

Read the story below then answer the questions that follow.

The Feast of the Sea

Once there was a small island in the Pacific Ocean called Polynesi. The island was home to a unique civilization that had developed a complex system of governance and culture that had been passed down through generations. The people of Polynesi had their own language, traditions, and beliefs that set them apart from the rest of the world.

Anthropologists from around the world were fascinated by the people of Polynesi and wanted to learn more about their way of life. They were particularly interested in a ritual that the Polynesi people performed every year. It was called the "Feast of the Sea," and it was a celebration of their connection to the ocean and the creatures that lived within it.

The anthropologists observed as the people of Polynesi prepared for the feast. The Feast of the Sea was a deeply spiritual and cultural event that was steeped in tradition and significance. The preparation for the feast began weeks in advance, with the fishermen spending long days at sea, using traditional fishing methods passed down through generations to catch the best and freshest fish for the feast.

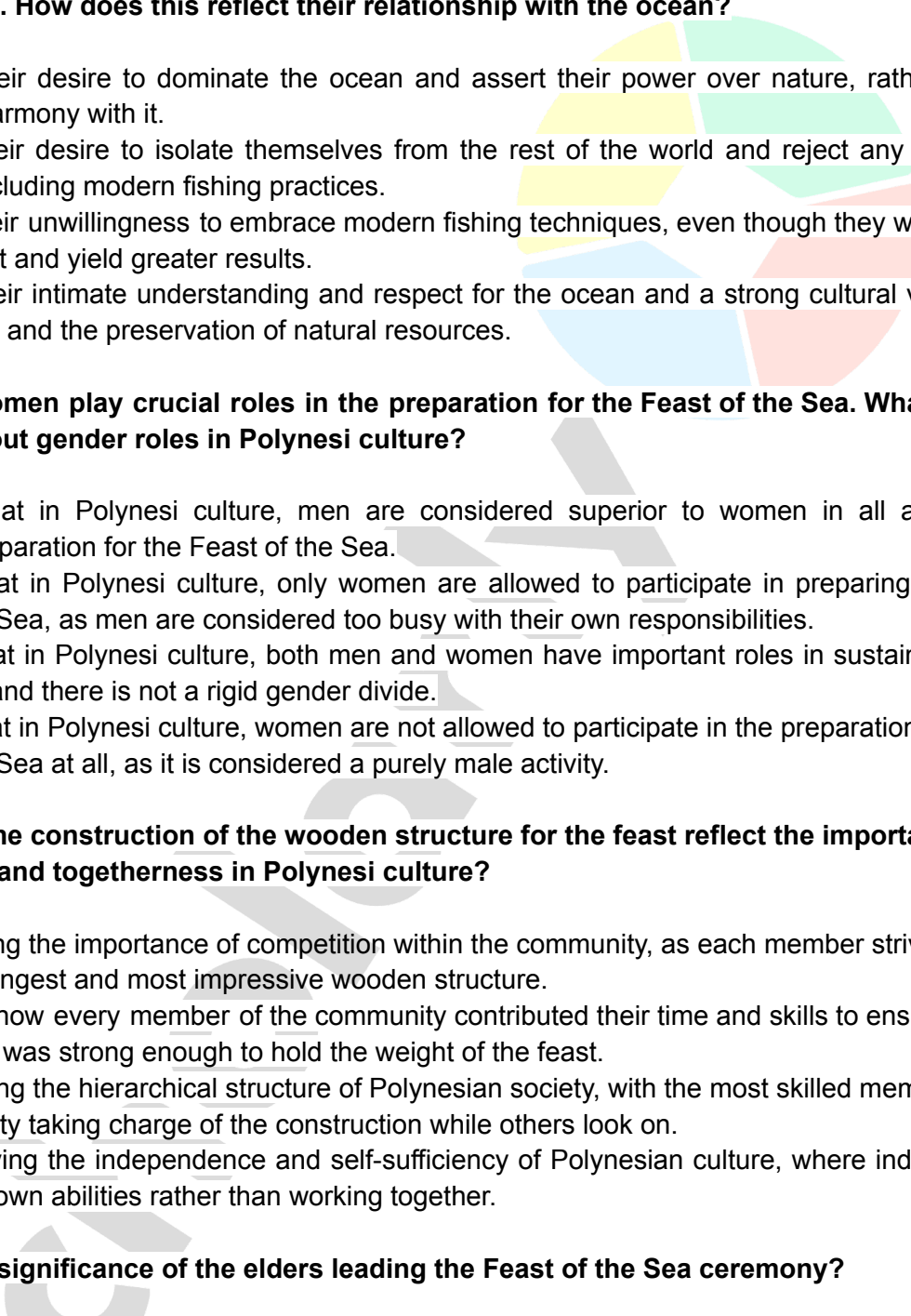
The women and children of the community also played a crucial role in the preparation, gathering seaweed, clams, and other sea creatures that would be cooked and served alongside the fish. They carefully selected and prepared each ingredient, using traditional cooking methods that had been handed down through generations. In addition, the construction of the massive wooden structure on the beach was not just for show, it was a symbol of the importance of community and togetherness in Polynesi culture. It was built by the entire community, with each member contributing their time and skills to ensure that the structure was strong and sturdy enough to hold the weight of the feast.

