

**ENGLISH LANGUAGE PAPER 1**  
**(Sample Paper)**  
**Question-Answer Book**

Time allowed: 1 hour 30 minutes

**INSTRUCTIONS**

- (1) Write your Candidate Number in the space provided on this page.
- (2) Stick barcode labels in the spaces provided on Pages 1, 3, 5 and 7.
- (3) There are two parts in this paper. Answer **ALL** questions in Part A. In Part B, you should choose **EITHER** Section 1 (easier) **OR** Section 2 (more difficult).
- (4) The reading passages are in a separate booklet. Write your answers clearly and neatly in the spaces provided in this Question-Answer Book. You are advised to use a pencil to write your answers. **Answers written in the margins will not be marked.**
- (5) For multiple-choice questions, you are advised to blacken the appropriate circle with a pencil so that wrong marks can be completely erased with a clean rubber. Mark only **ONE** answer to each question. Two or more answers will score **NO MARKS**.
- (6) Supplementary answer sheets will be supplied on request. Write your Candidate Number, fill in the question number box and stick a barcode label on each sheet and fasten them with string **INSIDE** this Question-Answer Book.

Please stick the barcode label here.

Candidate Number

	<b>Marker's Use Only</b>	<b>Examiner's Use Only</b>
	Marker No.	Examiner No.
Part	Marks	Marks
A		
B1		
B2		
Total		

Each question carries ONE mark unless otherwise stated.

Part A (56 marks)

Answer questions 1-38 using information from the magazine article about Hong Kong in 2047 on page 2 of the Reading Passages booklet. Write your answers in the spaces provided. For multiple-choice questions, choose the best answer and blacken ONE circle only.

1. Look at the expression 'a mug's game' used in the introduction to this article. Decide which of the definitions below is closest in meaning.
- A. a pointless activity
  - B. a person who is easily deceived
  - C. a large drinking vessel
  - D. a physical assault
- A      B      C      D

2. Which of the following best describes Jake van der Kamp's job?
- A. fortune-telling
  - B. education
  - C. journalism
  - D. accounting
- A      B      C      D

3. Complete each forecast about Hong Kong by underlining the correct options. One has been done for you as an example. (6 marks)

<b>1947</b>	Hong Kong is ( <u>poor</u> / rich ) as the population has ( decreased / increased ), but there is potential for trade with ( the Royal Navy / China ).	----->	<b>1977</b>
<b>1977</b>	Unemployment will be ( low / high ) due to a big demand for seamen and the large number of people making ( ships / clothing ).	----->	<b>2007</b>
<b>2007</b>	Hong Kong will play a ( minor / major ) role in banking and finance. There will be ( little / a lot of ) pollution.	----->	<b>2047</b>

4. Find words in lines 1-8 which could be replaced by the following: (4 marks)

- a. summary      \_\_\_\_\_
- b. appeared     \_\_\_\_\_
- c. order          \_\_\_\_\_
- d. shout          \_\_\_\_\_

Answers written in the margins will not be marked.

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Please stick the barcode label here.

5. Based on the information given, what type of relationship does the writer have with his boss?

- A. They always agree.
- B. They are tolerant of each other
- C. They sometimes disagree.
- D. They never argue.

A      B      C      D  
        

6. Name 5 cities mentioned in the magazine article.

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7. What does 'it' in line 6 refer to?

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8. Find expressions in paragraphs 4-5 which mean the opposite of these words or phrases: (2 marks)

a. look back to \_\_\_\_\_

b. Absolutely right! \_\_\_\_\_

9. According to paragraph 9, name **three** types of business in London and New York which are said to have declined.

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10. The style of this article is...

- A. formal
- B. informal
- C. poetical
- D. literary

A      B      C      D  
        

11. What is the writer's main purpose in writing the article?

- A. to protest
- B. to inquire
- C. to complain
- D. to entertain

A      B      C      D  
        

Answers written in the margins will not be marked.

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12. Who is his target audience / reader?

- A. a friend
- B. a colleague
- C. the government
- D. the general public

A      B      C      D  
        

13. What can 'Yet' in line 58 be replaced by?

- A. Although
- B. Furthermore,
- C. However,
- D. Until

A      B      C      D  
        

14. By 2047, which creative arts does the writer predict will thrive in Hong Kong?

(2 marks)

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15. According to paragraph 14, what are the THREE things required for creative achievement?

(2 marks)

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16. What is the tone of the last two words, 'yeah, right' in line 98?

