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6. An adequate to good answer will identify instances of irony in the works studied and discuss the purpose to which such instances were employed.

A good to excellent answer may offer a sharper and more fully developed discussion of the irony in the works studied, exploring, perhaps, how such instances enhance the overall effect of the work.

English A: language and literature – Higher level – Paper 1
Anglais A : langue et littérature – Niveau supérieur – Épreuve 1
Inglés A: lengua y literatura – Nivel superior – Prueba 1

Wednesday 2 November 2016 (morning)
Mercredi 2 novembre 2016 (matin)
Miércoles 2 de noviembre de 2016 (mañana)

2 hours / 2 heures / 2 horas

Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Question 1 consists of two texts for comparative analysis.
- Question 2 consists of two texts for comparative analysis.
- Choose either question 1 or question 2. Write one comparative textual analysis.
- The maximum mark for this examination paper is **[20 marks]**.

Instructions destinées aux candidats

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- La question 1 comporte deux textes pour l'analyse comparative.
- La question 2 comporte deux textes pour l'analyse comparative.
- Choisissez soit la question 1, soit la question 2. Rédigez une analyse comparative de textes.
- Le nombre maximum de points pour cette épreuve d'examen est de **[20 points]**.

Instrucciones para los alumnos

- No abra esta prueba hasta que se lo autoricen.
- En la pregunta 1 hay dos textos para el análisis comparativo.
- En la pregunta 2 hay dos textos para el análisis comparativo.
- Elija la pregunta 1 o la pregunta 2. Escriba un análisis comparativo de los textos.
- La puntuación máxima para esta prueba de examen es **[20 puntos]**.



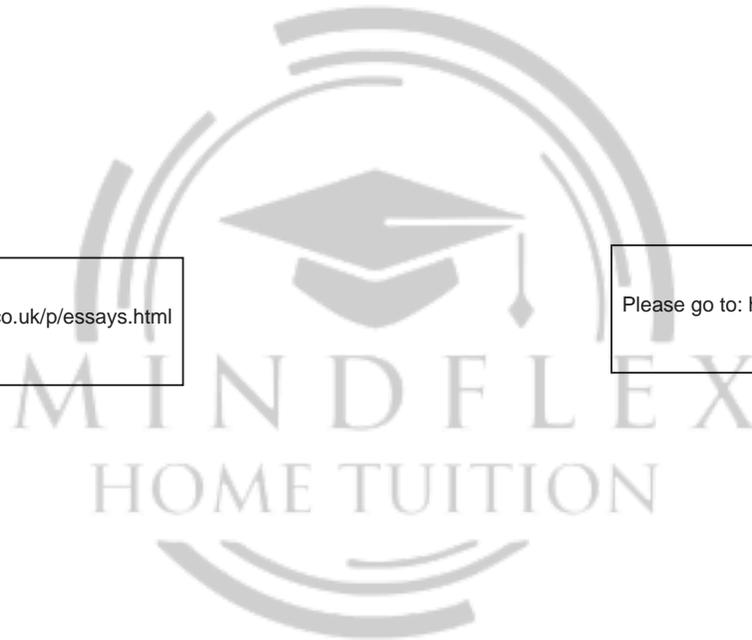
Choose either question 1 **or** question 2.

1. Analyse, compare and contrast the following two texts. Include comments on the similarities and differences between the texts and the significance of context, audience, purpose and formal and stylistic features.

Text A

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Please go to: <http://mokwadi-theafricanessayist.blogspot.co.uk/p/essays.html>

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Please go to: <http://mokwadi-theafricanessayist.blogspot.co.uk/p/essays.html>



Text B

Descent is **patrilineal***; and close kin, especially cousins, are preferred marriage partners. Divorce, regulated by Muslim law, is frequent.

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<http://www.britannica.com> [Accessed March 2015]
Photo reprinted by permission of AKG Images
Article reprinted by permission of Encyclopedia Britannica

Hausa

People

Written by: The Editors of Encyclopædia Britannica



* patrilineal: based on the male line

Hausa, people found chiefly in northwestern Nigeria and adjacent southern Niger. They constitute the largest ethnic group in the area, which also contains another large group, the Fulani, perhaps one-half of whom are settled among the Hausa as a ruling class, having adopted the Hausa language and culture. The language belongs to the Chadic group of the Afro-Asiatic (formerly Hamito-Semitic) family and is infused with many Arabic words as a result of Islamic influence, which spread during the latter part of the 14th century from the kingdom of Mali, profoundly influencing Hausa belief and customs. A small minority of Hausa, known as Maguzawa, or Bunjawa, remained pagan.



Hausa women preparing cotton to be made into cloth

Hausa society was, and to a large extent continues to be, politically organized on a feudal basis. The ruler (emir) of one of the several Hausa states is surrounded by a number of titled office holders who hold villages as fiefs, from which their agents collect taxes. Administration is aided by an extensive bureaucracy, often utilizing records written in Arabic.

