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Name of Candidate: \_\_\_\_\_ ( ) Class: \_\_\_\_\_



BUKIT PANJANG GOVERNMENT HIGH SCHOOL  
Preliminary Examinations 2017  
SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

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ENGLISH LANGUAGE

Paper 2

Syllabus 1128

Date: 1 August, 2017

Duration: 1 hr 50 mins

Time: 1045h – 1235h

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**INSERT**

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Setters: Mdm Marina (Sections A & C) & Ms Grace Chong (Section B)

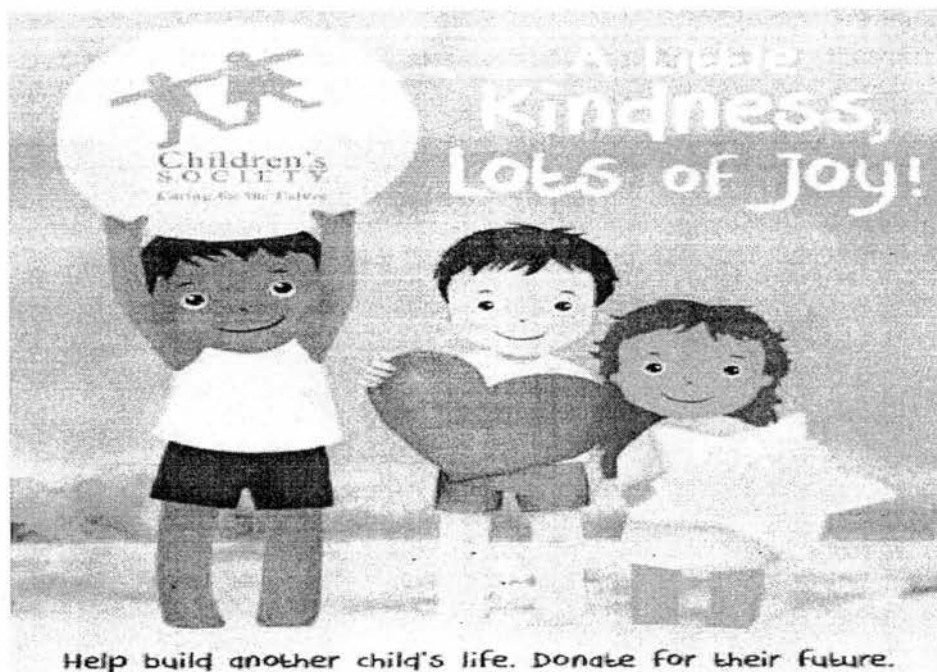
[Turn over]

*This INSERT consists of 5 printed pages.*

## Section A

## Text 1

Study the webpage below and answer Questions 1 – 5 in the Question Booklet.



We believe that children, in their own ways, can make a difference to other children in need. On this extraordinary day, we would like to spread love and charity amongst the young ones and highlight the significance of compassion and giving.

You may contact us at any time between September and November for a donation envelope and encourage your child to make a contribution.

To request for donation envelopes, you may complete and submit the response form here. All donations will go towards Singapore Children's Society's programmes and outreach efforts.

For more information or to request for donation envelopes, kindly contact Ms Michelle Too at [mtoo@childrensociety.org.sg](mailto:mtoo@childrensociety.org.sg) or Ms Huang Aijuan at [ajhuang@childrensociety.org.sg](mailto:ajhuang@childrensociety.org.sg), or call them at 6273 2010.

