

CONFIDENTIAL\*



MAJLIS PEPERIKSAAN MALAYSIA

(MALAYSIAN EXAMINATIONS COUNCIL)

**75 Minutes**

Instructions to candidates:

**DO NOT OPEN THIS QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO.**

*There are forty questions in this test.*

*Indicate the correct answer on the Multiple-choice Answer Sheet provided.*

*Answer all the questions.*

RANIELD ASHIKA A/K OTHMAN

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**This question paper consists of 21 printed pages and 3 blank pages.**

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**MUET SESSION 2 2023 - 800/3**

\*This question paper is CONFIDENTIAL until the test is over.

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**Part 1**

*Read three notices about competitions.*

*Answer questions 1 to 4 based on the notices about competitions (A to C).*

Which competition

- 1 has the earliest closing date? A
- 2 needs stories to be sent by post? C
- 3 offers money for the winner to study in college? B
- 4 tells the number of words to be used in the stories? A

A	B	C
<p><b>English Language Story Competition</b></p> <p>Open to all students</p> <p>“Malaysia celebrates its 66<sup>th</sup> Independence Day this year. What does this mean to you?”</p> <p>Your story must be between 1000 and 1500 words, and written in English</p> <p>First prize: RM5000 Second prize: RM3000 Third prize: RM1500</p> <p>Submit to: <a href="http://apps.elsc.my/">http://apps.elsc.my/</a> by <u>31 August 2023</u> Contact: Ms Amy Smith <a href="mailto:asmith@zmail.com">asmith@zmail.com</a></p>	<p><b>Story Competition</b></p> <p>Open to young people between 15 and 25</p> <p>Share your ideas for world peace</p> <p>Your story can be as short or as long as you wish</p> <p>Win cash prizes of up to RM3000 and a scholarship of RM250 000 for college education</p> <p>Closing date: <u>30 October 2023</u> Submit your story to: <a href="http://youth.rotary123.org/">http://youth.rotary123.org/</a></p>	<p><b>Oxbridge Story Competition 2023</b></p> <p>Open to Malaysian students from Forms 1 to 5 and secondary school teachers</p> <p>Win up to RM30 000 in cash prizes</p> <p>Winners get certificates and medals</p> <p>Submit your story from <u>1 March to 30 November 2023</u> to the address below:</p> <p>Oxbridge Kuala Lumpur, 44, Jalan Burung Bangau, <b>53000 KEPONG,</b> Kuala Lumpur</p> <p>For essay questions, go to: <a href="http://oxbridge.org/">http://oxbridge.org/</a></p>

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**Part 2**

*Read an email from a club president to his committee members.*

*Answer questions 5 to 9 based on the email.*

New Message		X
To:	committeemembers@university.edu.my	
From:	adam_engineeringclub@university.edu.my	
Subject:	International Robotic Exhibition	
1	I have just had a meeting with Prof Anna, and we discussed the details for our annual club event. It is confirmed that (the event will not be held in the same month as previous years) This is due to the COVID-19 pandemic. (The new date is now set a week after our final exams.) Therefore, it is important for us to plan everything ahead of time, so that we will not be too occupied during the exam week.	
2	Prof Anna has confirmed the guests of our event. Dr Leia from the University of Adelaide and Prof Abraham from the University of Sydney will be giving talks. It is going to be a bigger event this year. We have students from these two universities joining our event, and they will take part in the exhibition too. It will be great!	
3	We will need to organise the programme wisely as our time zones are not the same. Thus, we must set the schedule taking that into consideration. Prof Anna is also worried about running this event online. We will need to liaise with the IT Department, and we must figure out the best broadcast platform. There should be no distraction during the live broadcast of the event as there will be a huge crowd.	
4	We are still searching for the emcee of this event. If you have a suitable candidate, please forward the name to Ms Rya. We are not only looking for someone with a smart appearance, but also one who is able to speak fluently and confidently in front of an international audience.	
5	Is there any update from the Exhibition Team? Many students have volunteered to work before and during the event. Do not hesitate to talk to me. Let me know if you need any help. All decisions must be made together. I believe we are able to solve any problem that may come up. I look forward to your support and cooperation. Thank you for working hard to make this event a big success. We can do this!	
<p>Regards,</p> <p>Adam Raez President of The Engineering Club</p>		

