

**AGA KHAN UNIVERSITY EXAMINATION BOARD**

**SECONDARY SCHOOL CERTIFICATE**

**CLASS IX EXAMINATION**





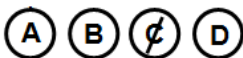
**APRIL/ MAY 2018**

**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

In this passage, a wildlife photographer describes the characteristics, habitat and threats faced by snow leopards.

**Source: Adapted from *Snow Leopards* published in National Geographic Magazine and incorporates information from *Stories from the Roof of the World***

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

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1. The snow leopards live in
  - A. isolation.
  - B. groups.
  - C. pairs.
  - D. trio.
2. Which of the following is the evidence that snow leopards are physically very strong?
  - A. They hunt at dawn and dusk.
  - B. They live in rocky mountains.
  - C. They hunt alone and successfully.
  - D. They kill animals bigger than them.
3. The pattern of the spots is unique to each individual snow leopard; this may enable them to
  - A. protect each other.
  - B. mix easily in groups.
  - C. recognise each other.
  - D. help each other in hunting.
4. Snow leopards are successful hunters because their fur
  - A. is attractive.
  - B. disguises them.
  - C. keeps them warm.
  - D. protects them if they fall.
5. Snow leopards help in maintaining the balance of the ecosystem by
  - A. feeding on the alpine plants.
  - B. consuming the less important resources.
  - C. serving as a source of promoting tourism.
  - D. keeping the population of grazing animals in check.
6. What could be a possible commercial benefit for the local people if the snow leopard population is conserved?
  - A. Environment can be preserved.
  - B. It will attract income from visitors.
  - C. Grazing animals will be in abundance.
  - D. It can provide an opportunity to study nature.

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**

The speaker talks about some suggestions which can help improve revision.

**Source:** Adapted from *Secrets to Revision that Can Improve Your Grades* published in *The Guardian*

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

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7. The speaker starts her speech by posing questions in order to
- A. introduce her topic.
  - B. puzzle the listeners.
  - C. negate the beliefs about revision.
  - D. contradict the findings of her research.
8. According to the speaker, computer games are a great way to study how people learn because they
- A. generate people's interest.
  - B. analyse actions of competitors.
  - C. make people compete in a fun way.
  - D. record how practice affects performance.
9. According to the speaker's first suggestion, a better way to practice is to
- A. practice in less time efficiently.
  - B. practice more in a focused way.
  - C. organise your practice effectively.
  - D. take intervals between practice sessions.
10. The speaker emphasises the importance of practicing essay writing. Which information is given immediately after this?
- A. Memorising is not useful.
  - B. Memorising is not sufficient.
  - C. Lessons should be memorised in a systematic way.
  - D. Lessons should be memorised by taking long gaps.
11. Based on the speaker's third suggestion, which activity would be the MOST helpful for revision?
- A. Make mind-maps or tables.
  - B. Revise only during daytime.
  - C. Memorise all important ideas.
  - D. Learn only headings and sub-headings.
12. The last suggestion implies that
- A. relaxation positively impacts revision.
  - B. taking rest would result in slow learning.
  - C. structuring information will help in revision.
  - D. information retrieval is possible if you practice.

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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.

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### Reading Passage I

Ursula faced her class, some fifty boys and girls, who stood filling the ranks of the desks. She felt utterly non-existent. She had no place for being there. She faced the block of children.

Down the room she heard the rapid firing of questions. She stood before her class not knowing what to do. She waited painfully. Her block of children, fifty unknown faces, watched her, hostile, ready to jeer. She felt as if she were in torture over a fire of faces. And on every side she was exposed to them. Of unutterable length and torture, the seconds went by.

Then she gathered courage. She heard Mr Brunt asking questions in mental arithmetic. She stood near to her class, so that her voice need not be raised too much, and faltering, uncertain, she said:

“Seven hats at two pence ha’penny each?”

10 A grin went over the faces of the class, seeing her commence. She was red and suffering. Then some hands shot up like blades, and she asked for the answer.

The day passed incredibly slowly. She never knew what to do, there came horrible gaps, when she was merely exposed to the children; and when, relying on some pert little girl for information, she had started a lesson, she did not know how to go on with it properly. The children were her masters. She deferred to them. She could always hear Mr Brunt. Like a machine, always in the same hard, high, inhuman voice he went on with his teaching, oblivious of everything. And before this inhuman number of children, she was always at bay. She could not get away from it. There it was; this class of fifty collective children, depending on her for command, the command it hated and resented. It made her feel she could not breathe: she must suffocate, it was so inhuman. They were so many, that they were not children. They were a squadron. She could not speak as she would to a child, because they were not individual children, they were a collective, inhuman thing.

Dinner-time came, and stunned, bewildered, solitary, she went into the teacher’s room for dinner. Never had she felt such a stranger to life before. It seemed to her she had just disembarked from some strange horrible state where everything was as in hell, a condition of hard, malevolent system. And she was not really free. The afternoon drew at her like some bondage.

The first week passed in a blind confusion. She did not know how to teach, and she felt she never would know. Mr Harby came down every now and then to her class, to see what she was doing. She felt so incompetent as he stood by, bullying and threatening, so unreal, that she wavered, became neutral and non-existent.

