

ENGLISH LANGUAGE PAPER 1

PART A

Reading Passages

8.30 am – 10.00 am (1½ hours)
(for both Parts A and B)

GENERAL INSTRUCTIONS

- (1) There are two parts (A and B) in this paper. All candidates should attempt Part A. In Part B, you should attempt either Part B1 (easier section) OR Part B2 (more difficult section). Candidates attempting Parts A and B2 will be able to attain the full range of levels, while Level 4 will be the highest level attainable for candidates attempting Parts A and B1.
- (2) After the announcement of the start of the examination, you should first write your Candidate Number and stick barcode labels in the spaces provided on the appropriate pages of the Part A Question-Answer Book and the Part B Question-Answer Book which you are going to attempt.
- (3) Write your answers in the spaces provided in the Question-Answer Books. Answers written in the margins will not be marked.
- (4) For multiple-choice questions, you are advised to blacken the appropriate circle with a pencil so that wrong marks can be completely erased with a clean rubber. Mark only **ONE** answer to each question. Two or more answers will score **NO MARKS**.
- (5) Supplementary answer sheets will be supplied on request. Write your Candidate Number, mark the question number box and stick a barcode label on each sheet and fasten them with string **INSIDE** the Question-Answer Book.
- (6) No extra time will be given to candidates for sticking on barcode labels or filling in the question number boxes after the 'Time is up' announcement.
- (7) The two Question-Answer Books you have attempted (one for Part A and one for Part B) will be collected together at the end of the examination. Fasten the two Question-Answer Books together with the green tag provided.
- (8) The unused Question-Answer Book for Part B will be collected separately at the end of the examination. This will not be marked. Do not write any answers in it.

INSTRUCTIONS FOR PART A

- (1) The Question-Answer Book for Part A is inserted in this Reading Passages booklet.
- (2) Attempt ALL questions in Part A. Each question carries ONE mark unless otherwise stated.

PART A

Read Text 1 and answer questions 1-21 in the Question-Answer Book for Part A.

Text 1

The Myth of Recycling

1 [1] If you live in the United States, you probably do some form of recycling. It's likely that you
separate paper from plastic and glass and metal. You rinse bottles and cans, and you might put
food scraps in a container destined for a composting facility. As you sort everything into the
right bins, you probably assume that recycling is helping your community and protecting the
5 environment. But is it? Are you in fact wasting your time?

[2] In 1996, I wrote an article arguing that the recycling process as we carried it out was wasteful.
I presented plenty of evidence that recycling was costly and ineffectual, but its defenders said
that it was unfair to rush to judgment. Noting that the modern recycling movement had really
just begun a few years earlier, they predicted it would flourish as the industry matured and the
10 public learned how to recycle properly.

[3] So, what's happened since then? While it's true that the recycling message has reached more
people than ever, when it comes to the bottom line, both economically and environmentally, not
much has changed at all.

15 [4] Despite decades of initiatives, it's still typically more expensive for local governments to
recycle household waste than to send it to a landfill. Most recycled materials are exported, and
the prices for these materials have plummeted because of lower oil prices and reduced demand
for them overseas. The slump has forced some recycling companies to shut plants and cancel
plans for new technologies.

20 [5] The future for recycling looks even worse. As cities move beyond recycling paper and metals,
and into glass, food scraps and assorted plastics, the costs rise sharply while the environmental
benefits decline and sometimes vanish. "If you believe recycling is good for the planet and that
we need to do more of it, then there's a crisis to confront," says David Steiner, the CEO of Waste
Management, the largest recycler of household trash in the United States. "Trying to turn
25 garbage into gold costs a lot more than expected. We need to ask ourselves: What is the goal
here?"

[6] Recycling has been relentlessly promoted as a goal in and of itself: a public and private virtue
that is indoctrinated in students from kindergarten through university. As a result, otherwise
well-informed and educated people have no idea of the relative costs and benefits.

30 [7] They probably assume, for instance, that recycling plastic must be helping the planet. They've
been encouraged by the Environmental Protection Agency (E.P.A.), which assures the public
that this results in fewer carbon emissions being released into the atmosphere. But how much
difference does it make? Here's some perspective: To offset the carbon impact of one passenger's
round-trip flight between New York and London, you'd have to recycle roughly 40,000 plastic
bottles, assuming you fly economy. If you sit in business- or first-class, it could be more like
35 100,000.