The elders of the community led the ceremony to thank the gods of the sea, using traditional chants and prayers to connect with the spirits of the sea and to show their gratitude for the abundance that the sea had provided. After the ceremony, the feast began in earnest. The people of Polynesi shared their food and drink with the anthropologists, inviting them to join in the celebration. They explained the significance of each dish and the stories and traditions behind them. The anthropologists listened intently, fascinated by the depth and richness of Polynesi culture.

The anthropologists were not only impressed by the depth and richness of Polynesi culture but also by the generosity and hospitality of the people. They had been welcomed with open arms and had been given a glimpse into a way of life that was vastly different from their own.

As the feast came to a close, the anthropologists thanked their hosts for their generosity and hospitality. They left the island with a newfound respect and appreciation for the people of Polynesi and their unique way of life. They returned to their own countries with stories and knowledge that they shared with others, spreading the word about the remarkable culture that they had discovered on a small island in the Pacific.

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

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- 1 The Polynesi people utilise traditional fishing methods to catch the best and freshest fish for the feast. How does this reflect their relationship with the ocean?**
- A. It reflects their desire to dominate the ocean and assert their power over nature, rather than working in harmony with it.
 - B. It reflects their desire to isolate themselves from the rest of the world and reject any outside influence, including modern fishing practices.
 - C. It reflects their unwillingness to embrace modern fishing techniques, even though they would be more efficient and yield greater results.
 - D. It reflects their intimate understanding and respect for the ocean and a strong cultural value of sustainability and the preservation of natural resources.
- 2 Men and women play crucial roles in the preparation for the Feast of the Sea. What does it reveal about gender roles in Polynesi culture?**
- A. It reveals that in Polynesi culture, men are considered superior to women in all aspects, including preparation for the Feast of the Sea.
 - B. It reveals that in Polynesi culture, only women are allowed to participate in preparing for the Feast of the Sea, as men are considered too busy with their own responsibilities.
 - C. It reveals that in Polynesi culture, both men and women have important roles in sustaining the community, and there is not a rigid gender divide.
 - D. It reveals that in Polynesi culture, women are not allowed to participate in the preparation for the Feast of the Sea at all, as it is considered a purely male activity.
- 3 How does the construction of the wooden structure for the feast reflect the importance of community and togetherness in Polynesi culture?**
- A. By highlighting the importance of competition within the community, as each member strives to build the strongest and most impressive wooden structure.
 - B. By showing how every member of the community contributed their time and skills to ensure that the structure was strong enough to hold the weight of the feast.
 - C. By symbolising the hierarchical structure of Polynesian society, with the most skilled members of the community taking charge of the construction while others look on.
 - D. By exemplifying the independence and self-sufficiency of Polynesian culture, where individuals rely on their own abilities rather than working together.
- 4 What is the significance of the elders leading the Feast of the Sea ceremony?**
- A. It reflects their lack of trust in the younger generation's ability to lead and organise the feast.
 - B. It reflects their role as cultural and spiritual leaders in the community, and their responsibility for passing down traditions and wisdom to future generations.
 - C. It reflects their desire to show off their power and control over the rest of the community during the ceremony.
 - D. It reflects their belief that only the elders possess the necessary knowledge and expertise to properly thank the gods of the sea.

