

KINGDOM OF BAHRAIN

QUALITY ASSURANCE AUTHORITY for
EDUCATION and TRAINING

National Examinations Unit

Grade 12 National Examinations

مملكة البحرين

هيئة ضمان جودة التعليم والتدريب

وحدة الامتحانات الوطنية

الامتحانات الوطنية للصف الثاني عشر

March 2013

امتحان مارس ٢٠١٣

ENGLISH

اللغة الإنجليزية

Paper 2 Reading

الورقة ٢ القراءة

Duration: 90 minutes

مدة الامتحان: ٩٠ دقيقة

الدرجة الإجمالية لهذه الورقة ٤٠ درجة.

لا حاجة لأدوات إضافية.

ألصق الرقم السكاني للطالب هنا

اقرأ أولاً التعليمات الآتية:

اكتب الإجابة في ورقة الأسئلة.

استعمل قلمًا أزرق فقط.

لا تكتب على الهامش العمودي.

أجب عن جميع الأسئلة.

For Markers' Use		لاستعمال المصححين				
	Maximum mark	OM	RM	PC	GR	RE
DK No	-					
Marker No	-					
Q1	10					
Q2	6					
Q3	6					
Q4	8					
Q5	10					
Total	40					

عدد صفحات هذا الامتحان 18 صفحات مطبوعة و 2 صفحة بيضاء



Part 1**Questions 1 – 10**

Read the four reviews of scuba diving courses to see coral gardens, which grow under the sea.

Match the information in each statement to one of the reviews.

Circle the correct answer **A**, **B**, **C** or **D**.

There is an example (**0**) at the beginning.

Which review mentions the following?

- | | | |
|-----------|---|---------------------------------------|
| 0 | the comfortable sea temperature | (A) B C D |
| 1 | the reviewer's opinion of the equipment provided on the boat | A B C D |
| 2 | disappointment at not seeing one type of sea creature | A B C D |
| 3 | the divers' surprise at finding how far they were from the boat | A B C D |
| 4 | relief that the diving conditions were good | A B C D |
| 5 | safety precautions taken by the diving company | A B C D |
| 6 | the feelings of another diver on entering the water | A B C D |
| 7 | the surprising behaviour of one species of fish | A B C D |
| 8 | a fascination with the number of fish in a particular place | A B C D |
| 9 | how far under the water the diving site was | A B C D |
| 10 | how the divers recovered from the low water temperature | A B C D |

[10 marks]



REVIEWS OF SCUBA DIVING COURSES*For
Examiner's
Use***A**

A fantastic experience! As we prepared to enter the water, our instructor provided some interesting information about the coral gardens which we were to explore, and explained there'd be a life guard on watch at all times. The water was warm enough for us not to need wetsuits. The coral gardens were just a few metres below the surface, and the fish were breathtakingly beautiful. But all too soon, it was time to return to the boat.

B

Amazing! We were delighted to see the boat had a great range of up-to-date diving gear. My dive partner, who hadn't dived for years, was apprehensive when he first got in but he soon began to look more comfortable. We were quickly into deep water, where we explored a huge coral garden which was home to thousands of fish. Then we surfaced and discovered to our amazement that we'd drifted over a hundred metres from the boat. So we had to slowly make our way back to the vessel.

C

We'd decided to explore a coral garden not far from the boat but actually found ourselves right under the boat, where we were greeted by hundreds of tiny fish and one huge but very friendly fish. I've always found it incredible how boats seem to draw such a mass of fish into their shadows. Once the dive was over, it was time for lunch, which included hot soup – perfect for warming up again after diving in such cold conditions.

D

We dived in Turtle Cove, a sandy bay with coral gardens. All along it was an easy dive. It was reassuring to find that there were no fast sea currents to drag us away from the boat. Sadly, we didn't spot any turtles, but we did look on amazed when we discovered large coral trout happily being cleaned up by some wrasse fish, which helpfully eat parasites off larger fish. Then we were back on the boat again, putting our dive equipment away after a great diving experience.

Part 2**Questions 11 – 16**

Read the text about improving your photography techniques.

There are seven paragraphs in the text.

Choose the best heading (**A – G**) for each paragraph (**11 – 16**).

There is one extra heading which you do not need to use.

There is an example (**0**) at the beginning.

Headings

- A** Horizon line problems
- B** Experiment with close-ups
- C** Get a big memory card
- D** Slow-motion water
- E** The essential ingredient
- F** Get the light right
- G** The missing photographer
- H** Warm up your pictures

IMPROVING PHOTOGRAPHY TECHNIQUES*For
Examiner's
Use***Example****Heading:** H

0 The automatic setting for digital cameras is fine for most snapshots, but the colours tend to be a bit on the cool side. So, when outside, experiment with changing the setting from auto to cloudy. This will increase the reds and yellows, and result in richer pictures. Try taking two 'before and after' pictures and save them on your memory card. My guess is you'll like the one on the cloudy setting better.