[8] Even those statistics might be misleading. Residents are instructed to rinse bottles before
putting them in recycling bins, but the E.P.A.'s life-cycle calculation doesn't take that water into
account. That single omission can make a big difference, according to author Chris Goodall. He
calculates that if you wash plastic in water that was heated by coal-derived electricity, then the
40 net effect of your recycling could be more carbon in the atmosphere.

45 [9] To many public officials, recycling is a question of morality, not cost-benefit analysis. The Mayor of New York, Bill de Blasio, declared that by 2030 the city would no longer send any garbage to landfills. “This is the way of the future if we’re going to save our earth,” he explained while announcing that New York would join other cities in moving toward a “zero waste” policy, which would require an unprecedented level of recycling.

[10] But while politicians set higher goals, the national rate of recycling has stagnated in recent years. Yes, it’s popular in affluent neighborhoods, but residents of low income areas don’t have the same fervor for sorting garbage in their spare time.

50 [11] The national rate of recycling rose during the 1990s to 25 percent, the goal set by an E.P.A. official, Winston Porter. He advised state officials that no more than 35 percent of the nation’s trash was worth recycling, but some ignored him and set goals of 50 percent and higher. Most of those goals were never met and the national rate has been stuck around 34 percent in recent years.

55 [12] “It’s practical to recycle cardboard and some paper, as well as selected metals and plastics,” he says. “But other materials don’t make sense, including food waste and other compostables. The zero-waste goal makes no sense at all — it’s very expensive with almost no real environmental benefit.”

60 [13] With the economic rationale gone, advocates for recycling have switched to environmental arguments. Researchers calculate that there are indeed such benefits to recycling, but not in the way that many people imagine.

65 [14] Most of these benefits do not come from reducing the need for landfills and incinerators. Unlike earlier ones, a modern well-lined landfill in a rural area can have relatively little environmental impact. Decomposing garbage releases methane, a potent greenhouse gas, but landfill operators have started capturing it and using it to generate electricity. Modern incinerators, while politically unpopular in the United States, release so few pollutants that they’ve been widely accepted in the eco-conscious countries of Northern Europe and Japan for generating clean energy.

70 [15] Moreover, recycling operations have their own environmental costs, like extra trucks on the road and pollution from recycling operations. Composting facilities around the country have inspired complaints about nauseating odors, swarming rats and defecating seagulls.

75 [16] The environmental benefits of recycling come chiefly from reducing the need to manufacture new products — less mining, drilling and logging. But that’s not so appealing to the workers in those industries that have accepted the environmental trade-offs that come with those jobs. Nearly everyone, though, approves of one potential gain from recycling: reduced emissions of greenhouse gases.

80 [17] However, according to the E.P.A.’s estimates, virtually all the greenhouse benefits — more than 90 percent — come from just a few materials: paper, cardboard and aluminum in soda cans. Once you exclude these materials, the total annual savings in the United States from recycling everything else — plastics, glass, food, yard trimmings, textiles, rubber, leather — is only two-tenths of 1 percent of America’s carbon footprint.

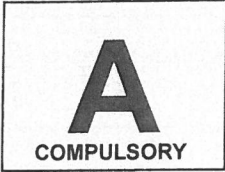
END OF READING PASSAGES

Sources of materials used in this paper will be acknowledged in the booklet *HKDSE Question Papers* published by the Hong Kong Examinations and Assessment Authority at a later stage.

Candidate Number

Please stick the barcode label here.

**HKDSE 2017
ENGLISH LANGUAGE
PAPER 1 PART A
QUESTION-ANSWER BOOK**



Write your Candidate Number and stick a barcode label in the space provided on this page.
Read Text 1 and answer questions 1-21. (41 marks)

1. Which of the following recyclables is NOT mentioned in paragraph 1? Put a tick (✓) in the box.

					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GLASS	METAL	E-WASTE	ORGANIC	PAPER	PLASTIC

2. According to paragraph 1, what benefits are supposedly gained from recycling?

3. i) What was the writer's view on recycling in 1996? (1 mark)

ii) Why did his opponents disagree with him? (1 mark)

4. According to paragraphs 2-4, are the following statements True (T), False (F) or Not Given (NG)? (4 marks)

Statements	T	F	NG
i) The writer is more optimistic about the recycling industry than he was in 1996.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ii) Supporters of recycling are disappointed that the industry hasn't matured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iii) Sending household waste to landfills is typically more costly than recycling it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iv) The business of some recycling companies has suffered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.



