3

Name: _____ ( ) Class: _____

CHIJ ST NICHOLAS GIRLS' SCHOOL
Secondary 3
Continual Assessment 2 (40 Marks)

ENGLISH LANGUAGE

1128/01

Paper 1

4 May 2015

1 hour

READ THESE INSTRUCTIONS FIRST

Write your name, register number and class on all the work you hand in.
Write in black ink on both sides of the paper.
Do not use highlighters, glue, correction fluid or correction tape.

Answer **Section A** and **Section B**.
For **Section A**, write your answers in the spaces provided.
At the end of the examination, detach **Section A**.
For **Section B**, write your answers on foolscap paper.
At the end of the examination, hand in **Section A** and **Section B** separately.
The number of marks is given in brackets [ ] at the head of each section.
Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

For Examiner's Use	
Section A	/10
Section B	/30
Total	/40

This document consists of 3 printed pages.

圣尼各拉女校
CHIJ ST NICHOLAS GIRLS' SCHOOL
Girls of Grace • Women of Strength • Leaders with Heart

[Turn over

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about dogs. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.
If the line is incorrect, circle the incorrect word and write the correct word in the space provided.
The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived (to) my destination at 2 pm. *at*

My mother always wears sensible clothes. ✓

Dogs are probably the first tame animals. They have accompanied humans
for some 10,000 years. Some scientist assert that all dogs, domestic and 1 .....
wild, sharing a common ancestor in the small South Asian wolf. Today, 2 .....
humans have breed hundreds of different domestic dog breeds – some of 3 .....
which could never survive in the wild. Although their many shapes and sizes, 4 .....
all domestic dogs, from Newfoundlands to pugs, are members from the 5 .....
same species – Canis familiaris. Although they had domestic temperaments, 6 .....
these dogs are related to wolves, foxes and jackals. Domestic dogs still 7 .....
share many behaviours with their wild relatives. Both defend its territories 8 .....
and mark them by urinating on trees, rocks, fence posts and other suitable 9 .....
sites. These scent-posts serve as a notice with other dogs that an animal is 10 .....
occupying its territory.

Section B [30 marks]

Begin your answer on a fresh page.

You are advised to write between 350 and 500 words on one of the following topics.

At the head of your composition, write the number of the topic you have chosen.

1 Describe a festival or concert held in school. What is the significance of this event to you?

2 What are some of the challenges that Singapore may face in the next decade?

3 What are some of your best childhood memories, and why are they significant to you?

4 'Life is not about waiting for the storm to pass; it is about learning to dance in the rain.' Write about some of the occasions when you have found this to be true.

MARKING GUIDE (TEACHER'S COPY)

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about dogs. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.
If the line is incorrect, circle the incorrect word and write the correct word in the space provided.
The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived (to) my destination at 2 pm. *at*

My mother always wears sensible clothes. ✓

Dogs are probably the first tame animals. They have accompanied humans
for some 10,000 years. Some *scientist* assert that all dogs, domestic and 1 scientists
wild, *sharing* a common ancestor in a small South Asian wolf. Today, 2 share
humans have *breed* hundreds of different domestic dog breeds – some of 3 bred
which could never survive in the wild. *Although* their many shapes and sizes, 4 Despite
all domestic dogs, from Newfoundlands to pugs, are members *from* the 5 of
same species – Canis familiaris. Although they *had* domestic temperaments, 6 have
these dogs are related to wolves, foxes and jackals. Domestic dogs still 7 /
share many behaviours with their wild relatives. Both defend *its* territories 8 their
and mark them by urinating on trees, rocks, fence posts and other suitable 9 /
sites. These scent-posts serve as a notice *with* other dogs that an animal is 10 to
occupying its territory.

2

CEDAR GIRLS' SECONDARY SCHOOL
Mid-Year Examination 2015
Secondary Three

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE

1128/01

Paper 1 Writing
INSERT

30 APRIL 2015

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

This insert contains Section A.

Write your answers in the spaces provided.

This document consists of 2 printed pages.

[Turn over

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about Singapore. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (√) in the space provided.
If the line is incorrect, circle the incorrect word and write the correct word in the space provided.
The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived (to) my destination at 2 pm. ___at___

My mother always wears sensible clothes. ___√___

Fifty years ago, Singapore became an independent state.	
With no natural resources then, it became one of the	1)_____
region's leading economies base on the strength of its	2)_____
human resources, immigrants. Now, Singaporeans is	3)_____
among the world's wealthiest populations. It was a far cry	4)_____
from the island's humble begins, when more than a	5)_____
million Singaporeans lived in "squatters". A government	6)_____
has transformed the city with good infrastructure and	7)_____
nation building policies. With years of rapid growth and	8)_____
ranked the most expensive city on the world, Singapore	9)_____
currently face new challenges. The gap between rich and	10)_____
poor is among the widest in the developed world.	

For Examiner's Use	
Section A	

Answer Scheme:

Fifty years ago, Singapore became an independent state.	
With no natural resources then, it became one of the	1)_____V_____
region's leading economies **base** on the strength of its	2)___based____
human resources, immigrants. Now, Singaporeans is	3)_____are_____
among the world's wealthiest populations. It was a far cry	4)_____is_____
from the island's humble **begins**, when more than a	5)___beginnings___
million Singaporeans lived in "squatters". A government	6)_____The_____
has transformed the city with good infrastructure and	7)_____V_____
nation building policies. **With** years of rapid growth and	8)_____After_____
ranked the most expensive city on the world, Singapore	9)_____in_____
currently **face** new challenges. The gap between rich and	10)____faces____
poor is among the widest in the developed world.	

CEDAR GIRLS' SECONDARY SCHOOL
Mid-Year Examination 2015
Secondary Three

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

30 APRIL 2015

1 hour 50 minutes

Additional Materials: Writing Paper (4 Sheets)
Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number on all the work you hand in.
Write in dark blue or black pen on both sides of the paper.
Do not use paper clips, highlighters, glue or correction fluid.

Answer both **Section A**, **Section B** and one question from **Section C**.

Section A is an Insert.
For **Section A** write your answers in the spaces provided on the Insert.
For **Section B** and **Section C** write your answers on the separate Answer Paper provided.
Write the section and question number before you begin.

At the end of the examination, hand in Section A, B and C separately.

The number of marks is given in brackets [ ] at the head of each section.

This document consists of **4** printed pages and **1** Insert. [Turn over

Section B [30 marks]

You are advised to write between 250 and 350 words for this section.

You should look at the printout on the next page, study the information carefully and plan your answer before beginning to write.

The June Holiday is approaching and, as part of the Secondary Three Enrichment Programme, the school has decided to provide students with the opportunity to work with organisations as interns. The Head of Student Development has provided each class with two choices and has asked each class to state their preference.

The aims of this programme are to broaden students' learning experience beyond classroom setting and improve students' communication skills.

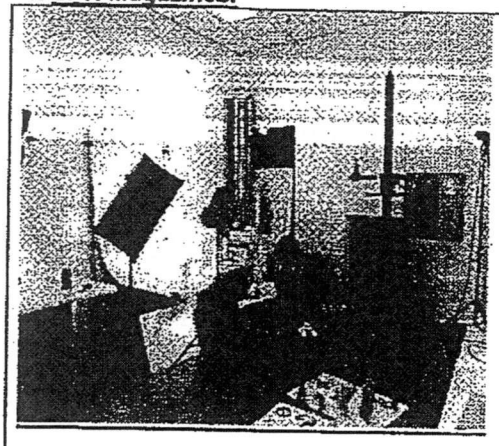
As the class monitress, write a speech that you will present to the Secondary Three cohort during an afternoon assembly to explain your class' choice.

Your speech should include:

- your chosen organisation
- reasons for choosing to be part of their internship programme
- why the other choice is not suitable

Write your speech in clear, accurate English. You should use your own words as much as possible.

1. SPH Magazines:



Description

The SPH Magazines Internship Programme offers a guided, hands-on experience to introduce and immerse you in the workings of the industry. This invaluable opportunity is also a great way to gain relevant job experience for future careers in publishing or related industries.

Editorial (Writing) Interns will be attached to one of our lifestyle or luxury magazines, namely Her World, Simply Her, Female, Nuyou, Harper's Bazaar, Cosmopolitan, The Singapore Women's Weekly, CLEO, The Peak, ICON, Young Parents, Home and Decor, Men's Health and HardwareMag.

You may be involved in the brainstorming sessions for ideas for the respective audiences of the publication you are assigned to. You would be required to write short stories and might be expected to coordinate your own stories and shoots. You may be required to source, loan and return items required for review or photo shoots.

There are opportunities for you to attend events which may occasionally be held in the evenings or over the weekends.

2. Resort World Sentosa Singapore:

Description

An internship at Resorts World Sentosa gives you a fantastic first-hand experience of working life at Singapore's first Integrated Resort (IR).

Our structured training gives you close supervision with a dedicated mentor to provide feedback on your progress throughout your internship.

The variety of roles we have under one roof means you get to experience first-hand a full range of jobs (in the world's largest aquarium, corporate departments, food & beverage outlets, six hotels, retail stores, theme park, museum and much more).

The friendly faces of your fellow interns and some 13,000 team members from 40 different countries, gives you the opportunity to make new friends.

SECTION C (30 MARKS)

Begin your answer on a fresh page.

You are advised to write between 350 and 500 words on one of the following topics.

At the head of your composition, write the number of the topic you have chosen.

1. Conflicts are necessary for healthy relationships. Write about occasions when you have found this to be true.

2. Parents should have full access to their children's social network accounts. What are your views?

3. Extroverts make effective leaders. Do you agree?

4. The place we reside in defines who we are. How far do you agree with this statement?

CEDAR GIRLS' SECONDARY SCHOOL
Mid-Year Examination 2015
Secondary Three

ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension
Insert

30 April 2015

1 hour 15 minutes

READ THESE INSTRUCTIONS FIRST

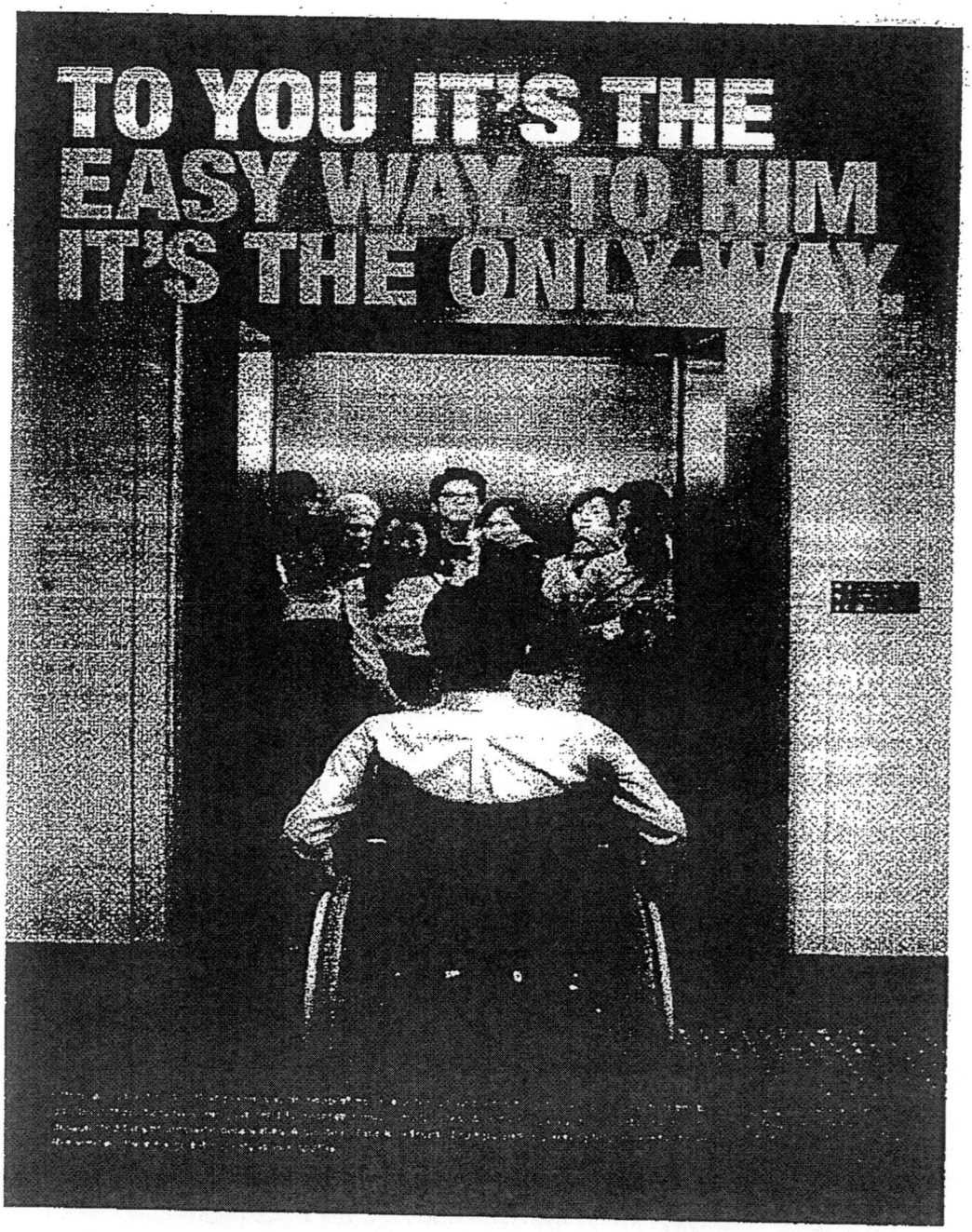
This Insert contains Text 1 and Text 2.