5 Adam Raez begins the email by explaining  
A the reasons for the different exam dates ✗  
B the recent changes in the date of the event  
C the planning for the date of the next meeting ✗

6 The exhibition is special because  
A it is an international event for the Robotic Society  
B it is a yearly event for The Engineering Club ✗  
C it is a one-time event for the university ✗

7 The audience will probably be  
A present in person ✗  
B in different time zones  
C made up of students from the IT Department ✗

8 The emcee must be  
A a male engineer ✗  
B a good user of English  
C an international student ✗

9 Adam Raez is a leader who  
A lets other people make decisions ✗  
B does other people's work for them ✗  
C considers the opinions of other people

## Part 3

Read an excerpt taken from Jane Austen's *Pride and Prejudice*.

Answer questions 10 to 14 based on the excerpt.

1 It was Lady Catherine de Bourgh. *→ Elizabeth*

*Mrs Bennet*

2 They were of course all intending to be surprised; but their astonishment was beyond their expectation; and on the part of Mrs Bennet and Kitty, though she was perfectly unknown to them, even inferior to what Elizabeth felt.

3 She entered the room with an air more than usually ungracious, made no other reply to Elizabeth's salutation, than a slight inclination of the head, and sat down without saying a word. Elizabeth had mentioned her name to her mother on her ladyship's entrance, though no request of introduction had been made.

4 Mrs Bennet, all amazement, though flattered by having a guest of such high importance, received her with the utmost politeness. After sitting for a moment in silence, she said very stiffly to Elizabeth,

5 "I hope you are well, Miss Bennet. That lady, I suppose, is your mother." *↓ Mrs Bennet*

6 Elizabeth replied very concisely that she was.

7 "And that I suppose is one of your sisters." *←*

8 "Yes, madam," said Mrs Bennet, delighted to speak to Lady Catherine. "She is my youngest girl but one. My youngest of all is lately married, and my eldest, Jane, is somewhere about the grounds, walking with a young man who, I believe, will soon become a part of the family."

9 "You have a very small park here," returned Lady Catherine de Bourgh after a short silence.

10 "It is nothing in comparison of Rosings, my lady, I dare say; but I assure you it is much larger than Sir William Lucas's."

11 "This must be a most inconvenient sitting room for the evening, in summer; the windows are full west."

12 Mrs Bennet assured her that they never sat there after dinner; and then added:

13 "May I take the liberty of asking your ladyship whether you left Mr and Mrs Collins well."

14 "Yes, very well. I saw them the night before last."

15 Elizabeth now expected that she would produce a letter for her from Charlotte, as it seemed the only probable motive for her calling. But no letter appeared, and she was completely puzzled.

16 Mrs Bennet, with great civility, begged her ladyship to take some refreshment; but Lady Catherine very resolutely, and not very politely, declined eating anything; and then, rising up, said to Elizabeth,

17 "Miss Bennet, there seemed to be a prettyish kind of a little wilderness on one side of your lawn. I should be glad to take a turn in it, if you will favour me with your company."

(Adapted from Jane Austen's *Pride and Prejudice*, 1961)

10 Who is Lady Catherine de Bourgh?

A She is Kitty's friend.

B She is Elizabeth's mother.

C She is Mrs Bennet's guest.

