Centre No.						Paper Reference							Surname	Initial(s)
Candidate No.						4	3	5	5	/	1	F	Signature	

Paper Reference(s)

4355/1F

London Examinations IGCSE

English Language

Paper 1F

Foundation Tier

Friday 12 November 2010 – Morning

Time: 2 hours

Examiner's use only

Team Leader's use only

Question Number	Leave Blank
1	
2	
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Total	

Materials required for examination
Nil

Items included with question papers
Nil

Instructions to Candidates

In the boxes above, write your centre number, candidate number, your surname, initial(s) and signature.
Check that you have the correct question paper.
Answer ALL the questions. Write your answers in the spaces provided in this question paper.
Do not use pencil. Use blue or black ink.

Information for Candidates

The marks for individual questions are shown in round brackets.
There are 9 questions in this question paper. The total mark for this paper is 60.
There are 16 pages in this question paper. Any blank pages are indicated.
Copies of the London Examinations Anthology may NOT be brought into the examination.
Dictionaries may NOT be used in this examination.

Advice to Candidates

You are reminded of the importance of clear English and careful presentation in your answers.
You are advised to spend an equal amount of time on each of the three sections of this paper.

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Answer ALL questions.

SECTION A: Reading

You should spend about 40 minutes on this section.
Read the following passage carefully and then answer the questions which follow.

The writer is visiting a factory where young children are forced to work sewing clothes to be sold to richer people in other countries.

"Hungry boys with bleeding fingers"

Darvin is a dreadful place to live. It is the biggest slum in the city. Over 100,000 people have to live there. There are 1,000 factories that illegally use children as workers. The facts paint a depressing picture of one of the poorest parts of the world. Even before setting foot in Darvin I already had a picture in my mind – of poor children suffering and living in endless, rundown shantytowns.

Going into Darvin I walked down long muddy paths, surrounded by stray dogs feeding on rotting rubbish. Row after row of small shabby factories with tin roofs. They were no bigger than houses and were all made from scraps of old rusty metal. This is the home of the sewing and embroidery industry. It was difficult to imagine that the beautiful clothes that sell for thousands of pounds in London and the United States begin in such a poor and neglected place as this.

The factories were packed with children aged from 8 up to 15, working long hours for virtually no money, facing mistreatment and hunger every day. Stopping at a factory, my guide took me in to meet the owner. My guide asked the factory owner to let me speak to some of the children. The factory owner was a huge, grey-haired, angry-looking man. When he waved his strong arm I realised we had been granted permission. He made himself very clear. 'Only fifteen minutes. Do not distract the children from their work!'

Entering the 'workshop' was like stepping onto a chessboard. Except instead of chess pieces there were children, all perfectly spaced in lines. All hunched over pieces of fine silk cloth. All sewing in the same steady rhythm.

A small boy called Mo saw me before I saw him. His little face and hazel eyes glanced up from his work. His smile was cheeky, his clothes were worn out and old, with an oversized shirt, a pen in its top pocket. He sat cross-legged with the other boys, silently sewing. Eight of them worked obediently, sewing tiny stitches on to a 6-foot piece of shiny red and orange silk. Their fingers moved quickly and skilfully. It was difficult to believe that this magnificent work of art was being created by hungry boys with bleeding fingers. Boys scared to look up from their work in fear of being shouted at by their 'owners'.

Leave blank

'They'll finish this piece in only one day,' the owner boasted to me. The piece in question would quite easily sell for over a thousand pounds in the shops of London or New York – a fortune compared to what the children were being paid. They worked close to 100 hours per week for less than a pound each!

I sat next to Mo. He worriedly looked across to the owner who nodded. Mo raised his hand. 'Hello!' he said. Mo told me about his family. His father had died when Mo was only a small baby. His mother lived in one of the poorest areas in town. There was a lot of crime. Then their home was flooded. Mo had to come to Darvin in search of work. He needed it to help look after his mother and his family. He had worked in this factory ever since he was 9 years old. Now he was 15.

Mo's story holds true for most of the children who have to work in the factories. Extreme poverty leads them to Darvin. Once there, rich business owners, on the look out for cheap workers, capture them.

'Are you happy working here?' I asked Mo. He looked over his shoulder, carefully. Then he lowered his voice and said 'We don't get much food. Just a little plain rice most days and I don't like that. I am so hungry. When we make mistakes we get in big trouble.' Then after a slight pause he went on, 'But it is better than being at home. Some days we had nothing to eat there at all.'

As I left the poorly lit room I glanced at the red and orange piece of sewing. To me it no longer looked beautiful or fine. Now it just looked tasteless and gross.

Mo's bright smile had disappeared. His eyes took on the same zombie-like state as all the other boys. Again he bent over the cloth. His small fingers returned to their sewing.

And that was where I left him... in Darvin... the city's biggest slum.

Leave blank

SECTION A: Reading

You should refer closely to the passage to support your answers.

1. How many factories illegally use children as workers?

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(Total 1 mark)

Q1

2. Look again at lines 10 – 15.

Name **THREE** things that the writer notices as he goes into Darvin that tell him it is a poor and neglected place.

1 .....

2 .....

3 .....

(Total 3 marks)

Q2

3. Give **TWO** reasons why all the boys in the workshop seem the same to the writer.

1 .....

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2 .....

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(Total 2 marks)

Q3

Leave blank

4. In what ways is the factory owner presented as an unpleasant character?

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Q4

(Total 3 marks)

5. In your own words, explain what we learn about the character of Mo and his relationship with his family.

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Q5

(Total 5 marks)

Leave blank

6. How does the writer try to present the working conditions of the children in Darvin dramatically and realistically?

You may include **brief** quotations from the passage to support your answer.