Heading: _____

11 One of the great hidden features on digital cameras is the 'flash on' setting. By taking control of the flash so that it doesn't just go off when the camera decides it's appropriate, you get a more professional-looking picture where everyone in the composition looks good. On this setting, the camera exposes the background first, then adds just enough flash to illuminate your subjects.

Heading: _____

12 Select the right setting on your camera to take shots from shorter distances. Once you've found a likely subject, try techniques like holding the shutter button down halfway to allow the camera to focus, then press it down completely to record the image. Focus on the part of the subject that's most important to you, and let the rest of the image go soft.

Heading: _____

13 Most people have a hard time holding the camera level when using the in-built screen. The result can be sloping landscapes and slanting sunsets. The reason is that your camera's optics introduce distortion when they're trying to cope with broad panoramic views on tiny screens. So try taking one shot, then reposition the camera slightly each time for a few more shots. The chances are one of them will be perfectly level.

Heading: _____

14 One technique that worked well for me when I was taking some shots of fountains was forcing the camera's shutter to stay open for a second or two. This created a soft, gentle, flowing effect while all the other elements in the scene stayed nice and sharp. You'll need to find a way of steadying the camera while you take the shot, of course.

Heading: _____

15 The delay function on your shutter means you no longer have to hand your precious camera to a complete stranger just to get yourself into the picture. But make sure the focusing sensor is aimed at one person in the group, not the distant background, or you'll get sharp trees and fuzzy family portraits.

Heading: _____

16 Most digital cameras have a tremendous number of functions built into them, and by applying a little ingenuity and creativity, you can take shots that make people ask what camera you have and how big a memory it's got. Secretly, though, you'll know that it isn't the camera that's responsible for an amazing shot but the person behind it!

*For
Examiner's
Use*

[6 marks]



Part 3**Questions 17 – 22**

Read the article about preparing for interviews.

Six sentences have been removed from the article. Choose from the sentences **(A – G)** the one which fits each gap **17 – 22**.

There is one extra sentence which you do not need to use.

Write your answers **(A – G)** in each gap below.

There is an example **(0)** at the beginning.

PREPARING FOR INTERVIEWS

According to research, the highest achievers in sport, music, and other fields have reached the top not through natural talent, as you might suppose. **(0)** H
And at the core of that effort is sustained practice.

Communications expert Jenny Linton explains, 'The success of all champions is down to sheer perseverance. **(17)** _____ They're forever raising the bar to push themselves further.'

Linton says dedicated practice has other applications, too. For example, it's also extremely relevant for interviews. Focused preparation boosts a candidate's chances of performing successfully, so Linton suggests candidates should think of possible interview questions and be ready to give opinions on them. **(18)** _____ During interviews, candidates should take care only to express attitudes which are generally acceptable.

Linton advises preparing suitable personal examples that can support what might appear to be an inadequate answer. **(19)** _____ That's because the great advantage of these examples is that they bring the interview under the candidate's control. They may also lead to further questions from the interviewers and fill a large part of the time.

However, even for the best-prepared candidate, some aspects of an interview might be unexpected. **(20)** _____ 'In this case,' says Linton, 'you should read it carefully and identify the main issues – then try to think creatively. And don't worry if you find it difficult, because others will, too.'

Linton also gives advice to candidates about not feeling defeated even before they begin. '**(21)** _____ Remember instead that, if you've got this far, you are good enough. And don't be put off by the seniority of the person asking the questions. Just focus on giving your best answers.'

Finally, Linton insists that much of the guidance on how to dress and behave in interviews is sheer common sense. **(22)** _____ Scientists have been telling us that for years. Part of our brain connects emotions to decision-making, making it outside of our conscious control. And interviewers are no different. They may well make decisions based on feelings first. They'll then look for justifications to support them. In short, candidates who look good, are likeable and trigger positive emotions in the interviewers are at a significant advantage.

[6 marks]



- A Don't take one look at the interviewers and assume it's all hopeless.
- B And that means constantly having to keep practising.
- C Many candidates have found themselves handed a text to study just minutes beforehand.
- D First impressions really do count.
- E Candidates must always ask themselves what they could have done differently.
- F However, extreme views should be avoided at all costs.
- G If they clearly contribute to the point you are making, they can be very powerful.
- H Rather, they have devoted themselves to a lot of extremely hard work.

Part 4**Questions 23 – 30**

Read the extract from the novel below, in which a young woman called Gracie talks about memories of her childhood.