*Fri*

11 When Lady Catherine de Bourgh came,

A the Bennets were excited

B the Bennets were pleased

C the Bennets were wordless *family*

12 Paragraph 8 discusses

A the acceptable age for marriage in that society

B the possibility of Elizabeth's sister getting married soon

C Lady Catherine's plan to have Jane as her daughter-in-law

13 You have a very small park here (paragraph 9) means

A Lady Catherine judges the Bennet's wealth by their property

B Lady Catherine prefers Sir William Lucas's park to the Bennet's

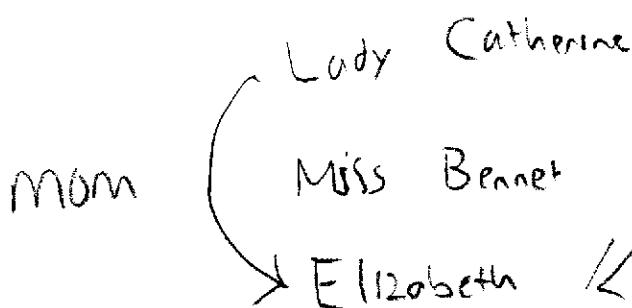
C Lady Catherine compares the size of the Bennet's house with hers

14 What is the real purpose of Lady Catherine's visit?

A To talk with Elizabeth personally in the park

B To ask Elizabeth to mow the grass in the park

C To discuss her company's progress with Elizabeth in the park



**Part 4**

*Read two texts about a tower.*

*Answer questions 15 and 16 based on Text 1.*

**Text 1**

- 1 Some of the most iconic towers in the United States of America (USA) now have new and improved appearances. They have undergone significant changes in the last decade. These include the 2009 redo of the Empire State Building in New York and the Willis Tower in Chicago. Nine years later, the most recent to get a reboot was Seattle's Space Needle. Architects added three new things. A new glass shell on the observation deck, a rotating glass floor nearly three inches thick for the restaurant one level below, and a spiral staircase between the two.
- 2 I toured the Seattle tower in June when the USD100-million revamp was about two-thirds complete. It is now open and only the restaurant interiors remain to be finalised. It should happen by late fall. The aim of the redo, said project architect Blair Payson, was to return the tower to its place as one of the chief architectural embodiments of the American Space Age. It is a tangible reflection of a key moment in Seattle's history.
- 3 "There were all these accretions, many of them added after the building went up," Blair Payson said. He showed me a photo of the visual clutter that existed before this renovation, the biggest in the tower's history. "On the observation deck before, I'd have to lift my two little daughters up to show them the view," he said. "Now there's nothing between you and the city."
- 4 We walked off the elevator, and he was correct. There was Seattle, from just over 500 feet up the 605-foot tower. As vertigo sufferers are instructed to do, I pulled my chin up and looked across, not down, at a floatplane headed for a landing on Lake Union. Blair Payson urged me to try one of the observation deck's Skyrisers, glass seats attached to the transparent shell. They're slanted backward so the brave can recline.
- 5 I managed it (barely) and steeled myself for glimpses at the office building that masquerades as Seattle Grace Hospital in *Grey's Anatomy*; at the newish restaurant and gallery built to showcase some of artist Dale Chihuly's extravagant blown-glass creations; and at the new geodesic spheres at the centre of Amazon's downtown campus. Many of the sights of contemporary Seattle are visible from the tower, but it also brings visitors into the thick of the town's history and aspirations. "The Space Needle really is this great Seattle story," Blair Payson said. "It was conceived, designed, and built by locals. We've been makers here for a long time, tech-oriented since long before Amazon and Microsoft."

(Adapted from *Los Angeles Times*, 2018)

15 What is the main idea of paragraph 1?

- A Chicago's Willis and Seattle's Space Needle towers are having makeovers by different architects.
- B New York's Empire State Building is already worn out and it needs a makeover urgently.
- C Many famous towers in the USA have had major makeovers.

16 Which of the following is true about Seattle's Space Needle's makeover?

- A It brings out the best Seattle has to offer.
- B It adapts technology from Amazon and Microsoft.
- C It increases the height of the tower from 500 to 605 feet.

