boxes.

1st paragraph	How the fox moves
2nd paragraph	Variations in size of the fox
3rd paragraph	How the fox uses one part of its body

 [1]

Section B: Writing

Spend 25 minutes on this section.

- 11 The reading texts **The Red Fox** and **Cotgrave Country Park** provide clear information in a way that is easy to read.

Write an **information fact sheet** on an area you know well for visitors who have not been there before. You could include information on places to visit and things to do there. Remember to:

- write about an area you know well
- inform, rather than persuade
- include a range of information.

PLANNING

Spend about five minutes making notes in this box. You might want to think about some headings you could use in your information text.

Purpose and audience	[6]	Punctuation	[2]
Text structure	[5]	Spelling	[2]
Sentence structure	[5]		

Section C: Grammar, Punctuation and Vocabulary

Spend 15 minutes on this section.

- 12 Join the underlined word in each of these sentences to match the correct word class.

The red fox can be found in most parts of Britain.

preposition

The method of locomotion used by the red fox enables it to run swiftly.

adjective

The red fox has a luxurious coat of fur.

pronoun

It has a small stomach.

adverb

[2]

- 13 (a) Underline the main clause in this sentence.

When eating, it will use its 42 teeth.

[1]

- (b) Rewrite this sentence.

Cotgrave Country Park has many paths and trails.

Include this clause.

which is in Nottinghamshire

Remember to add punctuation. Do **not** add or change any words.

.....

[2]

- 14 (a) Change this sentence from the past to the present.

The park was open all day and many people visited.

..... [1]

- (b) Complete the sentences by writing the passive forms of the verbs given in brackets. The first one has been done for you.

Country parks (find) are found in many parts of the UK.

First, the visitors (drive) to the park by coach.

They (drop) at the main coach park.

Each visitor (escort) to the entrance of the park by a guide.

[2]

- 15 Correct **two** mistakes in this sentence. Do **not** change the meaning.

The woman walk very slow along the edge of the park.

[1]

- 16 Choose the type from **simple**, **compound** or **complex** to describe these sentences.

Sentence	Type of sentence
The red fox is a successful animal.	
As red foxes are very successful, their numbers are likely to increase.	

[1]

17 Add **two** apostrophes to this sentence.

The parks visitors shouldnt be expected to pay
for tickets. [1]

18 Add the missing punctuation to these sentences.

“Did you enjoy your visit to the nature reserve asked my
friend

“Yes I replied there were lots of things to do.” [2]

19 Reread this extract from the text **The Red Fox**.

**Body length typically varies between 82 and 110 centimetres, of which
a prominent bushy tail accounts for about a third.**

Write other words or phrases that mean the same as the underlined words.
Your new words must keep the meaning and make sense in the sentence.

prominent

accounts for [2]

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ENGLISH

0844/02

Paper 2 SPECIMEN INSERT

For Examination from 2014

Additional Materials: Answer Booklet

This document consists of **3** printed pages and **1** blank page.



Read this extract from 'The Scarecrow and His Servant' by Philip Pullman and then answer the questions.

Mr Pandolfo put together a fine-looking scarecrow, dressed him in an old tweed suit, and stuffed him with straw. The scarecrow stood in a field, where Mr Pandolfo could admire him, and he stayed there.

But one night there was a thunderstorm. It was very violent, and everyone in the district shivered and trembled as the thunder went off like cannon-fire and the lightning lashed down like whips. The scarecrow stood there in the wind and rain, taking no notice.

And so he might have stayed; but there came one of those million-to-one chances that are like winning the lottery. All his molecules and atoms and elementary particles and whatnot were lined up in exactly the right way to switch on when the lightning struck him, which it did at two in the morning, fizzing its way through his turnip and down his broomstick into the mud.

On the same night, a small boy called Jack happened to be sheltering in a barn close by. By the morning the storm had cleared away, and Jack woke up colder than ever.

Then he heard a voice calling from across the fields. Jack was curious, so, standing up he shaded his eyes to look. The shouts came from a scarecrow who was waving his arms wildly, yelling at the top of his voice and leaning over at a crazy angle.

'Help!' he was shouting. 'Come and help me!'

'I think I'm going mad,' said Jack to himself. 'Still, look at that poor old thing – I'll go and help him anyway. He looks madder than I feel.'

To tell the truth, Jack felt a little nervous. It isn't every day you find a scarecrow talking to you.

'Now tell me your name, young man,' said the scarecrow, when Jack was close enough to hear.

His voice was rich and sonorous. Mr Pandolfo would undoubtedly have been impressed. His head was made of a great knobbly turnip, with a broad crack for a mouth, a long thin sprout for a nose and two bright stones for eyes. He had a tattered straw hat, now badly singed, a soggy woollen scarf and an old tweed jacket full of holes. His rake-handle arms had gloves stuffed with straw on the end of them, one glove leather and the other wool. Jack scratched his head and looked up.

'Jack,' he said.

'Now, Jack, I want to move on,' said the scarecrow, 'but I need another leg. If you go and find me a leg, I shall be very obliged. Just like this one, only the opposite,' he added, and lifted his trouser leg daintily to show a stout stick set firmly in the earth.

The end of the stick that Jack brought was splintered and wasn't easy to push up the soggy trouser leg, but Jack finally got it all the way up, and then jumped as he felt it twitch in his hand.

The scarecrow tried to move but the harder he struggled, the deeper he sank into the mud. Finally, he stopped, and looked at Jack. It was astonishing how much expression he could manage with his gash-mouth and stone-eyes.

Glossary

scarecrow – a model of a person put in a field to scare away birds

DO NOT WRITE IN THIS SPACE

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ENGLISH

0844/02

Paper 2

For Examination from 2014

SPECIMEN PAPER

1 hour

Candidates answer on the Question Paper.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

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

Suggestions for how long to spend on each section are given in the booklet.

The total number of marks for this paper is 50.

This document consists of **8** printed pages and **1** Insert.

Section A: Reading

Spend 30 minutes on this section.

Read the extract from **The Scarecrow and His Servant** by Philip Pullman in the INSERT and then answer these questions.

- 1 Read these statements about the scarecrow. Tick (✓) **two** boxes that we know are **TRUE** from the passage.

He had matching gloves on.

He spoke in a quiet voice.

He wore a tweed suit.

His hair was made of straw.

His mouth was wide.

[2]

- 2 Why were the people in the district afraid?

..... [1]

- 3 What change took place in the scarecrow when lightning struck him?

..... [1]

- 4 When Jack awoke, he stood up and looked around. Why?

..... [1]

5 Did the scarecrow seem calm?

Tick (✓) **one** box.

Yes

No

Give a reason from the text to support your answer.

..... [1]

6 Although scarecrows don't usually talk, Jack decided to go and help the scarecrow.

What does this tell you about Jack?

..... [1]

7 Do you feel worried about Jack approaching the scarecrow?

Tick (✓) **one** box.

Yes

No

Explain your answer using words and phrases from the text.

Explanation

.....

Words and phrases to support your explanation

..... [2]

8 Why did Jack jump when the scarecrow's leg twitched in his hand?

..... [1]

9 What do you think the weather was like outside when Jack woke up?

.....

Give evidence from the text to support your answer.

..... [2]

10 Who do you think is the point of view character in this story?

.....

Explain how you know.

..... [2]

11 The sentence below is part of the description of the weather in the story. Look at the underlined phrase.

'...the thunder went off like cannon-fire and the lightning lashed down like whips.'

(a) Tick (✓) **one** box to say which technique is being used here.

Alliteration

Metaphor

Onomatopoeia

Personification

Simile

[1]

(b) Explain what you think the underlined phrase means.

.....
..... [2]

12 (a) The text is a short extract from the book **The Scarecrow and His Servant**.

From the evidence **in this extract**, which genre do you think the story is?

