

Read the stories below then answer the questions that follow.

Extract 1: Burn Damage by Madalyn Meyers

They enrolled her in private school the very next year where she developed a quick companionship with Clara, another new student who had recently moved across the country when her father was relocated for work. Together they passed notes in class and Beth listened to Clara talk about her latest crushes.

“How come you never tell me who you like?” Clara asked one day from across the cafeteria table. “I’m always spilling my guts and you never give me anything.” Beth watched mesmerised as Clara scrunched her nose with a giggle, her freckles peppering her rosy cheeks beneath blonde bangs. She whipped out a tube of strawberry lip-gloss and applied it liberally while awaiting Beth’s reply.

“How about I set us up on a double date? Cory asked me out this morning and I told him I’d think about it. Why don’t I tell him I’ll go if he brings a friend for you?” “I don’t know, Clara, my mom will scold me if she finds out.” Beth stared down at her pizza, unwilling to meet Clara’s gaze. She noticed too late when Clara stood up from the table and started walking over to Cory Longacre as he sat with his football buddies a few tables over. Beth watched as Clara’s plaid skirt swayed gracefully with each step. Feeling like she wanted to vomit, she deposited her forehead in her palms and focused on her breathing. A few minutes later she felt a playful poke on her right temple.

“Stop being so dramatic. Come stay at my place this Friday. Cory said he’ll bring Dylan and pick us up at 8.” Beth didn’t bother to pick up her head, but nodded her agreement anyways, trying to look as dramatic as possible to hear another giggle. It worked.

Beth’s first date with Dylan was uninteresting, filled with movie theatre popcorn and an instantly forgettable film. But Beth agreed to a second, and a third, and a fourth, because each one ended with a night with Clara where Beth would watch her gleefully dance around her beach themed bedroom about the boy who gave her a kiss on the cheek. As the four grew closer with each passing weekend, she felt a growing companionship with Dylan. She liked ruffling his golden curls to gently annoy him, and proudly wore his football jacket on gameday.

Extract 2: High School Money by Patricia Atkins

Thomas stood in front of his bully. Out of his entire high school career, he had never been more afraid of a single person in the whole school. Not even the counsellor, who students were forced to talk to when they were caught smoking cigarettes or that one maths teacher that ruthlessly

failed just about everyone had the same effect on him. Adult scrutiny didn't compare to that of someone his own age. His bully's opinions of him bled out onto the other kids.

His name was Alex, and typical with high school bullies, some kids were blissfully unaware of his existence, meanwhile, others worshipped the very ground he walked on, and the rest were left out in the open, unshielded from his unpredictable but inevitable wrath. Unfortunately for Thomas, he was one of Alex's favourite subjects.

The two of them stood in the alley just before the right turn that led to the safety of the street and Thomas's house. The alley was part of the shortcut that Thomas walked every day to get home from school. He had never encountered Alex there before because their meetings usually happened within or very close to the school grounds. Thomas was incredibly alarmed that Alex was so close to his house. "I have something for you," Alex slung his backpack off of his shoulder and dropped it onto the ground between them. The air was dry and still, and the sagging sun in the sky was still hot enough to make Thomas's top lip sweaty. Thomas looked at the bag and nudged it gently with his foot.

"There's money in there. A lot of it, too," Alex said.

Thomas jerked his head up but was unable to speak.

"It doesn't matter where it came from, but it's yours now."

Thomas knew that Alex came from a rich family, which meant that the money was likely from his parents and was not stolen. But then again, he didn't really know all that Alex was capable of, and that still didn't explain why he would give Thomas money.

"What is this?" Thomas gestured to the bag.

"A bribe, Thomas," Alex grinned, "Go ahead, take a look."

Thomas bent down and zipped open the bag. Inside were a few stacks of what appeared to be one hundred dollar bills. Thomas knew there was a lot he could do with that money. He also knew that he really needed it. Thomas zipped the bag closed and stood up. "Okay, what's the catch? What do you want from me?" "I don't want you to hang out with Elijah anymore. I don't want you to even talk to him."

Elijah was his best friend, and like Thomas, Elijah was also one of Alex's special targets. They were often bullied by Alex together, but lately, Thomas noticed the abuse was focused more and more on Elijah. He didn't think there was a reason in particular, nothing had changed, but he never thought too hard about the logic of bullies anyway.

"That's it?" Thomas asked. "That's it. It's up to you whether or not you want to keep your friend."

Thomas thought about this. He wondered how long it would have to last, which might have been forever. He could take the money and spend it on whatever he wanted. He could take the money and still be friends with Elijah. They would just have to figure out a way to hang out without Alex knowing, which surely wouldn't be that hard. This wasn't him giving up his friend, this was him taking an opportunity. Heck, they could even share the money.

Thomas picked up the bag, "Okay. Your bribe has been accepted. I, as of picking up this bag, am officially no longer friends with Elijah."

Alex smugly crossed his arms, "Nice to see where your priorities lie."

Answer the following questions by choosing the letter of the best answer.