- A. sarcasm
- B. agreement
- C. satisfaction
- D. admiration

A      B      C      D  
        

Answers written in the margins will not be marked.

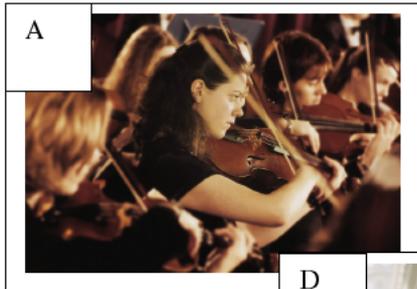
Answers written in the margins will not be marked.

Please stick the barcode label here.

17. What are the areas of strength and weakness of the following cities/countries if they want to develop into centres for the creative arts? Use the information from paragraph 14 to complete the table. (4 marks)

	Areas of strength	Areas of weakness
<b>Bangkok (Thailand)</b>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<b>Tokyo (Japan)</b>	<hr/> <hr/> <hr/>	
<b>Singapore</b>		<hr/> <hr/> <hr/>

18. Which of these activities are mentioned in the article? Mark each picture with a tick (✓) in the box if it is mentioned and a cross (✗) if it is not. (5 marks)



Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.

Two friends are discussing Jake van der Kamp's article. Complete their conversation with suitable words or expressions from the box below. Use each answer ONCE only. The first one has been done for you as an example. (11 marks)

- |                            |                                   |
|----------------------------|-----------------------------------|
| A – did they               | B – may not be                    |
| C – it's a bit unrealistic | D – the same thing goes for       |
| E – inclined to think that | F – will be                       |
| G – would be               | H – would've thought in 1947 that |
| I – of course not          | J – didn't it                     |
| K – I see what you mean    | L – the only way you could have   |

Don't you think \_\_\_\_\_ C \_\_\_\_\_ to imagine that Hong Kong (19) \_\_\_\_\_ a 'centre of the creative arts' by 2047?

Not really. I mean who (20) \_\_\_\_\_ 30 years on this (21) \_\_\_\_\_ one of the world's biggest garment-making centers?

You're right! And (22) \_\_\_\_\_ 1977 – people never imagined that in 30 years' time Hong Kong'd change from a goods producing economy to a services economy, (23) \_\_\_\_\_ ?

No, (24) \_\_\_\_\_. It managed to grow wealthy because of mainland trade and finance, (25) \_\_\_\_\_ ?

Yeah, (26) \_\_\_\_\_ possibly made those forecasts is by looking at what London and New York had done earlier.



They (27) \_\_\_\_\_ exactly the same, but I'm (28) \_\_\_\_\_ that Hong Kong is ready for the next stage after all.

(29) \_\_\_\_\_ .

Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.

**Writing in Response: Letter to the Editor of a Newspaper**

*Below is a draft letter to the editor of the Hong Kong Post written by your friend P. Yip in response to the article. Read the choice of words and expressions given and help P. Yip to express his support for Jake van der Kamp's viewpoint by underlining the best option as shown in the example. (9 marks)*

**Give the ( red / amber / green ) light to universal suffrage**

Jake van der Kamp's article, 'What will Hong Kong look like in 2047?' (July 1), is a highly commendable prediction of the path which lies ahead of us. He astutely articulates the (30) *aspirations / expiry / enquiries* of many people like myself. Too bad if his boss (31) *can / can't / could* appreciate the poetry!

It's (32) *obvious / envious / odious* that creative arts alone will not sustain us in 2047. (33) *Unfortunately / Frankly / Doubtless*, banking and finance will continue to play an important role in our economic future. (34) *Sensibly / Similarly / Shockingly*, I think Hong Kong will further establish itself as a center for publication, education and research. What other facets of our society might be enhanced?

I don't think that air pollution should be the (35) *soul / soil / sole* focus of our attention, as is often the case with government reports. To (36) *score / get / reach* our target of becoming a leading center for the creative arts in Asia, we must have extensive government subsidies without (37) *no / any / none* strings attached. Consequently, Hong Kong will need a government that can (38) *hold / carry / keep* its distance and at the same time respond appropriately to the public clamour for universal suffrage.

**P. Yip, Tsim Sha Tsui**

Answers written in the margins will not be marked.

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**Part B**

Choose *EITHER* Section 1 (easier) *OR* Section 2 (more difficult).