This document consists of 4 printed pages.

[Turn over

Text 1

Study the webpage below and answer Questions 1-4 in the Question Paper Booklet.



Text from the Visual: Often we do not realise that persons with disabilities lack alternative routes to get around. To enable them to go about their daily lives, we just need to observe these simple rules. Avoid using elevators, seats and toilets designated for persons with disabilities. Also, do not park in front of ramps and in parking lots meant for them. Remember, their biggest disability is our apathy.

Text 2

In the text below, a travel writer describes his encounter with Canadian singer Leonard Cohen and his revelations about the art of stillness. Read the text carefully and answer Questions 5-16 in the Question Paper Booklet.

1 The sun was scattering diamonds across the ocean as I drove toward the deserts of the east. Leonard Cohen, my hero since boyhood, was singing so long to Marianne on my sound system when I turned onto the snarl of freeways that clog and clutter central Los Angeles. The sharp winter sun disappeared behind a wall of grey for more than an hour, and then at last I drew out again into the clear. Turning off the freeway, I followed a riddle of side streets onto a narrower road, all but empty, that snaked up into the high, dark San Gabriel Mountains. Very soon all commotion fell away. Los Angeles simplified itself into a silhouette of peaks in the distance.

2 I came to a cluster of rough cabins scattered across a hillside. A small man in his sixties, stooped and shaven-headed, stood waiting for me in a rough parking lot. As soon as I got out of my car, he offered a deep ceremonial bow – though we'd never met before – and insisted on carrying my things into the cabin where I was to stay for the next few days. His dark and threadbare monastic robes flew around him in the wind. Once inside the shelter of the room, the monk tended to me and I could hardly believe that this religious-looking gentleman in wire-rimmed glasses and wool cap was in truth the singer and poet who'd been renowned for thirty years as an international heartthrob, a constant traveller, and an Armani-clad man of the world. Leonard Cohen had come to this Old World fortress to make a life – an art – out of stillness.

3 Sitting still, he said with unexpected passion, was "the real deep entertainment" he had found in his sixty-one years on the planet. Was he kidding? Cohen is famous for his mischief and ironies. He wasn't, I realised as he went on. "What else would I be doing?" he asked. "Would I be starting a new marriage with a young woman and raising another family? Finding new drugs, buying more expensive wine? I don't know. This seems to me the most luxurious and sumptuous response to the emptiness of my own existence."

4 Typically lofty and pitiless words; living on such close terms with silence clearly hadn't diminished his gift for golden sentences. But the words carried weight when coming from one who seemed to have tasted all the pleasures that the world has to offer. Being in this remote place of stillness had nothing to do with piety or purity, he assured me; it was simply the most practical way he'd found of working through the confusion and terror that had long been his bedfellows.

5 One evening, as my gracious host tried to instruct me in the proper way of siting in the lotus position – rigorous but relaxed – I couldn't find the words to tell him that I'd never been tempted to meditate. As one who'd been crossing continents alone since the age of nine, I'd always found my delight in movement; I'd even become a travel writer so that my business and pleasure could become one. Yet

as Cohen talked about the art of sitting still (in other words, clearing the head and stilling the emotions) and as I observed the sense of attention, kindness, and even delight that seemed to arise out of this life of going nowhere – I began to think about how liberating it might be to give it a try. Going nowhere, as Cohen described it, was the grand adventure that makes sense of everywhere else. As he tries to find a life in which stage sets and performances disappear, one is reminded, at a level deeper than all words, how making a living and making a life sometimes point in opposite directions.

6 With machines coming to seem part of our nervous systems, while increasing their speed every season, we've lost our Sundays, our weekends, our nights off – our holy days, as some would have it; our bosses, junk mailers, our parents can find us wherever we are, at any time of day or night. More and more of us feel like emergency-room physicians, permanently on call, required to heal ourselves but unable to find the prescription for all the clutter on our desk.

7 I recalled how, not many years ago, it was access to information and movement that seemed our greatest luxury; nowadays it's often freedom from information, the chance to sit still, that feels like the ultimate prize.

Acknowledgements:
Text 1: Extracted from http://www.ncss.gov.sg/social_service/uncrpd_publicawareness.asp
Text 2: Adapted from *The Art of Stillness: Adventures in Going Nowhere* by Pico Iyer

CEDAR GIRLS' SECONDARY SCHOOL
Mid-Year Examination 2015
Secondary Three

CANDIDATE NAME	
CLASS	
INDEX NUMBER	

ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension [Section A & B] **30 April 2015**

1 hour 15 minutes

Candidates answer on the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number on all the work you hand in.
Write in dark blue or black pen.
Do not use 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.

At the end of the examination, hand in your Comprehension Question Booklet and Insert.

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

For Examiner's Use	
Section A	
Section B	

This document consists of 6 printed pages.

[Turn over

Section A [5 marks]

1. What idea is the photograph trying to establish? [1]

.....

.....

2. Refer to the headline "To you it's the easy way. To him it's the only way". What effect does it have on the reader and how is this relayed through the style of language used? [2]

.....

.....

.....

3. Refer to the text information provided. Suggest a practice that the public could adopt to ease the lives of persons with disability. [1]

.....

.....

4. How is irony portrayed through this phrase 'their biggest disability is our apathy'? [1]

.....

.....

Section B [20 marks]

5. At the beginning of the text, the writer is travelling to the mountains from the city. Explain how the language used in paragraph 1 emphasises that the drive towards the mountain can be full of obstacles. Support your ideas with three details from the paragraph. [3]

.....

.....

.....

.....

.....

.....

6. Quote two phrases from paragraph 1 which tells us that the area near San Gabriel Mountains is quiet and remote. [2]

Remote:	
Quiet:	

7. What could the writer be feeling when he describes the act of the monk "offer[-ing] a deep ceremonial bow – though we'd never met before –"? (line 12-13) [1]

.....

.....

8. 'I could hardly believe that this religious-looking gentleman in wire-rimmed glasses and wool cap was in truth the singer and poet who'd been renowned for thirty years as an international heartthrob, a constant traveller, and an Armani-clad man of the world.' (Lines 16-19)

i. Explain the contrast in this sentence. [1]

.....

.....

ii. What is the effect of this contrast? [1]

.....

.....

9. Why does Cohen describe the experience of sitting still as 'the real deep entertainment' (line 21)? [2]

.....

.....

.....

10. In paragraph 3, Cohen states '<u>this</u> seems to me the most luxurious and sumptuous response to the emptiness of my own existence." (Lines 26-27) What does 'this' refer to? [1]

.....

.....

11. In paragraph 4, Cohen is described as a person whose 'words carried weight when coming from one who seemed to have tasted all the pleasures that the world has to offer.' (Lines 29-31)

What does this suggest about the writer's opinion of Cohen as a person? [1]

.....

.....

12. In paragraph 5, why does the writer say that he'd 'never been tempted to meditate'? (Line 36) [1]

.....

.....

13. In paragraph 5, 'Going nowhere, as Cohen described it, was the grand adventure that *makes sense of everywhere else.*' (lines 42-43)

Paying attention to the italicised words above, how is meditation described here similar to the writer's favourite activity of travelling? [1]

.....

.....

14. In paragraph 6, what is one aspect in which we are similar to 'emergency-room physicians'? (Line 51) **Answer in your own words.** [1]

.....

.....

15. Explain why 'freedom from information, the chance to sit still' is now the 'ultimate prize'. (Lines 54-55) [1]

.....

.....

16. The structure of the text reflects the main stages in the recount provided by the writer. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the recount. There are some extra phrases in the box you do not need to use. [4]

Main Focus

Wise advice offered	Contemplative Reflection	Strange experience
Meaningful enlightenment	Picking up a new skill	
A shocking discovery	Fascinating encounter	

Paragraph 1

Journey to the mountains

⇩

Paragraph 2

.....

⇩

Paragraph 3

.....

⇩

Paragraph 4

Making sense of a new concept

⇩

Paragraph 5

.....

⇩

Paragraph 6-7

.....

(Expanded) Answer Scheme for Secondary 3 EL MYE Paper 2

Section A [5 marks]

1. **What idea is the photograph trying to establish? [1]**

The inconsideration of the abled people/ public and the inconvenience they pose for the disabled. OR The helplessness of the disabled due to the inconsideration of others (Students should explain with descriptions from the photograph. However, as long as underlined words are provided, mark is awarded)

Also Accepted:

- Abled people are taking away the only route for a disabled person to move around, without trying to empathise with the disabled.
- Selfish behaviour towards people with disability /selfishness of people as they remain in the lift pretending not to see the disabled
- People are often caught up with their needs that they neglect the people who need it more than they do.
- Due to our convenience, people with disability are hampered by us.
- Description of the picture: disabled people are not able to get into the lift due to people using the lift as a convenient way to move around. (idea of people not showing consideration is implied.)
- Should show respect/concern for the disabled instead of showing/feigning ignorance & using alternative routes made for them

Not accepted:

- Make reader feel guilty
- Urge public to give way to disabled (how?)
- Convince public to be more gracious and give way to disabled (how?)
- Inform readers who are of normal ability to let disabled have priority to use facilities specially for them (how?)
- We should use other ways to get around rather than a route that's meant for the disabled (preaching, why?)
- The picture shows a crowded lift with no room for a man in a wheelchair to enter, hence showing people should give way to people with disability. (Preaching. Inconsideration/ helplessness not reflected)
- It shows how we have misused facilities meant for people with disabilities. (Lift is open to all to use)

Inferential

2. **Refer to the headline "To you it's the easy way. To him it's the only way". What effect does it have on the reader and how is this relayed through the style of language used? [2]**

Effect: To remind the reader to look beyond our own convenience and show more consideration for people with disabilities/ To allow the reader to empathise with/ relate to/ be aware of the plight of the disabled people [1]

Also Accepted:
- Make people realise that we must give way to the disabled
- allow people to reflect that abled people have alternative means of moving around but disabled does not.
- sympathise with disabled people & allow them to take the lift as it is their only route
- feel pity towards the disabled as people misuse facilities for their own convenience.

Not accepted:
- tell the reader to make way whenever necessary
- Realise that taking the lift is our luxury which is disabled people's only option
- make reader feel guilty for not helping the disabled

Style of language: through the use of contrast where different perspectives of the disabled and the abled reader are shown OR through different word choice of 'easy' and 'only' which shows the limited options for the disabled in contrast with the abled [1] Note: must mention both 'easy' and 'only' if highlighting word choice and diction

Also Accepted:
- Comparison between disabled and abled person

Not accepted:

- 'only way' is to make reader sympathise with disabled people so that reader will make a change ('easy' is not explained)
- Repetition of the word 'way' emphasises how we can present bringing disabled inconvenience
- Repetition of 'to' to compare importance of facility??
- Use of short sentences to give crisp and clear tone?

Inferential – Language Literary

3. Refer to the text information provided. Suggest a practice that the public could adopt to ease the lives of persons with disability. [1]

Avoid using elevators, seats and toilets (infrastructure) designated for persons with disabilities. OR Do not park in front of ramps and in parking lots meant for them.

Also accepted:
- Avoid using services/areas/facilities designated for the disabled.
- Do not park in front of ramps (ok to accept this by itself without the phrase 'designated for disabilities')

Not accepted:
- Avoid using things that are specially made for them.
- Could make way for the disabled instead of obstructing their path & make it easy for them (how?)
- use stairs/ escalators instead of the lift

Direct Literal

4. How is irony portrayed through this phrase 'their biggest disability is our apathy'? [1]

One would expect the disabled to be hampered by their own physical limitations, but in reality, the inconsideration/ lack of concern posed by the public serves as a greater hindrance to the functioning of people with disability.

(Note: what is expected and the actual opposite outcome must be contrasted.)

Also accepted:
- Our apathy causes them to be more disabled that they already are.
- Biggest challenge faced is not their handicapped state but rather the selfish nature of people.
- Greatest obstacle is not getting the support from normal people & instead makes their lives more difficult.
- Disability is the inability to move around but main factor resulting in them not able to move around freely is the inconsideration of people.
- Irony is portrayed when disability lies with others and not themselves.

Not accepted:

- Their disability is not their disabled body parts but abled people not being understanding towards disabled people. (degree not highlighted)
- They already have disability, but they still have another disability which is our cold shoulder towards them.

Inferential – Language Literary

Section B [20 marks]

5. At the beginning of the text, the writer is travelling to the mountains from the city. Explain how the language used in paragraph 1 emphasises that the drive towards the mountain can be full of obstacles. Support your ideas with three details from the paragraph. [3]

- 'snarl of freeways that clog and clutter' – 'snarl' suggests how the expressways interconnected and congregated together in an entangled manner while 'clog and clutter' suggests that traffic jams are common and he can be delayed by them.