1 Which extract has the theme of betrayal?

- A. Extract 1
- B. Both
- C. Extract 2
- D. None

2 Which extract has a conversation between friends?

- A. Extract 1
- B. Both
- C. Extract 2
- D. None

3 Which extract depicts a scenario where a person compels the other to do something?

- A. Extract 1
- B. Both
- C. Extract 2
- D. None

4 How are Beth and Thomas different?

- A. Beth is friends with many people while Thomas is only friends with Alex and Elijah.
- B. They are not different because their friends bully them.
- C. They both have different statuses in life.
- D. Beth did things she initially did not want to do out of friendship while Thomas did something out of benefit.

5 What was Clara's proposition to Beth?

- A. To go with Clara if Cory brings a date for Beth.
- B. To go with her on a date with Cory.
- C. To go to the movies with Dylan.
- D. To befriend the boys so they can go to the movies together.

6 What did Beth eventually feel at the end?

- A. She grew familiar with Dylan.
- B. She was bored with the movie dates.
- C. She started to enjoy the growing friendship she and Dylan shared.
- D. She felt something odd about their friendship.

Read the poem below then answer the questions that follow.

My Letters! all dead paper by Elizabeth Barrett Browning

My letters! all dead paper, mute and white!
And yet they seem alive and quivering
Against my tremulous hands which loose the string
And let them drop down on my knee tonight.
This said—he wished to have me in his sight 5
Once, as a friend: this fixed a day in spring
To come and touch my hand. . . a simple thing,
Yes I wept for it—this . . . the paper's light. . .

Said, Dear, I love thee; and I sank and quailed
As if God's future thundered on my past. 10
This said, I am thine—and so its ink has paled
With lying at my heart that beat too fast.
And this . . . O Love, thy words have ill availed
If, what this said, I dared repeat at last!

Answer the following questions by choosing the letter of the best answer.

7 What type of poem is My Letters! all dead paper?

- A. Limerick
- B. Free verse
- C. Sonnet
- D. Villanelle

8 Which line would connote that the letters have significant meaning to the speaker?

- A. To come and touch my hand. . . a simple thing
- B. And yet they seem alive and quivering
- C. This said, I am thine—and so its ink has paled
- D. And this . . . O Love, thy words have ill availed

9 What does the letter say in the first stanza?

- A. The speaker has a long-lost friend who wants to see her.
- B. The speaker has a friend who wants to see her in spring.
- C. The speaker read a goodbye letter.
- D. The speaker read a letter telling her to have a vacation with a friend in spring.

10 Which literary device can you find in the poem?

- A. Allusion
- B. Consonance
- C. Personification
- D. Apostrophe

11 Why are the letters “alive and quivering”?

- A. because the speaker’s hands were tremulous and shaking
- B. because the letters chronicled the journeys and adventures of people
- C. because the letters started flying off with the wind
- D. because the letters were full of emotions and contained the romance of two people

Read the article below then answer the questions that follow.

A Even before its launch, NASA’s Lucy mission was already on track to break records by visiting more asteroids than any previous mission. Now, after a surprise result from a long-running observation campaign, the mission can add one more asteroid to the list.

B On March 27, Lucy’s science team discovered that the smallest of the mission’s Trojan asteroid targets, Polymele, has a satellite of its own. On that day, Polymele was expected to pass in front of a star, allowing the team to observe the star blink out as the asteroid briefly blocked, or occulted, it. By spreading 26 teams of professional and amateur astronomers across the path where the occultation would be visible, the Lucy team planned to measure the location, size, and shape of Polymele with unprecedented precision while it was outlined by the star behind it. These occultation campaigns have been enormously successful in the past, providing

valuable information to the mission on its asteroid targets, but this day would hold a special bonus.

C We were thrilled that 14 teams reported observing the star blink out as it passed behind the asteroid, but as we analysed the data, we saw that two of the observations were not like the others,” said Marc Buie, Lucy occultation science lead at the Southwest Research Institute, which is headquartered in San Antonio. “Those two observers detected an object around 200 km (about 124 miles) away from Polymele. It had to be a satellite.”

D Using the occultation data, the team assessed that this satellite is roughly 3 miles (5 km) in diameter, orbiting Polymele, which is itself around 17 miles (27 km) along its widest axis. The observed distance between the two bodies was about 125 miles (200 km). Following planetary naming conventions, the satellite will not be given an official name until the team can determine its orbit.

E As the satellite is too close to Polymele to be clearly seen by Earth-based or Earth-orbiting telescopes – without the help of a fortuitously positioned star – that determination will have to wait until either the team gets lucky with future occultation attempts or until Lucy approaches the asteroid in 2027. At the time of the observation Polymele was 480 million miles (770 million km) from Earth. Those distances are roughly equivalent to finding a quarter on a sidewalk in Los Angeles – while trying to spot it from a skyscraper in Manhattan.

F Asteroids hold vital clues to deciphering the history of the solar system – perhaps even the origins of life – and solving these mysteries is a high priority for NASA. The Lucy team originally planned to visit one main belt asteroid and six Trojan asteroids, a previously unexplored population of asteroids that lead and follow Jupiter in its orbit around the Sun. In January of 2021, the team used the Hubble Space Telescope to discover that one of the Trojan asteroids, Eurybates, has a small satellite. Now with this new satellite, Lucy is on track to visit nine asteroids on this incredible 12-year voyage.