## Section B

## Text 2

*In May 1963 a National Geographic Society-sponsored expedition put American climbers on top of Mount Everest for the first time. Among them was Geographic photographer Barry Bishop. In the text, he describes the disaster which threatened their summit attempt. Read the passage carefully and answer Questions 6 – 15 in the Question Booklet.*

- 1 "Lute, I think I'm going mad," I spoke through clenched teeth to Lute Jerstad, lying beside me in the two-man tent. For several hours I had been fighting a terrifying claustrophobia. We were alone at Camp VI, 8367 metres up on the South-east Ridge of Everest. I suppressed a wild desire to break out of the cluttered tent.
- 2 As all climbers know, lack of oxygen produces weird mental effects. The thin air and the antibiotics I had been taking caused my claustrophobia – and a muddled sense of balance as well. Lying flat, I felt as if I was at an absurd and sickening angle. Nausea wrenched my stomach. Breathing was quick and shallow. By bracing myself semi-upright, I maintained some semblance of equilibrium. 5
- 3 Finally I turned the regulator to increase the flow of oxygen into the plastic sleeping mask.
- 4 Drifting snow had compressed the sides of the tiny tent, robbing us of a third of our floor space. We were trying to sleep amid the chaos of equipment, clothing, oxygen apparatus, medicines and photographic supplies. 10
- 5 For me, braced in my awkward position, the hours passed like a slow nightmare. However, the increased oxygen finally took effect. Almost in command of myself once more, I too closed my eyes and slept. 15
- 6 At five o'clock I woke up, feeling much better. Lute was already moving about the tent, melting snow on two butane stoves for some hot soup. Our extremely heavy breathing and the excessively low humidity at this high altitude sapped the body fluids at an alarming rate - sometimes almost half a cup an hour.
- 7 The bad night and disastrous morning had thrown us two hours behind schedule. Not until eight o'clock, still with no breakfast, did we slog upward at the monotonous, dreary pace mountaineers find necessary at such elevations. The weather was magnificent – windy but clear. Fluffy cumulus clouds clung to the sides of the surrounding mountains. 20
- 8 Just before eleven o'clock, we attained the crest of the Southeast Ridge. From here we looked down the 3000-metre drop of the Kangshung face into Tibet. 25
- 9 Lute resumed the lead. Dead ahead we spied our first goal, the South Summit. It towered some 150 metres above us. In an exhausting two and a half hours, we gained only about 60 metres of those forbidding metres. At a rocky outcrop, we paused for the only food to take that day – a quarter of a candy bar.
- 10 At 8,700 metres my first cylinder of oxygen ran dry. Lute checked his and found it almost empty. We halted on a small sloping ledge to change bottles. Discarding the old cylinders, we leaned back against the mountain. 30
- 11 Suddenly I tripped over one of the empty bottles at my feet and flew out into space. Instinctively, I twisted mid-air. Hitting the slope face down, I clawed at the snow with hands and feet. I managed to stop. 35
- 12 I glanced to my left and saw Lute beside me, holding me with his right hand. He had jumped out after me, flipped on his belly, and grabbed me. We crawled back up to the ledge, and lay there for a long moment.
- 13 We continued with our packs lighter now. We mounted toward the South Summit very slowly. Upward we climbed. At two o'clock we reached the South Summit of Everest – our first station. 40

- 14 The view was spectacular. To the north stretched the rolling brown hills of the Tibetan Plateau, crowned by range upon range of snow-capped peaks. India, to the south, lay veiled beneath a solid mass of clouds.
- 15 For 45 minutes we stayed on the summit – seated in deference to the powerful wind that threatened to blast us back down the mountain. 45
- 16 About four in the afternoon, short of oxygen, we began the descent. Life-giving gas hissed once more into our masks, but we allowed ourselves a barely perceptible one litre a minute. The wind, blowing strongly still, stretched the rope between us into a taut crescent that arced over emptiness beyond the crest.
- 17 Lute went first as we traversed a section of the corniced ridge. He disappeared around a bend in the undulating snow. The rope, stiffened by the wind, caught the edge of the cornice, cut itself a groove and hooked the edge. Danger! 50
- 18 I shouted into the 110 kilometre gusts, but Lute heard nothing. The fouled rope drew me inexorably toward the edge. I dived onto the snow and wriggled out on the cornice, attempting to free the rope. Scrambling back, we thanked God it was the last climb of the day. 55

*Adapted from Himalayan Adventures - National Geographic Magazine*

## Section C

## Text 3

The article below is about the problems of gold mining and the advantages that it can bring to poor regions where gold mining is practised. Read the text carefully and answer Questions 16 – 23 in the Question Booklet.