Circle the correct answer **A, B, C** or **D**.

There is an example **(0)** at the beginning.

For
Examiner's
Use

ISLAND MEMORIES

Daniel and I had built between us an entire fleet of little boats. Fourteen of them there were, each one light blue with a smart white stripe across the bulwarks. I remember well the warm spring day when we took them down to the pool. We had just the gentle, constant breeze we needed for a perfect day's sailing. We launched them one by one and then ran round to the far side of the pool to wait for them to come in. It was while we were waiting that a pair of swans came flying over and landed in the middle of the pool, sending out great waves in their wake. Two of our boats turned over and some were eventually washed back to shore. We tried shouting at the swans, but nothing we did would frighten them away. They simply ignored us and cruised serenely around the pool. In the end, it was we who had to leave.

For some days after that, we tried to occupy our pool again, but the swans always seemed to be on the lookout for us and would come gliding towards us in a meaningful, menacing kind of way. They left us in no doubt that they did not want us there, and that they would not be prepared to share the pool with anyone.

So, reluctantly, we gave up and took our boats to nearby Popplestone Bay, but we found it was so windy there that, even on the calmest of days, our boats would be capsized almost as soon as we pushed them out. And then, one day, the fastest boat in the fleet, *Cormorant*, was carried out to sea before we could do anything about it. The last we saw of her was the top of her yellow sail as she vanished in the trough of a wave. That was the last straw. After that, we never sailed our boats from Popplestone Bay again. We were forced to look for somewhere else.

The beach on the sheltered coast of the island opposite Tresco would have been perfect, for the water was calmer there than anywhere else on the island, but there was

always too much happening there. Fishing boats were forever coming in and going out, leaving great tidal waves behind them, big enough to swamp our boats; and local children were often fishing off the quay or splashing through the shallows. Then there were Daniel's brothers and sisters, most of whom always seemed to be on that beach mending nets and lobster pots or painting boats. Of all of them, the one we most wanted to avoid was Big Tim, Daniel's eldest brother and our chief tormentor; and he was always there. The one time we had tried to sail our boats there, he had come with his cronies and bombarded our fleet with stones. They had managed to break two of the masts but, to our great delight and their obvious disappointment, none of our boats was sunk. Even so, we did not want to risk it again. We had to find somewhere secret, somewhere where no-one came and where the water was still enough for us to sail our boats. There was only one place left that we could go – Rushy Bay.

Rushy Bay was forbidden territory to us, along with most of the west coast of the island. We never asked why, for we did not have to. We all knew well enough that the west coast of the island was far too risky for children, whatever the weather. Mother and Father reminded me repeatedly about it, and they were right to do so. Even on the calmest of days the waves could sweep you off the rocks and take you out to sea. I had been there often enough, but always with Father. We used to go there for firewood, collecting the driftwood off the rocky beaches and dragging it above the high-water mark to claim it for our own; or we would go for the seaweed, piling the cart high with it before going back home. But I never went alone over to that side of the island; none of us ever did.

Example

0 How does Gracie describe the boats that she and Daniel had made?

- (A)** They had been decorated in a similar way.
- B** They required a strong wind to make them sail properly.
- C** They had been built according to Daniel's design.
- D** They could sail at an impressive speed in the water.

23 What do we learn about the arrival of the swans at the pool?

- A** The sailing boats were all sunk as they landed.
- B** They showed great interest in the boats.
- C** They refused to be chased from the pool.
- D** The children were scared of them.

24 What was Gracie's impression of the swans as the days went by?

- A** They were resigned to sharing their pool.
- B** They were threatening the children with their aggressive behaviour.
- C** They were waiting to welcome the children to the pool.
- D** They were unaware of the problems they were causing.

25 What finally made Gracie and Daniel stop sailing their boats in Popplestone Bay?

- A** the loss of their most precious boat
- B** the poor weather conditions
- C** the fact that the sea was too calm
- D** the distance from their home

- 26** Why did Gracie dislike the coast opposite Tresco?
- A** It was sometimes completely deserted.
 - B** It was too popular with holidaymakers.
 - C** It was the least sheltered part of the island.
 - D** It was used a lot by fishing boats.
- 27** What does Gracie reveal about Daniel?
- A** He came from a small family.
 - B** His family were involved in the fishing industry.
 - C** He had a good relationship with his elder brother.
 - D** His relatives were never around very much.
- 28** How did Gracie feel about their meeting with Big Tim?
- A** pleased that he had failed to sink their boats
 - B** unconcerned about running into him
 - C** hopeful that he might help them sail their boats
 - D** disappointed that his friends weren't on the beach with him
- 29** What impression does Gracie give of Rushy Bay?
- A** It was a place that was never spoken about.
 - B** It was the only place along the coast that they weren't allowed to go to.
 - C** It held a secret fascination for children in the area.
 - D** It was a dangerous part of the island to visit.

