



Task 1 (30 marks)



Text 1

“A Mild Attack of Locusts” by Doris Lessing

This excerpt describes the morning after a devastating locust attack on a South African farm; Margaret, a farmer’s wife who grew up in the city, her father-in-law, Stephen, and her husband, Richard, survey the locust-damaged landscape and watch the locusts depart.

In the morning, [Margaret] woke to yellow sunshine lying across the bed [...] She

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Timing recommendation for question parts 1a to 1d: **15 minutes**

- These question parts are assessed according to criterion A (Analysing).
- They are worth 10 marks.

Text 1



Question 1a (2 marks)

Comment on the use of colour in the opening of the excerpt.



1 (30 marks)

Question 1a

Question 1b

Question 1c

Question 1d

Question 1e



2 (20 marks)



3 (30 marks)



Scroll down to continue



Task 1 (30 marks)



Text 1

“A Mild Attack of Locusts” by Doris Lessing

This excerpt describes the morning after a devastating locust attack on a South African farm; Margaret, a farmer’s wife who grew up in the city, her father-in-law, Stephen, and her husband, Richard, survey the locust-damaged landscape and watch the locusts depart.

In the morning, [Margaret] woke to yellow sunshine lying across the bed [...] She went to the window. Old Stephen was ahead of her. There he stood, outside, gazing down over the bush. And she gazed, astounded—and entranced, much against her will. For it looked as if every tree, every bush, all the earth, were lit with pale flames. The locusts were fanning their wings to free them of the night dews. There was a shimmer of red-tinged gold light everywhere.

She went out to join the old man, stepping carefully among the insects. The two

and. Overhead the sky was blue—blue and clear.

↔ ion parts

essed
(sing).

the

- 1 (30 marks)
 - Question 1a
 - Question 1b
 - Question 1c
 - Question 1d
 - Question 1e
- 2 (20 marks)
- 3 (30 marks)



Scroll down to continue

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She went out to join the old man, stepping carefully among the insects. The two stood and watched. Overhead the sky was blue—blue and clear.

“Pretty,” said old Stephen with satisfaction.

Well, thought Margaret, we may be ruined, we may be bankrupt, but not everyone has seen a locust army fanning their wings at dawn.

Over the slopes in the distance, a faint red smear showed in the sky. It thickened and spread. “There they go,” said old Stephen. “There goes the main army, off south.”

And now, from the trees, from the earth all around them, the locusts were taking wing. They were like small aircraft maneuvering for the takeoff as they tried their wings to see if they were dry enough. Off they went [...]

And as the clogged branches lifted, the weight on them lightening, there was

the black spines of branches and tree trunks. No green—nothing.

the

- 1 (30 marks)
 - Question 1a
 - Question 1b
 - Question 1c
 - Question 1d
 - Question 1e
- 2 (20 marks)
- 3 (30 marks)



south.”

And now, from the trees, from the earth all around them, the locusts were taking wing. They were like small aircraft maneuvering for the takeoff as they tried their wings to see if they were dry enough. Off they went [...]

And as the clotted branches lifted, the weight on them lightening, there was nothing left but the black spines of branches and tree trunks. No green—nothing. All morning they watched, the three of them—Richard having finally got up—as the brown crust thinned and broke and dissolved, flying up to mass with the main army, now a brownish-red smear in the southern sky. The lands, which had been filmed with the green of the new, tender mealie plants, were stark and bare. A devastated landscape—no green, no green anywhere.

[...] After the midday meal, the men went off to the lands. Everything was to be replanted. With a bit of luck, another swarm would not come travelling down just this way. But they hoped it would rain very soon, to spring some new grass, because the cattle would die otherwise; there was not a blade of grass left on the farm. As for Margaret, she was trying to get used to the idea of three or four years of locusts. Locusts were going to be like the weather from now on—always imminent. She felt like a survivor after a war; if this devastated and mangled countryside was not ruin—well, what then was ruin?

But the men ate their supper with good appetites.

de
not
fanning

- 1 (30 marks)
 - Question 1a
 - Question 1b
 - Question 1c
 - Question 1d
 - Question 1e
- 2 (20 marks)
- 3 (30 marks)



Scroll down to continue

en worse” was what they said. “It could be much worse.”



BROWN CRUST THINNED AND BROKE AND DISSOLVED, flying up to mass with the main army, now a brownish-red smear in the southern sky. The lands, which had been filmed with the green of the new, tender mealie plants, were stark and bare. A devastated landscape—no green, no green anywhere.

[...] After the midday meal, the men went off to the lands. Everything was to be replanted. With a bit of luck, another swarm would not come travelling down just this way. But they hoped it would rain very soon, to spring some new grass, because the cattle would die otherwise; there was not a blade of grass left on the farm. As for Margaret, she was trying to get used to the idea of three or four years of locusts. Locusts were going to be like the weather from now on—always imminent. She felt like a survivor after a war; if this devastated and mangled countryside was not ruin—well, what then was ruin?

But the men ate their supper with good appetites.

“It could have been worse” was what they said. “It could be much worse.”

©

lot
fanning

1 (30 marks)

Question 1a

Question 1b

Question 1c

Question 1d

Question 1e

2 (20 marks)

3 (30 marks)

Text 2

Text 2



Scroll down to continue

Lesson on Resilience by



Text 2

In this film *A Lesson on Resilience* by The Learning Lab, the creator presents a school lesson about the idea of resilience.