  Accepted: roads are blocked & confusing/ jammed/ heavy traffic encountered/ traffic that obstructed the way/ crowded & difficult to navigate through the traffic/ roads/ roads are crowded with cars hence drive had many obstacles/ many junctions & making one wrong turn could lead writer to a completely different place.

  Not accepted: sudden & sharp turns/ easy to get lost/ confusing to find the correct road/ road layout is messy/ haphazard/ disorganised/ busy and chaotic/ cramped/ windy/ dangerous/ clumped together thus not easy to drive through/ need to drive carefully because of all the traffic

- 'followed a riddle of side streets (all but empty)' – this suggests that he has to pass by unfamiliar/foreign/confusing small lands in order to go up to the mountains which he can get lost in if he misses a turn

  Accepted: roads were confusing/ complicated/ hard to look for & navigate
  Confusing & cramped (gave a mark)

  Not accepted: cramped/ cannot comprehend what the signs were saying/ hard to drive near the mountains hence dangerous & hard (how?)/ Tedious drive (which means long, dull, boring drive)

  Note: if students quote 'followed a riddle of side streets (all but empty) onto a narrower road': Not accepted: roads were narrow, long, difficult to drive through/ need to navigate through many minor roads before driving onto main road to the mountains

  Accepted: If students quote 'narrower road' only and explains that the width of the road was small and the driver had to be careful driving/more alert making it hard to drive. Not accepted: requiring a lot of patience to drive

- 'Snaked up into the high, dark San Gabriel Mountains' – snaked up suggests a winding/twisting path up slope which (unlike a direct path) requires more effort and care from the driver.

  Accepted: road is winding thus difficult to drive/ path was inclined & long thus tiring
  Not accepted: dangerous & steep/ creepy/ had many turns (hence?)

Not accepted: (X) 'The sharp winter sun disappeared behind a wall of grey for more than an hour, and then at last I drew out again into the clear.' - drive was long/ had to pass through a tunnel/ unclear and dark/ obstructing view of driver

Inferential – Language Literary

6. Quote two phrases from paragraph 1 which tells us that the area near San Gabriel Mountains is quiet and remote. [2]

Remote:	all but empty
Quiet:	all commotion fell away

Not accepted for Remote: simplified itself into silhouette of peaks/ silhouette of peaks in the distance/ Deserts of the East

Direct – Vocabulary

7. What could the writer be feeling when he describes the act of the monk "offer[-ing] a deep ceremonial bow – though we'd never met before –"? (line 12-13) [1]

amazed, surprised, astonished, impressed, honoured, intrigued, puzzled, fascinated, bewildered, confused, baffled, perplexed, respected, welcomed
X stunned, startled, shocked, taken aback, curious (eager to find out), strange/ odd /awkward /out of place/ humbled

Students need to relate to the experience of a 'deep ceremonial bow' offered by someone whom they are meeting for the first time. Adjectives should contain an element of surprise and positive feeling or attention being momentarily captured due to the unusual act or confused as it is unusual.

Contextual clues: His dark and threadbare monastic robes flew around him in the wind.

I could hardly believe that this rabbinical-seeming gentleman in wire-rimmed glasses and wool cap was in truth the singer and poet who'd been renowned for thirty years as an international heartthrob, a constant traveller, and an Armani-clad man of the world.

Inferential

8. 'I could hardly believe that this religious-looking gentleman in wire-rimmed glasses and wool cap was in truth the singer and poet who'd been renowned for thirty years as an international heartthrob, a constant traveller, and an Armani-clad man of the world.' (Lines 16-19)

i. Explain the contrast in this sentence. [1]

He describes the current state of monk who now appears holy/ cultured in contrast to his past of being a popular secular artiste/ secular past as a pop star who is doused/clothed in branded clothes.

Also accepted:
- famous, fashionable but now down to earth and living simply
- simple life versus a man who led a luxurious life
- change his character from international heartthrob to religious looking gentleman and even dressing from Armani clad to man in rimmed glasses & wool cap (note: through some lifting but some attempts to explain the change)
- description of appearance of Cohen is total opposite from what Cohen used to look like
- Appearance of the monk does not seem to be that of a once famous person.
- Calm peaceful versus singer who's always moving and loud.
- Simple humble looking man was actually a singer who was active and extravagant
- Comparison between Cohen who's now a religious monk and in the past when he was a renowned singer.
- Comparison between monk and past Cohen in terms of looks, outfit and lifestyle

Not accepted: (wholesale lifting)
- International heartthrob whom one would assume wear clothes from Armani is dressed in wire-rimmed glasses and wool cap
- Religious man would not be known as someone who would be loved by many and an Armani-clad man
- Comparison of Cohen as an international heartthrob, an Armani clad man to a religious-looking gentleman which is a huge difference (not clear anough)
- Looks traditional/ old-fashioned but he is famous (no comparison of time)
- Someone that is supposed to be famous appears to be a simple man (no comparison of time and wrong use of word 'simple')

ii. What is the effect of this contrast? [1]

To show the **drastic/ tremendous change** of Cohen from a worldly man to a religious monk.
Need to highlight degree of change.

How meditation can completely change a person/ how stillness can cause a complete change in a person. / 180 degree change thus emphasising how much his life has changed.

Not accepted:

- shows how much Cohen has changed and how differently he lives his life now (unclear intensity)

- Portrays the fact that the singer has changed (intensity not shown)
- Enhance the disbelief of the author and portray the changes the man has been through (intensity not shown)
- Highlight difference in expected image and image in reality (Not a façade. Merely a huge change between past and present)
- Even though he's a renowned person, he's still down to earth.

Both: Inferential – Language

9. Why does Cohen describe the experience of sitting still as 'the real deep entertainment' (line 21)? [2]

It is an **enjoyment/pleasure/relaxation /** enjoyable to him **[1]** (must explain the word 'entertainment' & no lifting of the phrase 'real deep entertainment') that is profound and meaningful/ gives him meaning/ keeps him engaged/occupied to fill up the emotional void/ vacuum/ emptiness of his life / fulfilling to comfort the feeling of nothingness./ meaningful/ satisfaction and solace / reflect on his self and work through the troubles he had/ find his true self beneath the façade, glitz and glamour/ most luxurious and sumptuous or best response to the emptiness of his own existence. [1]

Not accepted: escape from all his mischief/ most practical way of escaping confusion and terror/ in the past had no time to think, now he has time to think/ felt that his existence was hollow and cluttered with too many activities and being able to take a breath was the true form of entertainment/ tried all the pleasures in life and decided that sitting still was the best/ best response to his lack of soul/ avoids remembering his past and maintains peace/ block off everything that's happening outside/ grand adventure that makes sense of everything

Contextual clue: most luxurious and sumptuous response to the emptiness of my own existence.

Inferential – Vocabulary

10. In paragraph 3, Cohen states '**this** seems to me the most luxurious and sumptuous response to the emptiness of my own existence." (Lines 26-27) What does 'this' refer to? [1]

Accepted: Sitting still/ mediation/ act of meditating/ making a life out of stillness
Not accepted: sitting still and doing nothing / being a monk/ the life he has at the cabin in San Gabriel Mountains/ luxurious lifestyle in the past/ living his life on the edge and full of mischief/ starting a new marriage.....expensive wine / peaceful & simple lifestyle/ act of doing what majority does

Contextual clue: Sitting still, he said with unexpected passion, was "the real deep entertainment" he had found in his sixty-one years on the planet.

Direct Literal

11. In paragraph 4, Cohen is described as a person whose 'words carried weight when coming from one who seemed to have tasted all the pleasures that the world has to offer.' (Lines 29-31)

What does this suggest about the writer's opinion of Cohen as a person? [1]

Respectable, Influential or wise (Any one of the answers)

Also accepted: an inspiration to him/ inspirational/ experienced/ has been through a lot in life/ someone who has tried and done many things in life/ admires Cohen for having a lot of life experiences/ truly respects Cohen & believes he has experienced everything in the world.

Not accepted: looks up to Cohen/ respects him/ one who once have the most luxurious life/ Cohen has meaningful experiences/ someone who gets everything he wants

Inferential

12. In paragraph 5, why does the writer say that he'd 'never been tempted to meditate'? (Line 36)
He'd always found delight in movement/ travelling. [1]

Also accepted: values movement greatly/ enjoys moving about and used to moving around/ enjoys adventuring and exploring the world/ outgoing person who does not find delight in staying still/ finds it more satisfying to move around/ likes or loves travelling/ prefers to move about rather than sitting still.

Not accepted: had a busy life mainly dedicated to travelling and was always busy/ his life was full of adventure and he had never settled down at a particular place to relax/ active & found joy being active/ constantly out and about as he travels around frequently/ was always moving around or travelling so he cannot sit still

Direct – Literal

13. In paragraph 5, 'Going nowhere, as Cohen described it, was the grand adventure that *makes sense of everywhere else*.' (lines 42-43)

Paying attention to the italicised words above, how is meditation described here similar to the writer's favourite activity of travelling? [1]

Like travelling, meditation allows one to **understand/comprehend/be aware** of what is **happening in the world/** in the **surroundings** around us.

Accepted: gain knowledge of another place/ understand the possibilities and opportunities in life which can be exciting/ understand everywhere else around him/ see the world, just in different ways/ acknowledge everything around you / understand different countries/ places

Not accepted: reflect & appreciate what is taken for granted/ giving meaning to places (how?) / Cohen's hobby versus writer's hobby/ an adventure of making sense of everything else in life (some lifting)/ experience new things/ explore the unknown and feel attention, kindness and delight/ fulfil one's senses such as delight/ feel delighted and a sense of belonging/ feel happiness/ discover new things (travel) and meditation allows you to explore anywhere you can find in the world/ experience new places versus experience his self/ experience everything through their minds versus physically.

Inferential – vocabulary

14. In paragraph 6, what is one aspect in which we are similar to 'emergency-room physicians'? (Line 51) **Answer in your own words.** [1]

Contextual clues: (Lifted) *permanently on call, required to heal ourselves but unable to find the prescription for all the clutter on our desk.* (Lifted) *We've lost our Sundays, our weekends, our nights off – our holy days, as some would have it.*

constantly contactable/ at risk of being on duty / expected to be found whenever we are needed/ have to be available every second of the day/ always have to tend to things 24 hours non-stop/ always busy dealing with high stress situations/ too busy (& rushing around)/ always on the go to reaching out people through the use of technology/ always on our feet ready to get the job done/ constantly asked or told to do something & have to be ready for any unexpected things/ expected to be prepared for any urgent matters/ regular contact with others who require us to complete tasks regardless whether we want to or not

OR

no free time to ourselves/ do not have time to relax/ not being able to relieve ourselves from the stress we are constantly facing/ unable to live the life we want in peace

OR

sacrifice/ compromise time for ourselves/ accessible at every single point of our lives ready to drop everything and rush off to settle issues with no time for ourselves to relax and rejuvenate

OR

Has the responsibility/obligation to keep ourselves healthy/safe/sane but not possible to save/cure ourselves/preserve our sanity by ourselves when we are in need

Not accepted: always on standby thus? **Direct – Vocabulary**

15. Explain why 'freedom from information, the chance to sit still' is now the 'ultimate prize'. (Lines 54-55) [1]

As people are overwhelmed by constant movement and overload of information, people value/ appreciate having peace/quiet more./ Today we are bombarded with information and always moving around due to our busy lives and the opportunity to meditate is rare and therefore precious, hence likened it to be an 'ultimate prize'.

Contextual clue: not many years ago, it was access to information and movement that seemed our greatest luxury; nowadays it's often freedom from information, the chance to sit still, that feels like the ultimate prize. + paragraph 6.