**Source: Adapted from *The Rainbow* by D.H. Lawrence**

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

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13. In the beginning of the text, which word suggests that Ursula is uncomfortable?
- A. Faced
  - B. Block
  - C. Ranks
  - D. Non-existent
14. The group of fifty boys and girls appear to be
- A. sophisticated.
  - B. unfriendly.
  - C. eager.
  - D. static.
15. The beginning of the passage tells us that Ursula
- A. did not like Mr Brunt's class.
  - B. was not ready to handle her class.
  - C. learnt about mental arithmetic from Mr Brunt.
  - D. was welcomed by the boys and girls of her class.
16. 'A grin went over the faces of the class' (line 10). This means that
- A. children were making fun of Ursula.
  - B. it was very hard to work in that class.
  - C. Mr Brunt encouraged the class to study.
  - D. Ursula was not able to control her class.
17. The CLOSEST meaning of the word 'oblivious' (line 16) is
- A. adopted.
  - B. changed.
  - C. unaffected.
  - D. uncompromised.
18. The words, 'bewildered, malevolent and bondage' in the second last paragraph are used to highlight
- A. Ursula's disappointed state.
  - B. the environment of the classroom.
  - C. how Ursula behaved with the children.
  - D. the behaviour of Mr Brunt towards Ursula.
19. Mr Harby came to Ursula's class because he
- A. was a student.
  - B. wanted to learn.
  - C. was assigned to attend the class.
  - D. wanted to evaluate Ursula's performance.

PLEASE TURN OVER THE PAGE

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

### Reading Passage II

Imagine if you got paid to climb 30 to 40 foot tall trees in beautiful, south-eastern \*Oklahoma. I can't help but think, how terrifying, yet what an amazing view. This is typical work for Clay Barnes, wildlife technician, who monitors one of Oklahoma's endangered species, the red-cockaded woodpecker.

- 5 He examines trees to find tiny, 3-inch holes, 30 to 40 feet above his head. Signs of occupation are shown by a small hole in a live pine tree, with tree resin trails around the hole.

The red-cockaded woodpecker is an endangered species that has reached the edge of extinction, but thanks to Barnes and Senior Biologist Dr John Skeen, the McCurtain County Wildlife Management provides a number of homes for the birds. Every six weeks, Barnes loads his jeep  
10 with several sections of 10-foot ladder, straps on his tool belt, and climbs trees all day to assure the homes are in good condition.

"Few people know there are jobs like mine out there," said Barnes. "It is pretty active management, very involved. It's nice to show the diversity that exists in nature."

Red-cockaded woodpeckers are quite particular. Once a squirrel, wasp, or other animals get into  
15 their hole, they will abandon it. It takes a red-cockaded woodpecker eight months to a year to build a new cavity and without a hole to nest in; they are at greater risk the entire time they are building new homes.

"We install man-made nest boxes in the trees, and clean out the holes that aren't used by the red-cockaded woodpeckers so that they have somewhere to go if they abandon a nest," said  
20 Barnes. He is never quite sure what he'll find inside. "I've found wasps, spiders, slugs, snake skin, and dirt daubers in the cavities", he said. "Hickory nuts and acorns (stored by squirrels) are the hardest to fish out."

"I have to put resin on the end of my wire to clear them out. Sometimes I can clean pretty quickly, and others take a while because there's so much to dig out."

25 This particular woodpecker is the only bird in North America that mines cavities in living old grove pine trees. It prefers park-like settings that are burned frequently to keep the undergrowth minimal.

The woodpeckers aren't the only species benefiting from the habitat work, what's good for the woodpecker has also been good for squirrels and quail.

**Source: Adapted from *Protecting the Nest* by Ben Davis**

\*Oklahoma: A state in North America

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

20. The phrase, 'signs of occupation' (line 5) MOST CLOSELY indicates the
- A. marked areas in trees.
  - B. symbols used to locate certain trees.
  - C. procedure of cleaning holes in trees.
  - D. cavities used for living in tree branches.
21. According to the author, which act is helpful for the revival of the endangered red-cockaded woodpecker?
- A. Examining trees to locate their nests.
  - B. Conserving the holes where they live.
  - C. Monitoring the migration pattern of the birds.
  - D. Cutting trees so sunlight can reach the forest floor.
22. The immediate consequence of leaving the red-cockaded woodpecker's cavities unclean is that
- A. it would take a long time to mine these cavities.
  - B. installation of the man-made nests can be avoided.
  - C. the red-cockaded woodpecker would attack the nests of other birds.
  - D. homeless red-cockaded woodpecker could become the prey of predators.
23. Which statement BEST conveys the overall message of this passage?
- A. Wildlife protection is considered to be an interesting profession.
  - B. Protection of red-cockaded woodpeckers' nest can be life threatening.
  - C. Red-cockaded woodpeckers are endangered owing to human negligence.
  - D. Survival of red-cockaded woodpeckers is possible through committed efforts.
24. Barnes says that he is never sure of what he would find in the holes because they are
- A. full of resin.
  - B. difficult to clean.
  - C. seldom abandoned.
  - D. used by many living beings.
25. 'This particular woodpecker is the only bird in North America that mines cavities in living old grove pine trees' (lines 25-26). The word 'mine' is CLOSEST in meaning to
- A. dig.
  - B. lift.
  - C. find.
  - D. extract.

END OF PAPER

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