**Section 1 (46 marks)**

Answer questions 39-56 using information from the web postings shown on pages 3-4 of the Reading Passages booklet. Write your answers in the spaces provided. For multiple-choice questions, choose the best answer and blacken **ONE** circle only.

39. When was this website created?
- A. on the 1<sup>st</sup> anniversary of ‘one country, two systems’
  - B. in 2008
  - C. in 2007
  - D. at the end of 156 years of British administration
- A      B      C      D

40. Who set up the website?  
People in ...
- A. mainland China
  - B. Hong Kong
  - C. the U.K.
  - D. the U.S.A.
- A      B      C      D

41. What type of content does the website feature?
- A. comments and personal stories
  - B. advice about living in Hong Kong
  - C. historical information
  - D. the principles of ‘one country, two systems’
- A      B      C      D

42. Read message ‘A’ carefully and decide if the following are true (T), false (F) or not stated (X). Put appropriate symbols in the boxes below. (3 marks)

- a. The writer lived in Hong Kong for a total of 12 years.
  - b. The writer is married.
  - c. Many changes have been noticed by the writer.
- |  |
|--|
|  |
|  |
|  |

43. Where is the writer of message ‘A’ living now?
- \_\_\_\_\_

44. Which words in message ‘A’ mean the same as the following: (4 marks)
- a. changed      \_\_\_\_\_
  - b. frequently      \_\_\_\_\_
  - c. visitors      \_\_\_\_\_
  - d. full of energy      \_\_\_\_\_

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45. Look at how 'jewel' is used in message 'B' and decide which of the definitions below is closest in meaning.

- A. a small valuable stone
- B. a small part used in the machinery of a watch
- C. someone who is very important to you
- D. the best or most valuable component

A      B      C      D  
        

46. What can 'It's' in line 12 be replaced by?

- A. It has
- B. It is
- C. It was
- D. Its

A      B      C      D  
        

47. Complete the sentence below. (2 marks)

According to the writer of message 'C', people in Hong Kong were unhappy because of \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_

48. Look for words or expressions in message 'D' which are the *opposite* in meaning to: (3 marks)

- a. negatively \_\_\_\_\_
- b. independently \_\_\_\_\_
- c. admit \_\_\_\_\_

49. Name **two** things the writer of message 'D' is proud of:

The writer is proud of \_\_\_\_\_

50. How old is the writer of message 'E'?

\_\_\_\_\_

51. In message 'F' (lines 31-32), which of the following two items do the developers feel that they don't have enough of? Indicate your answers by underlining the **TWO** items below.

cash / clothes / curios / buildings / fruit / restaurants / vegetables

52. Look at how 'fancy' (line 34) is used in message 'G' and decide which of the definitions below is closest in meaning.

- A. to like or want something (verb)
- B. to be attracted towards somebody (verb)
- C. ornate and flowery (adjective)
- D. complicated and needing a lot of skill (adjective)

A      B      C      D  
        

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

53. What are **TWO** of the bad things that have happened since 1997, as implied by the writer of message 'H'.  
(2 marks)

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54. What are **TWO** of the good things that have happened since 1997, as implied by the writer of message 'H'.  
(2 marks)

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55. Read the following replies, matching each with **ONE** of the messages on pages 4-5 of the Reading Passages booklet. Use each letter **once** only. The first is given to you as an example:  
(7 marks)

e.g. Like you, I've made regular visits to Hong Kong over the decades. I'm in the Navy. I think the city looks cleaner and more modern now. *D.W. (San Francisco)* → **E**

Despite all the challenges you mentioned, I love Hong Kong, too. *J.C. (Hong Kong)* →

I couldn't agree with you more! I lived in Hong Kong for 17 years but I get lost now when I go back because new buildings pop up so frequently that it's hard to get my bearings. Even the iconic Star Ferry Pier has been demolished and rebuilt further west on the island. *S.C. (Manchester)* →

Hong Kong remains the 'can do' city of the world and I agree with you about feeling safe there! It's a place with fine social mobility but no social engineering; a place where everything – private and public – actually works; and where everyone looks to the future instead of wallowing in the past. *A.J. (London)* →

I'm quite shocked after reading your post. Are you suggesting that falling wages and property prices are making Hong Kong any cheaper? As a tourist, I've visited HK twice in the last 5 years. It's a wonderful city - I would recommend it to anyone – but take a fat wallet with you. It's painfully expensive. *M.S. (Dublin)* →

