QUESTION 1: COMPREHENSION and LANGUAGE [50 minutes]

Read TEXT 1 before answering the questions below.

TEXT 1: COMPREHENSION and LANGUAGE

Tracy Chevalier: why I travelled the world to see every Vermeer painting [edited]
Tracy Chevalier www.theguardian.com

1 When I was 20, I set myself a goal: I decided to see in the flesh all of the paintings by the 17th-century Dutch painter Johannes Vermeer. In the autumn of the previous year, 1981, I first saw a poster of Vermeer’s Girl With a Pearl Earring at my sister’s apartment. Smitten by the lovely girl with her blue and yellow turban, her wide eyes and her enigmatic expression, I bought myself a copy. While knowing nothing about Vermeer, I decided to seek out more of his work. They are beautifully lit and have a calm, transcendent quality that makes us want to climb inside to experience that feeling too.

2 At first I didn’t make special trips, but made sure to seek out Vermeer when I was visiting a city. Dublin, tick. Edinburgh, tick. Paris, tick. In 1996 I was able to cross off six more – including, fatefully for me, Girl With a Pearl Earring. I had no idea that 20 months later I would be lying in bed looking at my poster and would suddenly wonder, “What did Vermeer do to her to make her look at him like that?” So began the creation of the story that became one of my novels. I based the plot on the few details we know about the painting: that Vermeer had a large household that he had different women wear his wife’s clothes in various works that he painted slowly. A pretty girl wearing a borrowed earring, modelling for months in a studio away from the family, with that look on her face? The drama practically wrote itself.

3 Why see his paintings in the flesh, though? Now you can find all of them online – just a couple of clicks, for example, will transport you to the excellent website essentialvermeer.com. For one thing, screens are backlit and display a souped-up version of the work that is not true to life. Screens are also in places surrounded by lots of distractions – in offices, on trains, in cafes. It’s hard to focus on a painting with so much going on around it. Looking at an artwork in a gallery is rather like watching a film in a cinema: you are experiencing it in a space designed for this purpose. It gives you the physical and mental freedom to concentrate on the work. You can also move back and forth, in and out of a physical space, taking in the painting from different angles in a way that the “zooming” button on a screen doesn’t allow.

4 The three-dimensional aspect of a room also creates an atmosphere: the air around you, the soundscape, the light, even the smell – all of this contributes to how you experience a painting. With a screen, you look at Girl With a Pearl Earring, and then you click on a cat video or your email, and you wreck the atmosphere. Of course, gallery atmosphere can be wrecked too by the arrival of a tour group or people taking selfies. But you are more likely to be able to focus, and slow down, and take in Girl in a considered way when you are in the room with her. There is the added bonus of knowing that Vermeer himself touched the canvas and spent time with it. Standing in his place, I feel closer to this artist I will never meet. I only ever experience the magic of that moment with a real painting.
1.1 In paragraph 1, the writer decides “to see in the flesh all of the paintings by the 17th-century Dutch painter Johannes Vermeer”. What is suggested by the expression “to see in the flesh” as used here?

1.2 “Smitten by the lovely girl with her blue and yellow turban, her wide eyes and her enigmatic expression, I bought myself a copy. While knowing nothing about Vermeer, I decided to seek out more of his work. They are beautifully lit and have a calm, transcendent quality that makes us want to climb inside to experience that feeling too.”

1.2.1 Identify the parts of speech of the underlined words. Write the letter and the part of speech in each case.

1.2.2 Explain the use of commas in the first sentence.

1.2.3 Choose the word below that has a similar meaning to “smitten”:
   (a) repulsed
   (b) captivated
   (c) bored

1.2.4 Discuss the impact of the final sentence when the writer says that the painting “makes us want to climb inside to experience that feeling too”.

1.3 In paragraph 2, the writer states: “At first I didn’t make special trips, but made sure to seek out Vermeer when I was visiting a city. Dublin, tick. Edinburgh, tick. Paris, tick.”

Which word in this extract confirms that her search for Vermeer paintings was going well?

1.4 In paragraph 2, the writer states: “I would be lying in bed looking at my poster and would suddenly wonder, “What did Vermeer do to her to make her look at him like that?” So began the creation of the story that became one of my novels. I based the plot on the few details we know about the painting: that Vermeer had a large household that he had different women wear his wife’s clothes in various works that he painted slowly. A pretty girl wearing a borrowed earring, modelling for months in a studio away from the family, with that look on her face?”

After this extract, the writer claims that “the drama practically wrote itself”. Using the clues given in the extract above, make at least two of your own predictions about the plot of her novel. Use specific references to substantiate your predictions.

1.5 Refer to paragraphs 3 and 4. Using your own words, list three advantages in favour of viewing a painting in the flesh as opposed to viewing it online. Use one sentence per point.

