

SECTION A: COMPREHENSION

QUESTION 1 – 30 marks

Read both Text A and Text B and answer the set questions.

TEXT A

- Questions that the 'World Cup-winning Springboks' captain Siya Kolisi answered – some pretty unexpectedly – in his inspirational autobiography, *Rise*.
- South African rugby player Siya Kolisi proves to be an inspiration on and off the pitch. He's the first Black man to lead his country's rugby team in more than 126 years. From humble beginnings to international stardom, Kolisi's life shows the power of achieving a positive mindset.
- Here are questions we got answered from Kolisi's autobiography, *Rise*:
 - Who was the person that set him on the path to glory?**
 - Kolisi makes no bones about it. "Without her, I wouldn't be here. That's not a figure of speech," Kolisi explains, talking about his grandmother Nkulamile, who brought him up in the township of Zwelinde in the Eastern Cape city of Port Elizabeth. A remarkable woman, she was the 'positive, loving, supportive and protective' influence in the toughest of times. She would even go without food herself to ensure Kolisi had enough to stave off his terrible hunger. She sadly died in his arms but will always be in his heart.
 - What was his first sporting triumph?**
 - Kolisi began playing street soccer as a kid and loved playing goalie, chucking himself about on the hard, compacted earth of a makeshift dirt pitch, guarding goalposts made of bricks. He and his team-mates would share a grand prize of five rands (that's about 25 pence or 30 cents between them) when they won a 'tournament' against kids from another street in the township. They would then buy piles of vetkoeks – pieces of dough filled with sausage and cheese – as their real prize. As often as not, though, he recalled, it wouldn't end with a trophy, but a beating for breaking a window.
 - What first attracted him to rugby?**
 - A dazzling try? A thumping tackle? No, what first wooed this wide-eyed four-year-old kid was watching the colossal Jonah Lomu and his New Zealand All Blacks performing their famed and ferocious pre-match challenge, the Haka, at the 2003 World Cup. "To me, it was just another cool dance with lots of chanting, thigh-slapping and eye-rolling, and I'd practice it with my friends in the day and perform it for my dad when he came home from work every evening," reckoned Kolisi.

10. What was the moment that changed his life?

11. Kolisi recalled how his life could so easily have turned a different, more treacherous corner as he got increasingly involved in drug-taking and petrol sniffing with other boys in the township. "I could have ended up a tsoi and from there, you only have two real options: jail or death. Or both," he reflected. Yet a training session for a local rugby team called the African Bombers, overseen by a shouting, terrifying, but inspirational coach called Eric Songqidi, proved an epiphany. "I finished that session exhausted, bruised and bleeding, but I walked home on cloud nine. It was the most awesome thing I'd ever done. From that first session, I never looked back, and I never smoked weed or sniffed petrol again," Kolisi remembered.

12. Who was his first hero?

13. After Kolisi resolved a life-changing bursary to attend Grey High School in Port Elizabeth, he watched the mighty Springboks come to train there, headed by Schalk Burger. "He was my hero, not just because I was a back row like him, but because I love the way he played. He was everywhere, dirty blond hair flying as he threw himself into tackles, cleared out rucks and ran the hard yards in the tight channels," he remembered. He was too shy initially even to ask Burger for his autograph, but a teacher shoved a pen and a piece of paper in his hand, telling him not to return until he'd got the signature that, to this day, remains one of his prized possessions. "If you'd told me then that one day Schalk would be not just my team-mate but also my friend, I'd have thought you'd lost your mind," reckoned Kolisi.

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|------------------------------------------------------------------------------------|-----|
| 1.1) Who was the person that set Siya Kolisi on the path to glory? | (1) |
| 1.2) Quote one word from paragraph 7 to prove the goalposts were not real. | (1) |
| 1.3) In your own words, explain "famed and ferocious" from paragraph 9. | (2) |
| 1.4) Explain what you understand under the word "tsoi" from paragraph 11. | (2) |
| 1.5) Why was the training session with the African Bombers an experience for Siya? | (2) |
| 1.6) What is one of Siya's most prized possessions? | (1) |
| 1.7) Explain what it means to "be on cloud nine" – paragraph 11. | (2) |
| 1.8) Provide a suitable title for the above passage. | (2) |
| 1.9) Give a synonym for colossal in paragraph 9. | (1) |