5. According to paragraph 4, what is in less demand overseas?

6. Which definition of 'crisis' is closest to the meaning used in line 22?

- A. a time when a difficult or important decision must be made
- B. a sudden change in the course of a serious illness, for better or worse
- C. an emotionally stressful event or personal tragedy
- D. the point, as in a play, at which conflict reaches its highest tension

A B C D

7. According to paragraph 6, why are people ill-informed about recycling?

8. Complete the following summary using ideas given in paragraphs 7 and 8. Write ONE word for each blank. Answers must be grammatically correct. (5 marks)

Recycling does not always lead to a reduction in (i) _____.

Although the E.P.A. encourages people to (ii) _____,

it does not necessarily make much of a (iii) _____. The matter becomes

worse if people rinse their recyclables using (iv) _____, and the electricity

used to produce that heat comes from a (v) _____-burning power station.

9. The writer uses the example of flying to show that recycling...

- A. has some benefits.
- B. is not very effective.
- C. is as bad for the environment as flying.
- D. can be effective, depending on which class of airfare.

A B C D

10. According to paragraph 8, the statistics mentioned in paragraph 7 can be misleading because...

- A. some statistics have been overestimated.
- B. people are not actually doing what is reported.
- C. the statistics haven't taken into account other facts.
- D. there is not enough evidence to draw any conclusions.

A B C D

Answers written in the margins will not be marked.

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Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

11. i) What does the writer think is the reason politicians support a “zero waste” policy (line 44)?

ii) To achieve a “zero waste” policy, the levels of recycling would need to be...

- A. reduced to zero.
- B. modestly reduced.
- C. slightly increased.
- D. increased significantly.

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. According to paragraph 10, who recycles more?

- A. the rich
- B. the poor
- C. people who live in cities
- D. people who have more free time

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Using the information given in paragraph 11, complete the table with the missing percentages. (4 marks)

i) Current rate of recycling in the U.S. _____ %	iii) Recycling target set by some state officials _____ %
ii) Recycling target set by the E.P.A. _____ %	iv) Maximum percentage of trash useful to recycle _____ %

14. According to paragraph 12, what materials are practical to recycle? For each type of material, tick (✓) ‘All’, ‘Some’ or ‘None’. (3 marks)

	Material	All	Some	None
i)	metal			
ii)	food waste			
iii)	cardboard			

15. What are the two alternatives to recycling mentioned in paragraph 14? Give one advantage of using each. (4 marks)

Alternative 1 (i) _____

Advantage (ii) _____

Alternative 2 (iii) _____

Advantage (iv) _____

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

16. What is ironic about the outcome described in paragraph 15? Use your own words to explain.

17. According to paragraph 16, why might some people be opposed to an increase in recycling?

18. According to paragraph 17, what is worth recycling?

19. Using information from paragraphs 5-12, match each person with one of the quotes below. Choose from A-F and write the letter in the box next to each person. Two of the quotes will NOT be used. (4 marks)

QUOTES		QUOTES	
A	“There is a limit to effective recycling.”	D	“Recycling can cause more pollution.”
B	“Cities need to recycle all waste to safeguard the planet’s future.”	E	“The recycling movement needs more subsidies.”
C	“Recycling has a negative impact on the economy.”	F	“It’s more difficult to make money from recycling than people might think.”

David Steiner	
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Chris Goodall	
---------------	--

Bill de Blasio	
----------------	--

Winston Porter	
----------------	--

20. Do you think recycling is a waste of time? Provide evidence from the text to support your answer.

21. Choose the best alternative title for this article.

- A. In defence of recycling
- B. The pros and cons of recycling
- C. Recycling is more rubbish than you think
- D. Why cities are recycling less of their rubbish

A B C D

END OF PART A

Answers written in the margins will not be marked.

ENGLISH LANGUAGE PAPER 1

PART B1

Reading Passages

8.30 am – 10.00 am (1½ hours)
(for both Parts A and B)

GENERAL INSTRUCTIONS

- (1) Refer to the General Instructions on Page 1 of the Reading Passages booklet for Part A.

INSTRUCTIONS FOR PART B1

- (1) The Question-Answer Book for Part B1 is inserted in this Reading Passages booklet.
- (2) Candidates who choose Part B1 should attempt all questions in this part. Each question carries ONE mark unless otherwise stated.
- (3) Hand in only ONE Question-Answer Book for Part B, either B1 or B2, and fasten it with the Question-Answer Book for Part A using the green tag provided.

PART B1

Read the following texts and answer questions 22-44 in the Question-Answer Book for Part B1.

Text 2

MILLENNIALS - Coming of age

Millennials are the largest generation in history and are about to move into their prime spending years.