Answer questions 17 and 18 based on Text 2.

### Text 2

- 1 **Architectural Digest:** How did you approach the renovation of Seattle's Space Needle?
- 2 **Alan Maskin:** There were three major challenges and the first was that we needed to renew the visitor experience significantly. We needed to change it, we needed to expand on what it could possibly be. (A related challenge is that it is a landmark building and it has a very specific designation. It's a Seattle landmark, and the designation basically says that you can't change the contour of the building against the sky.) We had to balance those two things: How do you change it exponentially from an experience level, but at the same time preserve it in terms of the exterior form of the building? And then on top of all that, it's a construction project that would be 500 feet in the air. We've talked about this a lot and it's almost like building in outer space.
- 3 **Architectural Digest:** What pieces of the original space did you know you wanted to change and what did you want to preserve?
- 4 **Alan Maskin:** More than anything else, more than any particular piece of architecture, we wanted to change the experience. We built a 3-D model of the existing conditions. Based on our research about what the original architects wanted to do, pure, unadulterated, expansive views of the city should be provided. And that, in our minds, was still the primary goal. What happened over the past 60 years is that many things had been added: Walls, strip windows, and security cages. We took off the security cages, pony walls, and actual walls. We took strip windows and made them floor to ceiling openings. We even peeled up the floor and looked at what it was like if that was taken away as well. In every instance of removing, we added glass and it became the most significant material we used on the project. Because we could study it in model form, we realised that we were widening the lens in the pupil of the visitor's eye. In fact, they could see much more than they ever had before. They could see 360-degree views, floor to ceiling glass, and glass barriers on the outside. The only thing between them and the view was glass, and then there's the world's first rotating glass floor, which allows you to look 500 feet below you and see parts of the Space Needle you've never seen before.

(Adapted from *Architectural Digest*, 2018)

17 In dealing with Seattle's Space Needle's makeover, Alan Maskin was mainly concerned about

A preserving the identity of the tower

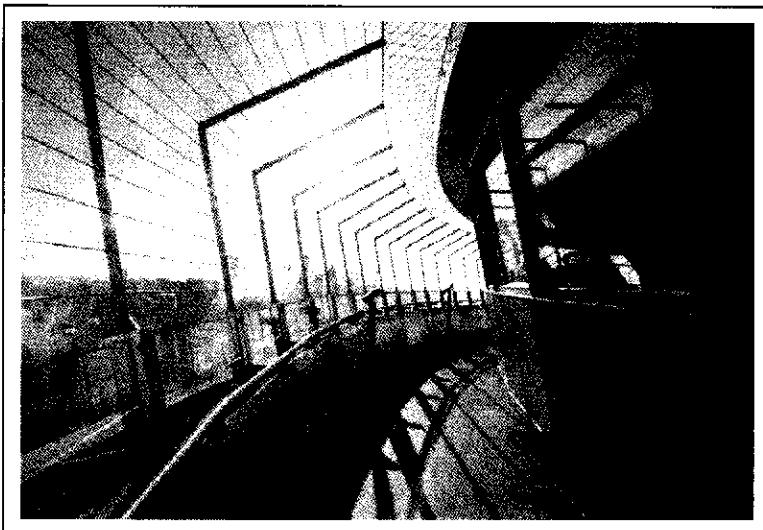
B constructing the tower 500 feet in the air