Tick (✓) the correct answer.

- Biography
- Fantasy
- Legend
- Mystery
- Real-life story

[1]

(b) Name **two** general features of the genre you chose for **12(a)**.

1
2 [2]

Section B: Writing

Spend 30 minutes on this section.

13 Read this introduction to a story.

The government’s chief scientist looked in at the creature through the bars of the cage. It sat there, looking back at him. The chief scientist was there because the President had sent him to investigate. The President was taking a real interest in the ‘monster case’.

Now continue the story yourself to explain what the chief scientist discovers about the creature.

Character	<p>There are at least two characters:</p> <ul style="list-style-type: none"> • The chief scientist, the President and... • The creature – what is it? A human being, an unknown species?
Setting	<ul style="list-style-type: none"> • The chief scientist’s laboratory? • Do the events happen anywhere else?
Plot	<ul style="list-style-type: none"> • How did the creature get to be in the cage? • What did the chief scientist do to find out about the creature? • Why was the President ‘taking a real interest’?

Remember to include as much detail as you can in your story. It can be of any genre that you like.

PLANNING

Spend up to five minutes making notes in this box to plan your story.



UNIVERSITY of CAMBRIDGE
International Examinations

Cambridge International School

Check Point Specimen

2018



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ENGLISH

0844/01

Paper 1 Non-fiction

For Examination from 2018

SPECIMEN PAPER

1 hour

Candidates answer on the Question Paper.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Suggestions for how long to spend on each section are given in the booklet.

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

This document consists of 7 printed pages and 1 blank page.



Section A: Reading

Spend 30 minutes on this section.

Read **Text A**, in the Insert, and answer questions 1–8.

1 Name **one** thing that affects the taste of cacao beans.

.....
..... [1]

2 ‘This ensures the flavour of the chocolate is **consistent over time.**’ (lines 8–9)

Explain in your own words what ‘consistent over time’ means.

.....
..... [1]

3 Number these processes from the text to show the correct order.

The first process has been numbered for you.

grinding	<input type="checkbox"/>
roasting	<input type="checkbox"/>
weighing	<input type="checkbox" value="1"/>
winnowing	<input type="checkbox"/>

[1]

4 Give **one** word from the text to describe how chocolate liquor tastes.

..... [1]

5 Name **two** ingredients that are added to chocolate liquor to make it taste better.

-
- [1]

6 Why is 'conching' important?

.....
..... [1]

7 (a) Tick (✓) **two** boxes to show phrases which use the passive form of a verb.

'After the beans have been collected . . .'	<input type="checkbox"/>	
' . . . the manufacturer knows exactly . . .'	<input type="checkbox"/>	
'These trees grow in several different countries . . .'	<input type="checkbox"/>	
' . . . they are transported to chocolate factories.'	<input type="checkbox"/>	
'This is bitter and not very smooth . . .'	<input type="checkbox"/>	[2]

(b) Why is the passive form of the verb often used in **Text A**?

.....
..... [1]

8 (a) Give **three** connectives used to show time in the text.

-
-
- [1]

(b) Explain why connectives are used to show time in the text.

..... [1]

Text B

Read **Text B**, in the Insert, and answer questions 9–16.

9 What are the people who teach chocolate-making at the parties called?

..... [1]

10 (a) Name **one** of the chocolate sweets you can make during the party.

..... [1]

(b) Name **one** of the products you can use to decorate your chocolate sweets.

..... [1]

11 Look at the phrase ‘time will just fly’ (line 12).

(a) What technique is ‘time will just fly’ an example of?

..... [1]

(b) Suggest **one** reason why time will fly.

..... [1]

12 Look at the phrase ‘. . . you and your friends will take away party bags **crammed** with your own, delicious, handmade treats’ (lines 13–14).

What does the word ‘crammed’ suggest about the bags?

..... [1]

13 Give **two** examples of alliteration from the text.

•

• [1]

14 Explain **three** ways the last paragraph is different from the rest of the text.

-
-
- [3]

Questions 15 and 16 are about **Text A** and **Text B** in the Insert.

15 ‘Finally, we have chocolate!’ (Text A, line 25)

‘Then come to us!’ (Text B, line 2)

Give **two** ways these short sentences are similar.

-
- [2]

16 **Text A** and **Text B** have different purposes.

(a) What is the purpose of **Text A**?

..... [1]

(b) What is the purpose of **Text B**?

..... [1]

Section B: Writing

Spend 30 minutes on this section

- 17 Write a newspaper report for your local newspaper about an incident or event involving chocolate.

It could be about:

- a stolen delivery of chocolate
- a lorry that spills the chocolate it is transporting
- a serious shortage of chocolate
- something that has made chocolate taste bad
- your own idea.

Remember to use the conventions of a newspaper report, such as a headline, an explanation of what happened, where and when it happened, and comments from relevant people.

You do not need to use columns or include pictures.

Space for your plan:

Write your report on the next page.

[25 marks]

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ENGLISH

Paper 1 Non-Fiction

SPECIMEN INSERT

0844/01

For Examination from 2018

1 hour

This document consists of **3** printed pages and **1** blank page.

Text A

How is chocolate made?

Have you ever wondered where chocolate comes from? Well, chocolate is made from beans which grow in pods on the *Theobroma cacao* tree. These trees grow in several different countries and the flavour of the beans varies depending on where they come from. The beans also vary in flavour, depending on the age of the tree.

5

After the beans have been collected and dried, they are transported to chocolate factories. There, the beans are weighed and separated by type so that the manufacturer knows exactly what kind of cacao is going into the chocolate. This ensures the flavour of the chocolate is consistent over time. Some manufacturers use up to twelve types of cacao, depending on the flavour of chocolate they want to create.

10

Once weighed, the cacao beans are roasted in large ovens for up to two hours. The heat not only dries and darkens the beans, but also brings out their flavour. Next, the cacao beans are cracked, and then winnowed – that is, the broken shells are blown away, which leaves the crushed pieces of cacao beans, called ‘nibs’. These are edible but do not taste very pleasant. The cacao nibs are then crushed and ground into a thick paste called chocolate liquor. This is bitter and not very smooth or creamy. To improve the flavour, the manufacturer mixes in things like sugar, vanilla and milk.

15

You could eat this mixture, and it would taste pretty good, but it wouldn’t quite have the right texture. So the manufacturer runs the mixture through steel rollers and then it is ‘conched’. This is a process which involves putting the mixture in a machine that mixes and mashes the chocolate. Conching can last a few hours for cheaper chocolate, and up to six days for more expensive types.

20

Finally, we have chocolate!

25

Text B**The Chocolate Party Company**

Calling all young chocolate lovers. Are you looking for a special theme for a party? Then come to us!

Our chocolate parties combine the very best quality Belgian chocolate with fun-packed activities. Our experienced chocolatiers love to share their magic chocolate-making skills and make sure everyone has a great time. Spend two unforgettable hours creating scrumptious chocolate masterpieces, such as cute chocolate animals, crispy coconut cups or, best of all, our mouth-watering, melt-in-the-middle chocolate stars. All sorts of delicious toppings are available, including caramel sprinkles, chocolate-coated honeycomb crumbs and – our favourite – very berry strawberry curls.

Perfect for any special occasion, our fantastically fun parties will help you to create chocolate delights that will impress everyone. The time will just fly. But the fun doesn't stop there because, at the end, you and your friends will take away party bags crammed with your own, delicious, handmade treats. You will also take with you a wealth of knowledge about the secret art of the chocolatiers, making this a day you'll never forget.

Parties last for two hours, are suitable for children from 8–14 years old and are available seven days a week. We run throughout the day, starting at 10 am, with the last party finishing at 9 pm on weekdays and 10 pm at weekends and during holidays. See our website for prices, availability, and more details.