30 What is suggested from Gracie's account of going to Rushy Bay with her father?

- A They spent a lot of time together here.
- B Gracie did not enjoy what she had to do there.
- C They made good use of whatever they could find.
- D Her father enjoyed walking on the rocks there.

*For
Examiner's
Use*

[8 marks]

Part 5**Questions 31 – 40**

Read the text from a report about computer games in education and complete the notes.

Use **ONE WORD** from the text for each gap.

There is an example **(0)** at the beginning.

COMPUTER GAMES IN EDUCATION

The popularity of computer games has increased enormously in recent years. Now researchers have begun examining these games in more depth to see how far they can be used as an effective educational tool. Because of their popularity with young people, games have been increasingly used as a way of engaging students in areas which they might otherwise find quite demanding, such as chemistry and physics, or languages. But just how effective are games in teaching students new skills?

Nowadays, computer games companies have been quick to label their games as 'edutainment' – in other words a mix of entertainment and education – and they use this term in much of their marketing. The aim of this is to make their products more attractive to parents, who tend to prefer games that teach young people something. In other words, they should not just play for the sake of playing, but develop other skills while they are doing it. However, researchers are increasingly asking whether computer games really achieve this aim.

Educational computer games understand the need to motivate students, so they often build in a system of rewards, such as allowing players to progress to another level when they have done well. However, what they get may be quite separate from the skill which the game is intending to develop. For instance, in one maths game called *Count It!* the players have to do some sums, such as solving problems which focus on percentages. They then shoot down the right answers that are floating in balloons: the person who shoots down the most answers is the winner. The aim is to push a student's learning by awarding them points that they can use to play another of the company's online games. However, there is no real connection between what they get and the maths question they were trying to solve, so the student doesn't take away an

increased knowledge of maths. They will tend to just concentrate on playing the game rather than learning anything from it.

Another problem with trying to encourage students to learn from games is that they will often miss out the introduction and go straight on to playing the game, so they don't benefit from the educational material. What's more, there's an assumption that, by practising a problem a number of times, students will understand how to do it – a process called drill and practice. For example, students may come up with the correct answer to a maths problem like $2+2$ but it doesn't mean that they can apply the rules. They have simply remembered the solution.

It has also been found that games designed for educational purposes are often produced with relatively small budgets compared to commercial computer games, and with less state-of-the-art technology. This means that the graphics may be less impressive, and therefore less attractive to the players.

There's also the problem that there is no input from a teacher if the student needs help or guidance. However, there is evidence that children can improve in certain limited areas such as spelling and the ability to read, but further research is still being done into how far there is a transfer of these skills from the game to a wider context. The issue of educational games also poses a bigger question: has there been too big a rush to revolutionise learning and make it fun? Students need to be able to deal with frustration and setbacks during learning and accept that they have to stay on track despite problems. They don't learn this from playing computer games.

Although there are clearly difficulties, many of those who have looked into the value of educational games have been reasonably optimistic in their findings. These studies should be treated with caution, however. Many of them have been carried out over a short period of time, and there is often no control group – a group that has not played the games. This means there can be no comparison between the results of the two groups to see how effective the games have been.

COMPUTER GAMES IN EDUCATIONFor
Examiner's
Use

- Researchers have begun to look at whether computer games can be used as a valuable **(0)** _____ *educational* _____ tool.
- Games can be used to interest students in subjects such as **(31)** _____ and science.
- The term used for educational games comes from their combination of education and **(32)** _____ .
- Companies want to increase the appeal of their games to **(33)** _____ .
- Educational games motivate students by giving them **(34)** _____ for good performance.
- One example of a maths problem in *Count It!* involves the topic of **(35)** _____ .
- Students often don't read the **(36)** _____ that contains the educational material.
- Solving maths problems doesn't mean students know how to use the **(37)** _____ .
- Games made on limited **(38)** _____ may not be appealing to users.
- It is known that children make progress in reading and **(39)** _____ when using games.
- The report concludes that researchers are still quite **(40)** _____ despite the evident problems.

[10 marks]

BH/ENG12/02

March 2013

ENGLISH

Paper 2 Reading

امتحان مارس ٢٠١٣

اللغة الإنجليزية

الورقة ٢ القراءة

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<http://www.guardian.co.uk/law/2012/may/08/training-to-be-a-barrister-barristers>; 8 May 2012.
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<http://web.cs.swarthmore.edu/~turnbull/cs91/f09/paper/MakingSweetMusic.pdf>.

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