When it comes to quality of life, I'd have thought a person like you *would* be very concerned. The one thing that has changed significantly has been the pollution. Air quality has declined steadily over recent years, transforming what was once my favourite city anywhere in the world into a city that I now try hard to avoid. *S.L. (New York)* →

I don't think you need to worry too much about Hong Kong's future prosperity or political conflicts. Why would communist rulers want to upset the goose that lays the golden eggs? *D.F. (Cambridge)* →

We love Hong Kong too: it has fabulous mountains, beaches and countryside. My wife's also proud that it's her ancestral home. The Cantonese are wonderful people and every day is full of scandal and gossip. Now we live in Zurich where the air is clear and we see the sun, every day. *H.G. (Switzerland)* →

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56. Complete the information summary below. Identify the writers' connection with Hong Kong. Decide if the views expressed about Hong Kong are generally positive or negative. Quote ONE piece of evidence to justify your response. Write down ONE change mentioned in each of the web postings. Some of the details have been completed to help you. (13 marks)

Answers written in the margins will not be marked.

Message	Writer's connection with Hong Kong	General opinion expressed	Supporting quote from the passage	Change mentioned in the web posting
A	_____	positive	<u>Hong Kong remains a fabulously vibrant place.</u>	<u>the great influx of tourists from the Mainland</u>
C	_____	_____	_____	<u>Many Hong Kong people no longer considered themselves to be Chinese, but as Hong Konger</u>
E	_____	_____	<u>It is always an exciting city, a shopping paradise, with super food and nice people.</u>	_____
F	<u>The writer may have visited Hong Kong before.</u>	_____	_____	_____
G	_____	_____	<u>We will pay a heavy price in quality of life for this.</u>	_____

Answers written in the margins will not be marked.

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**Section 2 (50 marks)**

Answer questions 57-76 using information from the poem by Liz Lochhead on page 5 and the article on page 6 of the Reading Passages booklet. Write your answers in the spaces provided. For multiple-choice questions, choose the best answer and blacken ONE circle only.

For questions 57 - 68, please refer to the poem on page 5 of the Reading Passages booklet.

57. Who are the five individuals portrayed in this poem? (2 marks)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

58. What is the relationship between the two *main* characters?

\_\_\_\_\_

59. Number the following events (2 – 6) in **chronological order**. The first one has been done for you as an example.

	Mary got married.
	Liz met Mary by chance on a bus.
<b>1</b>	Liz and Mary lived in similar houses.
	Mary stopped going to school.
	Liz and Mary attended school together.
	Liz borrowed some books from a library.

60. What is the tone of the poem?

- A. amusing
- B. sad
- C. reflective
- D. bitter

A       B       C       D

61. There is a significant time shift in the poem. In *which line* does it occur?

\_\_\_\_\_

62. In line 11, what does 'top desk' mean?

\_\_\_\_\_

63. Look through ALL the verses of the poem, for words or expressions to match these definitions: (3 marks)

a.	(v) showed a sign of respect that a woman made to a more important person by bending her knees with one foot behind the other
b.	(n) mathematics
c.	(v) to wish you had someone else's possessions, abilities, etc.

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64. Which phrase is used to imply that Mary is physically mature?

*Her body is described as a* \_\_\_\_\_

65. What *used to be* the girls' aim in life, when they were younger? (2 marks)

\_\_\_\_\_  
\_\_\_\_\_

66. Give TWO reasons that the girls drifted apart. (2 marks)

\_\_\_\_\_  
\_\_\_\_\_

67. Based on the poem, who do you think ultimately made the right choice? Give reasons to support your views. (3 marks)

\_\_\_\_\_  
\_\_\_\_\_

68. What do you think is the writer's message? (2 marks)

\_\_\_\_\_  
\_\_\_\_\_

For questions 69-75, please refer to the newspaper report on page 6 of the Reading Passages booklet.