5

10

15

20

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ENGLISH

0844/02

Paper 2 Fiction

For Examination from 2018

SPECIMEN PAPER

1 hour

Candidates answer on the Question Paper.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Suggestions for how long to spend on each section are given in the booklet.

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

This document consists of **9** printed pages and **1** blank page.



Section A: Reading

Spend 30 minutes on this section.

Read the **Text** in the Insert, and answer questions 1–17.

- 1 At the beginning of the story, what does the narrator think the crowd of people on the beach are looking at?

.....
..... [1]

- 2 Why does the crowd create ‘a great commotion on the beach’ (lines 2–9)?

.....
..... [1]

- 3 How does the narrator help the reader to understand the size of the turtle?

.....
..... [1]

- 4 Which **two** statements about the turtle up to line 31 are **TRUE**?

Tick (✓) **two** boxes.

It is older than anyone there.

It is the right way up.

It is trying to attack the crowd.

Its head is moving around.

Its neck is very smooth.

[2]

5 Suggest **two** reasons why the fisherman is holding the rope tightly.

-
 -
- [2]

6 Give **two** quotations from lines 1–14 that show the narrator admires the turtle.

-
 -
- [2]

7 Give **one** word from lines 16–22 which means the same as **scared**.

..... [1]

8 Look at lines 16–22.

What is the narrator’s opinion of what is happening on the beach?

Tick (✓) **one** box.

The narrator feels pleased that the turtle has been caught.

The narrator feels upset by all the noise the crowd is making.

The narrator thinks the crowd is fussing too much about the turtle.

The narrator thinks the crowd should show the turtle respect.

[1]

9 'The crowd froze.' (line 24)

Explain in your own words what this sentence means.

.....
 [1]

10 Look at these lines: 'Suddenly I heard high-pitched screams. "No-o-o-o!" screamed the scream. "No! No! No!" The crowd froze. Every single person turned towards where the screams were coming from.' (lines 23–25)

Give **three** ways the writer builds up tension in these lines.

-
 -
 -
- [3]

11 "You're horrible and cruel! All of you!" He **threw** the words high and shrill at all those adults standing there on the beach.' (lines 28–29)

Why does the writer use the word 'threw' in these lines?

Tick (✓) **one** box.

to emphasise that the boy is angry and upset

to emphasise that the boy is small and young

to show that the boy is breathless from running

to show that the boy is speaking from a distance

[1]

12 'He stood small and erect, facing the crowd, his eyes **shining like two stars.**' (lines 30–31)

(a) What is 'shining like two stars' an example of?

Tick (✓) one box.

- | | | |
|-----------------|--------------------------|-----|
| alliteration | <input type="checkbox"/> | |
| metaphor | <input type="checkbox"/> | |
| personification | <input type="checkbox"/> | |
| simile | <input type="checkbox"/> | [1] |

(b) Explain in your own words what 'shining like two stars' means.

.....
..... [1]

13 Why is the father embarrassed by his son?

.....
..... [1]

14 'The turtle became absolutely still. Even his giant flippers stopped moving in the air.' (lines 38–39)

What do these sentences suggest about how the turtle feels at the end of the story?

.....
..... [1]

15 Explain in your own words **two** different things you learn about the boy's character from what he does in the story. Use evidence from the text to support each of your ideas.

-
.....
-
..... [2]

16 Write **one** sentence from the text that shows the narrator's opinion of the boy.

..... [1]

17 This story is told by a narrator.

Give **two** ways the story would be different if it was written from the point of view of the boy.

-
.....
-
..... [2]

Section B: Writing

Spend 30 minutes on this section.

18 Read the next part of the story.

All eyes turned to the boy and the turtle. The pair seemed to be caught in silent conversation. The fisherman was having none of it, however. He began pulling the turtle towards the hotel.

'Wait!' cried the boy's father.

Now continue the story to explain what happens next to the boy and the turtle.

Characters	<ul style="list-style-type: none"> • The boy • The father • The fisherman • Anyone else?
Setting	<ul style="list-style-type: none"> • Do they stay on the beach? • Do they go somewhere else?
Plot	<ul style="list-style-type: none"> • What does the father say to the fisherman? • How does the fisherman respond? • What happens to the turtle?

Space for your plan:

Write your story on the next page.

[25 marks]

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ENGLISH

Paper 2 Fiction

SPECIMEN INSERT

0844/02

For Examination from 2018

1 hour

This document consists of **3** printed pages and **1** blank page.

Text for Section A, an extract from 'The Boy Who Talked With Animals' by Roald Dahl

Standing on the balcony of my hotel room looking out at the dark expanse of sea, I suddenly became aware of a great commotion on the beach. Glancing over, I saw a crowd of people clustering around something at the water's edge. There was a canoe-type fisherman's boat on the sand nearby, and all I could think was that the fisherman had come in with lots of fish and that the crowd was looking at it.

5

But it wasn't a haul of fish at all. It was a turtle, an upside-down turtle. But what a turtle it was! I had not thought it possible for a turtle to be as enormous as this. If it had been the right way up, I think a tall man could have sat on its back without his feet touching the ground.

10

The fisherman who had caught it had tipped the turtle onto its back to stop it from getting away. There was also a thick rope tied around the middle of its shell, and one proud fisherman stood holding the end of the rope tightly with both hands. Upside down it lay, this magnificent creature, with its four thick flippers waving frantically in the air; its long wrinkled neck stretching far out of its shell.

15

The crowd was thrilled and delighted. They were discussing the capture and possible destruction of a creature who seemed, even when upside down, to be extraordinarily dignified. One thing was certain. He was senior to any of them. For probably one hundred and fifty years he had been swimming in these green waters. And now here he was; clearly alarmed by the noise and shouting around him, his old wrinkled neck straining out of its shell; the great head twisting this way and that.

20

Suddenly, I heard high-pitched screams. 'No-o-o-o!' screamed the crowd. 'No! No! No!' The crowd froze. Every single person present turned towards where the screams were coming from. Half walking, half running down the beach were three people, a man, a woman and a small boy who was pulling the man along. It was the boy who was screaming. 'Don't!' he screamed. 'Let him go! Please let him go! You're horrible and cruel! All of you!' He threw the words high and shrill at all those adults standing there on the beach. 'Why don't you put him back in the sea?' he shouted. 'He hasn't done anything to you!' He stood small and erect, facing the crowd, his eyes shining like two stars. He was magnificent! The father was embarrassed by his son. 'He's crazy about animals,' he said, addressing the crowd. 'Back home he's got every kind of animal under the sun. He talks with them.'

25

30

The boy suddenly let go of his father and ran towards the giant turtle. The huge upside-down head turned to face him. The boy dropped to his knees in the sand and flung his arms around the wrinkled old neck and whispered soft words that nobody else could hear. The turtle became absolutely still. Even his giant flippers stopped moving in the air.

35

DO NOT WRITE IN THIS SPACE

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Copyright Acknowledgements:

Section A © Roald Dahl; *The Wonderful Story Of Henry Sugar And Six More: The Boy Who Talked With Animals*; Penguin Books Ltd; 2011.

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Check Point Exams

English As Second Language

2013





UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

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ENGLISH AS A SECOND LANGUAGE

0510/02

Paper 2 Reading and Writing (Extended)

For Examination from 2013

SPECIMEN PAPER

2 hours

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.

Dictionaries are **not** allowed.

At the end of the examination, fasten all your work securely together.

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

For Examiner's Use	
Exercise 1	
Exercise 2	
Exercise 3	
Exercise 4	
Exercise 5	
Exercise 6	
Exercise 7	
Total	

This document consists of **15** printed pages and **1** blank page.


Exercise 1

Read the following advertisement for WaterAid, a charity that provides clean drinking water for people throughout the world, and then answer the questions on the opposite page.