Companies want to understand the attitudes and lifestyle of Millennials because their shopping habits will make a big difference to their business.

Slide-1

Millennials have been putting off significant milestones like getting married and having children. But that doesn't mean they want to stay single forever.

The average age of couples getting married in 1970 was 20. By 2010, it had risen to 30.

Slide-4

Snug in the nest, a growing number of Millennials are choosing to live at home with their parents.

Many Millennials don't want to own a home but their reluctance to enter the housing market could change.

As they get older, they will likely have a desire to settle down, and this could lead to a surge in home sales.

Slide-2

Millennials' love for technology is changing the retail industry. With product information, reviews and price comparisons at their fingertips, they are able to compare prices in the store or shop online.

Millennials want maximum convenience at the lowest price. So when marketing to this generation, a strong brand isn't enough to lock in a sale.

Slide-5

It's not just homes: Millennials have been reluctant to buy items such as cars, music and luxury goods.

Instead, they're turning to a new set of services that provide access to products without the burdens of ownership, giving rise to what's being called a "sharing economy".

The must-haves for previous generations aren't as important for Millennials. They're postponing major purchases – or avoiding them entirely.

"25 years from now, car sharing will be the norm, and car ownership an anomaly."

Jeremy Rifkin, Author and Economist

Slide-3

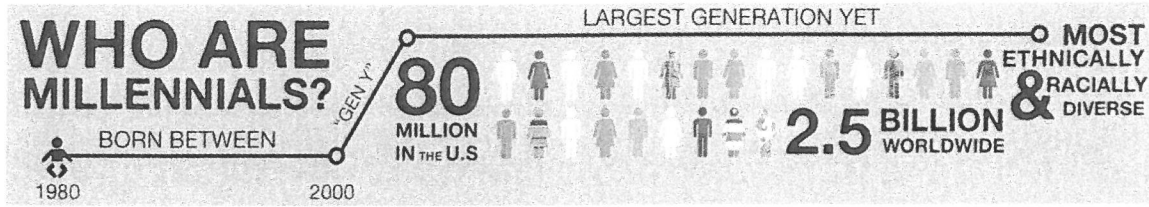
For Millennials, wellness is a daily, active pursuit. They're exercising more, eating smarter and smoking less than previous generations.

They're using apps to track training data, and online information to find the healthiest foods.

And this is one space in retail where they're willing to spend money on as 'healthy' doesn't just mean 'not sick'. It's a daily commitment to eating right and exercising.

Slide-6

Text 3



Text 4

DO MILLENNIALS HAVE IT BETTER OR WORSE?

- 1 [1] You might think that young people have it easy. But in a special report, the editor of *The Economist*, Robert Guest, argues that millennials have it tougher than most people think.
- 5
- [2] 'In some respects the young have never had it so good,' Guest writes. 'They are wealthier and are more likely to live longer than any other generation. They live in more liberal societies than their predecessors could barely have imagined, and have high speed access to information from around the world.'
- 10
- [3] 'They are also brainier than any previous generation before them. Average scores on intelligence tests have been rising for decades in many countries, thanks to both better nutrition and mass education.'
- 15
- [4] However, the report says, the talent and intelligence of millennials is often wasted, with not enough employment opportunities. Youngsters are twice as likely as their elders to be unemployed, while over 25% of young people in middle-income nations – and 15% in richer ones – are NEETs (not in education, employment or training).
- 20
- [5] Furthermore, the cost of housing and education often prices millennials out of the market. 'Education has become so expensive that many students rack up heavy debts. Housing has grown costlier, too, especially in the globally connected megacities where the best jobs are. Young people yearn to move to such cities: besides higher pay, they offer excitement and a wide selection of other young people to date or marry. Yet constraints on the supply of housing make that hard.'
- 35
- [6] Guest also wrote that the time it takes to feel financially secure means people leave having children until later. 'For both sexes, the path to adulthood—from school to work, marriage and children—has become longer and more complicated. Mostly, this is a good thing. Many young people now study until their mid-20s and put off having children until their late 30s.'
- 40
- [7] 'They form families later partly because they want to and partly because it is taking them longer to become established in their careers. Alas, despite improvements in fertility treatment, the biological clock has not been reset to accommodate modern working lives.'
- 45
- [8] At the end of the fascinating report, Guest urged countries around the world to 'work harder to give the young a fair shot'.
- 50
- [9] 'If they do not, that would not only be immoral; it would also be dangerous.'
- 55
- 60

END OF READING PASSAGES

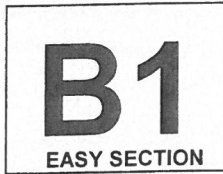
Sources of materials used in this paper will be acknowledged in the booklet *HKDSE Question Papers* published by the Hong Kong Examinations and Assessment Authority at a later stage.