69. What are the professions of the people featured in this report? The first one has been done for you as an example. (2 marks)

NAME	PROFESSION
Paul Baker	educationalist
Joseph Driessen	
Celia Lashlie	
John Langley	
Steve Maharey	

70. This report focuses on \_\_\_\_\_ education.

- A. pre-school
- B. primary
- C. secondary
- D. tertiary

A      B      C      D

71. To rewrite this report in a more formal way, give ONE word to replace each of the following colloquial expressions. (2 marks)

Line	Word / Expression	Meaning
36	<i>matey</i>	
62	<i>shaky</i>	

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

72. Look at how the idioms below are used in the article. Decide which of the options provided is closest in meaning and blacken ONE circle only. (2 marks)

Line	Word / Expression	Meaning
16	<i>a raw deal</i>	<input type="radio"/> unequal gambling opportunities <input type="radio"/> uncooked food <input type="radio"/> unfair treatment
27	<i>boy-friendly</i>	<input type="radio"/> sociable with both male and female students <input type="radio"/> attractive in the eyes of male students <input type="radio"/> easier for any boy to copy

73. Look at how the pronouns below are used and briefly explain what they refer to in the article. (2 marks)

PRONOUN	PARAGRAPH / LINE	REFERENCE
it	para 1 / line 10	
They	para 7 / line 73	

74. Here is a list of alterations suggested by the newspaper editor for a slightly different version of the article. Fill each gap with ONE word. Refer to the paragraph and line number specified for the specific ideas. Some have been done for you as examples. (4 marks)

para 3 / line 20	Baker <u>agrees</u> , but thinks it <u>may</u> have already gone too far.
para 4 / lines 28-31	As soon as they know their _____ in the system and understand what the system is, boys will respect it.
para 6 / lines 55-57	_____ many boys, girls are surrounded by positive role models from infancy.
para 6 / lines 63-65	It's alright to encourage girls. However, boys mustn't be _____ at the same time.
para 9 / lines 83-85	Celia Lashlie is _____ optimistic than Baker, although she agrees about boys needing boundaries.

75. What is the *literal meaning* of 'time bomb' and what does it *represent* in the title of this passage? (3 marks)

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Answers written in the margins will not be marked.

76. Which person on pages 5-6 of the Reading Passages booklet (the poem and the newspaper report), would you attribute the following to? Justify your answers by quoting one sentence or phrase from the text. Some have been done for you as examples. (14 marks)

**A: "Boys are being unfairly treated."**

**B: "She's always been the only one for me."**

**C: "People in the schools are very supportive and don't worry too much when boys behave roughly."**

**D: "None of the 3 theories has yet been confirmed."**

**E: "It's important to believe in yourself."**

**F: "Why should I have to waste money on her clothes?"**

**H: "The Government wants to be fair in providing equal opportunities for both sexes."**

**G: "We used to be top of the class."**

Answers written in the margins will not be marked.

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	Most likely Speaker	Supporting sentence / phrase
A		
B		
C		
D		
E		
F	Mary's father	<i>He didn't believe in ... forking out for uniforms.</i>
G		
H		

Answers written in the margins will not be marked.

**END OF PAPER**

**English Language Paper 1**  
**(Sample Paper)**  
**Reading Passages**

**INSTRUCTIONS**

1. Write all your answers in the Question-Answer Book.
2. DO NOT write any answers in this booklet because they will not be marked.

Not to be taken away before the  
end of the examination session

**Part A - This is the compulsory part. Answer all questions in this part.**

Read the following magazine article and then answer questions 1-38 on pages 2-7 of the Question-Answer Book.

(56 marks)

**What will Hong Kong look like in 2047?**

**Come back and ask me in 40 years...**

Predicting the city's future can be a mug's game unless you take a close look at how New York and London have developed, writes **Jake van der Kamp**

5 [1] The e-mail command popped up on the screen. 'Tell us,' said the boss, 'what the future is likely to hold for Hong Kong in 2047, and make it forward-looking, will you? We don't want just a recap of past events.'

[2] So I decided to get it deliberately wrong and look back to 1947 instead. Well, why not? The boss needs someone to yell at, doesn't he?

10 [3] But there is a reason for starting in 1947. I want to imagine what I would say if I had been employed by this newspaper in 1947 and asked to make a forecast of what Hong Kong would be like in, for argument's sake, 1977.

15 [4] I think I would have looked around me and come to the conclusion that there really wasn't much future for the place. It was poor, people had deserted it throughout the war and even the Royal Navy hadn't much use for it any longer. Perhaps there was still some potential for China trade, but otherwise agriculture and fishing would have to do. Hong Kong and the Falklands – backwaters of the Empire, both. How wrong can you get?

20 [5] Now let's shift forwards to 1977 and I shall imagine myself with the same assignment. What will Hong Kong look like in 2007? I look around me and I say, 'Well, I got it wrong last time, but it's pretty obvious where we're heading this time.'