Get involved

... in an event

London Triathlon
WaterAid is proud to be the Official Charity for the London Triathlon. Take part as an individual or as part of a relay team and swim, bike and run for WaterAid in the largest triathlon event in the world.



Taste for Life
WaterAid's new fundraising initiative "Taste for Life" is easy and fun! Get together with friends and family, enjoy good food, and raise funds for WaterAid. Holding a Taste for Life event is simple:
○ invite your friends and neighbours over for a feast (a picnic, lunch or barbecue), ask them to make a donation to WaterAid and encourage them to join the Taste for Life group by holding their own event.

... in your area

Put a Spring in your Step
A sponsored walk is a great way of raising funds for our work and for creating awareness of world water issues, so get walking for water with your school or youth group. Please email walkforwater@wateraid.org for your free fundraising booklet.

Sing for Water
Turn your passion for singing into clean water for people in another country. To hold a "Sing for Water" event in your community all you need is a venue and willing singers. WaterAid


has a range of resources to help you, including specially written music and words. Please email singforwater@wateraid.org to find out more.

... at work

Give an Hour
Every day many of the world's poorest people are prevented from going to work to earn money because they must spend hours searching all over the countryside in order to find and collect their water. Donate the pay you receive for just one hour of work to WaterAid on World Water Day and make a real difference.

Play the Lottery
If you're looking for a fun way to support WaterAid's vital work, why not promote the WaterAid lottery? It's simple to join and easy to play – each entry costs just £1 and prizes of up to £500 can be won. Email fionablake@wateraid.org or visit www.wateraid.org/lottery to find out more.

Turn Food into Water
There are many ways to "Turn Food into Water". For example, invite your work colleagues to a celebratory dinner party. Tell everyone to bring a present, which will be sold to the highest bidder in an auction. Or else, buy a large cream cake and sell a numbered ticket to each guest; the lucky person with the winning number can take the cake home. Our free Food into Water fundraising leaflet contains other ideas to help you plan a successful event.



(a) Which **three** activities must Triathlon competitors do?
..... [1]

(b) How can your friends and neighbours become members of the Taste for Life group?
..... [1]

(c) How much does a WaterAid fundraising booklet cost?
..... [1]

(d) What can WaterAid give you to help run a Sing for Water event?
..... [1]

(e) Why are many of the world's poorest people unable to go to work?
..... [1]

(f) How much are you encouraged to donate on World Water Day?
..... [1]

(g) For what purpose are readers advised to contact Fiona Blake?
..... [1]

(h) How can you raise money at a WaterAid dinner party for your workmates? Give **two** possible ways.
.....
..... [2]

[Total: 9]

Exercise 2

Read the following article about the lifestyle of ants, and then answer the questions on the opposite page.

Six Legs Good

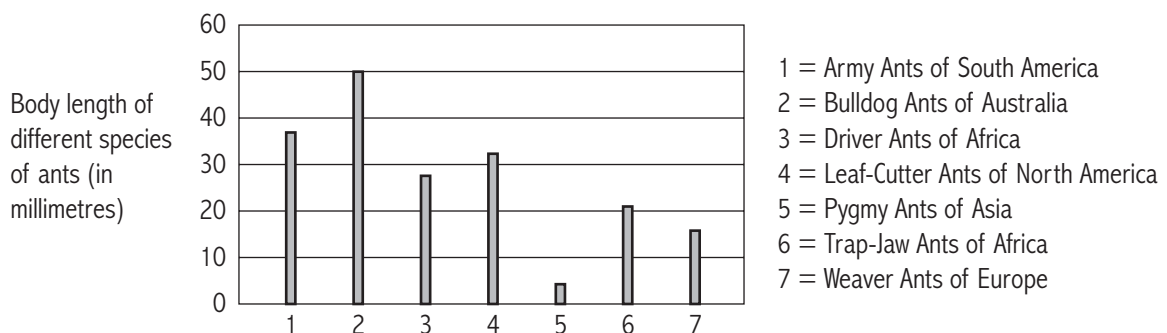
Without ants, the world would be in chaos. Soil would be unable to sustain much life. Dead leaves, insects and small animals would litter the earth's surface. Thousands of species of flowering plants would disappear into extinction, with no creatures to transport their pollen.

Like mobile dots, ants can suddenly appear in sugar bowls, crawl into neat lines over shoes or ruin an otherwise perfect picnic. They are silent, and often annoying, specimens of one of the most successful forms of life on Earth. There are 14,000 species of ants, with probably an equal number yet to be discovered, whose combined weight is more than that of the world's entire human population. They have perfected a life that is more social than anything achieved by humans. Ants were building their own homes and colonies millions of years before humans had even considered walking on two legs.

Ants have fascinated philosophers, writers and naturalists for thousands of years. But in the last decade much new information has been revealed about the natural history of the insects. Scientists have supplied many details of how the insects survive and communicate and, most surprisingly, how the millions of ants make group decisions without having a leader. That study has put ants at the centre of what many leading biologists say is a new phase of biology – understanding how groups of individuals can behave as a single superorganism.

A scientist who has studied social insects for more than 50 years emphasises the importance of ants to life on Earth. "They are more important than earthworms for turning over the top layer of soil. They are also the principal collectors and clearers of waste," he says. "They capture and feed on other small insects and remove dead creatures such as small birds, mice and rats."

Since the first ants emerged more than 150 million years ago, the insects have colonised every continent except Antarctica. They have acted as hunters, scavengers or farmers, and have evolved into thousands of shapes and sizes. The smallest ants are less than 1mm in length and look like tiny particles of pepper dust; the biggest can grow to 5cm, each one having a deadly sting for its victims.



Ant colonies range from a dozen individuals to millions of insects, mostly consisting of ordinary females with specific jobs, as workers, soldiers or caretakers. There are also one or two other females, called queens, which are responsible for the reproduction of the species. Others serve as scouts, finding essential sources of food or searching out new homes when required. Males, called drones, are kept only long enough to fertilise the queen's eggs, then driven out of the nest or killed quickly afterwards.

This system has worked well for them. Through the process of evolution, the ants have discovered the principles of living and working in harmony. Perhaps we humans have a lot to learn from ants.

- (a) How do ants help many species of flowers to survive?
..... [1]
- (b) What can ants sometimes do to irritate us? Give **two** details.
..... [1]
- (c) How does the weight of the whole human population compare to that of the ant population?
..... [1]
- (d) When did ants start to construct their own homes?
..... [1]
- (e) What is surprising about how so many ants can arrive at the same decision?
..... [1]
- (f) How do ants help to keep the Earth's surface free of waste? Give **two** details.
..... [2]
- (g) According to the writer, why is Antarctica different from all other continents?
..... [1]
- (h) How have ants changed physically over the years?
..... [1]
- (i) Why are the largest ants so dangerous to other insects?
..... [1]
- (j) According to the diagram, which **two** species of ants have bodies between 30 mm and 40 mm long?
..... [1]
- (k) What are the **four** different categories of ants in a colony **and** what does each one do?
.....
.....
.....
..... [4]

[Total: 15]

Exercise 3

Vikram Nagabhushanam has lived in St George's Children's Hostel at No. 1047 Poonamallee High Road, Chennai 600 030, South India, since he was only three years old. After he left school, the hostel authorities arranged for him to be apprenticed to Mr Krishna Menon, a senior electrical engineer at one of the big city hospitals.

For the past five years, Vikram has worked for Mr Menon, who has been kind to him. He always allows Vikram to use his office email address **krishnamenon@brindavan.vsnl.in** and telephone, number 05923 76618. At the same time, Vikram has trained and studied hard, so that now, at the age of 21, he is a fully qualified electrician. He has continued to live at the hostel alongside one of the house mothers, Miss Jyoti Desai, who looked after him when he was first brought there and has become his lifelong friend. Miss Desai is a keen correspondent and uses her email address **jjodes@hotmail.com** to keep in touch with her friends all around the world.