The Hausa economy has rested on the intensive cultivation of sorghum, corn (maize), millet, and many other crops grown on rotation principles and utilizing the manure of Fulani cattle. Agricultural activity has yielded considerably more than subsistence, permitting the Hausa to practice such craft specializations as thatching, leatherworking, weaving, and silversmithing. The range of craft products is large, and trading is extensive, particularly in regularly held markets in the larger towns. Hausa are also famous as long-distance traders and local vendors of Hausa-made leather goods as well as tourist items.

The Hausa have settled in cities (of pre-European origin, such as Kano), towns, and hamlets; but the great majority of the population is rural. A typical farm household consists of two or more men and their families grouped in a mud- or stalk-walled enclosure of some 1000 square feet (93 square metres) containing small round or rectangular huts with thatched roofs and a larger rectangular hut in the centre for the headman of the compound.

Social structuring is markedly hierarchical; the ranking, both of offices and social classes, is expressed in an elaborate etiquette. Individuals may be ranked as commoners, administrators, or chiefs; and varying degrees of prestige attach to different professions and levels of prosperity. Slaves were formerly numerous, some of them holding important posts in the administration. Noble lineages dominated important official positions.

2. Analyse, compare and contrast the following two texts. Include comments on the similarities and differences between the texts and the significance of context, audience, purpose and formal and stylistic features.

Text C



People are saying,

“Chevrolet out-performs its field!”



You'll say so, too, when you take the wheel of this new Chevrolet...for it gives the sterling Big-Car performance and dependability of Chevrolet's famous Valve-in-Head Engine...and, of course, it alone brings you **BIG-CAR QUALITY AT LOWEST COST**



5  Talk to owners of this **BIGGER-LOOKING, BETTER-LOOKING** new Chevrolet for 1947 and ask them how fully its Big-Car road-action matches its Big-Car appearance!

You'll find that Chevrolet owners are the most *enthusiastic* owner-group in America once they start talking about the way this car performs, drives, rides, and saves money on operation and upkeep.



10 They'll tell you it surpasses all other low-priced cars, in all-round performance with economy... in quick, easy response to every wish of the driver...in riding comfort and road-steadiness...in its ability to serve and keep on serving with a minimum of attention, on short trips or long, day after day and month after month, over a long period of time.

15

And they'll also tell you this is because Chevrolet is the only low-priced car combining such Big-Car advantages as the famous Valve-in-Head Thrift Master Engine, Body by Fisher, Unitized Knee-Action Ride, Positive-Assist Hydraulic Brakes and many other exclusive features...the only car bringing you **BIGGER QUALITY AT LOWEST COST.**



20

For the fact is, you save in every way with Chevrolet -*having proved best in its field*- and extremely economical with regard to gas, oil and upkeep as well.

Take America's word for car value, and you'll take Chevrolet, for *Big-Car quality at lowest cost.*
CHEVROLET MOTOR DIVISION GENERAL MOTORS CORPORATION DETROIT 2, MICHIGAN