- 1 For more than 500 years the glittering seams trapped beneath the glacial ice in the Peruvian Andes have drawn people to this place. Among the first were the Inca, who saw the perpetually lustrous metal as the 'sweat of the sun'. But it is only now, as the price of gold soars, that 30,000 people have flocked to La Rinconada, a town in Peru, turning a lonely prospectors' camp into a squalid shantytown on top of the world. Fueled by luck and desperation, sinking in its own toxic waste and lawlessness, this no-man's-land now teems with dreamers and schemers anxious to strike it rich, even if it means destroying the environment – and themselves – in the process. 5
- 2 For thousands of years the desire to possess gold has driven people to extremes, fueling wars and levelling mountains and forests. Gold is not vital to human existence; it has, in fact, relatively few practical uses. Yet its chief virtues – its unusual density and malleability along with its imperishable shine – have made it one of the world's most coveted commodities, a transcendent symbol of beauty, wealth and immortality. 10
- 3 For all of its allure, gold's human and environmental toll has never been so steep. Part of the challenge, as well as the fascination, is that there is so little of it. In all of history, only 161,000 tons of gold have been mined, barely enough to fill two Olympic-size swimming pools. Now the world's richest deposits are fast being depleted and new discoveries are rare. Most of the gold left to mine exists as traces buried in remote and fragile corners of the globe. It's an invitation to destruction. But there is no shortage of miners, big and small, who are willing to accept. 15
- 4 At one end of the spectrum are the armies of poor migrant workers converging on small-scale mines like La Rinconada. Employing crude methods that have hardly changed in centuries, they produce about 25 percent of the world's gold. It's a vital activity for these people – and deadly too. 20
- 5 In Congo in the past decade, local armed groups fighting for control of gold mines and trading routes have routinely tortured miners and used profits from gold to buy weapons and fund their activities. In East Kalimantan, the military, along with security forces of an Anglo-Australian gold company, forcibly evicted small-scale miners and burned their villages to make way for a large-scale mine. Thousands of miners who protested against a mining company in Peru faced tear gas and police violence. 25
- 6 The deadly effects of mercury are equally hazardous to small-scale miners. Most use mercury to separate gold from rock, spreading poison in both gas and liquid forms. This turns places like La Rinconada into a sort of Shangri-la in reverse: the pursuit of a metal linked to immortality only serves to hasten the miner's own mortality. 30
- 7 At the other end of the spectrum are vast, open-pit mines run by the world's largest mining companies. Using armadas of supersize machines, these big-footprint mines produce three-quarters of the world's gold. They can also bring jobs and development to forgotten frontiers. Newmont, a mining giant that now runs open-pit gold mines on five continents, has generated tens of thousands of jobs in poor regions. At Batu Hijau in eastern Indonesia, Newmont spends more than \$3 million on community development each year. Inside the gates of Batu Hijau, Newmont has carved out of the jungle an American-style suburb, where many of the mine's employees live. Along the smoothly paved streets, there are various facilities such as a bank and an international school. The mining giant has also provided five villages where the rest of its workers live with electricity. Health clinics have been set up in these villages. 40
- 8 Gold mining, however, generates more waste per ounce than any other metal, and the mines' mind-bending disparities of scale show why: these gashes in the Earth are so massive they can be seen from space, yet the particles being mined in them are so microscopic that, in many cases, more than 200 could fit on the head of a pin. Even as mining giants have spent millions to mitigate the environmental impact, there is no avoiding the brutal calculus of gold mining. 45

Adapted from "The Price of Gold" by Brook Larmer

Name of Candidate: \_\_\_\_\_ ( ) Class: \_\_\_\_\_



**BUKIT PANJANG GOVERNMENT HIGH SCHOOL**  
**Preliminary Examinations 2017**  
**SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)**

**ENGLISH LANGUAGE**

Paper 2

**Syllabus 1128**

Date: 1 August, 2017

Duration: 1 hr 50 mins

Time: **1045h – 1235h**

**Read these instructions first.**

Write in dark blue or black ink.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer all questions.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the texts for all the sections.