Also accepted:

- Too much information and people are not able to be free from all the information and relax
- Because people are so busy with work, taking a break by meditating is what they desire/want/yearn for
- Everyone is so busy working that they do not have time to rest, hence the ability to rest and be in peace away from work is the ultimate prize
- Get a break from the stressful workload and can relax without looking at information and doing work
- Unwind from overwhelming information is a privilege as not everyone is able to disconnect themselves from the bustling world
- Do not experience time to relax because of hectic lifestyle that keeps us busy all day, hence we yearn for peace
- Ultimate prize as no one is able to free themselves from new information and they are always on the move
- Schedule is packed that having some or even little time to rest and be free from work to discover self is rare and having it would be priceless/precious
- Because we lack the chance to rest due to overwhelming work
- Sitting still lets us feel relaxed, calm... which gives a better feeling than having to move around to take charge
- We are so busy that having time to relax is a luxury.
- Being able to escape our hectic lifestyles and form an internal vacuum rid of our busyness would offer a much desired respite

Not accepted:

- We all seek luxury that we lose peace.
- It is the ultimate prize as it is only then we're enabled to rest as we are exposed to new things all the time.
- Compared to being under stress, sitting still relieves us from stress as we no longer have to worry about anything
- As we're exposed to the world and knowledge, we find ourselves getting busier. (thus?) **Inferential**

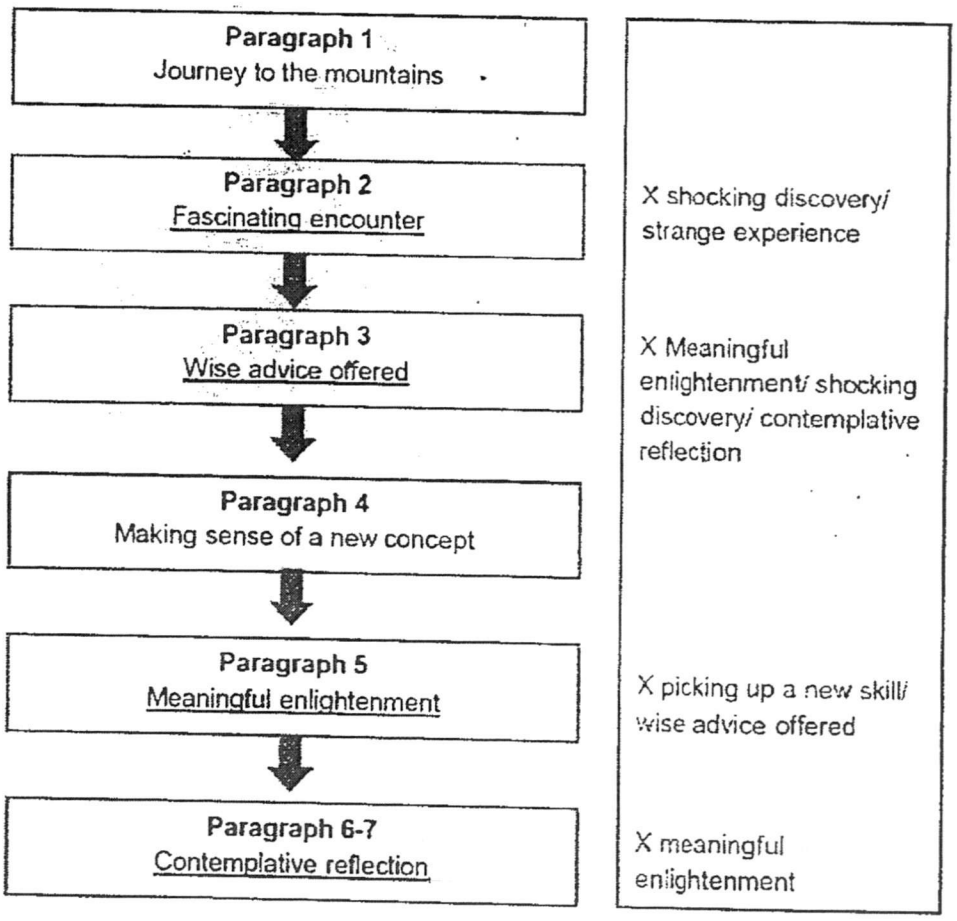
(Expanded) Answer Scheme for Secondary 3 EL MYE Paper 2

16. The structure of the text reflects the main stages in the recount provided by the writer. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the recount. There are some extra phrases in the box you do not need to use. [4]

Main Focus

Wise advice offered	Contemplative Reflection	Strange experience
Meaningful enlightenment	Picking up a new skill	
A shocking discovery	Fascinating encounter	

Flow Chart



(Expanded) Answer Scheme for Secondary 3 EL MYE Paper 2

Table of Specifications

Question no	Literal	Inferential	Language (Vocabulary)	Language (Literary)
Q1		1		
Q2		1		1
Q3	1			
Q4				1
Q5				3
Q6	2			
Q7		1		
Q8i			1	
Q8ii				1
Q9		1	1	
Q10	1			
Q11		1		
Q12	1			
Q13			1	
Q14			1	
Q15		1		
Total mark allocation	5/21	6/21	4/21	6/21
Percentage	23.8%	28.6%	19%	28.6%

5

Class:	Register No:	Name:

CRESCENT GIRLS' SCHOOL
SECONDARY THREE
MID-YEAR EXAMINATION 2015

ENGLISH LANGUAGE **1128/01**

PAPER 1 Writing **Date: 5 May 2015**

INSERT

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class in the spaces provided at the top of this page and on all separate answer sheets used.

Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction fluid.

This insert contains **Section A.**

Write your answers in the spaces provided.

Hand in **Section A** insert separately.

This paper consists of 2 printed pages, including the cover page.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided. If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived (to) my destination at 2 pm. ___at___

My father always wears baggy clothes. ___✓___

I have always prayed that my son must never find out the truth about

his father. The moment he ask me about his father, I painted a 1) _____

picture of lies. Convinced, I told him that his father was a real 2) _____

warrior... a real hero... a soldier who died where protecting his 3) _____

country from the vicious enemy. But in reality, his father was a man 4) _____

who had committed the most hideous crime. Certainly, the truth 5) _____

about his father will only psychologically scar him in the rest of his 6) _____

life. Perhaps my son might turn to drug or even take up drinking to 7) _____

forget the sins of his father. The truth has broken me. The truth has 8) _____

brought unspeakable misery in my life. Still now, I have a hard time 9) _____

digesting the truth. I do not want my son to go through what I had went 10) _____

through. He must be protected from the truth at any cost.

Answer Scheme

Section A

I have always prayed that my son must never find out the truth about his father. The moment he ask me about his father, I painted a picture of lies. Convinced, I told him that his father was a real warrior... a real hero... a soldier who died where protecting his country from the vicious enemy. But in reality, his father was a man who had committed the most hideous crime. Certainly, the truth about his father will only psychologically scar him in the rest of his life. Perhaps my son might turn to drug or even take up drinking to forget the sins of his father. The truth has broken me. The truth has brought unspeakable misery in my life. Still now, I have a hard time digesting the truth. I do not want my son to go through what I had went through. He must be protected from the truth at any cost.

1)__asked (tense)__
*2)_Convincingly (wf)_*
3)_while (conj)_____
4)__a (art)_____
5)_____
6)__for (prep)___
*7)__drugs (plu/singular)_*
8)_____
9)__Even (adverb)__
*10)_gone (verb form)_*

Class:	Register No:	Name:

CRESCENT GIRLS' SCHOOL
SECONDARY THREE
MID-YEAR EXAMINATION 2015

ENGLISH LANGUAGE **1128/01**

PAPER 1 Writing **5 May 2015**

1 hour 50 minutes

SECTION B AND SECTION C

Additional Materials: Answer Paper
Insert

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class in the spaces provided at the top of this page and on all separate answer sheets used.

Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **Section A, Section B** and one question from **Section C.**

Section A is an Insert.
For **Section A,** write your answers in the spaces provided.
For **Section B** and **Section C,** write your answers on the separate Answer Paper provided.

At the end of the examination, hand in **Section A, Section B** and **Section C separately.**

The number of marks is given in brackets [ ] at the head of each section.

This paper consists of **4** printed pages, including the cover page

Section B [30 marks]

You are advised to write between 250 and 350 words for this section.

You should look at the printout on Page 3, study the information carefully and plan your answer before beginning to write.

You are the President of the Student Council of Pinkdale High School. You and your council members would like to participate in the activities initiated and organised by the National Youth Council in celebration of SG50. These activities, as reflected in the brochure printed overleaf, celebrate Singapore's journey since achieving independence and pay tribute to the pioneer generation.

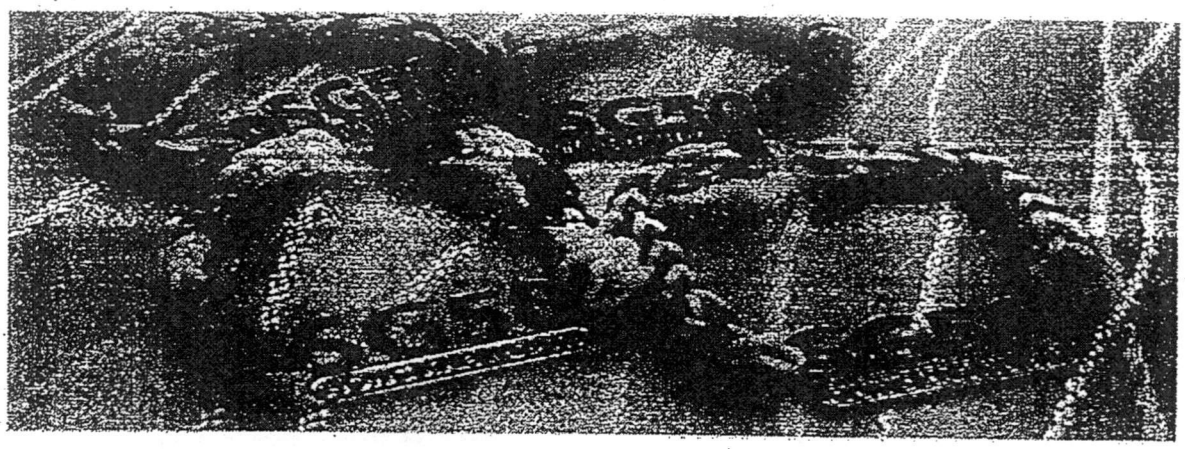
Upon return, you and your council members will initiate and organise an activity to honour the pioneer generation of Pinkdale High School who have paved the way for the school to get to where it is today.

Write a proposal to your Principal, stating clearly:

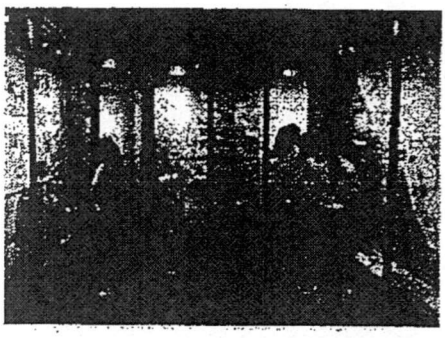
- which activity from the brochure you would like to attend and why you think this activity would benefit your council members
- an activity (not from the brochure) the Student Council intends to organise and how it would be a good way to show gratitude to the pioneer generation of Pinkdale High School
- how and when you will organise and carry out the activity in school.

Write your proposal in clear, accurate English and in a polite and persuasive tone to convince your Principal of the benefits of these activities and how you plan to organise them.

You should use your own words as much as possible.

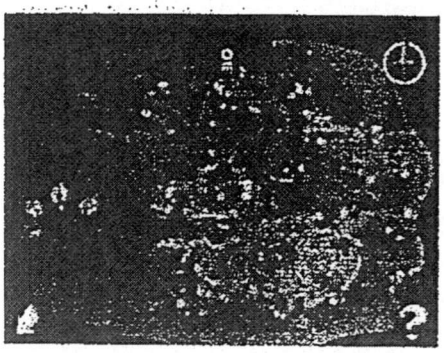


EVENTS CALENDAR : SG50 JUBILEE WEEKEND



Visit to the Museum
Date of Event: 29 May 2015

To commemorate Singapore's 50th anniversary celebrations, the National Museum of Singapore's permanent galleries will be revamped for a more immersive and participatory experience. Learn about Singapore's post-independence story through an experiential journey that recaptures Singapore's defining moments, challenges and achievements through these years.



Treasure Hunt
Date of Event: 30 May 2015

SG 50 Treasure Hunt celebrates stories that weave together the memories, achievements, beliefs and dreams that make us who we are. Clues will be provided in a variety of formats such as word riddles, Sudoku puzzles, Scramble puzzles and pictures. Treasures can typically be found at places that have cultural and historical significance in Singapore and will come in the form of "Treasure SG" coins.

Remembering our Pioneers
Date of Event: 31 May 2015

A visit to the Peace Haven Home will be organised to remember the generation who have played a role in building our nation. Learn about their experiences by interacting with them. Listen to their stories of Singapore's defining moments, challenges and achievements through these years. It is a great time to extend our appreciation to them for all that they have done.

Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 350 and 500 words on one of the following topics.

At the head of your composition, write the number of the topic you have chosen.

1. Write about a time when you were greatly inspired by someone and describe how it changed your perspective on life.

2. 'Resilience is an important value that needs to be inculcated in students.' Do you agree?

3. What is your idea of compassion? How has it influenced you as a person?

4. Do you agree that celebrities exert a negative influence on young people?

END OF PAPER

Class:	Register No:	Name:

CRESCENT GIRLS' SCHOOL
SECONDARY THREE
MID-YEAR EXAMINATION 2015

ENGLISH LANGUAGE **1128/02**

PAPER 2 COMPREHENSION

7 May 2015

1 hour 50 minutes

INSERT

READ THESE INSTRUCTIONS FIRST

This Insert contains **Text 1** and **Text 2**.

The questions are in Question Booklets 1 and 2.

This paper consists of 5 printed pages, including the cover page.

SECTION A (25m)

TEXT 1

The text below describes a voyage made on a replica of Christopher Columbus' ship. Read it carefully and answer Questions 1-14 in the Question Booklet.

1 One man above all others stood out among the legion of historical figures – Christopher Columbus, Admiral of the Ocean Seas, discoverer of the New World, commanded my otherwise lagging attention in the classroom with his intrepid feats of seamanship and exploration. As I grew older, I learned more about him and his times. I read his journals, discovering what a complex man he was. Therefore, when a man named Carlos Etayo called me and told me he was building a replica of the *Nina*, the smallest of the three ships Columbus used on his first voyage of discovery, and planned to sail it across the Atlantic, duplicating Columbus' voyage, and offered me the position of pilot-navigator, I didn't hesitate. I convinced Etayo we should make the voyage under the same conditions Columbus and his men had, five centuries earlier. This meant wearing the same type of clothing, eating the same food supplies and even limiting ourselves to the same navigational instruments - fifteenth century quadrants and astrolabes, a compass and a chart showing Zipango (Japan) as the next body of land west of the Canaries. Unlike Thor Heyerdahl and others who had sailed replicas, we carried no lifesaving equipment or radio. Once the ship was completed, we spent months procuring hundreds of authentic and replica items for the voyage – everything from a small cannon to pig-skin parchment for keeping our log.