- 5 How did the Polynesi people demonstrate their generosity and hospitality towards outsiders during the Feast of the Sea?**
- A. They organised a mock battle with the outsiders, using traditional weapons and tactics, to show their strength and prowess in combat.
 - B. They asked the anthropologists to bring their own food and beverages to the feast, as a way of testing their resourcefulness and survival skills.
 - C. They required the outsiders to perform a humiliating dance or sing a ridiculous song in order to gain access to the feast, as a way of demonstrating their submission to Polynesian culture.
 - D. They invited the anthropologists to join in the celebration and shared and explained the significance of each dish they served and the stories and traditions behind them.
- 6 Which of the following is something we cannot learn from the Polynesi people and the Feast of the Sea?**
- A. Honouring the environment
 - B. The preservation of practices and values
 - C. Knowledge about industrial fishing methods
 - D. The diversity of different cultures and ways of life
- 7 What impressed the anthropologists the most about the people of Polynesi?**
- A. Their complex system of governance and culture.
 - B. Their use of traditional fishing methods.
 - C. Their depth and richness of cultural traditions.
 - D. Their hospitality and generosity.
- 8 What was the significance of the massive wooden structure built on the beach for the Feast of the Sea?**
- A. It served as a symbol of the people's connection to the ocean.
 - B. It provided shelter for the fishermen during their preparation.
 - C. It housed the cooking utensils and ingredients for the feast.
 - D. It showcased the community's craftsmanship and skills.

Read the poem below then answer the questions that follow.

Fierce Adventures by Annette Wynne

Between the bookcase and the wall
'Is raised a castle, grey and tall,
The desk top is a wooden moat,
The rocking chair's a pirate boat,—
My little boy, turned six to-day,
Has fierce adventures in his play.

My little maid goes venturing, too,
O bold grim robbers—what a crew!
She helps to take the gold—but then
She hurries back to home again 10
For she must set the things for tea
With beautiful house-wifery.

The table's set upon the floor,
The pirate marches in,
And eats and eats and asks for more¹⁵
With true piratic din.

O ye who never knew the life
Of dragon-hunting, golden strife
Of pirates on a windy sea
Returning meekly home for tea; 20
Who never heard the black knight's call—
I fear ye have not lived at all!



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

- 9 How do the children in the poem use their imagination to transform their surroundings?**
- A. They use their imagination to turn a bookcase, desk, and rocking chair into a spaceship, planet, and alien ship.
 - B. They use their imagination to turn a bookcase, desk, and rocking chair into a jungle, river, and safari jeep.
 - C. They use their imagination to turn a bookcase, desk, and rocking chair into a laboratory, experiment table, and nuclear reactor.
 - D. They use their imagination to turn a bookcase, desk, and rocking chair into a castle, moat, and pirate boat.
- 10 Which best demonstrates what the second stanza is trying to emphasise?**
- A. It emphasises the idea that girls should not participate in physical activities and should focus on more feminine activities such as playing with dolls and dressing up.
 - B. It emphasises the idea that girls can and should engage in a variety of play activities and that traditional gender roles should not limit their experiences or aspirations.
 - C. It emphasises that girls should only engage in activities that are traditionally associated with their gender and avoid participating in activities that are traditionally associated with boys.
 - D. It emphasises that boys should not participate in activities that are traditionally associated with girls and should avoid anything that might be considered too "girly."
- 11 What is the significance of the pirate boat as mentioned in line 4?**

- A. It is a representation of the children's fear of authority and their desire to rebel against the system.
- B. It is a representation of the children's laziness and their desire to avoid hard work by stealing from others.
- C. It is a representation of the children's adventurous spirit and their desire for exploration and discovery.
- D. It is a representation of the children's fascination with violence and their desire to become ruthless pirates themselves.

12 What is the purpose of the black knight in the poem?

- A. To emphasise the importance of imaginative play and the idea that children who engage in such play are living their lives to the fullest.
- B. To symbolise the oppressive nature of societal norms that restrict the freedom of children.
- C. To represent the villainous character who brings darkness and chaos to the poem.
- D. To signify the racial discrimination faced by the black community during mediaeval times and showcase the importance of black knights in mediaeval times and their contribution to society.