30 [6] Then I would forecast that, in 30 years, Hong Kong would be the world's biggest noise in garment production, taking advantage of the closed mainland economy's inability to compete. The city would become to ship-owning what Greece had once been, and unemployment would stay low because of the vast demand for Hong Kong seamen.

35 [7] Look around you. The words 'spot on' hardly strike you as the most appropriate comment on that 1977 prediction, do they? Yes, wrong again – and not just a little wrong, but way off the mark. Here I am in 2007, trying to predict where Hong Kong will be in 2047. I'm pretty certain that looking around me, to see where we are, would be the wrong approach.

40 [8] Taking that approach, I would predict that in 40 years' time Hong Kong will be the world's biggest banking and finance centre; its entrepôt economy will sit astride the crossroads of world trade with the mainland; and it will have established itself indubitably as Asia's World City [got the point, cut

the poetry - Ed] – except for one thing. Everyone has left because of the air pollution.

50 [9] OK, let's do it a different way. Let's look at two cities that are ahead of us on the path we are treading – London and New York. They are still financial centres and will probably continue to have a stronger position in finance than we can ever hope to have. But they have lost their port business, lost their manufacturing business and become weaker in trading businesses. Yet they are clearly wealthy cities and becoming even wealthier. Banking and finance alone cannot have done this. Then what *has* done it?

60 [10] And there we have the difficulty: just how do you describe what people do when they put their brains to work rather than their muscles? What you get is a wide range of activities that don't always strike you as commercial, but which prove to be so in the aggregate.

65 [11] To some extent you can call it the arts, and both London and New York are very obviously centres of the arts in every way – music, theatre, literature, film, take your choice.

70 [12] But that is still not enough. You can also see these two as centres of applied sciences – engineering, architecture and the like. They are media and publication centres; they are research centres, education centres. They are many things and it is not always easy to pin down just what those things are, but you know that they all contribute because you can see the physical evidence in London and New York.

80 [13] I think Hong Kong in 40 years' time will be a centre of the creative arts in a way that we cannot now imagine. I think our film industry will revive; that this town will be the publication centre of Asia with an incontestable lead over other Asian cities; that it will be the first place Asian artists will want their paintings shown; and that even in music it will make a name for itself.

85 [14] This progression is simply natural. For creative achievement you need unfettered talent, not just unfettered in the creative arts but in the political and economic spheres as well. Hong Kong is well ahead of other Asian centres in this regard. Bangkok could be in contention because of the tolerance that characterises Thai society, but Bangkok is not wealthy enough, and prosperity is required. Tokyo might qualify, but only for Japanese society. Singapore? Hah! Tolerant, unfettered Singapore, yeah, right.

**Part B - Answer EITHER Section 1 (easier) OR Section 2 (more difficult).**

**Section 1**

Here are some comments from people around the world, posted to *www.hongkong.com*. Read them carefully and answer questions 39-56 on pages 8-11 of your Question-Answer Book. (46 marks)

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**Hong Kong now and then**

**A decade has elapsed since the handover of Hong Kong, when it was returned to Chinese rule after 156 years of British administration. Mainland China has agreed to protect the interests of Hong Kong people, under the principle of ‘one country, two systems’, for another 40 years.**

5 **Paradoxically it seems that change may be inevitable, if our city is to maintain its vibrant image. If you have observed any differences over the past ten years, or would like to share your views with us about Hong Kong’s future, please send your comments and personal stories to our website.**

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**A.**

10 We spent 6 years in HK: 3 years before the handover, and 3 years after. It is surprising just how little HK has altered. We continue to visit HK often, and the only important change we have seen is the great influx of tourists from the Mainland. HK remains a fabulously vibrant place, which continues to develop at the leading edge of Asia and world commerce. It remains the safest major city I have ever visited!

*H. S. (Germany)*

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**B.**

15 I was born in HK, and now live in Canada. Over the past 10 years I have visited HK quite a few times and witnessed the changes it has endured. In my opinion the British did a marvellous job with HK. It’s now up to China to preserve this jewel, and allow the people of Hong Kong to continue its growth. My hope for HK is that it will not be ruined by conflicting political ideals, but rather it will continue to prosper and be an example to China of what the rest of the country could be.

*J.E. (Canada)*

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**C.**

A couple of years ago I travelled to Hong Kong and spoke to a lot of locals about life in post-handover Hong Kong. The consensus was that they were not happy; wages had fallen and property prices had also fallen. People were particularly concerned about the loss of Cantonese culture with the flood of mainland Chinese coming to the island both as visitors and to take up work. Many Hong Kong people no longer considered themselves as Chinese, but as Hong Kongers.