Candidate Number

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**HKDSE 2017
ENGLISH LANGUAGE
PAPER 1 PART B1
QUESTION-ANSWER BOOK**



Write your Candidate Number and stick a barcode label in the space provided on this page.

Read Texts 2-4 and answer questions 22-44. (43 marks)

Text 2

22. Find a phrase on slide 1 that shows Millennials are entering adulthood.

23. What do companies hope to achieve by understanding Millennials' attitudes and lifestyle?

24. 'Snug in the nest' (slide 2) means Millennials are...

- A. unable to buy a home.
- B. happily living with parents.
- C. unable to take care of themselves.
- D. waiting to enter the housing market.

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. According to slide 2, why might Millennials change their attitude towards home ownership?

26. i) According to slide 3, why do Millennials prefer a sharing economy? (1 mark)

ii) What product is used by the writer to show their future purchasing habits? (1 mark)

27. What does 'milestones' on slide 4 mean in this context?

- A. purchases that bring happiness
- B. records of the past
- C. major life events
- D. fun activities

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.



* A 0 2 0 E 1 B 1 *

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

28. According to slides 1-4, are the following statements True (T), False (F) or Not Given (NG)? (3 marks)

Statements	T	F	NG
i) There are more Millennials than members of any other generation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ii) Millennials tend to buy a lot of expensive goods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iii) Millennials are getting married later in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. i) According to slide 5, how is technology changing the way Millennials shop? (1 mark)

ii) Which of the following tends to be the **least** important for Millennials when buying things? (1 mark)

A. convenience				
B. reviews				
C. brand				
D. price	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Based on the information given on slide 6, fill in the blanks. Write ONE word in each blank. (5 marks)

Millennials are (i)_____ than other generations. They do more (ii)_____, don't (iii)_____ as much, and monitor their fitness with the help of (iv)_____. This generation defines good health as more than simply not being (v)_____.

31. Match the following headings to each slide of Text 2. Write the slide number next to each heading. One heading is NOT used and should be left blank. (5 marks)

Heading	Slide number	Heading	Slide number
Millennials – Coming of age	1	Diet and fitness	
Clicking to buy		Access, not ownership	
Love and marriage		Housing	
Education			

Text 3

32. In what period were Millennials born? _____

Answers written in the margins will not be marked.

Text 4

33. How do young people have it better than the previous generations? Find ideas mentioned in paragraph 2 and match them with the examples given in the column on the right. (3 marks)

Idea mentioned in paragraph 2	Examples
(e.g.) <i>They are wealthier.</i>	Millennials have more money to spend.
i) _____ _____	Millennials are connected to the world via their smartphones.
ii) _____ _____	If a Millennial is female or gay, he/she has more rights.
iii) _____ _____	The average lifespan of Millennials could reach 90-95 years.

34. What factors have led to Millennials being more intelligent than previous generations?

35. According to paragraphs 4-5, what are the three key challenges Millennials face? (3 marks)

- i) _____
- ii) _____
- iii) _____

36. Fill in the blanks based on information given in paragraph 4. (2 marks)

The young have a (i) _____ chance of being employed compared to their elders.

More than a quarter of those from (ii) _____ countries are NEETs.

37. What does 'prices millennials out of the market' (lines 29-30) mean?

- A. Millennials' jobs do not pay enough.
- B. It is too expensive for Millennials to afford.
- C. There is too much competition for Millennials.
- D. Millennials are one of the factors affecting market price.

- A B C D

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

38. According to paragraph 5, what are some of the advantages that megacities offer young people?
Tick (✓) three boxes.

- more schools to choose from better apartments better employment opportunities
- more chances of falling in love more fun things to do

39. What does 'that' (line 39) refer to? _____

40. According to paragraphs 6 and 7, why are young people having children later in life? Give three reasons. (3 marks)

i) _____

ii) _____

iii) _____

41. Which of the following can replace 'Alas' (line 52)?

- A. Unfortunately
- B. Surprisingly
- C. In fact
- D. Finally

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | B | C | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

42. What does 'biological clock' (line 53) mean in this context?

- A. The time when a person works most effectively.
- B. The time when a woman can no longer give birth.
- C. The time when a person reaches the end of their life.
- D. The time when a couple start to think about having a family.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | B | C | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