G “Lucy’s tagline started out: 12 years, seven asteroids, one spacecraft,” said Lucy program scientist Tom Statler at NASA Headquarters in Washington. “We keep having to change the tagline for this mission, but that’s a good problem to have.”

H Lucy’s principal investigator is based out of the Boulder, Colorado, branch of Southwest Research Institute, headquartered in San Antonio, Texas. NASA’s Goddard Space Flight Centre in Greenbelt, Maryland, provides overall mission management, systems engineering, and safety and mission assurance. Lockheed Martin Space in Littleton, Colorado, built the spacecraft. Lucy is the 13th mission in NASA’s Discovery Program. NASA’s Marshall Space Flight Centre in Huntsville, Alabama, manages the Discovery Program for the agency’s Science Mission Directorate in Washington.

Answer the following questions by choosing the correct paragraph that matches the description. Take note that answers can be repeated.

Which paragraph...

- _____ **12** mentions the Lucy team journeying to a number of asteroids that orbit the sun by following another celestial body.
- _____ **13** mentions an event where numerous teams of astronomers studied a certain asteroid and its corresponding satellite in relation to a star?
- _____ **14** mentions NASA's Lucy mission's success and unexpected outcomes which allowed it to add more to its achievements?
- _____ **15** mentions the projects head researcher and location of offices and laboratories
- _____ **16** mentions the goal of understanding the solar system and perhaps even where and when life began?
- _____ **17** mentions a period of waiting before being able to attempt an observation process using equipments positioned here on earth?

Read the extracts below then answer the questions that follow.

Topic: Education

<p>A. Once you have a plan in place, try and develop a strong routine. It is important for all kids, but especially those who are struggling in school, to be organised. This is something parents or guardians can help with. Guidance counsellor Linda Lendman, M.S.W. says: "Encourage your child to label everything. Develop strategies, such as a 'must-do' list before you leave school (e.g., put maths book in backpack). Schedule a weekly 'clean out the backpack and clean off your desk' time so papers don't build up. Be patient and try not to place blame." By creating a routine, you will help your child build confidence and structure.</p> <p>It may take several options, time, and lots of patience, but with the right plan and lots of support you can get your child back on track.</p>	<p>C. Many schools have embraced media literacy in a variety of creative ways. A Nashville, Tennessee, elementary school allows children to write news articles, interview teachers, and hold press conferences as a part of their program. An educator in Wichita, Kansas, uses Skype to connect students with scientists and researchers across the world, giving them primary sources for information. Other teachers encourage students to follow and interact with news-based social media accounts to recognize patterns of bias.</p> <p>Bring the trend to your child's education by providing students with reliable news sources, allowing them to create media and decode common advertisements. Multimedia creation can range from a standard PowerPoint presentation to a full-length music</p>
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			video. Many methods work effectively, if they encourage informed media interaction and message creation.
B.	<p>Early access to careers and the concept of work prepares students for the real world, and helps keep them engaged by making the connection between what they're learning in school and why they're learning it. For instance, if a child wants to build skyscrapers and knows that math skills are necessary to pursue such a career, she'll be more likely to embrace, rather than hate, math. Exposing kids to age-appropriate career education opens their minds to all that is possible. And, at the end of the day, isn't that what every parent and educator wants for their students?</p> <p>"The impact of early engagement can have a hugely positive impact on wider academic attainment," writes Robert Halfon, chair of the Education Select Committee in the UK, "motivating and inspiring both children and their families, by helping them to see a future to which they can aspire and which feels achievable."</p>	D.	<p>Today, parents have choices beyond their local public school. And choosing the right school matters now more than ever. The COVID-19 pandemic, which forced many brick-and-mortar schools to switch to remote learning, highlighted the need for school choice among families. In a recent <i>K12 On Learning</i> podcast, Andrew Campanella, president of National School Choice Week, said that the pandemic has created more demand for school choice, noting that "40 percent of parents or more in our surveys have said that they are looking right now to find a new or different school for their child."</p> <p>Just as schools tend to differ, no two children are exactly alike. Each child has unique strengths, weaknesses, and individual needs. Some kids respond well to visual learning tools while others process information best when it is spoken. Some excel in social environments while others are more introverted so need to study and learn alone, without social distractions. These dynamics should be taken into account when choosing the best school option for your child.</p>

Answer the following questions by selecting the correct letter that matches the description.

Which extract...

18	mentions school/s and educator/s immersing their students in programs that allow the students to utilize media resources and techniques.
19	suggests an systematic plan for students to be well ordered?
20	cites an organisational figure on his statement on the effect of exposure on a child's education?
21	encourages people to provide children and students access to trustworthy journalism and the opportunity to create media content by themselves?
22	implies that a child will better appreciate a subject if it engages with something he/she is already interested in?
23	urges students to employ useful tactics such prioritising activities through a list of things to do?
24	emphasises the fact that each student is different and unique and must be treated accordingly?
25	establishes a connection between what students are learning in school and the things they actually are passionate about and are planning to pursue?