25

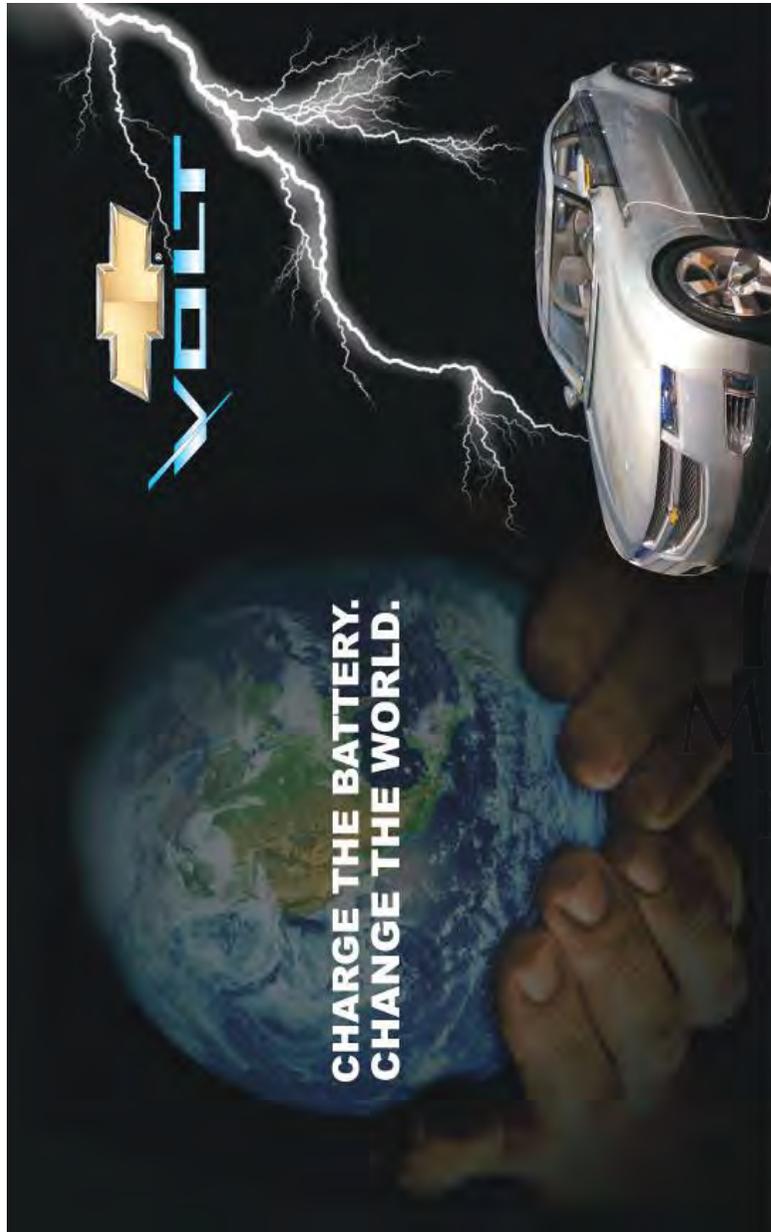
Yes, people are saying,



**“IT'S THE NEW CHEVROLET
for BIG-CAR QUALITY AT LOWEST COST!”**

Adapted from oldcaradvertising.com (1947)

Text D



AN AMERICAN REVOLUTION

The Chevy Volt, with its bold styling and revolutionary E-Flex propulsion system, was an immediate star when it was unveiled at the 2007 North American International Auto Show. Capitalizing on many technologies and innovations developed in the earlier EV1 electric car, it represented the most radical departure from the internal combustion engine in more than a century. Uses common 110-volt outlet.

English A: language and literature – Higher level – Paper 2 Anglais A : langue et littérature – Niveau supérieur – Épreuve 2 Inglés A: lengua y literatura – Nivel superior – Prueba 2

Thursday 3 November 2016 (morning)
Jeudi 3 novembre 2016 (matin)
Jueves 3 de noviembre de 2016 (mañana)

2 hours / 2 heures / 2 horas

Instructions to candidates

- Do not turn over this examination paper until instructed to do so.
- Answer one essay question only. You must base your answer on at least two of the part 3 works you have studied.
- You are not permitted to bring copies of the works you have studied into the examination room.
- The maximum mark for this examination paper is **[25 marks]**.

Instructions destinées aux candidats

- Ne retournez pas cette épreuve avant d'y être autorisé(e).
- Traitez un seul sujet de composition. Vous devez baser votre réponse sur au moins deux des œuvres de la troisième partie que vous avez étudiées.
- Vous n'êtes pas autorisé(e) à apporter des exemplaires des œuvres que vous avez étudiées dans la salle d'examen.
- Le nombre maximum de points pour cette épreuve d'examen est de **[25 points]**.

Instrucciones para los alumnos

- No dé la vuelta al examen hasta que se lo autoricen.
- Conteste una sola pregunta de redacción. Base su respuesta en al menos dos de las obras estudiadas de la parte 3.
- No está permitido traer copias de las obras estudiadas a la sala de examen.
- La puntuación máxima para esta prueba de examen es **[25 puntos]**.

Advertisement for Chevrolet Volt (2007)

2 pages/páginas

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<https://singaporetuitonteachers.com>

Answer **one** essay question only. You must base your answer on at least two of the part 3 works you have studied. Answers which are **not** based on a discussion of at least two part 3 works will **not** score high marks. Your answer should address the ways in which language and context contribute to your reading of each work.

1. Discuss the significance of particular times, places or events from real life, either mentioned or implied, in **at least two** of the works you have studied.
2. How do **at least two** of the writers you have studied foreshadow events or ideas to come later in their works, and what is the effect of such foreshadowing?
3. Discuss whether or not the endings/conclusions of **at least two** of the works you have studied are satisfactory.
4. Appearances can be deceptive. Discuss the relevance of this statement in regard to **at least two** of the works you have studied.
5. Pride can lead to failure and self-destruction or to accomplishment and self-fulfillment. Discuss the presentation of pride and its consequences in **at least two** of the works you have studied.
6. To what effect is contrast and/or juxtaposition used in **at least two** of the works you have studied?

English A: language and literature – Higher level – Paper 1
Anglais A : langue et littérature – Niveau supérieur – Épreuve 1
Inglés A: lengua y literatura – Nivel superior – Prueba 1

Thursday 2 November 2017 (afternoon)
Jeudi 2 novembre 2017 (après-midi)
Jueves 2 de noviembre de 2017 (tarde)

2 hours / 2 heures / 2 horas

Instructions to candidates

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