13 How does the poem present the importance of creativity in childhood?

- A. The poem suggests that creativity is something that only gifted children possess, and that most children are better off focusing on academic subjects.
- B. The poem suggests that creativity is a passing fad, and that children should focus on practical skills that will be useful in their adult lives.
- C. The poem suggests that creativity is essential to childhood development, allowing children to explore new ideas and express themselves in unique and creative ways.
- D. The poem suggests that creativity is a dangerous force that can lead children down dark and destructive paths.

14 What is the contrast highlighted in the poem "Fierce Adventures" by Annette Wynne?

- A. The difference between boys and girls in their play activities.
- B. The distinction between the bookcase and the wall in the room.
- C. The contrast between the pirate boat and the wooden moat.
- D. The juxtaposition of fierce adventures and peaceful domesticity.

Read the article below then answer the questions that follow.

There are sentences that have been removed from the article. Choose the correct letter below that contains the sentence that best fits in the paragraph. Take note that there is an extra sentence which you do not need to use.

Masks have been an integral part of cultures worldwide, serving both functional and aesthetic purposes. Traditional masks have gained recognition and admiration for their ability to capture the essence of a culture and its people. The cultural significance of traditional masks lies in their ability to provide insight into a society's customs, beliefs, and values.

Ceremonial masks play a vital role in religious and cultural rituals, representing a bridge between the spiritual and physical world. These masks are often associated with specific beliefs and traditions, representing deities, spirits, and ancestors. **15**..... In some cultures, masks are believed to have supernatural powers and are used in healing ceremonies to ward off evil spirits and bring good fortune.

16..... They are used in theatrical performances to represent characters and emotions, providing a visual representation of the story. The use of theatre masks has been traced back to ancient Greece, where actors used them to portray different characters. These masks have since evolved and are used in various theatrical performances worldwide, reflecting the cultural significance of storytelling in different societies.

Artistic masks are created purely for aesthetic purposes, often showcasing the creativity and skill of the mask maker. **17**..... The use of masks as a form of art dates back to ancient civilizations, where they were used in various art forms, such as sculpture and painting. Today, artistic masks are displayed in museums and galleries worldwide, providing insight into different cultures' artistic expressions.

Another category of masks is medical masks, which have gained significant attention and importance in recent years due to the COVID-19 pandemic. **18**..... They have become an essential part of personal protective equipment for healthcare workers and are also used by the general public to prevent the transmission of the virus. The widespread use of medical masks during the pandemic has also led to discussions around the environmental impact of disposable masks and the need for sustainable alternatives.

Fashion masks, in addition, gained popularity as a stylish accessory. Fashion masks come in a variety of designs, colours, and materials and are often worn to complement an outfit or make a fashion statement. They have become particularly prevalent during the COVID-19 pandemic, with many designers creating masks to match their clothing lines. However, there have been concerns about the safety and effectiveness of some fashion masks, as they may not provide adequate protection against the virus. **19**.....

Despite the cultural significance of traditional masks, their use and preservation face challenges in the modern world. The commercialization of traditional masks has led to the production of inauthentic and low-quality masks, diminishing their cultural value. However, efforts are being made to preserve traditional mask-making techniques and promote their cultural importance. **20**..... By supporting these efforts, we can ensure that traditional masks continue to be valued and appreciated for generations to come.

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

Choose the letter of the correct sentence that best fits the missing lines in each paragraph.

- A. These masks are designed to protect against the spread of infectious diseases by filtering out respiratory droplets.
- B. Theatre masks are another form of traditional masks that have gained popularity over the years.
- C. To preserve the cultural significance of traditional masks, there has been an increased focus on promoting the creation of counterfeit and substandard masks.
- D. These masks may not have any religious or cultural significance but are valued for their artistic merit.
- E. Museums, cultural centres, and educational programs are working to raise awareness of the significance of traditional masks and their role in cultural heritage.
- F. They are used in various rites of passage, such as birth, marriage, and death, to mark significant life events.
- G. As such, it is essential to choose a mask that is both fashionable and functional to ensure the wearer's safety and well-being.

Read the extracts below then answer the questions that follow.