*A.P. (New Zealand)*

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**D.**

20 I grew up in Hong Kong and now study in England. I was only 9 when Hong Kong was handed over to the Chinese government, but I can certainly say that things have changed positively in general. Sure enough, there are a lot of things and issues that we want resolved, but I cannot deny that the HKSAR government has been working hand in hand with the general public to make Hong Kong a better place to live in. I love Hong Kong. I am proud to be Chinese, and I am also proud to be from Hong Kong.

*C. Y. H. (England)*

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**E.**

25 As a visitor, I was in HK in the 70’s, the 90’s, and in 2006. It is always an exciting city, a shopping paradise, with super food and nice people. I have not really noticed any change, except for increased traffic, the new airport and new malls. Unfortunately I do not speak Cantonese, so my impression is only superficial. If I were younger (I am 65) and starting a business career, I would relocate there and learn the language.

*R.L. (Gibraltar)*

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**F.**

30 The Hong Kong that tourists enjoy is vanishing. The Tai Yuen Street Markets in Wanchai are a testimony to this. These charming little streets that sell a colourful array of Chinese curios, cheap clothes, fruit and vegetables and have congee restaurants will soon be no more, making way for more buildings and more cash for developers (as if HK and they don’t have enough!). How long until all of these historic places are swallowed up in the name of ‘profit’? Is this what HK’s ‘development’ is all about?

*G.C. (United States)*

**G.**

35 There has been much fancy rhetoric about progress in Hong Kong from both local administrators and British politicians involved in the handover. Many of these perspectives are filtered through heavily rose-tinted glasses. As a doctor I want to protect the environment, and would say the lack of universal suffrage and the increasingly closed government are leading to poor decision-making and a lack of essential action in these areas. We will pay a heavy price in quality of life for this.

*P.N. (Hong Kong)*

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**H.**

40 Since the handover in 1997, there has been a huge influx of Chinese immigrants trying to come and work and live in HK as we have better job prospects. However, good immigration policies were introduced to control the influx of mainlanders into this overcrowded city. Over the past 10 years HK has prospered and its economy hasn't stopped growing although it adds to the ever-growing pollution problem and to the ever-widening gap between the wealthy and less fortunate. But - I still love HK.

*M.B. (Brisbane)*

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## Section 2

Read the following poem and article and then answer questions 57-76 on pages 12-15 of the Question-Answer Book.

(50 marks)

### The Choosing

We were first equal Mary and I  
with same coloured ribbons in mouse-coloured hair  
and with equal shyness,  
we curtsyed to the lady councillor  
5 for copies of *Collins' Children's Classics*.  
First equal, equally proud.

Best friends too Mary and I  
a common bond in being cleverest (equal)  
in our small school's small class.  
10 I remember  
the competition for top desk  
or to read aloud the lesson  
at school service.  
And my terrible fear  
15 of her superiority at sums.

I remember the housing scheme  
where we both stayed.  
The same houses, different homes,  
where the choices got made.  
20 I don't know exactly why they moved,  
but anyway they went.  
Something about a three-apartment  
and a cheaper rent.  
But from the top deck of the high-school bus  
25 I'd glimpse among the others on the corner  
Mary's father, muffled, contrasting strangely  
with the elegant greyhounds by his side.  
He didn't believe in high school education,  
especially for girls,  
30 or in forking out for uniforms.

Ten years later on a Saturday  
I am coming from the library  
sitting near me on the bus,  
Mary  
35 with a husband who is tall,  
curly haired, has eyes  
for no one else but Mary.  
His arms are round the full-shaped vase  
that is her body.  
40 Oh, you can see where the attraction lies  
in Mary's life  
not that I envy her, really.

And I am coming from the library  
with my arms full of books.  
45 I think of those prizes that were ours for the taking  
and wonder when the choices got made  
we don't remember making.

LIZ LOCHHEAD

## Boys - the classroom time bomb

11 Picture this - a society of uneducated, unemployed, unsocial and increasingly violent men. This possibility is all too real, according to some in the education sector. As the gap between girls' and boys' achievement continues to grow, they are warning it could have dire effects on society. Boys' educationalists like Dr Paul Baker, of Waitaki Boys High School, and education consultant Joseph Driessen believe boys' education is on a slippery slope; that without research into the issues and ways to put it right, society could pay dearly.