C giving visitors a fresh experience of the tower

✓

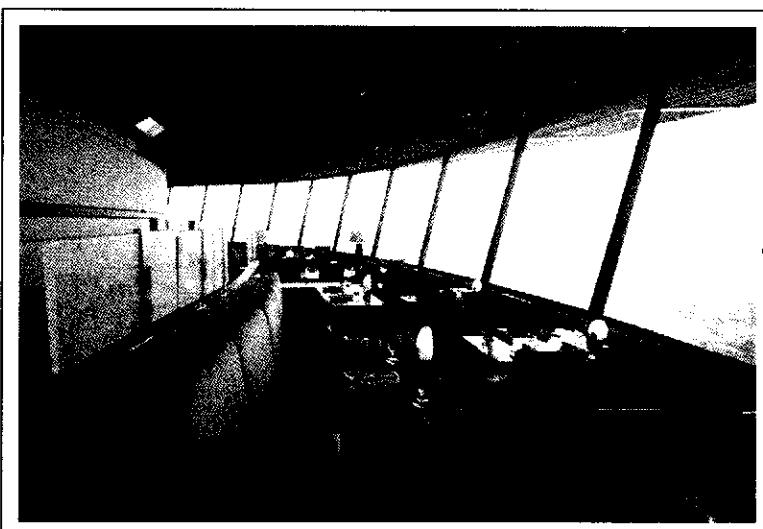
**18** Which of the following best illustrates Seattle's Space Needle after the makeover?

**A**



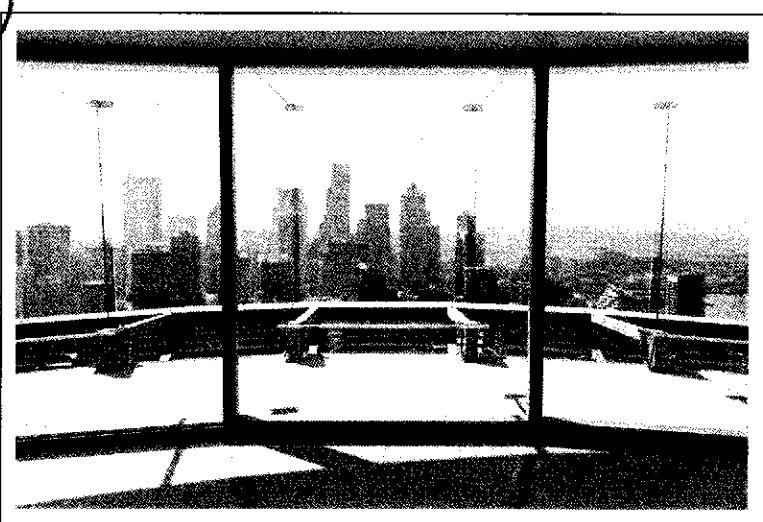
~~X~~

**B**



~~X~~

**C**



Answer questions 19 and 20 based on Text 1 and Text 2.

19 What are the main distinguishing features of Text 1 and Text 2?

A Text 1 discusses the makeover of the tower using personal experience while Text 2 discusses the makeover of the tower using professional experience.

B Text 1 discusses the makeover of the tower using a builder's view while Text 2 discusses the makeover of the tower using a customer's view.

C Text 1 discusses the makeover of the tower using descriptions while Text 2 discusses the makeover of the tower using narration.

20 Both Texts 1 and 2 agree that the makeover of the tower should

A represent the latest development in technology

B take into consideration child safety

C symbolise Seattle in general

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**Part 5**

*Read a text about the experiences of a pair of hikers while tracing the length of the Grand Canyon. Six sentences have been removed from the text. Choose from the sentences A to G the one which fits each gap (21 to 26). There is one extra sentence which you do not need to use.*