<p>A. The Maasai people of East Africa are known for their intimate knowledge of the land and their ability to coexist with wildlife in the savannahs of Kenya and Tanzania. The Maasai have been practising pastoralism for centuries. This traditional way of life involves raising livestock, primarily cattle, and moving with them in search of grazing land and water.</p> <p>The Maasai rely heavily on their cattle for food, milk, and as a status symbol. Cattle are also used in many traditional ceremonies, such as weddings and coming-of-age rituals. The Maasai have a deep respect for their livestock, and they believe that their cattle were given to them by their god, Enkai. As such, they take great care to protect and provide for their animals.</p>	<p>C. Papua New Guinea, a country located in the western Pacific Ocean, is known for its linguistic diversity. This linguistic richness is a result of the country's rugged terrain and historical isolation, which allowed for the development of distinct languages and cultures.</p> <p>The diversity of languages in Papua New Guinea reflects the cultural richness of the country, with each language carrying its own unique history, customs, and beliefs. The country's linguistic diversity has been studied extensively by linguists, who are interested in understanding the processes of language change, language contact, and language evolution.</p> <p>Despite the challenges posed by linguistic diversity, the people of Papua New Guinea have developed ways to communicate and</p>
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	<p>The Maasai are semi-nomadic, which means that they move with their livestock throughout the year in search of new grazing land. They typically live in small, temporary settlements called bomas, which are made from branches, grass, and mud. The bomas are easy to assemble and disassemble, which allows the Maasai to quickly move to new areas when necessary.</p>	<p>interact across language barriers. Many Papua New Guineans are multilingual, speaking several indigenous languages as well as Tok Pisin or English. In addition, there are several organisations and initiatives aimed at promoting language preservation and language education in the country.</p>
<p>B.</p>	<p>Egypt holds a rich and diverse archaeological history, with some of the most iconic and well-known archaeological sites in the world. One of the most famous archaeological sites in Egypt is the Great Pyramids of Giza. The pyramids were built over 4,500 years ago and are a testament to the skill and knowledge of the ancient Egyptians. The pyramids served as tombs for pharaohs and their consorts, and their construction required immense resources.</p> <p>Another notable archaeological site in Egypt is the Valley of the Kings. This site served as the burial place for pharaohs and their families during the New Kingdom period, around 1500-1070 BCE. The valley contains over 60 tombs, including the tomb of King Tutankhamun.</p> <p>Other notable archaeological sites in Egypt include the Abu Simbel temples, the temple complex of Dendera, and the temple of Horus in Edfu. These sites offer a glimpse into the rich history and culture of ancient Egypt, and continue to inspire archaeologists and historians around the world.</p>	<p>D.</p> <p>The Inca civilization, which thrived in the Andes Mountains of South America from the 13th to the 16th centuries, left behind a rich cultural legacy that continues to fascinate people today.</p> <p>One of the most impressive aspects of Inca culture was their architecture, which was characterised by the use of finely cut stone blocks that fit together without the use of mortar. This technique, known as ashlar masonry, allowed the Inca to build massive structures that have withstood the test of time. The most famous example of Inca architecture is Machu Picchu, a citadel perched on a mountain ridge in Peru that was built in the 15th century. The site contains numerous buildings, plazas, and terraces, and is a testament to the Inca's mastery of engineering and design.</p> <p>The Inca also had a unique system of communication, known as the quipu, which consisted of knotted strings that were used to record information. This system was used for accounting, record-keeping, and even storytelling.</p>

Answer the following questions by choosing the correct letter that matches the description. Take note that the letters can be repeated accordingly.

Which extract mentions about...

<p>21</p>	<p>how a country's history of isolation led to the development of its multiple languages and societies?</p>
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22.	holding their livestock in high regard and viewing them as sacred gifts from their god?
23.	a certain technique of stonework that helped create really big and strong structures that have lasted a really long time?
24.	a monumental structure as a final resting place for prominent people and their partners; building such structures demanded enormous resources?
25.	a different system of communicating through the use of a specific material to keep track of things?
26.	how experts have conducted comprehensive research on the wide-ranging diversity of vernaculars within the country?
27.	residing in compact settlements that are effortless to construct and deconstruct?
28.	a varied and abundant archaeological past, featuring some of the most recognizable archaeological locations globally?
29.	a civilization known for their architectural marvels and the use of ashlar masonry?
30	a group of people who have high regards for their livestock?

Scholar