In his spare time, Vikram makes himself useful by attending to most of the minor repairs to the hostel premises as and when they need doing. Having watched all the other craftsmen at work in the hospital, he has learned how to do a variety of small carpentry, plumbing and decoration jobs.

As soon as he could afford it, Vikram bought himself a metal detector. He regularly searches the nearby Marina Beach, looking for objects that have been washed ashore. At first he only uncovered bits of worthless scrap metal, but eventually his luck changed and he has found, amongst other things, a small brass compass and a sailor's pocket knife with a sharpened steel blade. Then, just over a year ago, on 29 September 2009, he discovered a lady's gold watch buried in the sand.

Vikram handed in the watch at the city police station. It was then passed to an international jewellery expert, who valued it at two thousand dollars. The police advertised for the rightful owner, but so far, more than a year later, nobody has come forward to claim it. Consequently, under local law, Vikram may now be able to keep the watch. If his claim is successful, he intends to sell the watch and use the money raised from the sale to pay for the roof of his hostel to be replaced. This work has now become urgent because the roof is just beginning to leak. Both Mr Menon and Miss Desai have agreed to provide references confirming Vikram's honesty and good character.

Imagine you are Vikram Nagabhushanam. Fill in the form on the opposite page, using the information above.

Treasure Trove Claim Form

SECTION A: Personal Details of Claimant

Full name:

Home address:

Telephone number: Home/Work (please delete one)

Occupation:

SECTION B: Details of Claim

Item claimed: Estimated value:

Name of place where found:

When found: (please tick appropriate box)

6 to 12 months ago 12 to 18 months ago more than 18 months ago

What did you do with the item when you found it?

.....

Have you ever found any other valuable items? Give full details:

.....
.....

SECTION C: Supporting Evidence

Give the full names and email addresses of two referees:

(i)

Relative Employer Colleague Friend (please circle one)

(ii)

Relative Employer Colleague Friend (please circle one)

SECTION D

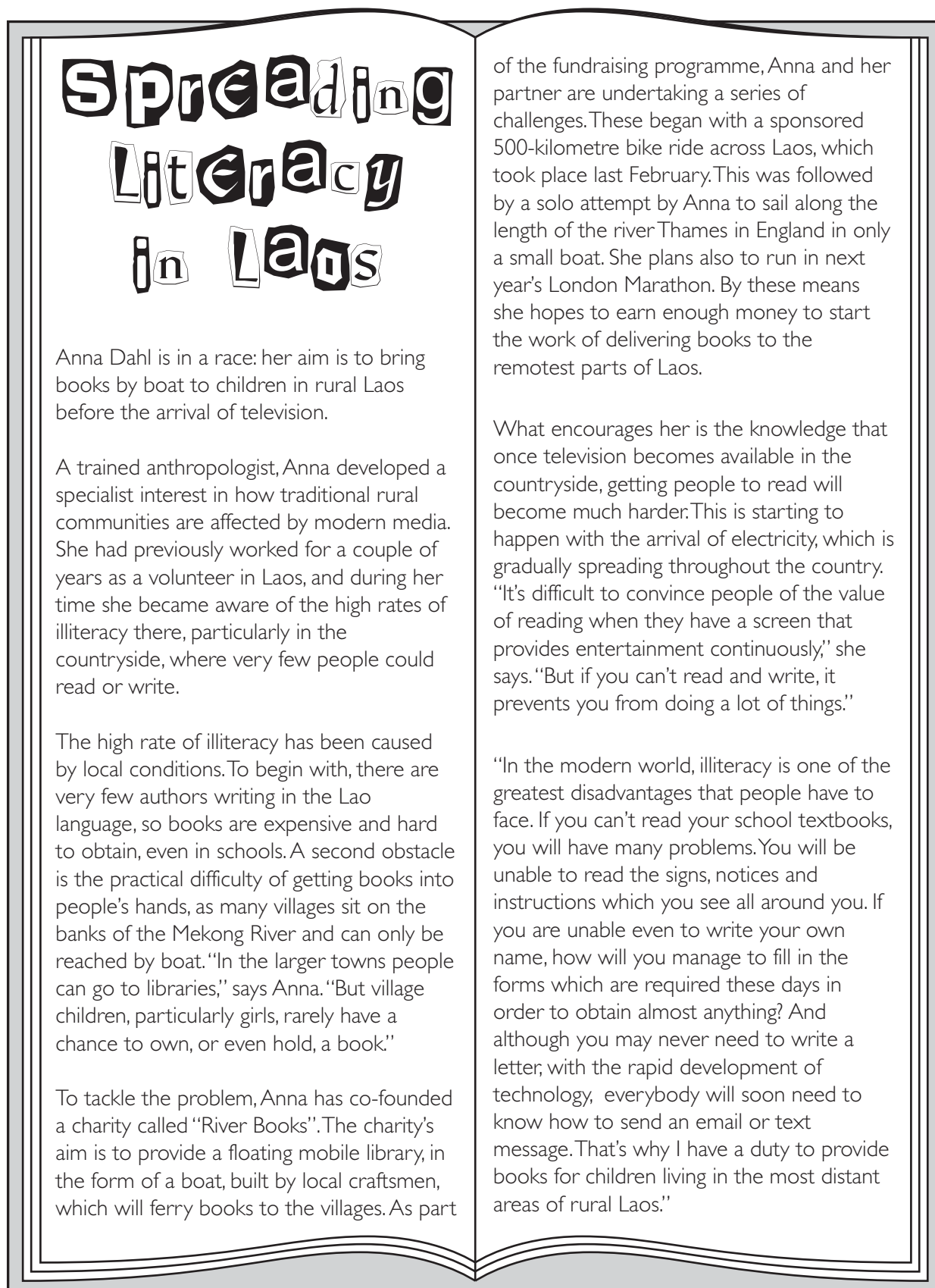
In the space below write **one sentence** of between 12 and 20 words stating what you would like to do with the item if it is awarded to you **and** why you want to do so.

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

[Total: 8]

Exercise 4

Read the following article about "River Books", a charity based in Laos, and then complete the notes on the opposite page.



You have decided to tell your school fundraising group about the work of this charity and need to make notes in order to prepare your talk.

*For
Examiner's
Use*

Make your notes under each heading.

Reasons for illiteracy in rural Laos

-
-
-

Anna Dahl's fundraising efforts

-
-
-

Disadvantages of illiteracy

-
-
-

[Total: 9]

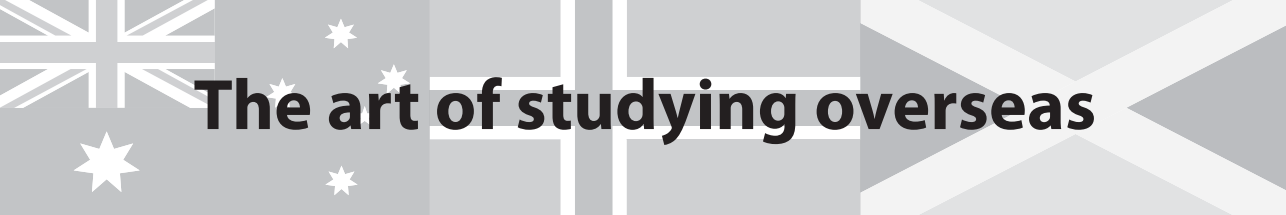
Exercise 5

Read the following article about going to study abroad. **Write a summary of advice given to students about their behaviour before they go to another country and when they get there.**

Your summary should be about 100 words (and no more than 120 words).

You should use your own words as far as possible.

You will receive up to 6 marks for the content of your summary, and up to 5 marks for the style and accuracy of your language.