- 1 Be careful what you wish for, especially when you set out to walk America's deepest wilderness. On 28 September 2015, writer Kevin Fedarko and photographer Pete McBride set out to thru-hike the Grand Canyon. They wanted to raise public awareness about the numerous threats the iconic national park is currently facing.
- 2 The pair planned to make the trip of roughly 1300 kilometres in sections, documenting the canyon in its different moods during all four seasons of the year. They knew the hike was going to be arduous. 21 \_\_\_\_\_. And just one-third of those had completed the hike as a non-stop push.
- 3 At the start, the fact that so few people had ever pulled off a Grand Canyon thru-hike did not dishearten Fedarko and McBride. 22 \_\_\_\_\_ E \_\_\_\_\_. They had ventured to the wildest reaches of the planet for various magazines. Hiking the Grand Canyon, they thought, was going to be tough, but they were not particularly worried about the physical aspects of it.
- 4 The two wanted the trip to be about far more than ticking off an objective, however. Fedarko and McBride are convinced that the Grand Canyon is the most significant unit in the entire National Park System, which celebrated its 100<sup>th</sup> year while they hiked.
- 5 Fedarko says that it is not the most important park if you use conventional metrics for superlatives. The park is not the first, not the largest, not the most visited, but it is in a unique category of its own. 23 \_\_\_\_\_ C \_\_\_\_\_. It is the most recognised landscape we have.
- 6 It did not take long for Fedarko and McBride to realise that this was, in fact, the most difficult undertaking of their lives. Hiking the vertical ground of the canyon is a harrowing exercise in focus. 24 \_\_\_\_\_ B \_\_\_\_\_. "Knowing that it takes three leisurely weeks to paddle down all 446 kilometres of river was just a remote fact in our minds and we could not imagine the energy and grit needed for the hike."
- 7 Every step requires some sort of negotiation. "Pretty much every second of it is torture," says Fedarko. A combination of factors makes it so difficult. The searing heat makes everything more difficult. 25 \_\_\_\_\_ D \_\_\_\_\_. "We had no idea what we were getting into when we started."
- 8 McBride agrees: "You can never take your mind off your feet. You can never gaze around. You are constantly poked, prodded, and abusing your body on some physical level. You are always laser-focused." He says that it was the mental effort as much as the physical that made it so much more difficult than other expeditions.
- 9 Knowing that they would often be too far above the river to reach it, preparing for big gaps between water sources, the pair tried to pack light. 26 \_\_\_\_\_ F \_\_\_\_\_. The photographer began to come down with symptoms of hyponatremia, or low sodium levels. His body was racked with pain from a lack of electrolytes.
- 10 After travelling only a third of the distance they had planned to cover on the first leg, they pulled out to lick their wounds. They had gone only 97 kilometres out of a planned estimate of 290. "The canyon respects nobody," McBride says.

(Adapted from *National Geographic*, 2016)

A It abuses your body over time.

24 B There is nothing close to a trail.

23 C It is the crown jewel of the entire system.

25 D 72 hours into that first leg, they faced a problem.

22 E At that time, only about 24 people had ever succeeded.

26 F Springs and seeps are few and far between down below the rim.

21 G Both had run the Colorado River through the Grand Canyon many times.

\* MOST  
TRICKY  
SECTION

**Part 6**

*Read an article on social action.*

*Answer questions 27 to 33 based on the article.*

1 There have not been any articles published on the use of literature to create awareness for social action. Social action involves people collaborating to address important issues in communities to improve other people's lives. Currently, school practices related to social action show minimal engagement. The English subject does cover issues, such as pollution and recycling, but the teaching and learning of these issues do not go beyond classroom activities. 5

2 For instance, some schools do not even provide the usual three dustbins for students to separate their rubbish. Aini and Laily (2007) found that there was a low level of involvement in environmental clubs. Thang and Kumarasamy (2006) found that though environmental education is infused into the school curriculum, it is unfortunate that its importance is not stressed. So, students do not really see the need to adopt an environment-friendly lifestyle. 10

3 I have provided two examples of research conducted in Malaysian language classrooms related to the environment. Recycling is one of the topics taught within the school subjects that allows social action to be inculcated. However, the research findings did not show much engagement with the practice of social action, which would have allowed the teaching and learning to be done in a more "hands-on" way. In language classrooms, it is teaching, not just doing activities, that paves the way for social action. This teaching technique would be more meaningful and lived experientially by students. 15