2 Six Spaniards and a Frenchman joined the crew. Emulating Columbus, we planned to set off from Palos on Spain's southern coast. We anticipated an uneventful three-day sail from the shipyard in Pasajes to Palos. It turned into a 23-day voyage, arduous and tedious by turns. When there was sufficient wind, the *Nina* performed well, sometimes making a healthy six knots[1]. Most of the time there was a mere whisper of wind and fogs so thick we could barely see thirty metres ahead. We ploughed along at an agonisingly slow pace. Our drinking water, which was stored in large old wine casks, turned sour after a few days. In addition, the ship's biscuits, our staple, which were baked from a fifteenth century recipe and guaranteed to last for one year, had turned a bilious green and looked like leftovers from Columbus' stores.

3 We finally reached Palos looking as if we had been at sea for months: bearded, flea-ridden (thanks to our mascot cat) and sorely in need of baths and fresh clothing. We were treated like national heroes in Palos, where we spent several weeks procuring supplies including new casks for water and fresh biscuit. Finally, all was ready and we sailed down the river leading from Palos to the open sea.

4 On the sixth day out, by which time we had expected to reach Gomera in the Canaries, we were in a dead calm. With shocking suddenness, a gust of wind coming off the African desert struck the *Nina*. The heat was intense. It was as if a colossal oven door had been opened. Within seconds the wind was at hurricane force. The sky blackened and huge sea waves curled their tongues around our frail craft. The sails had been set during the calm so as to catch the merest whisper of breeze. We realised that if they were not immediately lowered or cut away, the *Nina* would capsize. Jose, agile as a cat, saved the day. Grabbing a knife, he scrambled out on the almost horizontal main-mast and slashed the lines

[1] Knots are units of speed used for ships, aircraft, or winds.

holding the mainsail. The little ship righted herself as the tremendous pressure trapped in the sails was released. We ran under a small storm while the gale blew for thirty seemingly interminable hours. The ship took a tremendous beating and was leaking so badly that one of our two pumps had to be manned almost continuously.

5 The projected six-day leg took a month, and my dead-reckoning[2] was off a bit as well. We landed at the island of Grand Canary instead of Gomera, some 120 kilometres away. Our stay in Las Palmas was as filled with cordiality as the time we had spent at Palos. Somehow, between banquets and receptions, we managed to make the necessary repairs and stow fresh stores for the ocean crossing, which had already attracted notice worldwide. Columbus, sailing into the unknown, had traversed the allegedly monster-filled Atlantic in thirty-three days. I cautiously estimated it would take us forty days and added a reserve supply of victuals and water for an additional thirty. We had no way of knowing that it would be some ninety-seven days before we saw land again.

Adapted from *Emulating Columbus* by Robert F. Marx in Silver Kris, October 1992

[2] Dead-reckoning refers to the calculation of one's position by estimating the direction and distance travelled.

SECTION B (25m)

TEXT 2

The article below discusses the domestication of the cat. Read it carefully and answer Questions 15–22 in the Question Booklet.

1 It is by turns aloof and affectionate, serene and savage, endearing and exasperating. Despite its erratic nature, the house cat is the most popular pet in the world. A third of American households have feline members, and more than 600 million cats live among humans worldwide. Yet as familiar as these creatures are, a complete understanding of their origins has proved elusive. While other once wild animals were domesticated for their milk, meat, wool or servile labour, cats contribute virtually nothing in the way of sustenance or work to human endeavour. How, then, did they become commonplace fixtures in our homes?

2 Scholars long believed that the ancient Egyptians were the first to keep cats as pets, starting around 3,600 years ago. But genetic and archaeological discoveries made over the past five years have revised this scenario — and have generated fresh insights into both the ancestry of the house cat and how its relationship with humans evolved.

3 Cats in general are unlikely candidates for domestication. The ancestors of most domesticated animals lived in herds or packs with clear dominance hierarchies. These herd animals were already accustomed to living cheek by jowl, so provided that food and shelter were plentiful, they adapted easily to confinement.

4 Cats, in contrast, are solitary hunters that defend their home ranges fiercely from other cats of the same sex (the pride-living lions are the exception to this rule). Moreover, whereas most domesticates feed on widely available plant foods, cats are obligate carnivores, meaning they have a limited ability to digest anything but meat — a far rarer menu item. In fact, they have lost the ability to taste sweet carbohydrates altogether. And as to utility to humans, let us just say cats do not take instruction well. Such attributes suggest that whereas other domesticates were recruited from the wild by humans who bred them for specific tasks, cats most likely chose to live among humans because of opportunities they found for themselves.

5 Early settlements in the Fertile Crescent[3] between 9,000 and 10,000 years ago, during the Neolithic period, created a completely new environment for any wild animals that were sufficiently flexible and inquisitive to exploit it. The house mouse, was one such creature. Archaeologists have found remains of this rodent, which originated in the Indian subcontinent, among the first human stores of wild grain from Israel, which date to around 10,000 years ago. The house mice could not compete well with the local wild mice outside, but by moving into people's homes, they thrived.

6 It is almost certainly the case that these house mice attracted cats. But the trash heaps on the outskirts of town were probably just as great a draw, providing year-round pickings for those felines resourceful enough to seek them out. Both these food sources would have encouraged cats to adapt to living with people; in the lingo of evolutionary biology, natural selection favoured those cats that were able to

[3] The Fertile Crescent is a crescent-shaped region containing the comparatively moist and fertile land of otherwise arid and semi-arid western Asia, the Nile Valley and Nile Delta of northeast Africa.

cohabitate with humans and thereby gain access to the trash and mice. 40

7 Over time, wildcats more tolerant of living in human-dominated environments began to proliferate in villages throughout the Fertile Crescent. Selection in this new niche would have been principally for tameness, but competition among cats would also have continued to influence their evolution and limit how adaptable they became. Because these proto-domestic[4] cats were undoubtedly mostly left to fend for 45 themselves, their hunting and scavenging skills remained sharp. Even today most domesticated cats are free agents that can easily survive independently of humans, as evinced by the plethora of feral[5] cats in cities, towns and countrysides the world over.

8 Considering that small cats do little obvious harm, people probably did not mind 50 their company. They might have even encouraged the cats to stick around when they saw them killing mice and snakes. Cats may have held other appeal, too. Some experts speculate that wildcats just so happened to possess features that might have pre-adapted them to developing a relationship with people. In particular, these cats have "cute" features — large eyes, a snub face and a high, round 55 forehead, among others — that are known to elicit nurturing from humans. In all likelihood, then, some people took kittens home simply because they found them adorable and tamed them, giving cats a first foothold at the human hearth[6].

Adapted from *The Evolution of House Cats*, published in Scientific American, June 2009
Retrieved from: http://www.scientificamerican.com/article/the-taming-of-the-cat/ in March 2015

END OF INSERT

[4] Proto-domestic cats refer to the original or first batches of domestic cats.
[5] Feral cats are cats that have escaped from captivity or domestication.
[6] A hearth is the place in a home in front of a fireplace. It is often used as a symbol of one's home.

Class:	Register No:	Name:

CRESCENT GIRLS' SCHOOL
SECONDARY THREE
MID-YEAR EXAMINATION 2015

ENGLISH LANGUAGE **1128/02**

PAPER 2 COMPREHENSION **7 May 2015**

1 hour 50 minutes

QUESTION BOOKLET 1 – SECTION A ONLY

READ THESE INSTRUCTIONS FIRST

Write your name, class and register number on all the cover pages of the Insert and the two Question Booklets.

Hand in all Question Booklets separately.

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 this 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.

This paper consists of 5 printed pages, including the cover page.

SECTION A (25 marks)

Refer to TEXT 1 on Pages 2 and 3 of the Insert and answer Questions 1-14.

1. According to paragraph 1, whom did the writer have a great interest in? (1m)

_____

2. Identify the words in paragraph 1 which suggest

   (i) a great number _____ (1m)

   (ii) fearless _____ (1m)

3. The writer had not been a very serious student. Identify the phrase in the paragraph 1 that tells you so. (1m)

_____

_____

4. With reference to paragraph 1, explain why the writer did not hesitate to take up the pilot-navigator position offered to him. (2m)

_____

_____

_____

_____

5. (i) According to paragraph 1, what did Etayo originally plan to do when he invited the author to join him? (1m)

_____

_____

(ii) From paragraph 1, pick out two modifications to the plan that the writer got Etayo to agree to. **Answer in your own words.** (2m)

_____

_____

_____

_____

6. Explain fully why the anticipated 'three-day sail ... turned into a 23-day voyage' (lines 21-22)? **Answer in your own words.** (2m)

_____

_____

_____

_____

7. Explain the effect that the author wants to achieve by the use of 'agonisingly' (line 25). (1m)

_____

_____

8. 'the ship's biscuits ... looked like leftovers from Columbus' stores' (lines 27-29). What does this description suggest about the biscuits? (1m)

_____

_____

9. The writer states that the men looked 'as if [they] had been at sea for months' (line 30). Which of the men's conditions described was not the result of the long period spent at sea? (1m)

_____

_____

10. The writer describes the conditions at sea very vividly in paragraph 4. What is the effect of each of the descriptions below? (2m)

Description	Effect
'It was as if a colossal oven door had been opened' (lines 37-38)	
'huge sea waves curled their tongues around our frail craft' (lines 39-40)	

11. 'the tremendous pressure trapped in the sails was released' (lines 43-44)

(i) What had caused this pressure? (1m)

_____

_____

(ii) What danger did this pressure pose? (1m)

_____

_____

12. 'the gale blew for thirty seemingly <u>interminable</u> hours' (lines 44-45)
What does the underlined word suggest about the gale? (1m)

_____

_____

13. Give a piece of evidence from paragraph 5 to show that the men were treated with 'cordiality' in Las Palmas. (1m)

_____

_____

14. The structure of the text reflects the main stages in the narrative.
Complete the flow chart by choosing one phrase from the box to summarise the main focus in each stage of the narrative. There are some extra phrases in the box that you do not need to use. (5m)

Main focus

learning about Columbus	getting caught in a storm
a quick start	the first leg
replicating Columbus's voyage	in a dead calm
replenishing the stores	an unexpected landing

Flow chart

Paragraph 1: _____

↓

Paragraph 2: _____

↓

Paragraph 3: _____

↓

Paragraph 4: _____

↓

Paragraph 5: _____

END OF SECTION A

Class:	Register No:	Name:

CRESCENT GIRLS' SCHOOL
SECONDARY THREE
MID-YEAR EXAMINATION 2015

ENGLISH LANGUAGE **1128/02**

PAPER 2 COMPREHENSION **7 May 2015**

1 hour 50 minutes

QUESTION BOOKLET 2 – SECTION B ONLY

READ THESE INSTRUCTIONS FIRST

Write your name, class and register number on all the cover pages of the Insert and the two Question Booklets.

Hand in **all Question Booklets** separately.

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 this 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.

This paper consists of **4** printed pages, including the cover page.

SECTION B (25 marks)

TEXT 2

Refer to TEXT 2 on pages 4 and 5 of the Insert and answer Questions 15-22.

15. Which word in paragraph 1 suggests that the character of cats is fickle? (1m)

_____

16. With reference to paragraph 1, explain why the writers find it strange that cats have become popular pets. **Answer in your own words.** (2m)

_____

_____

17. With reference to paragraph 3, explain fully why 'cats in general are unlikely candidates for domestication' (line 14). (2m)

_____

_____

_____

18. What kind of resources might be available in the 'Fertile Crescent' (line 27) for wild animals to exploit? (1m)

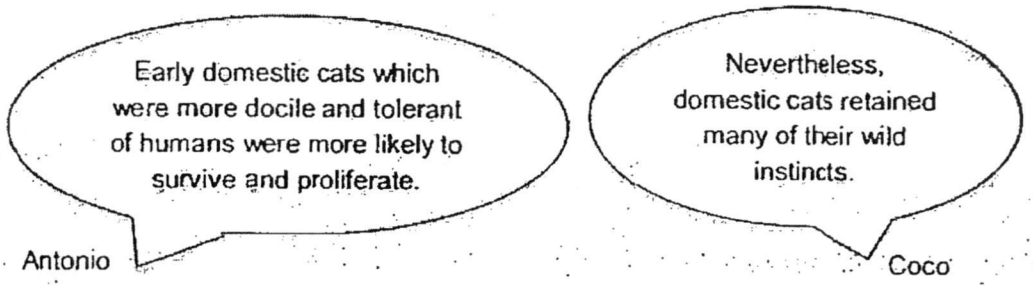
_____

19. '... as evinced by the *plethora* of feral cats in cities, towns and countrysides the world over' (lines 48-49). What does the italicised word tell you about feral cats? (1m)

_____

_____

20. Here is a part of a conversation between two students, Antonio and Coco, who have read the article:



(i) Identify a detail from paragraph 7 that Antonio can give to support his view. (1m)

_____

(ii) How would Coco explain her position with reference to paragraph 7? (1m)

_____

_____

21. 'Some experts <u>speculate</u> that wildcats just so happened to possess features that might have pre-adapted them to developing a relationship with people' (lines 53-54).
With reference to the underlined word, what is suggested about what the experts propose? (1m)

_____

_____

22. **Using your own words as far as possible**, summarise the various reasons that contributed to cats living alongside humans. (15m)

Use only information from paragraphs 6 to 8.