English First Additional Language Paper 2 September 2012

**Suwarsih Madya, Fuad Hamied, Willy A.
Renandya, Christine Coombe, Yazid
Basthomi**

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2012 GCSE English results Great Britain: Parliament: House of Commons: Education Committee, 2013-06-11 The 2012 GCSE English results prompted significant controversy which ultimately resulted in an application for judicial review This report sets out the background to these events and identifies lessons to be learned The problems with GCSE English can be traced back to the 2007/09 development phase of the qualification in particular the turbulence which resulted from the shift away from a mostly linear to a modular system combined with a high proportion of controlled assessment and generous marking tolerances Exam board experts raised concerns at the time but these were not acted upon by the regulator the then interim Ofqual Further difficulties arose because of pressures from the school accountability system The problems experienced with GCSE English in 2012 highlighted serious weaknesses in the moderation of speaking and listening with consequences for grade awarding The current status of Ofqual as an independent regulator accountable to Parliament is the right one However the Coalition Government is bringing in wholesale changes to GCSEs and A levels to a tight timetable and at the same time Ofqual must have systems in place The Committee is also concerned that there is a rush towards separate exam systems for England Wales and Northern Ireland without careful reflection on what might be lost or consensus that this is the right thing to do

Standards of English in Higher Education Neil Murray, 2015-10-22 The student demographic of universities today has changed quite dramatically from even a decade ago As universities seek to internationalise widen participation and derive attendant reputational and financial benefits along with greater opportunities for research collaborations and industry links they also face a growing challenge associated with what Neil Murray terms the English language question In particular as the proportion of students of non English speaking backgrounds entering universities increases there is growing concern over levels of language proficiency and what this can mean for educational standards the student experience and ultimately institutional standing Standards of English in Higher Education unpacks a number of key and interrelated issues for example the assessment of proficiency and the structure and nature of provision that bear on the question of English language standards and in doing so offers a frank and critical appraisal of English language in higher education today

ECEL2013- Proceedings for the 12th European Conference on eLearning Dr Mélanie Ciussi, Dr Marc Augier, 2013-01-09 **Language Online** David Barton, Carmen Lee, 2013-04-17 In Language Online David Barton and Carmen Lee investigate the impact of the online world on the study of language The effects of language use in the digital world can be seen in every aspect of language study and new ways of researching the field are needed In this book the authors look at language online from a variety of perspectives providing a solid theoretical grounding an outline of key concepts and practical guidance on doing research Chapters cover topical issues including the relation between online language and multilingualism identity education and multimodality then conclude by looking at how to carry out research into online language use Throughout the book many examples are given from a variety of digital platforms and a number of

different languages including Chinese and English Written in a clear and accessible style this is a vital read for anyone new to studying online language and an essential textbook for undergraduates and postgraduates working in the areas of new media literacy and multimodality within language and linguistics courses

Constitutionalism and Legal Change in Myanmar Andrew Harding, Khin Khin Oo, 2017-01-26 Myanmar's Constitution of 2008 was the road map for the reform process that began in 2011. Despite extensive criticism of this Constitution for its emphasis on the role of the military, much progress has been made towards constitutional government and law reform. With the election of the opposition NLD to government in the general election of November 2015 and the presidential electoral college election of March 2016, now is the time to consider the Constitution and prospects and needs for constitutional change as Myanmar moves towards democracy and the rule of law. Much has been made of the Constitution's rigidity which is seen as an obstacle to reform and inconsistent with embracing the rule of law, human rights and multi-party democracy, especially with a rapidly transforming state and society. Nonetheless, the Constitution is also seen as having potential to be a very positive force for reform. Many issues arise now for constitutionalism and constitutional change: presidency, federalism and territorial governance, the status of minorities and freedom of religion, civil liberties in what is described as a discipline flourishing democracy, the courts, justice and the rule of law, the electoral system and many more. This book is an attempt to gauge the extent and potential for the entrenchment of constitutionalism in Myanmar in a rapidly changing environment.

On the Dynamics of Early Multilingualism Barbara Hofer, 2015-07-01 This book contributes to current issues in TLA and multilingualism research. It discusses multilingual learning and development from a Dynamic Systems Theory perspective. The author argues that trilingual education does not harm or confuse young learners but that the teaching of three languages from an early age carries positive implications for children's linguistic, metalinguistic and crosslinguistic awareness.

Italian Literature since 1900 in English Translation Robin Healey, 2019-03-14 Providing the most complete record possible of texts by Italian writers active after 1900, this annotated bibliography covers over 4,800 distinct editions of writings by some 1,700 Italian authors. Many entries are accompanied by useful notes that provide information on the authors' works, translators and the reception of the translations. This book includes the works of Pirandello, Calvino, Eco and more recently Andrea Camilleri and Valerio Manfredi. Together with Robin Healey's *Italian Literature before 1900 in English Translation*, also published by University of Toronto Press in 2011, this volume makes comprehensive information on translations from Italian accessible for schools, libraries and those interested in comparative literature.

"Code of Massachusetts regulations, 2012", 2012

Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020.