The number of marks is given in brackets [ ] at the end of each question or part question.

Setters: Mdm Marina (Sections A & C) & Ms Grace Chong (Section B)

**[Turn over]**

*This document consists of 8 printed pages.*

Section A [5 marks]

Refer to Text 1 (the webpage) in the Insert for Questions 1-5.

- 1 Look at the main image in the centre of the webpage.  
In what way does this image support the heading ‘A Little Kindness, Lots of Joy!’? [1]

.....  
 .....

- 2 Refer to the text below the main image. Who is the intended target audience of this project? [1]

.....  
 .....

- 3 What is the effect of the statement “Help build another child’s life” on the reader? [1]

.....  
 .....

- 4 Identify **two** phrases, of **three words each**, from this webpage which highlight the good values that the reader may gain from supporting this project. [1]

- (i) .....
- (ii) .....

- 5 Besides making a donation, how else can the reader help Singapore Children’s Society? [1]

.....  
 .....

Section B [20 marks]

Refer to Text 2 in the Insert for Questions 6 – 15.

- 6 Barry and Lute were having a difficult time adjusting to the conditions at the camp. Explain how the language used in lines 1-2 emphasizes the mental state of the writer. Support your ideas with any three details from the paragraph. [3]

.....

.....

.....

.....

.....

.....

- 7 In lines 3-4 the writer says “I suppressed a wild desire to break out...” What does this phrase suggest about his feeling? Explain why he had this feeling. [2]

.....

.....

- 8 Give two reasons why the writer had a “muddled sense of balance” (line 6). [2]

.....

.....

.....

- 9i In Paragraph 4, the writer mentioned that “Drifting snow... robbing us a third of our floor space.” How is the word “robbing” used effectively here? [1]

.....

.....

- ii Which one word suggests the disorderly condition in the tent? [1]

.....

- 10 Using your own words, identify two conditions that show that the writer and his companion were at high altitude. [2]

.....

.....

- 11 "We continued with our packs lighter now." (line 39)  
Give one reason for this. [1]

.....  
.....

- 12 "To the north stretched the rolling brown hills of the Tibetan Plateau, crowned by range upon range of snow-capped peaks. India, to the south, lay veiled beneath a solid mass of clouds." (lines 41-43)  
i Explain how the writer creates a contrast between these two sentences. [1]

.....  
.....

- ii What is the purpose of this contrast? [1]

.....  
.....

- 13 Suggest a reason why the writer and his friend stayed on the summit for 45 minutes (line 44). **Answer in your own words.** [1]

.....  
.....

- 14 What is the significance of using the exclamation mark after the word "Danger" in line 52? [1]

.....  
.....

- 15 In this text, the writer describes the challenges they had to face during the summit attempt. Complete the flow chart by choosing one phrase from the box to summarise the main challenge of the expedition described in each part of the text.  
There are some extra phrases in the box that you do not need to use. [4]

sleeplessness due to the discomfort	suffering from claustrophobia and thinness of air	difficult climb due to the high elevation, and windy conditions
anger and frustration mounted	lost balance due to tripping over the oxygen cylinder	strong rush of wind caused ropes to be caught at the edge of the cornice

loss of body fluids

### Flow Chart

Paragraph 1:  
(i) suffering from claustrophobia and thinness of air



Paragraphs 2 – 3:  
(ii) ..... [1]



Paragraph 6:  
(iii) ..... [1]



Paragraphs 7 – 10:  
(iv) ..... [1]



Paragraphs 17 – 18:  
(v) ..... [1]

Section C [25 marks]

Refer to Text 3 in the Insert for Questions 16 – 23.