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).

In early settlements, one of the reasons that drew cats to people's homes was

_____

_____

_____

_____

No. of words: _____

END OF SECTION B

Class	Register No	Name:

CRESCENT GIRLS' SCHOOL
SECONDARY THREE
MID-YEAR EXAMINATION 2015

ENGLISH LANGUAGE **1128/02**

PAPER 2 COMPREHENSION

7 May 2015

MARKING GUIDE

READ THESE INSTRUCTIONS FIRST

This paper consists of 18 printed pages, including the cover page.

CGS/S3MYE2015/ELP2

SECTION A (25 marks)

1. **According to paragraph 1, whom did the writer have a great interest in? [1]**
   (Literal)
   (LO2: Scan for details)

   Christopher Columbus

   From: Christopher Columbus ... commanded my otherwise lagging attention in the classroom with his intrepid feats of seamanship and exploration.

2. **Identify the words in paragraph 1 which suggest**
   (Quotation/Vocab)
   (LO2: Deducing meaning of words)

   (i) **a great number [1] – legion**

   From: One man above all others stood out among the legion of historical figures

   (ii) **fearless [1] – intrepid**

   Christopher Columbus ... commanded my otherwise lagging attention in the classroom with his intrepid feats of seamanship and exploration.

3. **The writer had not been a very serious student. Identify the phrase in the paragraph 1 that tells you so. [1]**
   (Quote)
   (LO2: Scan for details)

   'my otherwise lagging attention in the classroom'

   Note: All underlined words must be given. Answers with any words in addition to the ones quoted above will not be rewarded. Misspellings will be penalized.

Accepted	Not accepted
	- Lagging attention (missing 'in the classroom' which reflects the time when he was a student) - Commanded my lagging attention in the classroom (excess denied)

4. **With reference to paragraph 1, explain why the writer did not hesitate to take up the pilot-navigator position offered to him. [2]**
   (Inferential/Evaluative)
   (LO2: Use contextual clues and make inferences)

   He had admired / taken an interest in Columbus since he was young [1] and thus did not want to miss the opportunity to / wanted to experience the voyage duplicating that of Columbus / experience sailing a replica of Columbus's ship [1]

Accepted	Not accepted
- He was interested / wanted to know more about Columbus - He was fascinated / intrigued by Columbus - He looked up to / respected Columbus - He was inspired by Columbus / his feats of seamanship and exploration	- He had learned a lot about Columbus (missing idea of having an interest in him) - He favours Columbus the most (different meaning)
- He would be the pilot-navigator of the replica of Columbus's ship - He wanted to sail the way Columbus did to understand him better / learn more about him	- He had a chance to sail the Nina (missing link to Columbus) - He could be the pilot-navigator of the Nina (missing link to Columbus) - He wanted to be a pilot-navigator just like Columbus (missing idea of duplicating his voyage/sailing the replica of his ship) - He wanted to experience what Columbus had done / gone through (vague) - He wanted to follow Columbus's footsteps / be in his shoes (vague) - He wanted to experience first-hand what Columbus did (vague) - He wanted to make the voyage under the same conditions as Columbus (this was not what Etayo offered) - He wanted to learn more about Columbus / understand Columbus better (missing idea of Columbus's voyage/replica of his ship)

5. **(i) According to paragraph 1, what did Etayo originally plan to do when he invited the author to join him? [1]**
(Literal)
(LO2: Scan for details)

Duplicate Columbus' voyage / sail across the Atlantic by building / sailing a replica of the Nina / the ship Columbus had used

OR

Duplicate Columbus's voyage / sail across the Atlantic / sail a replica of the Nina under present / modern / current conditions

Accepted	Not accepted
- He planned to sail a replica of the	- He planned to duplicate

Nina under conditions different from what Columbus had - He planned to sail a replica of the Nina with present-day food, clothing and equipment (need to mention all three conditions)	Columbus's voyage by sailing the Nina (should be the replica of the Nina) - He planned to sail the replica / it and duplicate Columbus's voyage (need to mention replica of the Nina) - He planned to emulate Columbus's voyage by building a replica of the Nina (different meaning) - He planned to duplicate Columbus's voyage under normal conditions (inappropriate word choice) - He planned to duplicate Columbus's voyage with modern equipment (missing idea of conditions of food and clothing) - He planned to build a replica of the Nina using modern equipment (different meaning)

(ii) From paragraph 1, pick out two modifications to the plan that the writer got Etayo to agree to. Answer in your own words. [2]
(UYOW)
(LO2: Scan for details to paraphrase information using own words)

From the passage: wearing the same type of clothing [1]
OR eating the same food supplies [1]
OR limiting ourselves to the same navigational instruments [1]
OR carrying no lifesaving equipment or radio [1]

→ Underlined words should not be lifted
→ If more than 2 modifications are given, consider the first 2 only

Dressing in the same kind of attire / garments as Columbus and his men had [1] OR
Consuming the same diet as Columbus and his men had [1] OR
Using the same navigational tools / devices / equipment as Columbus and his men had [1] OR
Using no lifesaving devices or radio / communication devices just like Columbus and his men [1]

Accepted	Not accepted
	- No mention of similarity to Columbus in the answer (e.g. dressing in the same attire – same as whom?) - Sailing under the same conditions Columbus and his men had

	(vague)
	- Dressing in the same clothes as Columbus (lifting) - Using the same attire that Columbus wore (lifting)
- Consuming the same meals as Columbus	- Consuming the same snacks/ dishes/items/things as Columbus (inappropriate word choice)
- Using the same navigational apparatus as Columbus - Using the same equipment as Columbus to find their way at sea	- Using the same navigational systems (different meaning) - Using the same equipment as Columbus (vague)
	- Using no lifesaving devices (missing radio)

6. **Explain fully why the anticipated 'three-day sail ... turned into a 23-day voyage' (lines 21-22)? Answer in your own words. [2]**
(UYOW)
(LO2: Scan for details to paraphrase information using own words)

From the passage: Most of the time there was a mere whisper of wind and fogs so thick we could barely see thirty metres ahead.

→ **Underlined words should not be lifted**
→ **Excess denied (food and water turned bad; their equipment was outdated; they were not familiar with the route) → minus 1 mark**

There was little / not enough wind to move the ship [1]
and dense/heavy fogs reduced visibility / made it difficult to see far ahead [1].

Accepted	Not accepted
- The wind was not strong enough to move the ship - There was not enough wind so it was difficult to move fast - The lack of wind caused the ship to move very slowly - The ship travelled fast when there was enough wind but that was rare / most of the time there wasn't enough wind	- The small wind caused the ship to move slowly (inappropriate word choice) - There was no wind which caused them to move slowly (there was some wind, also they cannot move without any wind) - The insufficient wind and heavy fog hindered them from seeing what was ahead (missing idea of the problem that the wind caused) (1m)
- The fog was so dense they found it hard to see where they were heading - It was so / very foggy that they	- Missing idea of fog being 'thick' - Mist / haze for fog (inaccurate) - There were huge layers of fog was reduced visibility (inappropriate

found it hard to see where they were going - The fog was so dense that it hindered their vision	expression) - The heavy fog meant that they could not see ahead / see anything (incorrect) - Their sight / vision was blocked (inappropriate expression)

7. **Explain the effect that the author wants to achieve by the use of 'agonisingly' (line 25). [1]**
(Language for impact)
(LO3: Recognise writer's intentions through their word choice)

To show / highlight / emphasise / convey how painfully / painstakingly / unbearably slow their pace was

Accepted	Not accepted
- To show how torturous / excruciating / arduous / hard it was to endure the slow pace of the ship - To show that their journey took a very long time which was torturous.	- Missing the idea of 'to show / highlight / emphasise / convey' (e.g. The pace was painfully slow) - To show how painful their journey was (missing idea of slow pace) - To show how slow their pace was (missing idea of painstaking) - To show how miserable / frustrating their slow pace was (different meaning) - To show that their pace was so slow it was agonising / caused them agony (lifting) - To show how difficult their journey was (vague) - To show that the slow journey caused him to be in pain (different meaning – physical pain)

8. **'the ship's biscuits ... looked like leftovers from Columbus' stores' (lines 27-29). What does this description suggest about the biscuits? [1]**
(Inferential/Evaluative)
(LO2: Use contextual clues and make inferences)

They had turned mouldy / bad / decomposed.

Accepted	Not accepted
- Rotten / rotting / had rotted - Spoilt / spoiled - Spoilt and had turned into a different colour (colour change is	- Mouldly / Rotton (misspelling) - In bad condition (vague) - Not safe to eat / inedible (vague) - Not meant to last long (vague)

mentioned in the passage) - Moulded - Spoiled and disgusting - Had turned bad and had fungus / fungi - Spoilt and looked / appeared / seemed old	- Looked old (vague) - Unappetising / looked disgusting (vague) - Of bad quality (vague) - Old (inaccurate) - Old and mouldy (excess denied) - Mouldy and tasted horrible / had holes / were crushed / were limited in quantity (excess denied) - Stale (imprecise) - Decayed / decaying (not appropriate)

9. **The writer states that the men looked 'as if [they] had been at sea for months' (line 30). Which of the men's conditions described was not the result of the long period spent at sea? [1]**
(Inferential/Evaluative)
(LO2: Use contextual clues and make inferences)

They were flea-ridden / they had fleas.

Accepted	Not accepted
- The condition of being flea-ridden	- The condition of fleas (vague) - Flee-ridden (misspelling) - Looking flee-ridden (imprecise)

10. **The writer describes the conditions at sea very vividly in paragraph 4. What is the effect of each of the descriptions below? [2]**
(Language for impact)
(LO3: Demonstrate understanding of how a writer's style can impact the reader's interpretation)

Description	Effect
'It was as if a colossal oven door had been opened' (lines 37-38)	Shows (the intensity of) the heat from the gust of wind
'huge sea waves curled their tongues around our frail craft' (lines 39-40)	Shows how threatening / dangerous / intimidating / menacing the waves were OR Shows how vulnerable the ship was

Accepted	Not accepted
	- Missing the idea of 'to show / highlight / emphasise / convey' (e.g. The wind was extremely hot)
	- To show that it / the temperature was very hot (missing mention of the wind)

	- To show that the weather was very hot (inaccurate)
- To show how defenceless / helpless the ship was in the sea - To show how aggressive / violent the waves were - To show that the waves could capsize / engulf / overpower the ship - To show how terrifying / frightening the waves were - To show how powerful / strong the waves were compared to the ship	- To show that the waves looked monstrous / were about to swallow the ship (answer should be in literal language, not figurative language) - To show that the waves engulfed the ship (inaccurate) - To show how the waves were crashing against / attacking the ship (inaccurate) - To show how big / strong / rough / powerful / choppy the waves were (vague)

11. ' ... the tremendous pressure trapped in the sails was released.' (lines 43-44)

(i) What had caused this pressure? [1]
(Literal)
(LO2: Scan for details)

The (gust of) wind / gale (pressing on the sails)

Accepted	Not accepted
- Strong / hot wind (from the African desert) - The mainsail catching the strong wind	- The heat from the desert and the wind (excess denied) - The wind trapped beneath the sails (inaccurate) - The breeze (inaccurate) - The mainsail / lines holding the mainsail / sails set during the calm (inaccurate) - The hurricane (inaccurate) - The strong wind collected (meaning unclear) - The air resistance (meaning unclear)

(ii) What danger did this pressure pose? [1]
(Literal)
(LO2: Scan for details)

It caused the ship to tilt so much that it was in danger of capsizing / overturning.

Accepted	Not accepted
- It may cause the ship to flip over	- It may cause the ship to sink /

	collapse (inaccurate)

12. **'the gale blew for thirty seemingly <u>interminable</u> hours' (lines 44-45)**
What does the underlined word suggest about the gale? [1]
(Vocab)
(LO2: Deduce meaning of word from how they are used in context)

It seemed never-ending / unending / ceaseless.
OR
It lasted for a long time.

Accepted	Not accepted
- It was relentless / endless / incessant / unstoppable - It blew non-stop / continuously - It was continuous and unpleasant - It blew consistently / constantly for 30 hours	- It was strong / intense - It was <u>strong</u> and unstoppable / was <u>so strong</u> it would not stop / persistent and <u>posed a threat to the ship</u> (excess denied) - The gale was constant / consistent (ambiguous meaning – constant in occurrence or force?) - The gale was <u>long</u> (appropriate word choice)

13. **Give a piece of evidence from paragraph 5 to show that the men were treated with 'cordiality' in Las Palmas. [1]**
(Quote)
(LO3: Provide and interpret evidence to support understanding)

They were treated / invited to banquets and receptions.