1.6 Refer to paragraph 5.

1.6.1 How does the writer feel by the end of the article? Quote to substantiate your answer?

1.6.2 Why has the writer put “collect” in quotation marks?
1.7 The meme below juxtaposes *Girl with a Pearl Earring* with another well-known painting, *Portrait of a Young Woman* and comments on the similar expression on the subjects’ faces. Study the meme and

1.7.1 Offer an opinion as to what stereotype of women *balfies* perpetuates in his/her comment.

1.7.2 Correct the poor grammar in *balfies* comment by rewriting the sentence. Start by removing the incorrectly placed #.
QUESTION 2: VISUAL LITERACY (25 minutes)

Refer to TEXTS 2A and 2B and answer the questions that follow:

Refer to Text 2A.

2.1 Why is Text 2A humorous? (1)

2.2 Text 2A is riddled with errors. Answer the questions below:

2.2.1 In frames 1 and 2 a common grammatical error is corrected. Give an example of a sentence where it would be correct to use the phrase “Steve and me”. (1)

2.2.2 How is the dialogue in frames 2 and 3 supported by the visual clues? (2)

2.2.3 Correct the three errors in the fourth frame by rewriting the dialogue. (3)

2.2.4 Correct both the errors in the fifth frame by writing down the corrected words. (2)
2.3 Refer to Text 2B. Calvin is lecturing Hobbes about academic writing and claims that the aim is to make your writing as hard to understand as you possibly can if you want to succeed.

2.3.1 Describe Calvin’s attitude in frame 2 by referring to the visual clues. (2)

2.3.2 Describe how Hobbes’ attitude is different from Calvin’s in frame 2 by referring to his facial expression. (2)

2.3.3 Explain the humour in the final frame by referring to the cartoon as a whole. (2)

Question 3: Summary Writing (20 minutes)

Read the following passage and summarise the contents in 7 complete sentences.

- The sentences should be set out in point form and not in paragraphs.
- Number the sentences from 1 – 7 and ensure you have one fact per sentence.
- Use your own words as far as possible.
- Your summary should not be longer than 95 words.
- Supply your exact word count.
Bill Gates, the former chief executive and chairman of Microsoft Corp., will have no direct ownership in the company he co-founded by mid-2018 if he keeps up his recent share sales.

Gates, who started the company that revolutionised personal computing with school-friend Paul Allen in 1975, has sold 20 million shares each quarter for most of the last 12 years following a set trading plan.

Assuming no change to that pattern, Gates will have no direct ownership of Microsoft shares four years from now.

With his latest sales last week, Gates was finally eclipsed as Microsoft’s largest individual shareholder by the company’s other former CEO, Steve Ballmer, who retired in February, but has held on to his stock.

According to documents filed with the US Securities and Exchange Commission, Gates now owns just over 330 million Microsoft shares after last week’s sales. Ballmer owns just over 333 million according to Thomson Reuters data.

That gives each man around 4 percent of the outstanding shares, making them by far the biggest individual shareholders. Other Fund firms have slightly bigger stakes. Spokesmen for Gates and Microsoft declined to comment.

Gates owned 49 percent of Microsoft at its initial public offering in 1986, which made him an instant multi-millionaire. With Microsoft’s explosive growth, he soon became the world’s richest person, and retains that title with a fortune of about $77 billion today, according to Forbes magazine.

Gates handed the CEO role to Ballmer in 2000 and stood down as chairman in February. He remains on the board and spends about one third of his time as technology adviser to the new Microsoft CEO Satya Nadella.

For the past six years, his focus has been on philanthropy at the Bill & Melinda Gates Foundation, which is largely funded by his Microsoft fortune.

\[ \frac{7}{3} = 10 \]
QUESTION 4: CARTOON (12 minutes)

Study the cartoon below and answer the question set:

4.1.1 Identify the setting of the cartoon. (1)

4.1.2. Give TWO reasons for your answer. (2)

4.2. How has the teacher been stereotyped? (2)

4.3 Rewrite the teacher’s words in indirect/reported speech. (2)

4.4 Choose TWO of the abbreviations written on the page in the teacher’s hand and write them out in full. (2)

4.5 What assignment were the learners given? (1)

QUESTION 5: ADVERTISEMENT (12 minutes)

Study the advertisements [A and B] on the next page and answer the set questions.
5.1 Identify the figure of speech in “Bathroom Bizarre”.

5.2 Identify and explain the TWO figures of speech in “pulling the plug on high prices”.

5.3 How does the graphic in the advertisement support the company’s slogan?

ADVERTISEMETN B

5.4 Why is the slogan “stops insects bugging people” an effective one?

5.5 What part of speech is the word “repellent” as used in the wording “mosquito and insect repellent”?
ENGL HL GRADE 10 2020

QUESTION 6: Essay Writing (90 minutes)

Write an essay of 300-350 words on ONE of the following topics. Write down the NUMBER and TITLE/HEADING of your essay.