4 It is pertinent to compare Malaysian teaching techniques to those other countries. In American classrooms, an increasing number of educators have begun to make the links between classroom literacy programmes and social action. Vizyak's (1995) first-graders at Cotton Creek Elementary School were guided to take social action through letter writing. In a class about whales, the children wrote letters to the president of the United States of America (USA) to protest sonic testing proposed for the San Diego Bay. In addition to Vizyak's study, first-graders at Jacob Shapiro Elementary School collected and sent school supplies to children in Haiti after reading about impoverished Haitian children. In another public school in Brooklyn, students made crib quilts for at-risk babies after reading about flood victims. This awareness and social action show that students can be moved to take action. 20

5 Issues in literary texts can also be compelling and trigger one's emotions to react strongly. Rous et al. (2002) investigated the ways teachers broadened learning about the environment, from the Science subject to other subjects such as Geography and History. The researchers argued that it was possible to teach and nurture environmental awareness through various techniques. One of the techniques was through reading literary texts. Another case in point is the teaching of Geography, where teachers complemented their teaching by giving readings on various aspects of mountain hikes. Students not only learn the language, but they also broaden their views through exposure to environmental knowledge and awareness. The traditional assessments, such as essays 25

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and presentations, remained as the basic form of grading. Furthermore, students were able to work outside the classroom, choose a local area, and write observations and reflections. By combining literature and environmental studies, the teachers managed to infuse learning with social action. This practice helped to nurture students' sense of awareness towards the environment.

45

6 In another piece of research, Kostelecky and Hoskinson (2005) combined the learning of literature with the real world. By linking the past to the present, students were motivated to learn based on their life experiences and found relevance between the subject matter and their current lives. Furthermore, when teachers linked reading to practical work and life skills, the students saw the value of reading. By reading literary texts, which dealt with topics related to the course, students were not only able to enhance their critical thinking skills, but also able to make connections between literature and the real world context.

50

7 In addition, Cooper et al. (1997) provided examples of classroom teaching where literature was used to raise awareness about the environment. Students learnt more effectively because they could see how real world themes allowed them to make learning experiences functional and useful. It built connections between new knowledge and old knowledge. Learners were able to make the connections when they were exposed to many different types of resources. Furthermore, real world themes helped students to interact with their environment.

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8 As a conclusion, these examples highlight the ways in which literary texts can bring about social change through reading and doing projects related to the issues presented. I would like to suggest that the language classroom becomes a space for the development and nurturing of social action for the common good. While it is important for teachers to pay attention to the mechanics of the text, such as plot, themes, symbols, settings, and character development, literary texts in the language classroom can become the vehicle to cultivate social action.

65

(Adapted from 3L: *The Southeast Asian Journal of English Language Studies*, Vol 17, Special Issue, 2011)

27 The writer begins the article by

- A listing social action practices among students in schools X
- B providing examples of social action issues addressed in schools X
- C highlighting the present state of social action learning in schools
- D describing social action activities stated in the curriculum for schools X

28 In paragraph 3, the writer attracts the reader's attention to the issue discussed by pointing out

- A the casual teaching of environmental awareness in language classes X
- B the wrong focus in the studies on social action in Malaysia X
- C the overemphasis on recycling in the school curriculum X
- D the lack of practical learning in Malaysian schools

29 From paragraph 4, we can make an inference that Vizyak is

- A a member of an environmental group
- B a political leader in a country
- C a flood victim from Haiti
- D a teacher in the USA

30 The ideas in paragraph 5 are organised through

- A compare and contrast
- B cause and effect
- C exemplification
- D categorisation

31 In paragraph 6, *real world* (line 47) refers to

- A ...linking the past to the present... (line 47)
- B ...practical work and life skills... (line 50)
- C ...topics related to the course... (line 51)
- D ...enhance their critical thinking skills... (line 52)