The art of studying overseas

Going overseas to study is like starting a relationship with a new friend. First, everything about it seems amazing. Then you discover the faults. Then you find these faults charming and, without realising it, you start to adopt them yourself. By the time you get back, your expectations, attitudes and priorities will all have changed. That is one reason why it's so difficult to settle down back home again after you've travelled to another country to study.

Studying abroad can be a lonely experience, especially in the first few weeks. You do therefore need to make the effort to get out and about, and to attend foreign student meetings and parties. You should also get in touch with that stranger from home, who has been recommended by your cousin as a good friend, and who just happens to be living and studying in the same town as yourself.

It definitely helps if you prepare before you go. Contact students in your institution who have been to the country you are going to, and listen to their advice. Get a few of their friends' phone numbers, and don't be shy about calling them. Ask them about packing. Will you need something special for the climate? Or something formal? Remember that you are unlikely to start wearing unusual clothes just because you're in a different country. Also, other countries do actually have shops. You also need to know what the food is like. And it can be useful to find out about eating habits before suggesting dinner at a restaurant with your newly-found friends.

Try to plan what you want to achieve while you are away – in terms of both studying and sightseeing. You should not work so hard that you never leave your study bedroom, and you must try to set aside time for travel. You don't want your experience of the country confined to the college library and cafeteria. On the other hand, don't worry if you don't get to see everything in the tourist brochures, although if you're studying in Paris, by the time you get home you should know where the famous Eiffel Tower is.

No plan made before you arrive in the new country should be too rigid. The key is to go with an open mind and seize opportunities as they arise. Spending hours every morning in a different museum won't necessarily deepen your understanding of the culture. Of course, museums are ideal places to take your visitors from home, but visits from home can be disrupting and can stop you from settling in. It may be comforting to see a familiar face in your first few homesick weeks. However, you don't want your friends to use your presence abroad as an excuse for a holiday, or to think you are there for a holiday.

Above all, don't be discouraged. Learning a language and coping with different ways of doing things is hard work, so don't worry about trying to get the top grade. But don't give up easily either. You can remain self-confident even if your fellow students are more fluent in the local language.

Finally, once you get home, think of ways to keep up the links with wherever you were studying – by joining a relevant student society, for instance. Like any relationship, if you are going to keep it going at a distance, you will need to work at it.

A series of 23 horizontal dotted lines for writing answers.

[Total: 11]

Exercise 6



You are taking part in your school's annual end-of-term performance.

Write a letter to a friend telling her/him about the performance.

In your letter you should:

- tell your friend what the performance is and what part you are playing;
- explain how you are preparing for the performance;
- invite your friend to come to the performance.

Your letter should be between 150 and 200 words long. Do not write an address.

Any one of the pictures above may give you some ideas, but you are free to use any ideas of your own.

You will receive up to 10 marks for the content of your letter, and up to 9 marks for the style and accuracy of your language.

Exercise 7

Shopkeepers in your area are trying to persuade people only to buy food which is locally produced.

Here are some comments which have been made in letters to the newspapers:



Write an article for your school magazine giving your views.

Your article should be between 150 and 200 words long.

The comments above may give you some ideas, but you are free to use any ideas of your own.

You will receive up to 10 marks for the content of your article, and up to 9 marks for the style and accuracy of your language.

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Check Point Exams

English As Second Language

2017

Audio file
on the CD



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NAME

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NUMBER

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CANDIDATE
NUMBER

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ENGLISH AS A SECOND LANGUAGE

0837/01

Paper 1 Reading and Usage

For Examination from 2017

SPECIMEN PAPER

40 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

You should pay attention to punctuation, spelling and handwriting.

At the end of the examination, fasten all your work securely together.

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

The total number of marks for this paper is 30.

This document consists of **8** printed pages and **4** blank pages.

Part 1

Questions 1 – 5

Read the sentences below about a mobile phone and circle the correct word for each space.

Example:

0 My parents me a new mobile phone for my birthday.

gave

put

won

1 My last phone didn't a camera, but this one does.

[1]

add

keep

include

2 I've already some great photos to my friends.

[1]

sent

arrived

brought

3 Sometimes I forget to off my phone in the cinema.

[1]

get

turn

take

4 I'm going to download some songs this afternoon.

[1]

already

then

later

5 I'll be really careful not to this phone.

[1]

lose

miss

fail

Part 2

Questions 6 – 15

Complete the email below.
For questions 6 – 15, write ONE word for each space.

Example: (0)*you*.....

From:	Ben
To:	Ivan

Hi Ivan,

I'm writing to let (0)*you*..... know that I have moved house! We now (6) in a flat in the city. It's better (7) our village house. It's got a (8) of rooms. We're near a sports centre (9) a cinema. I miss my friends from the village, but I'm glad we moved because I love city life. Now I don't have (10) get a bus to school. I walk there (11) day with a new friend who (12) called Kwame.

Write to (13) very soon! I (14) love to hear your news.

This is (15) new address:

15b, Newfield House
London

Ben

[Total: 10 marks]

Part 3

Questions 16 – 20

Complete the conversation between two friends.

What does Dan say to Milly?

For questions 16 – 20, write the correct letter **A – H**.

Example:

Milly: Hi, Dan. Have you been away?

Dan: 0**D**.....

Milly: Lucky you! What did you do there?

Dan: 16 [1]

Milly: Sounds lovely. You practised your French, I hope!

Dan: 17 [1]

Milly: Great! I loved trying things like that when I went to France last summer.

Dan: 18 [1]

Milly: Lots. They're on my computer. How about coming to my house to look at them?

Dan: 19 [1]

Milly: Is tomorrow evening OK for you?

Dan: 20 [1]

Milly: OK. See you then! And bring your photos too.

- A** I'd really like that. When is a good time?
- B** Oh, you know, lots of swimming, museums, nice food.
- C** Where are all your photos?
- D** My grandparents took me to France for a week.
- E** Well, I don't speak French.
- F** Really? Did you take any photos there?
- G** Yes, it's great. I can come after my piano lesson.
- H** Well, yes, I spoke to people in shops and other places.

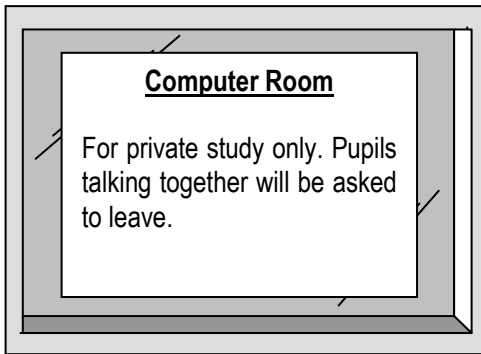
Part 4

Questions 21 – 25

Look at the text in each question.
What does it say?
Circle the correct letter **A**, **B** or **C**.

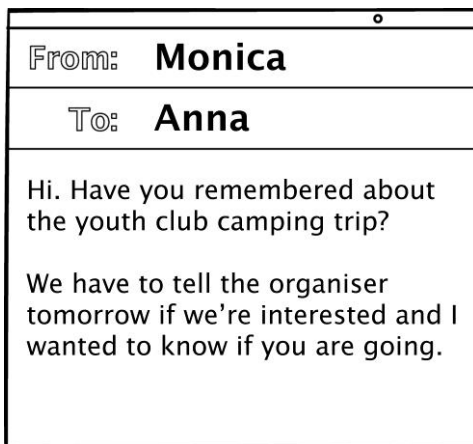
Example:

0



- A** This is a good place for students to discuss their homework.
- B** Some of these computers can be used by students working together.
- C** Students are not allowed to have conversations in this room.

21

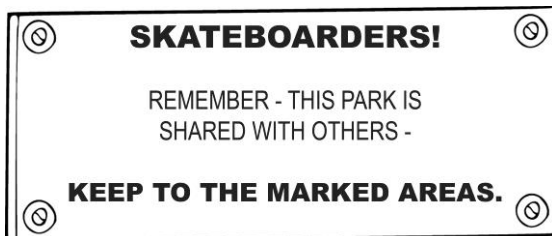


Why has Monica written the email?