- 16 Find **two** different words in paragraph 1 which describe the shiny appearance of gold. [1]

.....

- 17 Here is part of a conversation between two students, Alice and Ben, who have read the article.



**Alice:** I'm not surprised that people are driven to mine gold.

**Ben:** Although gold mining is attractive, it has definitely brought great problems over time.

- (i) Give one reason from paragraph 1 to support Alice's view. [1]

.....  
.....

- (ii) State **two** examples from paragraph 2 that Ben can give to support his view. Answer in your own words.

(i) ..... [1]

.....

(ii) ..... [1]

.....

- 18 From paragraph 2, identify **two** phrases, of not more than **five words each**, which highlight the fact that gold is actually not an important metal.

(i) ..... [1]

(ii) ..... [1]

19 With reference to paragraph 3, state clearly what miners are willing to compromise. [1]

.....  
.....  
.....  
.....

20 Which one word in paragraph 4 tells us that the workers do not use modern technology for their mining work? [1]

.....

21 What attitude towards gold mining is suggested in lines 29-30? [1]

.....  
.....

22 With reference to paragraph 8, explain in what way gold mining is an uneconomical activity. **Answer in your own words.** [1]

.....  
.....  
.....  
.....



Name of Candidate: \_\_\_\_\_ ( ) Class: \_\_\_\_\_



**BUKIT PANJANG GOVERNMENT HIGH SCHOOL**  
**Preliminary Examinations 2017**  
**SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)**

**ENGLISH LANGUAGE**

Paper 2

**Syllabus 1128**

Date: 1 August, 2017

Duration: 1 hr 50 mins

Time: 1045h – 1235h

**Read these instructions first.**

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Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer all questions.

Write your answers in the spaces provided in the Question Booklet.

The Insert contains the texts for all the sections.

The number of marks is given in brackets [ ] at the end of each question or part question.

**ANSWERS**

Setters: Mdm Marina (Sections A & C) & Ms Grace Chong (Section B)

[Turn over]

*This document consists of 9 printed pages.*

## Section A [5 marks]

Refer to Text 1 (the webpage) in the Insert for Questions 1-5.

1	Look at the main image in the centre of the webpage. In what way does this image support the heading 'A Little Kindness. Lots of Joy!'?	
	- The image shows children with smiles on their faces and this emphasises the happiness that one's donation brings to the beneficiaries.	[1]
2	Refer to the text below the main image. Who is the intended target audience of this project?	
	- Parents and children ( <i>both must be stated</i> )	[1]
3	What is the effect of the statement "Help build another child's life" on the reader?	
	- The reader will be <u>encouraged</u> / <u>persuaded</u> to help the less privileged children (by donating to the society) OR - The reader will <u>feel that he can contribute</u> to the organisation to help the less privileged children.	[1]
4	Identify two phrases, of three words each, from this webpage which highlight the good values that the reader may gain from supporting this project.	
	(i) Love and charity	
	(ii) Compassion and giving	[1]
5	Besides making a donation, how else can the reader help Singapore Children's Society?	
	- Volunteer with the organization	[1]

## Section B [20 marks]

Refer to Text 2 in the Insert for Questions 6 – 15.

