



**CHIJ ST THERESA'S CONVENT
MID YEAR EXAMINATION 2006
SECONDARY THREE EXPRESS
ENGLISH LANGUAGE
PAPER 1**

TIME : 1 HOUR 45 MINUTES

INSTRUCTIONS TO CANDIDATES

Do not turn the page until you are told to do so.

Write your name class and register number on every page of your answer script.

This paper consists of TWO sections:

PART ONE : FREE WRITING

PART TWO: STRUCTURED WRITING

Answer one QUESTION from Section A.

The question in Section B is compulsory.

Write your answer on the foolscap sheet provided.

Start each section on a separate sheet of paper.

Hand in section A separately from section B.

Correction fluid and tape are NOT allowed on any part of the answer script.

Clear presentation is a necessity in this paper.

This question paper consists of 2 printed pages.

Part One (30 marks)

You are advised to write between 350 and 500 words on one of the following topics.

You are advised to spend about 50 minutes on this paper.

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

1. The world we live in is one that depends on good relations between countries; it is vital that countries must work with one another.”
Do you agree?
2. What are the advantages and disadvantages of living in a modern city?
3. “Young people nowadays lack the patience to think and to wait; they are constantly in pursuit of the fast, the new and the ready.”
What are your views on the above?
4. Do you think that running away is an effective way of resolving a problem?
5. Refuge

Part Two (30 marks)

Begin your answer on a fresh page.

You are advised to write between 250-350 words.

You are advised to spend about 50 minutes on this section.

Your school has asked for student representatives to do speeches during Assembly periods to enhance life skills learning. You are a student representative of the Student Personal Development section who has to present a speech to the school population on the topic of ‘Conflict’ during assembly. Your direction is to enable students to understand how to deal with conflicts in their relationships and to provide sound advice as to how to resolve the conflicts students may face.

In your speech, you have to highlight

- The types of conflict faced by students
- The causes of these conflicts
- That conflicts are not limited to the personal experience and that there are conflicts in both national and international relations and why countries seek to minimize these
- The ways to handle some of the conflicts they may experience
- The personal development that will be enhanced in oneself by overcoming the conflicts

Your speech is to be made to an audience of secondary three pupils and should address their concerns in a tone that will make them reflect on the issue.



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Paper 2

TIME: 1 HOUR 40 MINUTES

INSTRUCTIONS TO CANDIDATES

Write your name and class on the answer sheets provided.
Use dark blue or black ink only when you are writing your answers.
Do not use highlighters, glue, correction fluid or tape.

Answer **ALL** questions.

Leave a space of one line between your answers to each part of the question, e.g. between 1(a) and (b).

Leave a space of **THREE** lines after your completed answer to each **whole** question.

Start Question 14 on a fresh sheet of paper. Hand in the answers to the Comprehension and Vocabulary sections separately from the Summary section. State the question numbers.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question or part question. Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

This question paper consists of 6 printed pages including the cover page

- 6 When we met, Rasoanaivo was in the process of planning clinical trials that he hoped would persuade a Western pharmaceutical company to test and manufacture chloroquine combined with the resistance-fighting plant he had put into his tea bag. But he knew the implementation of the plan would not be so simple. 40
- 7 "Some plant species have several subspecies or varieties, many of which we haven't yet identified," Rasoanaivo explained. "In addition, for the plant parts you pick to have the same chemical composition, you have to know exactly when to pick them. Chemical composition can vary from morning to night. Also, is the plant old or young? What is growing nearby?" 45
- 8 "A typical plant, furthermore, has a large number of active molecules," Rasoanaivo continued. "Chemicals act and react with each other, sometimes augmenting, sometimes decreasing the impact on human cells. Modern scientists, to make a medicine, need a single active compound. They need to know exactly what is active in the medicine so it can be standardized, measured, and checked for toxicity." 50
- 9 In India, a healing system known as Ayurveda goes back several thousand years. Practitioners of Ayurveda employ nearly 2,000 cultivated and wild plant species from throughout the Indian subcontinent. The system does not focus on medicines that kill disease-causing microbes but rather operates according to the view that good health results from "maintaining the body's equilibrium," said Vijay Kinra, medical director at the Khosla Hospital, an Ayurvedic facility in Delhi. "Most natural is not to fight disease but to maintain health and prevent illness," he said. I asked him how he fights malaria, which is endemic in India. 55 60
- 10 "The treatment does not kill the parasite," he replied. "The treatment seeks to restore the body's balance."
- 11 This seemed crazy to me. Malaria protozoans take over a person's red blood cells. Why wouldn't you try to kill them?
- 12 In fact, although many children die of malaria in India, many adults live with the disease, developing an immunity and becoming sick only periodically. "In Western medicine, you attack the parasite," said Kinra. "But we build our approach on the knowledge that lots of potentially harmful things live in the human body all the time. Lots of people are exposed to malaria and never get sick. We use plants to make the body strong and boost its ability to live with the malaria parasite." 65 70
- 13 Remembering the children dying of malaria in Madagascar, I still wanted to kill the parasite. But I could see that other possibilities exist.