- A** to check if Anna is going on the trip
- B** to ask Anna to book places on the trip
- C** to remind Anna about the date of the trip

[1]

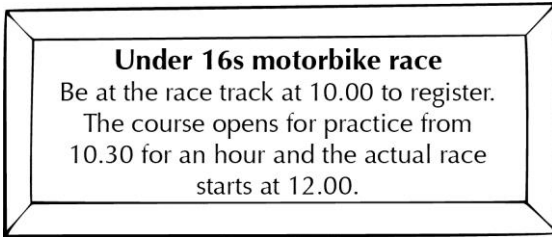
22



- A** Do not skateboard if other people are in the park.
- B** Take care when skateboarding with other skateboarders.
- C** Make sure you don't skateboard outside the skateboarding zone.

[1]

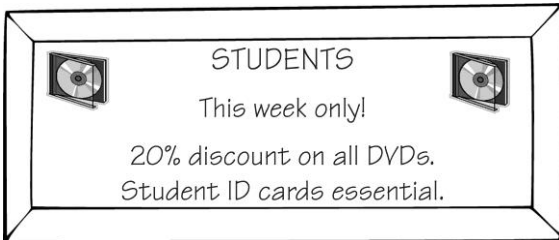
23



- A** Motorcyclists can try out the race course between 10.30 and 11.30.
- B** Motorcyclists do not need to be at the track until 12.00.
- C** Motorcyclists must be ready to start the first race at 10.00.

[1]

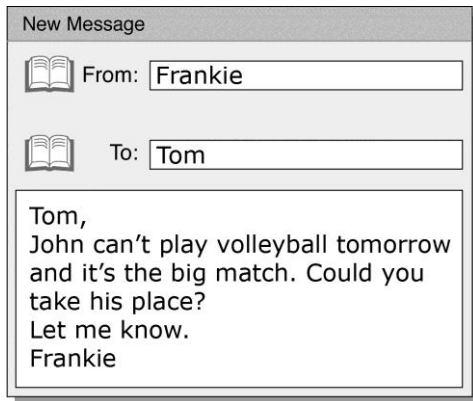
24



- A** If students show their ID cards, they get a free DVD.
- B** DVDs are on offer for the next few weeks.
- C** Students can currently get DVDs at reduced prices.

[1]

25



Frankie is asking Tom to

- A** go and watch John play in a match.
- B** play in the match instead of John.
- C** contact John about playing in the match.

[1]

Part 5

Questions 26 – 30

Read the text below and the questions on the opposite page.
For each question, circle the correct letter, **A**, **B** or **C**.

Anna Learns to Surf

Before I went to Australia, I did a beginner's surfing course in Portugal. I travelled there from my home in Spain and hoped to learn lots. I wanted to be a good surfer by the time I got to Australia, where they are very advanced. But, I was no better at the end of the course! I was part of a group of four people and we spent five hours on both days practising on the beach, not in the water!

So, when I travelled to Australia I booked a course at *Waves Surf School*. The surfing teacher's instructions were easy to follow and, after just three days, everyone in my group could stand on their boards and surf all the way to the beach. It was amazing! After a hard day, I returned to a lovely apartment and looked out at the sea. I then relaxed for a bit before going out for dinner.

The staff at the surf school were great. They told me about the best tourist places to visit and even drove me home to my apartment when I went clothes shopping and had too many bags to carry. While I was at the school, I learned more about Australia and its people than I did when I visited cities like Brisbane. I had a great time and it was really difficult to say goodbye when I had to fly home.

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CANDIDATE
NAME

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CENTRE
NUMBER

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CANDIDATE
NUMBER

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ENGLISH AS A SECOND LANGUAGE

0837/02

Paper 2 Writing

For Examination from 2017

SPECIMEN PAPER

40 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

You should pay attention to punctuation, spelling and handwriting.

At the end of the examination, fasten all your work securely together.

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

The total number of marks for this paper is 35.

This document consists of **5** printed pages and **3** blank pages.

Part 1

Questions 1 – 5

Read the descriptions of some words below.

What is the word for each one?

There is one space for each letter in the word. The first letter is already there.

For each question, complete the words.

Example:

0 You can buy these or get them from the garden. **f** l o w e r s

- 1 If someone gives you this, you will be able to tell the time. **w** _ _ _ _ [1]
- 2 This is very sweet and most people love to eat it. **c** _ _ _ _ _ [1]
- 3 You wear these on your hands. **g** _ _ _ _ [1]
- 4 If someone gives you this, you can put it on your bedroom wall. **p** _ _ _ _ [1]
- 5 You can use this to ride to school or your friend's house. **b** _ _ _ [1]

Part 2

Question 6

Read the email from your English friend, Billie.

From:	Billie
To:	

I'd like to know about the new cooking club at school. What day is it on? How much does it cost? What do I need to bring?

Write an email to Billie and answer the questions.

Write **25 – 35 words**.

Write the email below.

.....

.....

.....

.....

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CANDIDATE
NAME

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CENTRE
NUMBER

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CANDIDATE
NUMBER

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ENGLISH AS A SECOND LANGUAGE**0837/03**

Paper 3 Listening

For Examination from 2017

SPECIMEN PAPER

approximately 25 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

While you are listening, write your answers on the question paper.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.Answer **all** questions.

You should pay attention to punctuation, spelling and handwriting.

At the end of the examination, fasten all your work securely together.

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

The total number of marks for this paper is 20.

INFORMATION FOR CANDIDATES

There are four parts to the test.

You will hear each part twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

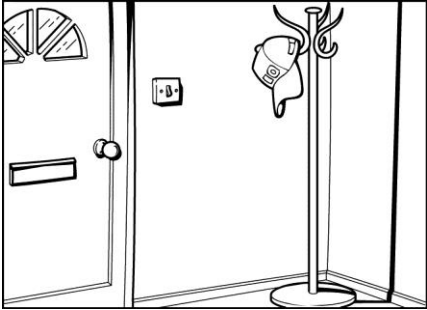
This document consists of **6** printed pages and **2** blank pages.

Part 1

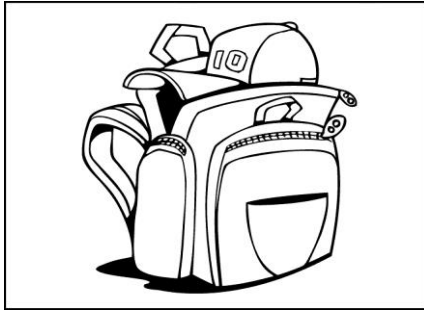
Questions 1 – 5

For each question, there are three pictures and a short recording.
Choose the correct picture and circle the letter **A**, **B** or **C** below it.

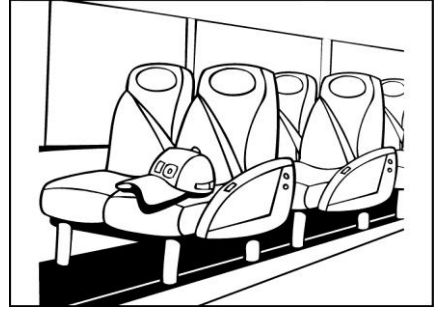
Example: Where is the girl's hat?



