

AGA KHAN UNIVERSITY EXAMINATION BOARD

SECONDARY SCHOOL CERTIFICATE

CLASS IX EXAMINATION

APRIL/ MAY 2017

English Compulsory Paper I

Time: 50 minutes Marks: 25

INSTRUCTIONS

1. Read each question carefully.
2. Answer the questions on the separate answer sheet provided. DO NOT write your answers on the question paper.
3. There are 100 answer numbers on the answer sheet. Use answer numbers 1 to 25 only.
4. In each question there are four choices A, B, C, D. Choose ONE. On the answer grid black out the circle for your choice with a pencil as shown below.

| Correct Way | | Incorrect Ways | |
|-------------|--|----------------|--|
| 1 | | 1 | |
| | | 2 | |
| | | 3 | |
| | | 4 | |

Candidate's Signature

5. If you want to change your answer, ERASE the first answer completely with a rubber, before blacking out a new circle.
6. DO NOT write anything in the answer grid. The computer only records what is in the circles.

Listening Comprehension Section

In this section, you will hear two passages. Each one will be played two times.

Listen carefully to the first passage, and then read questions 1 to 6. You will have two minutes' reading time.

The passage will then be played again. You can make notes on your question paper.

When the passage has finished, enter your answers on your separate answer sheet. You will have three and a half minutes to pencil in your answers.

Follow the instructions on the front page of Paper I to show which of the options, A, B, C or D, you have selected for each question.

Listening Passage I

The speaker describes some unique characteristics of cockroaches.

Source: Adapted from BBC Earth

Mark your responses to these questions on your multiple choice answer sheet.

1. The speaker begins the speech by highlighting a personal experience. This is done in order to
 - A. introduce characteristics of cockroaches.
 - B. describe where cockroaches usually live.
 - C. introduce why people usually dislike cockroaches.
 - D. explain how we should react to the presence of a cockroach.
2. According to the speaker, cockroaches have personalities. Which evidence supports this statement?
 - A. Some are bold while others are shy.
 - B. Some are sophisticated while others are crude.
 - C. Some are a homogenous mass while others are not.
 - D. Some wander around aimlessly while others search for food.
3. According to the speaker, research on cockroaches suggest that they are
 - A. despicable and dirty.
 - B. sophisticated and dirty.
 - C. social and sophisticated.
 - D. homogenous and social.
4. 'Cockroaches do not like to be left alone.' Which evidence supports this statement?
 - A. They are highly evolved.
 - B. They recognise their family.
 - C. They make individual decisions.
 - D. They live in closely bonded societies.
5. According to the LAST part of the speech, cockroaches are highly
 - A. crude.
 - B. social.
 - C. decisive.
 - D. sophisticated.
6. The speaker gives LEAST information about
 - A. evolution of cockroaches.
 - B. social characteristics of cockroaches.
 - C. people's attitude towards cockroaches.
 - D. her personal experiences with cockroaches.

PLEASE DO NOT TURN OVER THE PAGE UNTIL YOU ARE TOLD

Now we will play the second passage. It will also be played two times.

Listen carefully to the passage and then read questions 7 to 12. You will have two minutes reading time.

The passage will then be replayed. You can make notes on your question paper.

When the passage has finished, enter your answers on the separate answer sheet provided to you.

You will have three and a half minutes to pencil in your answers.

Listening Passage II

This speaker describes why leaves change colours in different seasons.

Source: Adapted from BBC Earth and incorporates information from the online Magazine Science Made Simple

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Mark your responses to these questions on your multiple choice answer sheet.