43. i) Who/what does 'they' (line 59) refer to? _____ (1 mark)

ii) What would be 'immoral' (line 60)?
_____ (1 mark)

44. What message about Millennials does the writer want to send?

- A. Although their lives seem easy, they actually face many difficulties.
- B. Although they live better lives, they are not as happy as their parents.
- C. Although they face many obstacles, they are able to cope with the challenges.
- D. Although they have more opportunities, they don't make the most of them.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | B | C | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

END OF PART B1

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

ENGLISH LANGUAGE PAPER 1

PART B2

Reading Passages

8.30 am – 10.00 am (1½ hours)
(for both Parts A and B)

GENERAL INSTRUCTIONS

- (1) Refer to the General Instructions on Page 1 of the Reading Passages booklet for Part A.

INSTRUCTIONS FOR PART B2

- (1) The Question-Answer Book for Part B2 is inserted in this Reading Passages booklet.
- (2) Candidates who choose Part B2 should attempt all questions in this part. Each question carries ONE mark unless otherwise stated.
- (3) Hand in only ONE Question-Answer Book for Part B, either B1 or B2, and fasten it with the Question-Answer Book for Part A using the green tag provided.

PART B2

Read Text 5 and answer questions 45-60 of the Question-Answer Book for Part B2.

Text 5

MILLENNIALS – Themes In The Literature¹

1 I. Introduction

[1] Authors Neil Howe and William Strauss are widely credited with coining the term 'Millennial Generation', a reference to children graduating from secondary school in the year 2000. Since their landmark research on generational types, many authors have built on Howe and Strauss' work. This article will identify a number of general themes found in recent literature regarding the Millennial generation. Many of these themes, though originating from different sources and perspectives, are complementary, and even those in conflict with one another find they have common foundations.

II. _____

[2] This article will refer to Millennials as those born from approximately 1980 through 2000 (Howe & Strauss, 2003; Sutherland & Thompson, 2001). The most significant variation on this definition comes from Twenge, who includes all those born in the 1970s as well (Twenge, 2006).

[3] By and large, the Millennials are considered the children of the Baby Boomers². They have grown up in a child-centred society, adored from infancy by their parents and other adults (Sutherland & Thompson, 2001). They have lived in an era of relative peace, knowing little of worldwide conflict until the recent emergence of global terrorism. They have also lived in an era of relative prosperity, in which economic boom periods have been high, and downturns have been slight (Howe & Strauss, 2003).

III. _____

[4] The most common and most significant theme found in literature about the Millennial Generation is that they have been told since birth that they are each unique and special, and that they embrace this specialness wholeheartedly.

[5] Howe and Strauss emphasize the emergence of the pro-child culture among Baby Boomer adults as the catalyst for this characteristic, and Twenge supports this idea, to a degree. With the emergence of widespread use of birth control, and the growing availability of abortion through the 60s and 70s, Americans entered an era in which fewer and fewer 'unwanted' babies were born (Sutherland & Thompson, 2001). Parents became parents because they wanted children, not because childbearing was foisted upon them. This era saw cultural adoption of the pro-child ethic in movies, books and the ubiquitous 'Baby On Board' car bumper stickers. Schools across the nation joined the bandwagon as well with the adoption of official self-esteem curricula (Twenge, 2006).

[6] Where researchers and authors seem to disagree on Millennials is in the effect of their 'specialness'. Howe and Strauss believe that Millennials have translated their special status into an ability to contribute to society and its structures. They are community-minded citizens who believe in, and tend to follow, societal conventions because they believe in the rules that brought them through their happy childhoods.

[7] Twenge, on the other hand, perceives less optimistic outcomes for the Millennials, which she calls 'Generation Me'. She expresses concern that the overt emphasis on individual 'specialness' has resulted in a generation for whom the individual is of ultimate importance. Twenge's research, in contrast to Howe and Strauss, has revealed a generation that is more individualistic and more self-oriented than any that have gone before. As a result, this generation is less likely to care about others' opinions, and more likely to flaunt society's conventions.

IV. _____

[8] Twenge clashes again with Howe and Strauss when describing Millennials' belief in their ability to succeed. Though Howe and Strauss admit that the Millennials feel pressure to succeed, they contend that this confident, achieving generation believes that they will be both financially and socially successful. Howe and Strauss also cite achievements in high school academics and extra-curricular activities as evidence that these Millennials may indeed live up to their confident expectations.