12 Baker's speech to the conference 'Challenging Boys' at Massey University gave a strong message. 'New Zealand's institutional response to the gap has been one of denial, delay and trivialisation,' he said. Boys were getting a raw deal. But why has the boys' achievement issue even been raised? Haven't we spent the past few decades making sure that girls have equal access to education?

13 Yes, says Baker, but maybe it has gone too far. Many in the Ministry of Education are stuck fighting the 'girls can do anything' battle, he says. 'There is a huge reluctance in the Ministry to accept that emphasis needs now to be more on boys.' This is needed because the gender gap is widening, particularly at the senior level of secondary school and at tertiary level.

14 So what makes education more boy-friendly? The key is good relationships, he says. 'If boys feel they are valued, recognised, feel secure, have ownership over decisions, know their place in the system, know what the system is, then they will respect the system. 'If you get things right with boys then they are fantastic to work with. They are uncomplicated, open and admit when they do something wrong.' But to get it right takes a lot of input, positivity and encouragement. 'Most boys respond well to a good matey, sometimes physical, approach.' It does not matter whether teachers are male or female. They just need to be enthusiastic about the subject. Step by step instructions can also help them learn better.

15 Baker is calling for the Ministry of Education to establish a substantial review of the curriculum, learning and assessment. 'If there is still a gender gap then so be it.' For co-educational schools, the challenge is even greater. 'Maybe the only solution is single-sex classes,' says Baker, though some co-ed schools do very well for boys. 'When schools have substantial gender gaps there is something wrong with the learning culture of boys in those schools. They associate learning, studying and homework - all academic success - with girls. That is a total cop-out. It is not an excuse for male underachievement.'

16 Education consultant Joseph Driessen, who specialises in boys' education, says boys need a sense that learning is a masculine activity. Girls are surrounded by positive role models from an early age, but many boys are not. 'They live in a vacuum. They are much less certain of who they are, have so few examples to follow of masculinity.' Boys also hold girls in high esteem. Pupils' self-belief is the driving

force of their achievement, Driessen says. 'Boys' self-belief is shaky because society keeps putting them down. I'm not saying stop urging girls on, but stop putting boys down. We need to realise our boys are just as vulnerable as girls and need our support.'

17 Like Baker, Driessen has concerns about where boys will end up. 'We will pay for that enormously. We are paying already with youth unemployment... increasing numbers in prisons, high suicide rates. It will have a severe impact on society.' Driessen agrees the top level of governance in education is continuing to deny the problem. 'I'm very sad at the lack of leadership at the top government level. They are insisting on perpetrating a social imbalance which is gradually becoming a crisis.'

18 Schools, while waiting for some help from above, were starting to look at the issue with some success. Initiatives such as introducing more male guest speakers, getting fathers on boards and becoming involved in school activities and having posters featuring positive images of boys, are just some of the ways boys can be encouraged further.

19 Celia Lashlie, author of *He'll Be OK*, agrees boys need boundaries, but is cautious about the dire picture Baker paints. While Baker advocates an academic response to the problem, Lashlie says any response needs to be across society. She says society has drifted towards the automatic assumption that boys' behaviour is bad and girls' behaviour is good. 'The reality isn't whether it's bad or not; it is simply boys. Teachers try to control that behaviour as being naughty. It's not; it's just how they are. We need to accommodate it, enjoy it.' In her visits to boys' schools she found the environment very affirming of boys being boys. 'They're incredibly positive, accommodating of boys physically and not stressed about it.'

20 University of Auckland dean of education Dr John Langley says there are three schools of thought on the issue of boys' and young men's achievement, none of which has been proven. One is the role model theory: how boys often grow up without males in their lives at home or at school. Second is the feminisation of education theory: because education is driven by females at all levels it manifests itself in a system more suited to girls. Finally is the 'it's not cool to be a bloke any more' theory: boys and young men are not sure about who they are, and are a bit confused.

21 Education minister Steve Maharey has called for more information and asked what schools are doing to improve the situation. He told the PPTA annual conference the Government had rejected a call for it to teach boys and girls differently. 'The Government is determined to lift boys' achievement, and the way to do this is to continue our focus on effective teaching for all students.' At last week's boys' education conference, he said quality teaching would make the biggest difference in efforts to lift boys' achievement. 'Whether boys are in a co-ed or single-sex school setting, quality teaching is where we can make the biggest difference to their achievement.'

END OF READING PASSAGES