6.1. What I love about my life at the moment. [50]

OR

6.2 Pain shot excruciatingly through my leg as I fell down the stairs, but I knew I had no time to think about it. [50]

Question 7: Transactional Texts (30 minutes x2)

Answer 7.1 and 7.2. Your responses should be between 180-200 words. Pay attention to format, audience, register and tone.

7.1 DIALOGUE

You have decided to stop using a cellphone until you have completed your final examination. However, your friend does not agree with your decision. Write the dialogue that takes place between you and your friend. NOTE: Use the dialogue format. [25]

7.2. OBITUARY

Your favourite aunt has passed away. Your family has asked that you write an obituary, paying tribute to her. Write out the obituary. [25]

Question 8: COMPREHENSION (50 minutes)

Read the following passage carefully and answer the questions set below.

“HAMBURGERS”

Adapted from “Born 1900” by Hunter Davies

Hamburgers are a 20th century creation, born in the US in 1900, so we in Britain had to struggle on without them till decades later. But we had already experienced that other defining ingredient of modern life, Coca Cola.

There was no fast food as such in 1900, apart from the stalls in the street selling chestnuts, fruit and sweetmeats or any pre-packaged food in the home. Mass production of food in advance began with the First World War, when catering on a large scale was first attempted.

One form of chopped-up meat began to be called a ‘hamburger steak’ in the US in the 19th century, introduced by German seamen who had originally come from Hamburg. Frankfurter sausages were produced by people in or from Frankfurt. There was of course never any connection with ham.

The hamburger, like the Hamburger steak, contained beef, not pork. Later on, the word was shortened further, though the etymologists are still arguing about exactly when, and the rather ugly little word ‘burger’ emerged and sneaked into most known languages.
It was not until 1921 that the first of a chain of proper hamburger restaurants was opened where you sat down at counters, ordered and ate your hamburger. These small chains of hamburger restaurants which sprang up in the 1920s, varied from state to state and one of these in California was created by two brothers, Maurice and Richard McDonald.

Their name was widely publicised by a salesman in Chicago named Ray Kroc. The McDonald brothers agreed that Kroc could franchise their ideas throughout the whole of the US, in return for a small percentage of their turnover. Long before Kroc had even appeared on the scene, the McDonalds had created the familiar Golden Arches symbol over their restaurants. In the first year of Kroc’s operations, eight McDonald’s restaurants opened in Chicago – by 1957 there were twenty-five, all with the same décor, prices and furnishings. In 1966 McDonald’s went public and the following years the first restaurants opened in Canada, the first beyond the borders of the USA. In 1972 the two-thousandth restaurant opened in Des Plaines and in 1974 the three thousandth opened in London. Today there are eighteen thousand McDonald’s world-wide in eighty-nine different countries. And still counting.

A McDonald’s in the UK might appear to be an exact clone of a McDonald’s in New York or Moscow but a discerning eye can spot certain regional differences. In France a stronger pepper sauce is added to the burgers and in Britain a particular veggie sauce has been created. Despite what some people might think, there has not been a lot of opposition. The best-known campaign against the arrival of a McDonald’s was in Hampstead, London. There was fear that the look of the High Street would be ruined by the McDonald’s. There followed an extended court case which McDonald’s eventually won and the store in High Street now looks discreet and established. It also has the cleanest lavatories in Hampstead.

Other sources of opposition to McDonald’s came from those whose children were told that McDonald’s were responsible for the destruction of rainforests, were causing starvation in Third World countries and had caused widespread cancer and food-poisoning. In the enormously long court case which followed these allegations, McDonald’s emerged the victors, having only to pay legal costs of ten million, a huge amount, but miniscule compared with their worldwide turnover of $32 billion.

8.1 What do you understand by the term, ‘defining ingredient of the 20th century’? 

8.2 What is the essence of the expression ‘fast food’? 

8.3 Change the sentence ‘Frankfurter sausages were produced by people in or from Frankfurt’ into the active voice. 

8.4 What is the work of an etymologist? 

8.5 Write down an adjective and a verb which indicate the writer’s attitude to the word ‘burger’ in lines 11 and 12. 

8.6 Why, in line 13 is the word ‘chain’ particularly appropriate in this context? 

8.7 What does it mean ‘to franchise’ one’s ideas? 

8.8 Put into your own words, ‘a small percentage of their turnover.’ 

8.9 What does the expression, ‘and still counting’ mean? 

8.10 Name the grammatical error in the term, ‘an exact clone.’ 

8.11 How did the local populace fear that the look of their High Street might be ruined? 

8.12 Provide a synonyms for ‘allegations’ and ‘miniscule’ in the last paragraph of the extract.