Accepted	Not accepted
- Banquets and receptions were organised / held / arranged <u>for them</u> - They were received with / served with / presented with / given banquets and receptions - They attended banquets and receptions -	- They attended banquets and receptions and <u>managed to make the necessary repairs...</u> (excess denied) - 'Somehow between banquets and receptions' / the evidence is 'banquets and receptions' (failure to mention that the men were invited to attend them) - Banquets were held for them (missing 'receptions') - They were <u>made to</u> attend banquets and receptions (implies that the men were forced to attend which cannot be a sign of cordiality) - The men had banquets and

	receptions (ambiguous meaning – the men attended or hosted?)

14. The structure of the text reflects the main stages in the narrative.
Complete the flow chart by choosing one phrase from the box to summarise the main focus in each stage of the narrative. There are some extra phrases in the box that you do not need to use. [5]
(Global)
(LO2: Skim for the gist)

Main focus

learning about Columbus	getting caught in a storm
a quick start	the first leg
replicating Columbus's voyage	in a dead calm
replenishing the stores	an unexpected landing

Flow chart

Paragraph 1: **replicating Columbus' voyage**

↓

Paragraph 2: **the first leg**

↓

Paragraph 3: **replenishing the stores**

↓

Paragraph 4: **getting caught in a storm**

↓

Paragraph 5: **an unexpected landing**

Note: Answers with misspellings / missing words will not be awarded the marks

Section B (25 marks)

15. Which word in paragraph 1 suggests that the character of cats is fickle? (1m)
(Quotation/Vocab)

(LO2: Deducing meaning of words)
(LO3: Recognise writers' intentions [use of words, literary language])

'Erratic.'

16. With reference to paragraph 1, explain why the writers find it strange that cats have become popular pets. **Answer in your own words.** (2m)
(Use Your Own Words)

(LO2: Scan for details to paraphrase information using own words)

From text: 'Cats [redacted] virtually nothing in the way of sustenance or work to human endeavour.'

Cats [redacted] almost no utility in terms of [redacted] [1] or animal labour for human activities. [1]

Acceptable Answer	Unacceptable Answer/ Remark
The writers find it strange because cats do not benefit humans in terms of providing food or labour.	Vague answers such as: • Cats do not help humans at all • Cats do not provide humans with anything • Cats do not benefit humans at all • Cats were not of help or use to humans • Cats do not serve humans • Cats don't serve any purpose • Cats are very weird creatures • Cats do not provide humans with support • Popular things should be useful, but cats are not • Cats do not provide humans with supplies • Cats do not contribute goods • Cats do not benefit humans in resources • Cats do not contribute benefits • Cats do not produce anything • Cats do not help to sustain living • Cats do not help humans in the jobs • Cats do not give anything • Cats do not help humans to thrive • Humans have no use for cats Answers which are not referenced from correct section of text: • It is because cats are fickle Remarks: Answers must be referenced from the text and keywords paraphrased (Answer in your own words)

17. With reference to paragraph 3, explain fully why 'cats in general are unlikely candidates for domestication' (line 14)? (2m)
(Inference/evaluative)

(LO2: Make inferences to draw conclusions from contextual information, writer's viewpoints, implied information.)

Unlike herd animals, the ancestors of domestic cats did not live in herds or packs with clear dominance hierarchies [1] and therefore would not adapt easily to confinement. [1]

Acceptable Answer	Unacceptable Answer/ Remark
Note: Only answers referenced from paragraph 3 are accepted, as required by the question.	Answer the question directly. Explain why cats could not adapt to confinement. Do not focus on explaining why other animals could adapt to confinement. • Unlike cats, the ancestors of other domesticated animals, who lived in herds and could adapt easily to confinement. • The ancestors of other domesticated animals, who lived in herds and could adapt easily to confinement. Cats, when compared to other animals are not suitable for domestication. • Other animals could adapt to domestication because their ancestors were used to living cheek by jowl, but cats ate only meat, which is rare. (Illogical) • The other animals were used to living in herds and were very well adapted to confinement therefore cats are unlikely to be domesticated. (Illogical) Answers that show misunderstanding of the passage • Cats are used to living in herds and packs. Therefore they are not suitable to be confined and domesticated. • Cats only are able to adapt to confinement only if they have plenty of food and shelter. Remarks: This is a 'explain fully' question, which requires you to logically explain "cause and effect". **Cause:** Ancestors of cats did not live in herds – **Effect:** They cannot adapt to confinement – **Result:** They are unlikely to be domesticated. You may quote from the passage. Some students attempted to paraphrase their answers but did so wrongly.

18. What kind of resources might be available in the 'Fertile Crescent' (line 27) for wild animals to exploit? (1m)
(Literal)

(LO2: Scan for details)

Grains in stores OR food found in human homes. [1]

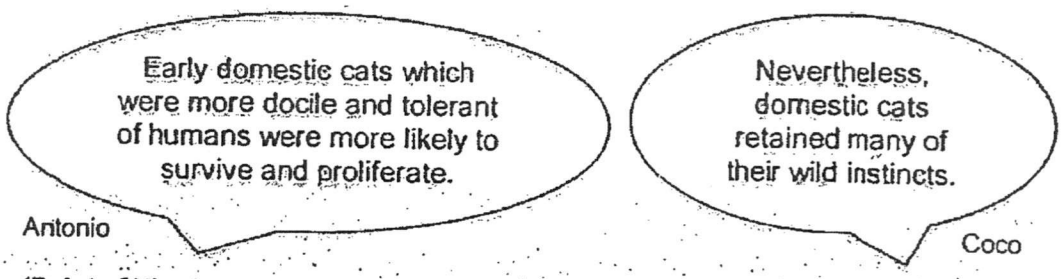
Acceptable Answer	Unacceptable Answer/ Remark
Alternative answers: • Crops • Wild grains • Grains in human stores • Sacks of grain • Food stored in human houses • Food in human settlements • Food brought in by settlers	Wrong answer: • House mice (In the passage, house nice was referred to as a wild animal which exploited grains from stores) • Remains of house mice (misinterpretation of the passage) • The moist and fertile Crescent land (How would wild animals expoit the moist and fertile land? Humans can engage in farming in the moist and fertile land, but not animals.) Vague answers: • Food / a lot of food / water • Food was available • Various types of food • Food resources / supplies • Plants / bushes / grasses • A 'whole new environment' Excess denies: If multiple answers are given, all answers must be correct. Otherwise, no marks are awarded.

19. 'As evinced by the *plethora* of feral cats in cities, towns and countrysides the world over' (lines 48-49). What does the italicised word tell you about feral cats?
(Vocabulary/Language for Impact) **(1m)**
(LO3: Recognise writers' intentions [use of words, literary language])

There is a (very) large OR excessive number of feral cats in many parts of the world [1]

Acceptable Answer	Unacceptable Answer/ Remark
Alternative answers: • Great number • Extremely large number • Overwhelmingly large number • Abundance • Numerous • Plenty • Bountiful • Multitude • Myriad • Scores • Large number	Vague answers: • Many, a lot Wrong answers: • Wide range/many different types • Lot more • Increasing / rising number • Cats are mostly found in cities, towns and countrysides • Many cats are still alive • Cats are still independent • Cats are common/commonly seen • Cats are found everywhere/all around Excess denies • Be careful of what the question is asking for. In this question you are asked what does the word "plethora" tell you about feral cats. • Answers that include the correct interpretation of "plethora" and then goes on to say that it also tells me that "feral cats are able to live independently of humans" will not be accepted. This is because the word "plethora" does not tell you that cats can live independently of humans. The word simply tells you the extremely large number of them out in the world.

20. Here is a part of a conversation between two students, Antonio and Coco, who have read the article:



(Point of View)

(i) Identify a detail from paragraph 7 that Antonio can give to support his view.
(LO3: Provide and interpret evidence to support understanding) (1m)

'...wildcats more tolerant of living in the human-dominated environments began to proliferate in villages throughout the Fertile Crescent.' [1]

Acceptable Answer	Unacceptable Answer/ Remark
Alternative answer: • Selection in this new niche would have been principally for tameness.	Remark: **This question only requires you to quote from the passage.** Some students tried to rephrase whatever is stated in the passage and changed the meaning of the sentence in the process. Different meaning from passage: • Wildcats who lived with humans to <u>became increasingly tolerant</u>. • Wildcats <u>learnt to live with humans</u> and therefore began to proliferate. • Humans <u>began to tame the wildcats</u> which were more tolerant of people. • Wildcats began to proliferate <u>after learning how to tolerate humans</u>. Wrong answer: • Proto-domestic cats were mostly left to fend for themselves. (Mixed up Antonio and Coco's POV) Incomplete/truncated answers that do not answer the question: • 'wildcats more tolerant of living in human-dominated environments.'

(ii) How would Coco explain her position with reference to paragraph 7? (1m)
(LO3: Provide and interpret evidence to support understanding)

Due to the fact that early domestic cats were mostly left to fend for themselves, they managed to retain many of their wild instincts such as their hunting and scavenging skills.

Acceptable Answer	Unacceptable Answer/ Remark
Alternative answers: • Coco would explain that because the first batch of domestic cats were left to take care of themselves, their hunting and scavenging skills remained sharp. • Most domestic cats retained their hunting and scanvenging skills because their ancestors were left to fend for themselves	Remarks: • Answers must be an explanation to answer the question. It cannot be a lifting of the text which is not aimed at answering the question. • Explanation must include underlined text above. This is because the questioned ask for an explanation on why cats retained many of their wild instincts. Wrong answer: • There are many feral cats in the world that are surviving independently. (Mixed up Antonio and Coco's POV) • She would explain that because the cats' hunting skills and scavenging skills remtained sharp, and they survived independently of humans. (Wrong – does not explain why cats retained most of their wild instincts) Answers that contain the required keywords, but are illogical: • Proto-domestic cats undoubtedly were left to fend for themselves, but nevertheless, their hunting skills still remained • Proto-domestic cats were undoubtedly mostly left to fend for themselves, their hunting and scavenging skills remained sharp. (Lifting but without answering the question)

21. 'Some experts speculate that wildcats just so happened to possess features that might have pre-adapted them to developing a relationship with people' (lines 53-54). With reference to the underlined word, what is suggested about what the experts propose? (1m)
(Vocabulary)

(LO3: Recognise writers' intentions [use of words, literary language])

It is a theory/guess/hypothesis

Acceptable Answer	Unacceptable Answer/ Remark
Alternative answers: • The information is unconfirmed • The information is unsubstantiated • The information is still not backed by evidence • The experts' information is still unproven • The information is a guess • It is a prediction • It is a deduction • It is an inference • It is a conjecture Answers must show the meaning of 'speculate'	Remarks: Answers must reference and show the meaning of 'speculate'. Answers that do not show the meaning of 'speculate': • There is insufficient information about the issue o (note that unconfirmed and insufficient have completely different meanings) • The information are 'just thoughts'. (too vague) • The proposal is untrue / false / wrong • It is just an observation • The information may be right or it may be wrong • What the experts propose are rumours Answers that refer to the 'experts' rather than what the experts propose: • Experts have not yet come up with a conclusion • Experts have not done research about the topic yet • They are not really sure of what they are saying • The experts were just assuming • The experts were just guessing Misreading of question • Some students read the question as "what did the experts propose". • Some students read the question as "what is the purpose of the experts" Excess denies: • If multiple answers are given, all answers must be correct before marks can be awarded.

22. **Using your own words as far as possible**, summarise the various reasons that contributed to cats living alongside humans.

(LO2: Summarise Ideas)

Use only information from paragraphs 6 to 8.

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).

In early settlements, one of the reasons that drew cats to people's homes was

	From text	Paraphrased
1	House mice attracted cats [to people's homes].	the presence of house mice.
2	Trash heaps on the outskirts of town were probably just as great a draw.	Trash piles on town fringes could also have attracted cats.
3	Natural selection favoured those cats that were able to cohabitate with humans.	Cats inclined to live alongside humans were more likely to survive and thus multiplied in villages across the Fertile Crescent.
4	Wildcats more tolerant of living in human-dominated environments began to proliferate in villages throughout the Fertile Crescent.	
5	Considering that small cats do little obvious harm, people probably did not mind their company.	Humans probably enjoyed cats' companionship since they are harmless
6	[People] might even have encouraged the cats to stick around when they saw them killing mice and snakes.	and even coaxed them to stay upon realising that they kill pests.
7	Some experts speculate that wildcats just so happened to possess features that might have pre-adapted them to developing a relationship with people.	Experts theorise that wildcats have attributes that pre-adapted them to bond with humans,
8	In particular, these cats have "cute" features – large eyes, a snub face and a high, round forehead, among others – that are known to elicit nurturing from humans.	especially cats with adorable features, which were subsequently tamed and domesticated.
9	In all likelihood, then, some people took kittens home simply because they found them adorable and tamed them.	

Sample answer

In early settlements, one of the reasons that drew cats to people's homes was the presence of house mice. Trash piles on town fringes could also have attracted cats. Cats inclined to live alongside humans were more likely to survive and thus multiplied in villages across the Fertile Crescent. Humans probably enjoyed cats' companionship since they are harmless and even coaxed them to stay upon realising that they kill pests. Experts theorise that wildcats have attributes that pre-adapted them to bond with humans, especially cats with adorable features, which were subsequently tamed and domesticated.