6	Barry and Lute were having a difficult time adjusting to the conditions at the camp. Explain how the language used in lines 1 – 2 emphasizes the mental state of the writer. Support your ideas with any three details from the paragraph. ( 3 marks)
	The writer used language of extreme distress – “I think I’m going mad” language of controlled irritability and annoyance – “I spoke through clenched teeth” language of fear – “I had been fighting a terrifying claustrophobia”
7	In lines 3 – 4 the writer says “I suppressed a wild desire to break out...” What does this phrase suggest about his feeling? Explain why he had this feeling. (2 marks)
	<u>Feeling of desperation / to be freed from the enclosed tent but had no other option</u>
8	Give two reasons why the writer had a “muddled sense of balance.” (2 marks)
	<u>lack of oxygen</u> <u>effects of the antibiotics he had taken</u>
9 i)	In Paragraph 4, the writer mentioned that “Drifting snow... robbing us a third of our floor space.” How is the word “robbing” used effectively here? (1 mark)
	It emphasizes his frustration/annoyance/no way to protest as the snow had taken over whatever limited space he had.
(ii)	Which one word suggests the disorderly condition in the tent? (1 mark)
	<u>chaos</u>
10	Using your own words, identify two conditions that show that the writer and his companion were at high altitude. (2 marks)
	<u>heavy breathing =&gt; deep or laboured breathing that could be heard</u>
	<u>excessive/low humidity – air is very dry</u>
11	“We continued with our packs lighter now.” (line 39)  Give one reason for this. (1 mark)
	<u>They had thrown away their empty cylinders.</u>
12	“To the north stretched the rolling brown hills of the Tibetan Plateau, crowned by range upon range of snow-capped peaks. India, to the south, lay veiled beneath a solid mass of clouds.” (lines 41-43)
(i)	Explain how the writer creates a contrast between these two sentences. (1 mark)

	North - long and detailed description of the beautiful scene									
	South - mere mention - short - no detailed description									
(ii)	What is the purpose of this contrast? (1 mark)									
	To show visibility of the Tibetan Plateau vs non-visibility of India/difference in visibility between the two different places									
13	Suggest a reason why the writer and his friend stayed on the summit for 45 minutes (line 44). Answer in your own words. (1 mark)									
	They were admiring the picturesque / scene in front of them / mesmerised by the beautiful scenery in front of them / they had to remain seated there to stay safe from the strong wind.									
14	What is the significance of using the exclamation mark after the word "Danger" in line 52? (1 mark)									
	To evoke in the reader the feeling of a life and death situation / a great sense of imminent disaster / sense of desperate urgency or the fear of an imminent death									
15	In this text, the writer describes the challenges they had to face during the summit attempt. Complete the flow chart by choosing one phrase from the box to summarise the main challenge of the expedition described in each part of the text. There are some extra phrases in the box that you do not need to use. (4 marks)									
	<table border="0"> <tr> <td>sleeplessness due to the discomfort /</td> <td>suffering from claustrophobia and thinness of air</td> <td>difficult climb due to the high elevation, and windy conditions</td> </tr> <tr> <td>anger and frustration mounted</td> <td>lost balance due to tripping over the oxygen cylinder</td> <td>strong rush of wind caused ropes to be caught at the edge of the cornice</td> </tr> <tr> <td>loss of body fluids</td> <td></td> <td></td> </tr> </table>	sleeplessness due to the discomfort /	suffering from claustrophobia and thinness of air	difficult climb due to the high elevation, and windy conditions	anger and frustration mounted	lost balance due to tripping over the oxygen cylinder	strong rush of wind caused ropes to be caught at the edge of the cornice	loss of body fluids		
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loss of body fluids										

### Flow Chart

Paragraph 1:

(i) suffering from claustrophobia and thinness of air



Paragraphs 2 – 3:

(ii) sleeplessness due to the discomfort



Paragraph 6:  
(iii) loss of body fluids

Paragraphs 7 – 10:  
(iv) difficult climb due to the high elevation and windy conditions

Paragraphs 17 – 18:  
(v) strong rush of wind caused the ropes to be caught at the edge of the cornice

## Section C [25 marks]

Refer to Text 3 in the Insert for Questions 16 – 23.