32 Which of the following accurately reflects the researchers and their focus?

	<i>Researcher</i>	<i>Research Focus</i>
A	Thang and Kumarasamy (2006)	The importance of students' lifestyles <input checked="" type="checkbox"/>
B	Rous et al. (2002)	The suitability of techniques in teaching environmental education <input checked="" type="checkbox"/>
C	Kostelecky and Hoskinson (2005)	The integration of literature and life experiences in classrooms <input type="checkbox"/>
D	Cooper et al. (1997)	The discussion of classroom teaching resources <input checked="" type="checkbox"/>

33 A theme that is repeated in the article is

- A teachers need to be good at subjects other than their own in order to be effective in environmental education
- B language classes ought to use literary texts to inspire students to work together for the benefit of the community
- C Malaysian educators should follow the practices of other countries to get students to solve important problems in their society
- D student projects must involve activities dealing with real world issues to increase their sense of social responsibility towards the environment

7 By what process does sound become music? What did it signify that the weird sounds of the bush could become music suitable for the parlour? Was it appropriation, an act of dispossession, or a matter of becoming attuned to a new environment? 45

8 About 1860, the first of a long series of cooee songs appeared. The narrative was trite, as suited many of the sentimental conventions of popular music at the time. It told the story of a young man roaming in the bush who came across "a pretty maid" who had been picnicking with friends, but who had wandered off. She was agitated, her gaze was wild; but as he watched "in a silv'ry timid voice she uttered the wild cry". 50

9 This earliest of the songs contained many of the elements the cooee brought to popular music. There was the obvious melodic motif of the cooee: Here, as in most of those that followed, the cooee came at a strategic moment musically. The play between the initial call and the answering cooee brought resolution. The loneliness of the bush was answered. As a single sound can be neither dissonant nor consonant, so the cooee needed its reply. 55

10 Later songs played out the same idea. As in so many popular songs, the cooee brought about a union of young lovers. 55

11 The tuning of the bush, turning what could be heard as its weird sounds into music, a music that was a celebration of harmonisation and of coming together, was complete by 1914, when war broke out. Then the cooee was conscripted for other purposes: Posters and patriotic songs used the cooee as propaganda in the cause of recruitment. Imperial Britain or Australian soldiers were depicted "cooeeing" to potential recruits for help from over the ocean. By then the harmonies of the bush were familiar and reassuring to white Australians. Though it is possible the bush had the last laugh. Despite the effort put into tuning the cooee, how many of those pianos, carted to frontier homes in scorching heat, remained in tune? 60 65

(Adapted from *This Century's Review*, 2006)

34 In paragraphs 1 and 2, the writer is suggesting that

A Australia was a no man's land

B Australia already had her own people

C Europeans were comfortable with the environment in Australia

D Europeans had yet to decide whether to settle down in Australia or elsewhere

35 What is cooee (line 7)?

A It is a name for the Eora language.

B It is a sound made by the first settlers.

C It is a name of a concert held at Sydney Harbour.

D It is a medium of communication among the Eora people.

36 The phrase *The uninvited guests* (line 13) refers to

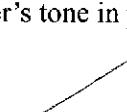
A *first settlers* (line 6) 

B *local indigenous people* (line 7)  

C *Crowds* (line 9)

D *newcomers* (line 17)

37 How would you describe the writer's tone in paragraph 4?

A Condescending 

B Commanding  

C Convincing  

D Critical  

38 In paragraph 5, the writer is of the opinion that the early Europeans who came to Australia had to deal with the issue of

A power

B culture 

C politics

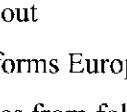
D economics

39 In lines 37 and 38, *that any sense they developed of belonging was an artifice* reveals that the connectedness of early European settlers to Australia was

A inspiring

B natural 

C weak 

D fake 

40 The text is mainly about

A how cooee transforms European settlers into heroic Australian soldiers  

B how cooee evolves from folk music to a modern-day genre in Australian music 

C how cooee nurtures patriotism among Australians during the 18<sup>th</sup> and 19<sup>th</sup> centuries  

D how cooee symbolises relations between European settlers and Australian indigenous people

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