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Q6

(Total 6 marks)

TOTAL FOR SECTION A: 20 MARKS

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SECTION B: Reading and Writing

You should spend about 40 minutes on this section.

Remind yourself of the passage, *Impact Alert: Asteroids* from the London Examinations Anthology.

Impact alert – asteroids

Asteroid facts

- an asteroid is an irregularly shaped lump of rock, measuring between 10m and 10km across.
- if you collected together all known asteroids, they would weigh less than the Moon.
- being composed of minerals and metals, asteroids are potentially worth a fortune.
- it is estimated that 30,000 asteroid fragments – meteorites – fall on the Earth every year. The vast majority land in deserts or in the seas, which between them make up most of the surface area of the Earth, and so they are not recovered.

What's the probability of Earth being hit by an asteroid in the near future?
Our being hit by a large asteroid in the future is a certainty. The question is when, and that is what astronomers are trying to find out now.

How much warning time do you think we might have?
We should be able to get 80 or 100 years' notice.

What's the best way to deflect a hazardous asteroid?
There is no best way because all asteroids are different.

What to expect if one hits
Looking at the eyewitness reports from the 1908 Tunguska comet-impact, in Siberia, tells us what to expect if an asteroid hits the Earth. Amazingly, no people were killed but over a thousand reindeer were burnt to a cinder. As the shock wave smashed through the forest, it felled trees and stripped them of branches, leaving them looking like telegraph poles. Hunters, further away, were knocked unconscious and thrown to the ground by the blast. Everyone within 1,000km of the impact saw the great flash in the sky from the explosion. The devastation covers an area approximately the size of Greater London. Should such an impact occur over any city, the human death toll would be measured in millions.

Tunguska was caused by an object no bigger than 100m in diameter, and you can expect impacts of that type every century or so. Of course, most will take place over one or other of the vast majority of unpopulated areas.

In the case of a repeat of the dinosaur-killing impact of 65 million years ago, the proposed scenario is almost unthinkable. When a km-sized asteroid hits the ground, it will throw so much dust into the air that the planet will be bathed in a fiery meteor storm. Bill Napier, an astronomer from Armagh Observatory, says: "Global destruction occurs largely through the ejection of hot ash, causing huge numbers of shooting stars that just incinerate everything. Then there would be a massive destruction of the atmosphere."

Leave blank

The chemicals released by the impact are likely to destroy the ozone layer and create enormous quantities of acid rain. The dust that does not fall back as meteorites becomes suspended in the atmosphere, blocking out the sunlight.

Seismic waves from the Tunguska impact were registered around the world. After a 'dinosaur-killer', the entire planet would be wracked with earthquakes. "I think conservatively, you are talking about Richter 9 quakes," says Napier.

Would life survive a big one?

Throughout Earth's history there have been at least five mass extinctions. The last one was of the dinosaurs. Every time, life survived and built up once again. So although life in some form would continue, predicting what would live and what might die is difficult. Without sunlight for photosynthesis, because of the Earth's dusty shroud, the collapse of food chains on land and in the upper layers of the oceans seems inevitable. Perhaps seeds will survive to start again when the dust settles. Small scavengers such as rats and cockroaches might be able to adapt to the new regime. Life very deep on the ocean floor, around hot water vents, would probably be unaffected.

Worst Case Scenario

So, which should we worry about: global catastrophe dinosaur-killer size, or smaller city-smashers? Napier says: "I think the biggest danger is a Tunguska – or super-Tunguska-sized object. Especially if it lands on water, the Atlantic, say. The tsunami caused by this would be disastrous for cities around the Atlantic rim." Between the 100m class and the 10km class is a size range of objects that also causes concern. They are the asteroids measuring about 1km across. These would not cause global devastation but could have global consequences, with massive damage in every country on Earth. It is estimated that such an impact would cause the death of about a third of the world's population: billions of lives. So although the human race would survive, the biggest question is: could civilisation?

Source: adapted from an article by Stuart Clark in *Focus* magazine (January 2003)

Leave blank

SECTION B: Reading and Writing

You must answer both questions, 7 and 8.

7. How does the writer try to interest the reader in the subject of a possible asteroid impact?

In your answer you should write about:

- the layout of the passage, the use of sub-headings and bullet points
- other methods of presenting facts
- the use of language.

You may include **brief** quotations from the passage to support your answer.

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Q7

(Total 10 marks for Reading)

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8. Imagine that you have just experienced a dramatic event involving your friends or family.

Write a diary entry describing what happened.

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(Question 8 continued) .....

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Q8

(Total 10 marks for Writing)

TOTAL FOR SECTION B: 20 MARKS

M 3 7 7 8 5 A 0 1 2 1 6

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SECTION C: Writing

You should spend about 40 minutes on this section.

9. "We all know that bullying of some sort goes on in many schools."

Explain your views on what should be done to deal with bullies and bullying.

You may wish to write about:
- the different types of bullying
- what causes bullying
- different ways bullying can be dealt with
- any experiences of your own.

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Q9

(Total 20 marks)

TOTAL FOR SECTION C: 20 MARKS

TOTAL FOR PAPER: 60 MARKS

END

London Examinations gratefully acknowledges the following source used in the preparation of this paper:

"Hungry boys with bleeding fingers", adapted from http://www.hackwriters.com/Dharavi.htm, ©Hackwriters 1999–2005