Adapted from "Nature's Rx" by Joel L Swerdlow

Birds' Nests of Sabah

Passage B

- 1 Only two of the 24 species of swiftlets, the black-nest swiftlet (*Aerodramus maximus*) and the white-nest swiftlet (*Aerodramus fuciphagus*) build edible nests and are found in Borneo.
- 2 To construct a nest, a pair of swiftlets takes about 30 painstaking days. Shaped like a half-bowl, a nest is essentially made up of several thin layers of saliva secreted from a sublingual gland situated beneath the tongue. When fresh, the saliva is soft and sticky but it quickly dries and hardens. Layers of saliva are added one by one until the swiftlets decide that the nest looks sufficient to contain the eggs and nestlings. A nest can be re-used or even restored if it remains intact enough after the breeding. 5 10
- 3 Swiftlets play a crucial ecological role. By feeding outside their cave, far from their nests, the birds significantly contribute to the vitality of the cave community by depositing guano on the cave's floor. This guano indirectly sustains millions of small detritus-feeding animals which mainly comprise insects and worms. 15
- 4 Workers from Malaysia, Indonesia, the Philippines and China have arrived at Gomantong cave in search of 'white gold', as bird nests are also sometimes referred to. During collection, the work is distributed over several posts. A ground team is in charge of pulling ropes connected to a horizontal ladder. The ropes are made to swivel on an axis formed by a vertical ladder that allows workers to move along the cliff and collect the nests. They can move closer or further from the cliff by pulling on another rope. At the junction of two ladders, a man holds his position and chooses the direction by shouting instructions to the ground team. One or two men at the top of the horizontal ladder collect the nests by hand or with tools if they are out of reach. Perched on top the vertical ladders, two or three men on a small platform observe the maintenance of the fasteners. Only experienced workers are allowed to climb the ladders. 20 25
- 5 In an attempt to make the harvest of bird nests sustainable, some methods have been devised that are likened to that of apiculture. Roosting and breeding facilities are provided to the birds which are free to move about and forage independently. These places could be old houses or farms, dimly-lit and has many crevices, resembling the structure of a cave. This method of exploitation is fast gaining popularity in both Indonesia and Malaysia. 30
- 6 However, before one considers this an ideal solution, one should bear in mind that while the provision of artificial breeding and roosting sites may safeguard the resource, it is a downward spiral for the conservation of the species. This is because using these methods would cause the birds' genetic strength to deteriorate with each nesting season. Farming will not lift the pressure off wild 35

colonies and may have a negative impact on other insectivorous bird species in the areas where swiftlets are not native to. At present, there are neither regulations nor comprehensive studies to determine the consequences of such methods. 40

- 7 While the fate of these birds with which Man has so increasingly exploited hangs in the balance, it is without a doubt that the industrialization of the trade would change the ecological balance that these birds have precariously maintained for centuries. 45

Adapted from "Birds' Nests of Sabah" by Nicolas Guyot

ANSWER ALL QUESTIONS

Passage A

From paragraph 2

1. "dirty foam mattresses on wood frames" (line 11)
What is the purpose of elaborating on the condition of the beds? [1]

From paragraph 4

2. In your own words, explain why many people shun traditional remedies even when they cannot afford the requisite number of chloroquine pills to treat malaria? [2]
3. Explain, in your own words, how the body becomes "factories for drug-resistant parasites." (line 29) [2]
4. What does "no doctors or prescriptions involved" (line 25) suggest about the vendors? [1]

From paragraph 5

5. Given that Western medicines are more popular, in your opinion, why do you think the people still rely on plant remedies to combat malaria? [2]

From paragraphs 6 – 8

6. Why was the process for implementing the plan on combining chloroquine and the resistance-fighting plant a complicated one? [2]

From paragraphs 9 – 10.

7. **In your own words**, explain how the healing system of Ayurveda is different from the modern healing system? [2]
8. **“The treatment seeks to restore the body’s balance.”** (line 62)
Identify a phrase within the passage that has the same meaning as the phrase in bold above. [1]

From paragraphs 12 – 13

9. Suggest two reasons which account for why the Ayurvedic treatment need not seek to kill the malaria parasite. [2]

Passage B

From paragraph 3

10. How do the swiftlets contribute to the vitality of the cave? [2]

From paragraphs 5 and 6

11. What is contradictory about the harvesting of the bird nests? [1]
12. **In your own words**, explain why methods to sustain the harvest of bird nests have not been ideal. [2]
13. Explain the meaning of these words in a word or phrase (of not more than seven words) as they are used in the passages.

Passage A

- (a) augmenting (line 49)
(b) endemic (line 60)
(c) boost (line 70)

Passage B

- (d) vitality (line 12)
(e) exploited (line 43)

14. Using your own words as far as possible, summarise the process in which a bird’s nest is constructed and the collection of the birds’ nests by workers. Use material from Passage B, lines 4–27. Your summary should not be more than 150 words, including the 5 words given below.

Constructing a bird’s nest takes...

[25]

End of paper