45 [9] Twenge, however, cites research that seems to indicate that the Millennials are leaving their exuberant confidence behind as they leave childhood. The encouragement that so many young Millennials heard, that you can be or do anything, as long as you try hard enough and follow your dreams, has created unrealistically high expectations of themselves, producing high levels of depression, anxiety and loneliness among Millennials today.

50 V. _____

[10] Whether in school, work, or at home, Millennials must interact every day with members of the generations that preceded them. As they move through their teens and twenties, into adulthood, the nature of the Millennials' relationships with their elders is another theme found in recent literature.

55 [11] Sutherland and Thompson describe how the changing structure of the nuclear family has, in many cases, led to a dynamic in which children are included in family discussions and decisions to a greater degree than previous generations. Howe and Strauss echo this sentiment. As this dynamic blends with the message of special importance that Millennial kids have heard all their lives, the result is often a young adult who views his or her relationship with older adults as a peer-to-peer relationship.

60 [12] This emphasis on equality has implications in a variety of areas. Culturally, Millennials believe that their identity is just as valid as anyone else's. Consequently, enthusiastic self-expression has flourished, and Twenge cites the explosion of tattoos and piercings as an example of this trend. In the workplace, the idea of paying dues, and working up the corporate ladder is foreign. Millennials expect their views to be valued from the beginning, and advancement to be rapid (Raines, 2002). In education, Millennials are more than willing to challenge professors on everything from opinions to the very facts themselves, with no
65 conception that the instructor's perspective is any more valid than their own (Twenge, 2006). Generally speaking, what Millennials seem to be seeking from other generations is acceptance as equals (Windham, 2005).

VI. _____

70 [13] While more of a cultural reality than generational characteristic, technology has so affected and defined the Millennial generation that it regularly emerges as a theme in literature on the subject. While all generations alive today have experienced the development of technology, and adapted to the changes it has brought to society, the Millennials are the only ones who did not live through its emergence as adults.

75 [14] Prensky (2001) describes the situation with the analogy that Millennials are natives in a society that is dominated by modern technology, whereas previous generations are 'digital immigrants'. There are significant implications for the differences in the ways that the natives and the immigrants think about the land they live in. What might have once been described as distractibility, is now considered multi-tasking: the practice of doing multiple things simultaneously. To describe Millennials as having short attention spans denies the evidence that they can spend extended time in sharply focused activity when playing high-tech video games (Prensky, 2001).

80 VII. Conclusion

[15] The clearest truism with regard to the Millennial generation is that they have been told throughout their childhood that they are each unique and special, and that as they become adults, it is clear that they have believed the message. For some, this belief will likely translate into ambitious goals, and great achievement. For others, it is likely that this belief will translate into unrealistic goals, and crushing
85 disappointment. Millennials need to be encouraged to succeed and provided safety nets for failure as they learn to work through both of these experiences as adults.

¹ A selection of research articles on the topic of Millennials

² People born between 1946 and 1964

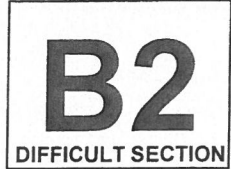
END OF READING PASSAGES

Sources of materials used in this paper will be acknowledged in the booklet *HKDSE Question Papers* published by the Hong Kong Examinations and Assessment Authority at a later stage.

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**HKDSE 2017
ENGLISH LANGUAGE
PAPER 1 PART B2
QUESTION-ANSWER BOOK**



Write your Candidate Number and stick a barcode label in the space provided on this page.

Read Text 5 and answer questions 45-60. (43 marks)

Text 5

45. According to paragraphs 1-2, are the following statements True (T), False (F) or Not Given (NG)? (4 marks)

Statements	T	F	NG
i) Howe and Strauss were the first to use the term, 'Millennial Generation'.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ii) Research by Howe and Strauss has been influential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iii) Some themes on Millennials are in conflict with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iv) Experts agree that Millennials were born within the same time period.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. In paragraph 3, what three factors mentioned by the writer have characterised the Millennial generation? (3 marks)

i) _____

ii) _____

iii) _____

47. Which of the following can be inferred from paragraph 3?

- A. Millennials are growing up quickly.
 - B. Millennials face an uncertain future.
 - C. Millennials see themselves as global citizens.
 - D. Millennials have grown up in a sheltered environment.
- A B C D

48. According to paragraph 5...

- i) Which generation was the first to adopt a child-centred approach to parenting? (1 mark)
- _____
- ii) Which generation had child bearing 'foisted upon them'? (1 mark)
- _____

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.



iii) Find one factor that led to a pro-child culture.

(1 mark)

iv) What were schools' attitudes towards the pro-child movement?