©

Text 2



Question 1c (2 marks)

Describe the purpose of the toys used in the film.



1 (30 marks)

Question 1a

Question 1b

Question 1c

Question 1d

Question 1e




2 (20 marks)



3 (30 marks)





A photograph of two young girls walking through a store. The girl on the left is wearing a yellow shirt and a green backpack, carrying a blue shopping bag. The girl on the right is wearing a pink shirt and dark pants, carrying a white shopping bag with a red top. They are both smiling and looking towards the camera. The background is slightly blurred, showing store shelves and other people.

Good morning, Miss Hazell

4/3/2018

Sunday

Mrs Hazel Lee

Resilience



4/3/2018

Sunday

Mass Hotel LRT

Resilience

**THE LEARNING LAB
PRESENTS**



A wooden tray containing five colorful nesting dolls. The dolls are arranged in two rows. The front row has two dolls: a yellow one on the left and a blue one on the right. The back row has three dolls: a white one on the left, a blue one in the middle, and a light blue one on the right. The dolls have simple, stylized faces and are set against a blurred background of a person's legs and a wooden floor.

A LESSON ON BOUNCING BACK







Who does it look like?



That's right!

3/2018

Day

Hazel Lee

Resilience

I want you to do everything that you can









Resilience

Who is the strongest in class?

A young child with short dark hair, wearing a red and black horizontally striped short-sleeved shirt, is shown from the side, pointing their right hand towards the right. In the foreground, the dark hair of another child is visible on the left, and the back of a child with long dark hair and a pink hair clip is visible on the right. The background is a plain, light-colored wall with a wooden baseboard.

I'm going to give Jeron a prop,







Okay, children, who can tell me

3/2018

by
Hazel Lee

Resilience



what it means to have resilience?



Resilience means... if you...



make the toy fall down,



it'll come back up very, very fast.

Let's teach our children to get up more times than they fall.



THE LEARNING LAB

LET'S GET READY FOR LIFE



Text 2

In this film *A Lesson on Resilience* by The Learning Lab, the creator presents a school lesson about the idea of resilience.



Text 2



Question 1c (2 marks)

Describe the purpose of the toys used in the film.



1 (30 marks)

Question 1a

Question 1b

Question 1c

Question 1d

Question 1e



2 (20 marks)



3 (30 marks)





Question 1d (3 marks)

Analyse the effect of a technique used in this clip from the film.



©



1 (30 marks)

Question 1a

Question 1b

Question 1c

Question 1d

Question 1e



2 (20 marks)



3 (30 marks)



Scroll down to continue

Question 1e (20 marks)

Text 1

Text 2

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


Timing recommendation: **35 minutes**

- This question part is assessed according to criteria A (Analysing) and B (Organizing).
- This question part is worth 20 marks (A – 10 marks and B – 10 marks).

Texts 1 and 2

Compare and contrast how the concept of resilience is explored in the texts.

(Approximately 350 words)

B I   **U** x_2 x^2   Ω Σ

Styles  



Scroll down to continue



Task 2 (20 marks)



Timing recommendation: **35 minutes**

- This task is assessed according to criteria C (Producing text) and D (Using language).
- This task is worth 20 marks (C – 10 marks, D – 10 marks).

— Look at the images below and respond to the prompt.



1 (30 marks)



2 (20 marks)



3 (30 marks)

Image 1

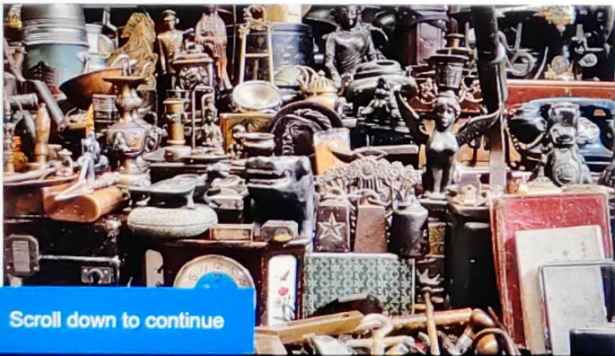


Image 2



Scroll down to continue



Image 1



Image 2



- 1 (30 marks)
- 2 (20 marks)
- 3 (30 marks)

Using **one** of the images, **create** a scene in a science fiction story in which a character discovers an object's power.



Scroll down to continue

using any of the following: purpose, characterization, setting, mood, and/or



Using **one** of the images, **create** a scene in a science fiction story in which a character discovers an object's power.

You may consider using any of the following: purpose, characterization, setting, mood, and/or point of view.

Select the image you are using:

- Image 1
- Image 2

(Approximately 350 words).

B *I* ← → U x_2 x^2 $\frac{1}{2}$ $\frac{3}{4}$ Ω Σ Styles

- 1 (30 marks) ▾
- 2 (20 marks)
- 3 (30 marks)





Task 3 (30 marks)



Timing recommendation: **35 minutes**

- Global context – Personal and cultural expression
- This task is assessed according to criteria B (Organizing), C (Producing text) and D (Using language).
- This task is worth 30 marks (B – 10 marks, C – 10 marks, D – 10 marks).

Your school is organizing a multi-generational event to educate the community about the unique values and concerns of each age group. **Create** a letter nominating a guest speaker whom you feel will best represent your generation.

(Approximately 350 words)



1 (30 marks)



2 (20 marks)



3 (30 marks)