7. The speaker introduces the topic by asking a series of questions. This is done in order to
- A. explain the life cycle of plants.
 - B. introduce the process of photosynthesis.
 - C. explain what leaves are and what they do.
 - D. introduce the topic she will talk about.
8. 'Leaves are nature's food factories'. Which evidence supports this claim?
- A. They are filled with chlorophyll.
 - B. Water is absorbed by the leaves of a plant.
 - C. They produce oxygen and sugar for a plant.
 - D. Nutrition turns leaves red, yellow and green.
9. According to the speaker, how do leaves survive in winter?
- A. By using previously stored nutrition
 - B. By synthesising food through photosynthesis
 - C. By extracting sunlight and using stored water
 - D. By converting glucose to a red coloured pigment
10. We CANNOT see the yellow and orange patches in leaves during spring season because
- A. leaves have chlorophyll.
 - B. those colours are hidden by sunlight.
 - C. leaves are overshadowed by brown colour of oak.
 - D. those colours are dependent on availability of sunlight.
11. The main focus of the entire passage is to describe how
- A. food is stored in leaves.
 - B. plants survive in winter.
 - C. leaves generate nutrition for plants.
 - D. leaves change colour in different seasons.
12. Which of the following is the MOST suitable title for the passage?
- A. The Process of Photosynthesis
 - B. Description of Leaves and Flowers
 - C. The Role of Chlorophyll in Plants
 - D. Colours of Nature in Different Seasons

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Reading Comprehension Section

You have 25 minutes for the reading comprehension section. This section has two passages, each followed by multiple choice questions. You are advised to spend approximately 12 minutes on each of the given passages.

Read the passage carefully and then answer the multiple choice questions which follow.

Reading Passage I

I made my way to the hall. Some children sitting in rows on canvas chairs. An elementary class from a city school, under the control of an elderly teacher. A museum attendant holding a basket, and all eyes gazing at the basket.

- 5 “Oh,” I said, “is this a private lesson? Is it all right for me to be here?” The attendant was brisk. “Surely. We’re having a lesson in snake handling,” he said. “It’s something new. Get the children young and teach them that every snake they meet is not to be killed. People seem to think that every snake has to be knocked on the head. So we’re getting them young and teaching them.”

“May I watch?” I asked.

- 10 “Surely. This is a common grass snake. No harm, no harm at all. Teach the children to learn the feel of them to lose their fear.”

He turned to the teacher. “Now, Miss — Mrs —” he said. “Miss Mehek” responded the teacher.

He lowered his voice. “The best way to get through to the children is to start with the teacher,” he said to Miss Mehek. “If they see you’re not afraid, then they won’t be.”

- 15 She must be near retiring age, I thought. A city woman. Never handled a snake in her life. Her face was pale. She just managed to drag the fear from her eyes to some place in their depths, where it lurked like a dark stain. Surely the attendant and the children noticed?

“It’s harmless,” the attendant said. He had worked with snakes for years.

- 20 Miss Mehek, I thought again. A city woman born and bred. All snakes were creatures to kill, to be protected from alike; the rattler, the copperhead, king snake, grass snake. Were there not places in the city where you couldn’t go into the streets for fear of the rattlesnakes?

- 25 Her eyes faced the lighted exit. I saw her fear. The exit light blinked, hooded. The children, none of whom had ever touched a live snake, were sitting hushed, waiting for the drama to begin; one or two looked afraid as the attendant withdrew a green snake about three feet long from the basket and with a swift movement, before the teacher could protest, draped it around her neck and stepped back, admiring and satisfied. “There,” he said to the class. “Your teacher has a snake around her neck and she’s not afraid.”

Miss Mehek stood rigid; she seemed to be holding her breath.

30 “Teacher’s not afraid, are you?” the attendant persisted. He leaned forward, pronouncing judgment on her, while she suddenly jerked her head and lifted her hands in panic to get rid of the snake. Then, seeing the children watching her, she whispered, “No, I’m not afraid. Of course not.” She looked around her.

“Of course not,” she repeated sharply.

Source: Adapted from *You are Now Entering the Human Heart* by Janet Frame

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Mark your responses to these questions on your multiple choice answer sheet.