(1 mark)

49. Complete the table below by identifying how the researchers differ in their understanding of Millennials using information given in paragraphs 6-9. (6 marks)

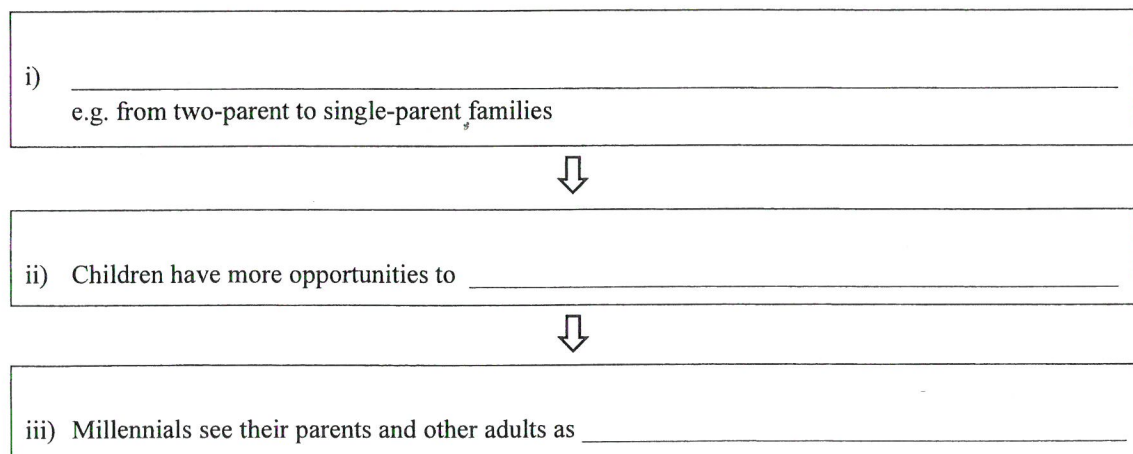
	Howe and Strauss' interpretation	Twenge's interpretation
Millennials' belief that they are unique...	has produced a generation which is (i) _____	has produced a generation which is (ii) _____
Millennials' reaction to rules is to...	(iii) _____	(iv) _____
The pressure on Millennials to succeed...	will lead them to (v) _____ _____	will lead them to (vi) _____ _____

50. Which word can replace 'contend' (line 41)?

- A. hope
B. argue
C. accept
D. disagree

A B C D

51. Complete the diagram below, which illustrates the changes described in paragraph 11. (3 marks)



Answers written in the margins will not be marked.

52. Complete the table using information given in paragraph 12.

(6 marks)

Aspect of Millennials' lives	Example/concept that illustrates the aspect	Researcher linked to the example/concept
Expressing one's identity	(i)	(ii)
(iii)	(iv)	Raines
(v)	Challenging authority	(vi)

53. i) Which metaphor does Prensky use to describe Millennials?

(1 mark)

ii) Explain the meaning of this metaphor.

(1 mark)

iii) What does 'the land they live in' (lines 75-76) refer to?

(1 mark)

54. How have attitudes towards multi-tasking changed over time?

55. Why should Millennials not be described as having short attention spans?

56. According to the conclusion, what should Millennials try to achieve?

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

Answers written in the margins will not be marked.

57. The main purpose of this article is to...
- A. show what others have said about the topic.
 - B. identify key limitations in the research.
 - C. suggest new areas of research.
 - D. disprove earlier literature.

A B C D

58. The writer uses citations to tell readers that certain materials came from another source. In the citations used in the text, which of the following information is included? Tick (✓) all that apply.

- i) The surname of the author
- ii) Title of the author's work
- iii) The name of the publisher
- iv) The year of the publication
- v) The page numbers of the material used

59. Read the following comments by readers of the article. Which researcher(s) are they referring to? Write the name(s) in the line next to each comment. (2 marks)

(i) "I'm a young entrepreneur and I agree with the research that says Millennials are high-achieving and want to make a difference in society." _____

(ii) "As a Millennial, I find her view of young people negative and destructive." _____

60. Match the headings to the outline for Text 5. Write A-F in the box next to the number. I and VII have been given. One heading is NOT used. (5 marks)

Headings

- A. Relating to others
- B. Defining the generation
- C. Childhood years
- D. Technology
- E. Self-belief
- F. Special status

Outline
A,B,C,D,E,F

I.	Introduction
II.	
III.	
IV.	
V.	
VI.	
VII.	Conclusion

END OF PART B2

Answers written in the margins will not be marked.