Failure Vicki E. Alger, 2016-07-01 A comprehensive account and frank assessment of federal involvement in education is long overdue. Education policy expert Vicki E. Alger remedies this deficiency with her book *Failure: The Federal Miseducation of America's Children*. As its title indicates, *Failure* makes no effort to sugar coat its findings. Created in 1979.

after a lobbying campaign that spanned generations the Department of Education has failed to live up to its promises Federal involvement whether related to testing funding or academic curricula has failed to abide by the Constitution's implication that education must remain the domain only of state and local governments and private institutions Most of all the central government's pervasive meddling in education has failed America's school children and their parents Education policy has long been mired in controversies often with opposing sides missing the mark Failure helps us step back from the skirmish du jour and redirects our focus to the big picture showing us what's gone wrong over the decades and the institutional causes of these failures It also offers a bold blueprint for returning the federal government to its constitutional role and for cultivating an educational system that meets the needs of students and parents rather than bureaucrats Concerned citizens of every stripe will benefit from Failure's history of federal education policy its brutally honest report card for the Department of Education its look at education systems across the globe and its ambitious policy recommendations Failure might even succeed in reframing the way the federal education establishment thinks about education policy

Communication in Accounting Education Richard M.S. Wilson,F. Elizabeth Gray,Lynn Hamilton,2016-04-14 Accounting often described as the language of business requires a diverse set of written listening and oral communication skills if those who practise it are to be effective Given the pace of change relating to for example the evolution of international accounting standards and the demands for greater transparency accountants must be clear responsive and audience focussed communicators Employers of accountants consistently comment on the need for their new graduate recruits and trainees to have strong written oral and interpersonal communication skills In this light accounting educators face the challenge of designing and delivering programmes that reflect professional expectations on the part of employers and clients and educating students on how to make informed communication choices in order to achieve desired results and to build good working relationships The chapters in this book deal with such topics as accounting students' perceptions of oral communication skills competence based writing skills and the development of listening skills This book was originally published as Accounting Education an international journal

English Pronunciation for Speakers of Spanish María de los Ángeles Gómez González,Teresa Sánchez Roura,2016-01-15 English Pronunciation for Speakers of Spanish fills a gaping hole in the market for books on English phonetics and pronunciation because it not only combines theoretical issues and applications to practice but it also adopts a contrastive English Spanish approach to better suit the needs of Spanish speaking learners of English SSLE enabling them to build gradually on the knowledge gained in each chapter The book covers the key concepts of English phonetics and phonology in seven chapters written in an accessible and engaging style

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different kinds of artwork Tables Figures illustrations spectrograms etc classic readings in the discipline in the Further Reading section of each chapter highlights the phonetic contrasts and specific cues that are more important to aid comprehension in English and offers guidelines on correct pronunciation habits to help SSLE sound as close as possible to native English The book's companion website EPSS Multimedia Lab can be used on computers smartphones and tablets and is useful for the self-taught student and the busy lecturer alike The website of the EPSS Multimedia lab can be accessed here <http://www.uscgal.multimlab> Features of the website a complete sound bank defining and illustrating the sounds of English RP as compared with those of Peninsular Spanish written definitions and animated diagrams videos and original recordings by native speakers of English and Spanish showing the articulation of each sound alongside its most common spellings as well as pronunciation practice for individual words and whole sentences a comprehensive selection of over a hundred written and audio exercises with their keys for practice both at home or in the language lab audio files corresponding to the audio illustrations given in the written book a repository of useful resources by topics and a list of online glossaries and pronunciation dictionaries

Contemporary Research in Adult and Lifelong Learning of Mathematics Katherine Safford-Ramus, Jürgen Maaß, Evelyn Süss-Stepancik, 2018-08-17 This book is a selection of 15 papers developed by participants in ICME 13 held in Hamburg presenting insights from the latest research on the andragogy of adult and lifelong learning of mathematics It also investigates open questions such as numeracy and mathematics skills social and psychological influences on learning environments as well as economic and political demands The chapters offer examples while at the same time highlighting important directions for further research The book is divided into four parts The first section provides an overview on the concept of numeracy and the second focuses on adult students who are learning mathematics the third part presents a teachers focus and the final part covers overarching themes The book is of interest to classroom teachers university teacher educators and professional development providers

English-Medium Instruction and Translanguaging BethAnne Paulsrud, Zhongfeng Tian, Jeanette Toth, 2021-01-20 This book offers a critical exploration of definitions methodologies and ideologies of English medium instruction EMI contributing to new understandings of translanguaging as theory and pedagogy across diverse contexts It brings together a number of conceptual and empirical studies on translanguaging in EMI at different educational levels in a variety of countries with different approaches to translanguaging different named languages and different policies These studies include several underrepresented contexts across the globe providing a broad view of how translanguaging in EMI is understood in these educational settings Furthermore this book addresses the complexities of translanguaging through a discussion of the affordances and constraints associated with the use of multiple linguistic resources in the EMI classroom