13. The main focus of paragraph 1 is to
- A. describe the scene.
 - B. introduce the elderly teacher.
 - C. describe the intensity of emotions.
 - D. introduce the visiting school children.
14. The attendant described that the purpose of the lesson was to make children understand
- A. why they should kill snakes.
 - B. how to kill snakes efficiently.
 - C. that all snakes are not harmful.
 - D. that snakes should never be killed.
15. The phrase “knocked on the head” (line 7) is CLOSEST in meaning to being
- A. killed.
 - B. captured.
 - C. thrown away.
 - D. pushed back.
16. “The best way to get through to the children is to start with the teacher.” The underlined phrase means to make someone
- A. understand.
 - B. annoyed.
 - C. decide.
 - D. happy.
17. Lines 21 to 27 indicate that Miss Mehek was trying to
- A. hide her fear.
 - B. show her emotions.
 - C. process her feelings.
 - D. reflect on her situation.
18. The words ‘withdrew’ and ‘swift’ in lines 23-24 indicate
- A. emotion.
 - B. intention.
 - C. movement.
 - D. involvement.

Read the following passage carefully and answer the questions that follow.

Reading Passage II

I had scarcely passed my twelfth birthday when I entered the inhospitable regions of examinations, through which, for the next seven years, I was destined to journey. These examinations were a great trial to me. The subjects which were dearest to the examiners were almost invariably those I fancied least. I would have liked to have been examined in history, 5 poetry and writing essays. The examiners, on the other hand, were partial to Latin and mathematics. And their will prevailed. Moreover, the questions which they asked on both these subjects were almost invariably those to which I was unable to suggest a satisfactory answer. I should have liked to be asked to say what I knew. They always tried to ask what I did not know. When I would have willingly displayed my knowledge, they sought to expose my ignorance. This 10 sort of treatment had only one result: I did not do well in examinations.

This was especially true of my Entrance Examination to Harrow. The Headmaster, Mr Welldon, however, took a broad-minded view of my Latin prose; he showed discernment in judging my general ability. This is more remarkable, because I was found unable to answer a single question in the Latin paper. I wrote my name at the top of the page. I wrote down the number of the 15 question "I". After much reflection I put a bracket around it thus "(I)". But thereafter I could not think of anything connected with it that was either relevant or true. Incidentally, there arrived from nowhere in particular a blot and several smudges. I gazed for two whole hours at this sad spectacle and then merciful ushers collected my piece of foolscap with all the others and carried it up to the headmaster's table. It was from these slender indications of scholarship that Mr 20 Welldon drew the conclusion that I was worthy to pass into Harrow. It is very much to his credit. It showed that he was a man capable of looking beneath the surface of things: a man not dependent upon paper manifestations. I have always had the greatest regard for him.

Source: Adapted from *My Early Life* by Winston Churchill

Mark your responses to these questions on your multiple choice answer sheet.

19. Which word in paragraph 1 indicates that examinations were a less comfortable territory for the author?
- A. Scarcely
 - B. Destined
 - C. Invariably
 - D. Inhospitable
20. The reason the author gave about why he did not like examinations was that
- A. he did not score well.
 - B. his examiners were not fair.
 - C. his favourite subjects were not explored.
 - D. he was unable to suggest satisfactory answers.
21. In the author's opinion, the examination system usually focuses on
- A. what examiners know.
 - B. paper manifestations.
 - C. difficult subjects only.
 - D. what students do not know.
22. Which of the following indicates that the author was not a bad student?
- A. He liked many of his teachers.
 - B. He expressed an interest in mathematics.
 - C. He became famous in his school due to studies.
 - D. He wanted to study those subjects that interest him.
23. The word 'discernment' in line 12 can be replaced by
- A. curiosity.
 - B. sensitivity.
 - C. acceptance.
 - D. open-mindedness.
24. We can infer from the passage that the author was eventually sent to Harrow because
- A. the examiner felt pity for him.
 - B. of his overall performance in all other subjects.
 - C. of his superior intellect in mathematics and Latin.
 - D. the headmaster looked beyond his performance in exams.
25. The text type of the passage is
- A. narrative.
 - B. persuasive.
 - C. instructional.
 - D. expository.

END OF PAPER

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