A

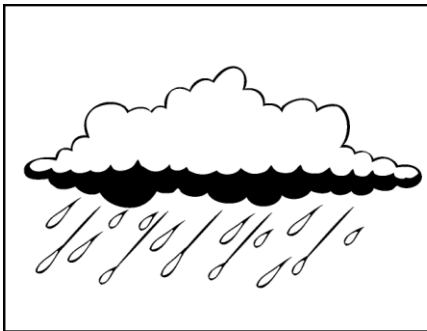


B

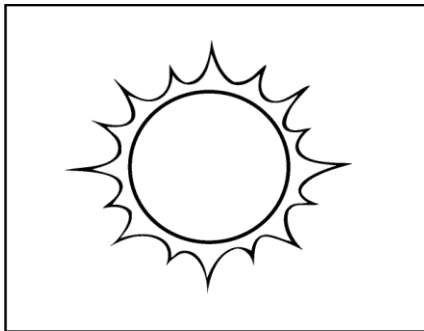


C

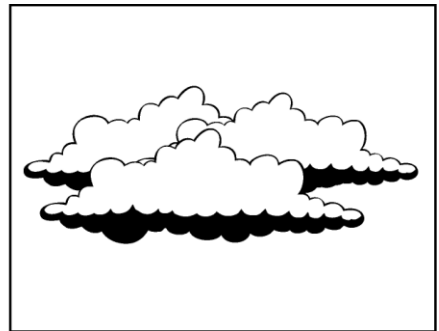
1 What's the weather like now?



A



B



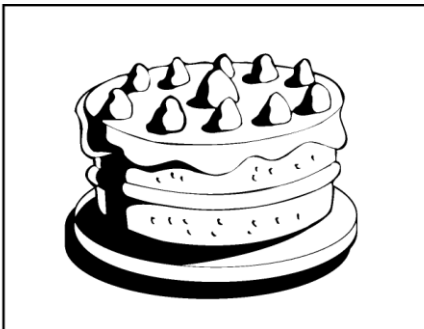
C

[1]

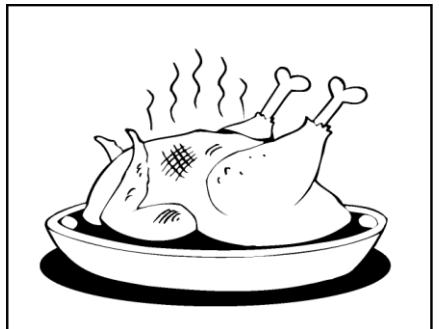
2 What will the girl cook?



A



B



C

[1]

3 What did the girl do yesterday?



A



B



C

[1]

4 How much is the skirt?



A



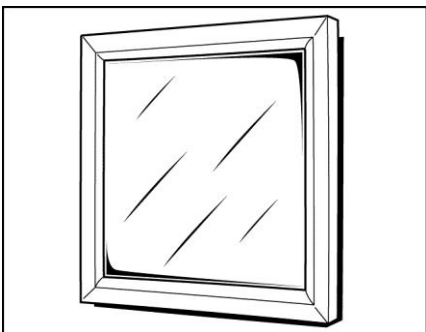
B



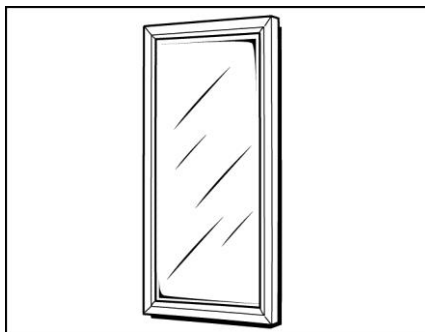
C

[1]

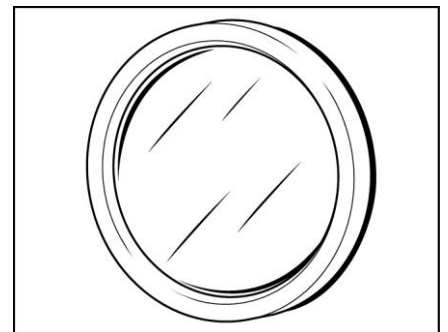
5 Which mirror will they buy for their mother?



A



B



C

[1]

Part 2

Questions 6 – 10

You will hear Jack talking to his friend, Becky, about a school trip.
For each question, circle the correct answer **A**, **B** or **C**.

- 6** Where are they going?
A a library
B a museum
C a factory [1]
- 7** Which day is the trip?
A Tuesday
B Wednesday
C Thursday [1]
- 8** What time will they leave school?
A 9.45
B 9.55
C 10.20 [1]
- 9** What must they take with them on the trip?
A a drink
B a camera
C a notebook [1]
- 10** What do Jack and Becky have to write after the trip?
A a story
B a letter
C an article [1]

Part 3

Questions 11 – 15

You will hear part of an interview with a girl called Sally Myers whose first book has recently been published.

For each question, circle the correct answer **A**, **B** or **C**.

- 11** Why did Sally decide to write her first book?
- A** People said her stories were good.
B Her family bought her a diary.
C Her penfriend suggested it. [1]
- 12** Why didn't Sally's Dad want her to send her book to a publisher?
- A** He didn't like it very much.
B He had given her help to write it.
C He was worried that they wouldn't be interested. [1]
- 13** Sally sent her book to a company which
- A** published books of a similar type.
B published her favourite stories.
C published books only on the internet. [1]
- 14** How did Sally feel when the company phoned her Mum?
- A** very excited
B extremely surprised
C anxious about the future [1]
- 15** What does Sally say about her next book?
- A** It will be quite different from her first one.
B It will be written for older readers.
C It will be about something all children experience. [1]

Questions 16 – 20

You will hear an announcement about competitions in a seaside town.
For each question, fill in the missing information in the numbered space.

THIS YEAR'S COMPETITIONS

- Make models of sea animals you find between the (16)

This year use bits of (17) from your home or found on the beach.

- Create an exhibition of (18)

- Family beach fun (Sunday afternoon only)

Use buckets, spades and sand to make a (19)

- Model boat show

This will be held by the (20) near the beach huts.

[Total: 5 marks]

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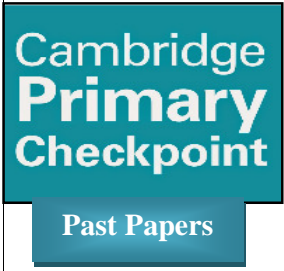
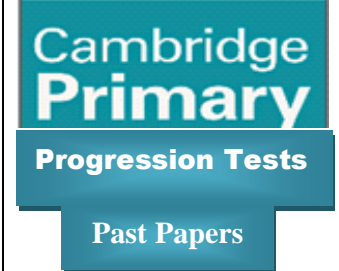
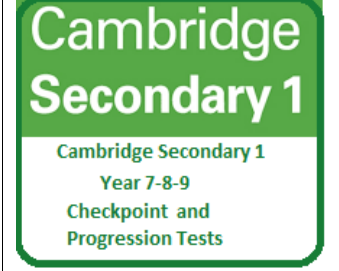
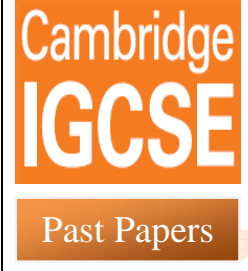
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International Examinations

Cambridge International School



Cambridge Primary, typically for learners aged 5 to 11 years, gives schools a world-class curriculum to develop learner skills and understanding in English, mathematics and science. It enables teachers to assess children’s learning as they progress with two optional assessments: Cambridge Primary Progression Tests and Cambridge Primary Checkpoint. This book contain all Cambridge Primary Checkpoint Past Papers FROM 2005 TO 2015 as s well as CIE specimen papers up to the year 2018 .

Other books in this series

			
<p>Cambridge Primary 6 Checkpoint Tests Past Papers</p>	<p>Cambridge Primary Stage 3, 4, 5 and 6 Progression Tests Past Papers</p>	<p>Cambridge Secondary 9 Checkpoint Tests Past Papers and Year 7-8-9 Progression Tests Past Papers</p>	<p>Cambridge IGCSE past papers in selective Subjects</p>



Cambridge International Schools (Sudan)

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