Variation and Change in Postcolonial Contexts Rita Calabrese, J. K. Chambers, Gerhard Leitner, 2015-10-13 This volume addresses recent issues concerning language change and standardization in postcolonial settings The book brings together experts from North America Africa

Asia and the insular areas of Australia and Trinidad and Tobago and discusses aspects of language variation in the emergence of new varieties. The approaches range from linguistic diagnostics and related methodologies to the most accredited interpretative theories on the evolution of New Englishes. The book includes a section on emerging varieties of English in new media and special focus has been given to those new varieties of Philippine and Nigerian English spoken in a non canonical post colonial context represented by the city of Turin Italy. The result is a collection of studies that illuminate issues of language variability from different perspectives in order to contribute to the lengthy debate on language contact, diversification, speciation and standardization. Political Handbook of the World 2012 Tom Lansford, Tom

Muller, 2012-04-02 With more in depth coverage of current political controversies than any other reference guide Political Handbook of the World 2012 is the most authoritative source for finding complete facts and analysis on each country's governmental and political makeup.

Enhancing Children's Rights A. Smith, 2015-03-18 This volume explores how children's rights has influenced research with children and how research can in turn shape policies and practices to enhance children's rights. The book examines the impact children's rights and Childhood Studies has had on how children are constructed and regulated internationally. *ELT in Asia in the Digital Era: Global Citizenship and Identity* Suwarsih

Madya, Fuad Hamied, Willy A. Renandya, Christine Coombe, Yazid Basthomi, 2018-06-27 This proceedings book captures a wide range of timely themes for readers to be able to foresee the digital era's impact on English teaching in non English speaking countries. English used in the global environment, the frequent mobile communication and the use of AI based translators are bringing about dramatic changes in our English language learning and teaching. Who can provide us the wisdom to know what to do? Those scholars going through these complex environmental changes. A collection of puzzle pieces may bring us a better contour for the future than a perfectly edited book. It's indeed a pleasure reading these insightful pieces to gain wisdom for the future of ELT practices in global contexts. **Defaults in Morphological Theory** Nikolas Gisborne, Andrew

Hippisley, 2017-10-13 Chapters in this volume describe morphology using four different frameworks that have an architectural property in common: they all use defaults as a way of discovering and presenting systematicity in the least systematic component of grammar. These frameworks: Construction Morphology, Network Morphology, Paradigm function Morphology and Word Grammar display key differences in how they constrain the use and scope of defaults and in the morphological phenomena that they address. An introductory chapter presents an overview of defaults in linguistics and specifically in morphology. In subsequent chapters key proponents of the four frameworks seek to answer questions about the role of defaults in the lexicon including: Does a defaults based account of language have implications for the architecture of the grammar? particularly the proposal that morphology is an autonomous component. How does a default differ from the canonical or prototypical in morphology? Do defaults have a psychological basis? And how do defaults help us understand language as a sign based system that is flawed where the one to one association of form and meaning breaks down in the

morphology **English Education at the Tertiary Level in Asia** Eun Sung Park, Bernard Spolsky, 2017-03-16 This is the third volume of a trilogy on English Language education in Asia within the Routledge Critical Studies in Asian Education Put together by editors and contributors selected by Asia TEFL this book provides a timely and critical review of the current trends in tertiary level English education in Asia It foregrounds the developments and trends policies and implementation as well as research and practice Written by ELT scholars and educational leaders this book presents articles on China Hong Kong India Japan Korea Malaysia the Philippines Singapore Thailand and Vietnam While the authors focus on their own local issues providing an overview of the state of tertiary English teaching in their respective territories they also provide insights from their successes and failures which can help inspire solutions to similar challenges faced internationally in the field Chapters in the book include Heading toward the global standardization of English education in Korean universities English in tertiary education in India A Janus faced perspective with special reference to University of Delhi Developing English language skills in the Singapore higher education context ELT at tertiary institutions in China A developmental perspective This book will be valued by administrators researchers and scholars interested in bilingualism language policy and planning in higher education **Managing Diversity in Education** David Little, Constant Leung, Piet Van Avermaet, 2013-11-08 Diversity social cultural linguistic and ethnic poses a challenge to all educational systems Some authorities schools and teachers look upon it as a problem an obstacle to the achievement of national educational goals while for others it offers new opportunities Successive PISA reports have laid bare the relative lack of success in addressing the needs of diverse school populations and helping children develop the competences they need to succeed in society The book is divided into three parts that deal in turn with policy and its implications pedagogical practice and responses to the challenge of diversity that go beyond the language of schooling This volume features the latest research from eight different countries and will appeal to anyone involved in the educational integration of immigrant children and adolescents

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