16	Find <b>two</b> different words in paragraph 1 which describe the shiny appearance of gold.	
	<b>'glittering' and 'lustrous'</b>	[1]
17	Here is part of a conversation between two students, Alice and Ben, who have read the article.	
	 <p><b>Alice:</b> I'm not surprised that people are driven to mine gold.</p>	 <p><b>Ben:</b> <del>Although gold mining is attractive, it has definitely brought great problems over time.</del></p>
(i)	Give one reason from paragraph 1 to support Alice's view.	
	- <b>The price of gold has soared / increased.</b> <i>(paraphrasing is not required)</i>	[1]
(ii)	State <b>two</b> examples from paragraph 2 that Ben can give to support his view. <b>Answer in your own words.</b>	
	(i) <b>Has led to battles / armed conflicts</b> <i>(Psg: fueling wars)</i>	[1]
	(ii) <b>Has destroyed / flattened the environment / hills and jungles</b> <i>(Psg: levelling mountains and forests)</i>	[1]
18	From paragraph 2, identify <b>two</b> phrases, of not more than <b>five words each</b> , which highlight the fact that gold is actually not an important metal.	
	(i) <b>'not vital to human existence'</b>	[1]
	(ii) <b>'relatively few practical uses'</b>	[1]
19	With reference to paragraph 3, state clearly what miners are willing to compromise.	
	<b>They are willing to compromise on the health of nature / the environment.</b>	[1]

	<b>OR</b> <b>They earn money / gain profits from gold at the expense of the environment.</b>	
<b>20</b>	Which one word in paragraph 4 tells us that the workers do not use modern technology for their mining work?	
	<b>'crude'</b>	<b>[1]</b>
<b>21</b>	What attitude towards gold mining is suggested in lines 29-30?	
	The writer is <b>critical</b> towards gold mining.	<b>[1]</b>
<b>22</b>	With reference to paragraph 8, explain in what way gold mining is an uneconomical activity. <b>Answer in your own words.</b>	
	- <b>Extremely large areas of land are mined / excavated / destroyed</b> (Psg: gashes are so massive) <b>yet only minute / extremely small pieces / fragments of / very little gold are/is obtained</b> (Psg: particles being mined in them are so microscopic)	<b>[1]</b>

23	Using your own words as far as possible, summarise the problems and benefits that gold mining has brought to mining communities.  <b>Use only information from paragraphs 5, 6 and 7.</b>  Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).	
	Gold mining has brought about various problems .....	
	.....	
	..... No. of words : [ ]	[15]

### SUMMARY ANSWER

	Passage	Own Words
	<b>Problems</b>	<i>Note: names of countries/places are optional</i>
1	In Congo, local armed groups fighting for control of gold mines and trading routes have routinely tortured miners.	such as miners (in Congo) being physically abused / severely hurt by armed gangs. / violent competition
2	In East Kalimantan, the military, along with security forces of an Anglo-Australian gold company, forcibly evicted small-scale miners	Miners (in East Kalimantan) were violently removed from their villages
3	burned their villages to make way for a large-scale mine	before these villages were torched / set on fire.
4	Thousands of miners who protested against a mining company in Peru faced tear gas and police violence.	Those who objected / revolted against a mining company (in Peru) were physically harmed by the police.
5	The deadly effects of mercury are equally hazardous to small-scale miners who use it	Miners who use mercury also suffer from its lethal impact. / Mercury can cause death to miners who use it.
	<b>Benefits</b>	[Language - clear signposting is required]  However, gold mining
6	has generated tens of thousands of jobs in poor regions / bring jobs and development	has created jobs for people (living in less developed countries.)
7	community development ... Newmont has carved out of the jungle an American-	(In Batu Hijau) the workers live in a modern housing estate / now have a better living environment

	style suburb, where many of the mine's employees live.	
8	Along the smoothly paved streets, there are various facilities such as a bank and an international school.	with modern amenities.
9	The mining giant has also provided five villages where the rest of its workers live with electricity.	The miners' villages now have access to electricity
10	Health clinics have been set up in these villages.	and healthcare.

*Gold mining has brought about various problems ...*

such as miners in Congo being physically abused by armed gangs. Miners in East Kalimantan were violently removed from their villages before these villages were torched. Those who revolted against a mining company in Peru were physically harmed by the police. Miners who use mercury also suffer from its lethal impact. However, gold mining has created jobs for people living in less developed countries. In Batu Hijau the workers live in a modern housing estate with modern amenities. The miners' villages now have access to electricity and healthcare.

[10 points = 88 words]