9 points – 80 words

6

Name:		Index Number:		Class:	

DUNMAN HIGH SCHOOL
Mid-Year Examination
Year 3 SAP

English Language

Section A: Continuous Writing
Section B: Comprehension

20 April 2015
1 hour 40 mins

Additional Materials: Writing paper

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on all the work you hand in.
Write in dark blue or black pen.
You may use a highlighter or soft pencil for any rough working.
Do not use paper clips, glue or correction fluid.
DO NOT WRITE ON THE MARGINS.

Answer all questions.
Leave a space of one line between your answers to each part of a question e.g. between 1(a) and 1(b).
Leave a space of at least one line after your completed answer to each whole question.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [ ] at the end of each question or part question.

For examiner's use only:

Section A	/ 30
Section B	/ 25
Total	/ 55

This document consists of 6 printed pages.

Section A (30 marks)

You are advised to write between 350 and 500 words on ONE of the following topics. At the head of your essay, write the number of the topic you have chosen.

1) What are the advantages and disadvantages of social media?

2) What are the ways in which schools have encouraged students to have a healthy lifestyle?

3) How does school prepare you for the working world?

4) "A dream does not become reality through magic." What are your views?

Section B (25 marks)

Text

The article below is about the challenges that sea turtles face in the warming world. Read it carefully and answer Questions 1 – 6.

1 These are tough times for sea turtles. Historically plundered for their meat, shells, skins, and eggs, turtles continue to be poached even where they are legally protected. They suffer injury and drowning when they come into contact with fishing operations. As a result of the pressures on them, all seven species of sea turtles are considered at risk globally.

2 A warming climate will present new threats to these ancient reptiles. Warming may upset turtle population sex ratios. The sex of turtle hatchlings is determined by the temperature at which the eggs develop in the nest, with higher temperatures favouring the production of females. A study published in the scientific journal, Nature Climate Change, warns that once the sands in which sea turtle eggs incubate grow too warm, the population could become entirely female, risking the animal's extinction.

3 "Sea turtles are unusual in that the gender of the offspring is not driven by sex chromosomes, as in humans," said Professor Graeme Hays, one of the lead authors of the study. At the pivotal temperature of 29 degrees Celsius, the gender ratio of turtle hatchling is approximately 50:50. The ratio is upset as the temperature increases, until it reaches around 31 degrees Celsius. Higher temperatures will "almost exclusively produce female hatchlings," Hays said. Warmer air temperatures could result in an excess of females and a paucity of males, disrupting the equilibrium of the population.

4 Skewed sex ratios are not the only challenge posed by climate change. A predicted increase in extreme weather events triggered by a warmer atmosphere heightens the risk of storm surges that can inundate turtle nests. Storm surges can also destroy nesting beaches.

5 Climate change has an impact on turtle nesting sites. As global sea levels rise, nesting habitats will shrink. Many turtle species return to the exact beaches that they were hatched to lay eggs for the next generation of turtles. It is hard enough for turtles to find suitable egg-laying beaches now, as human activities spread along coastlines. With melting polar ice caps and rising sea levels, these beaches are beginning to disappear.

6 Sea turtles face other, less predictable climate impacts. Increases in sea temperature might limit the growth of sea grasses on which some turtles feed. Increasing air humidity could make eggs more

susceptible to disease, resulting in higher mortality. Turtle hatchlings might also end up in places that are far from ideal for their survival and growth. In addition, familiar migratory pathways might be lost.

7 To help sea turtle populations cope with unknown future threats, one of the best things we can do is protect them from existing known harms—mortality in commercial fishing being one of the most grave.

8 Where those corridors bring turtles close to areas of fishing activity—especially coastal gillnetting, which entangles and kills thousands of sea turtles each year—mitigation strategies could include altering the design of nets to make them less likely to snag turtles, illuminating nets with light sticks, building in turtle escape devices, and, most importantly, say the biologists, educating fishermen about the need to avoid turtle bycatch.

9 Uncertainty surrounds all these potential effects, but of one thing biologists are certain: almost every aspect of turtles' lives – both on land and in sea – is linked tightly to environmental conditions. Their ability to adapt to a rapidly changing environment will be crucial to their survival.

Adapted from *'Climate Change Will Test Turtles' Mettle'* by Kennedy Warne, National Geographic March 2014 & *'More Sea Turtles Will be Born Female as Climate Warms*, Study Shows', The Guardian May 2014.

Questions

1. From Paragraph **1**, give **two** reasons why sea turtles are endangered. [2m]

2. What does the writer mean by the phrase 'disrupting the equilibrium' (line 23)? **Answer in your own words.** [2m]

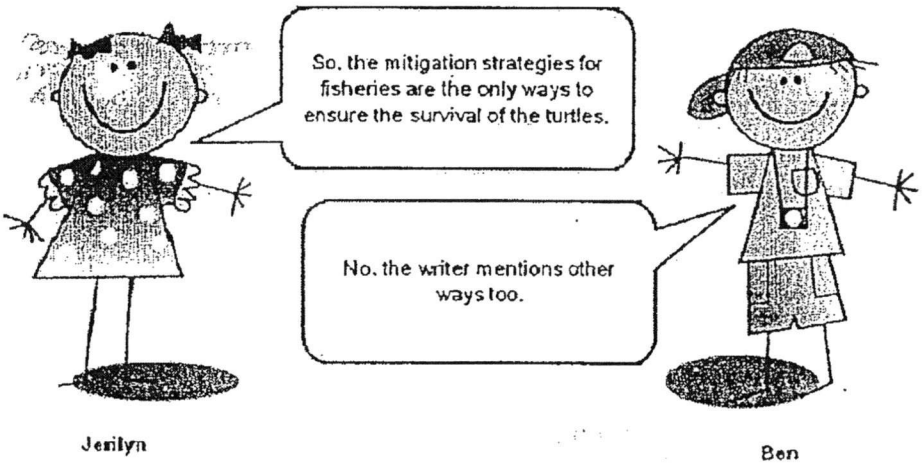
3. Would you agree that sea turtles are good navigators? Identify a piece of evidence from Paragraph 5 to support your answer. [1m]

4. The passage reveals several threats that are facing the sea turtles. Complete the table below by choosing the human activity that is an example of the threat illustrated in that particular paragraph. You can only use each word once. There are some extra words in the box you do not need to use. [2m]

beach cleaning	coastal development	burning of fossil fuels
	littering	fishing

Paragraph 5	Answer:
Paragraph 7 - 8	Answer:

5. Here is part of a conversation between two students, Jerilyn and Ben.



(i) Identify any **two** examples from Paragraph 8 that Jerilyn can give to explain why she believes that mitigation strategies for fisheries help ensure the survival of the turtles. [2m]

(ii) Identify a piece of evidence from Paragraph 9 that Ben can use to support his view. [1m]

6. **Using your own words as far as possible**, summarise the threats which sea turtles face due to climate change. [15m]

Use only information from paragraphs 4 to 6.

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).

Sea turtles face many threats posed by climate change ...

- End of Paper -

Answer Key

Section B (25 marks)

Paragraph 1	
1. From Paragraph 1, give two reasons why sea turtles are endangered. Question Type: Literal Answer: 1) they are plundered for their meat, shells, skins, and eggs. (1m) 2) turtles continue to be poached even where they are legally protected (1m) 3) they suffer injury and drowning when they come into contact with fishing operations. (1m) Any **TWO** of the above. **Do not accept:** - turtles are being poached everywhere - turtles are being poached for their body parts / different parts	2m
Paragraph 3	
2. What does the writer mean by the phrase 'disrupting the equilibrium' (line 23)? **Answer in your own words.** Question Type: In Your Own Words It means that the balance (1m) is adversely affected (1m). or The environment will cause an imbalance (2m) in the number of male and female turtles. 'disrupting' means ..... (1m) Answer: disturbing / upsetting / skewing **Do not accept:** messing up / mixing up / screwing up / spoiling / destroying / affected / distorted / interference 'equilibrium' means ..... (1m) Answer: balance / proportion / ratio Do not accept: evenness / numbers / equality / population 0m for spelling errors	2m
Paragraph 5	
3. Would you agree that sea turtles are good navigators? Identify a piece of evidence from Paragraph 5 to support your answer. Question Type: Evaluative Answer: Yes, this is because they are able to "return to the exact beaches that they were hatched (to lay eggs for the next generation of turtles)".	1m

0m for answers without "Yes" to indicate agreement that sea turtles are good navigators.

4. The passage reveals several threats that are facing the sea turtles. Complete the table below by choosing the human activity that is **an example** of the threat illustrated in that particular paragraph. You can only use each word once. There are some extra words in the box you do not need to use. 2m

beach cleaning	coastal development	burning of fossil fuels
	littering	fishing

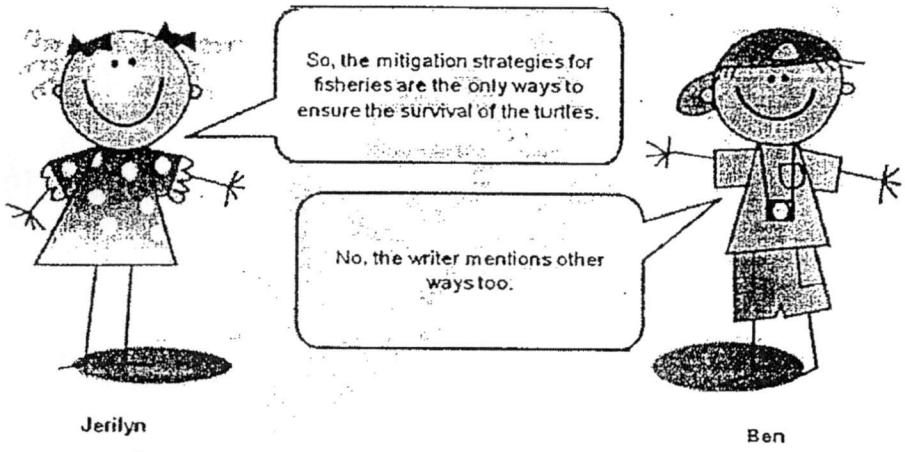
Question Type: Global

Paragraph 5	Answer: Coastal Development
Paragraph 7 - 8	Answer: Fishing

0m for answers with more than ONE example

Paragraph 8 - 9

5. Here is part of a conversation between two students, Jerilyn and Ben. 3m



Question Type: Global

(i) Identify any **two** examples from Paragraph 8 that Jerilyn can give to explain why she believes that mitigation strategies for fisheries help ensure the survival of the turtles. (2m)

Answer:

- altering the design of nets to make them less likely to snag turtles (1m)
- illuminating nets with light sticks (to avoid the nets) (1m)
- building in turtle escape devices (to help turtles escape when they get caught in the net) (1m)
- educating fishermen about the need to avoid turtle bycatch (to reduce incidental captures of the turtles) (1m)

		make eggs more susceptible to disease.	eggs more vulnerable to diseases. 0m for answers without "increasing air humidity"	
8	6	resulting in higher mortality	leading to more deaths / higher death rates.	
9	6	hatchlings might also end up in places that are far from ideal for their survival and growth.	Sixthly, young turtles might end up in areas which threaten their survival / existence.	
10	6	familiar migratory pathways might be lost.	Lastly, migratory passages / channels that turtles are accustomed to might vanish / disappear. 0m for answers without "familiar"	

Suggested Answer:
Sea turtles face many threats posed by climate change. **Firstly**, it leads to an imbalance in sex ratios (Point 1). **Secondly**, more frequent storms (Point 2) can damage nesting beaches (Point 3). **Thirdly**, the rising sea levels (Point 4) reduce turtles' nesting sites (Point 5). **Fourthly**, global warming might reduce food sources for the turtles (Point 6). **Fifthly**, more humid air could make eggs more vulnerable to diseases (Point 7). **Sixthly**, young turtles might end up in areas which threaten their existence (Point 9). **Lastly**, migratory passages that turtles are accustomed to might disappear (Point 10).

(70 words)

Any **TWO** of the above to get 2 marks.

(ii) Identify a piece of evidence from Paragraph 9 that Ben can use to support his view. (1m)

Answer: "Their ability to adapt to a rapidly changing environment will be crucial to their survival."

Do not accept:
- Every aspect of turtles' lives is linked to the environmental conditions
- Ensuring that the turtles' environment is the most favourable to turtles
- Slowing down climate change

Paragraphs 4 - 6

6. **Using your own words as far as possible**, summarise the threats which sea turtles face due to climate change. 15m

Use only information from paragraphs 4 to 6.

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).

Sea turtles face many threats posed by climate change . .

No.	Para.	From Text	Own Words
1	4	Skewed sex ratios are not the only challenge posed by climate change	Firstly, it leads to an imbalance in sex ratios.
2	4	A predicted increase in extreme weather events triggered by a warmer atmosphere heightens the risk of storm surges	Secondly, more frequent storms
3	4	can inundate turtle nests. OR can also destroy nesting beaches.	can flood / drown / submerge turtle nests and OR damage / wreck / wipe out / ruin / demolish nesting beaches. **Do not accept:** spoil / sabotage
4	5	As global sea levels rise,	Cause Thirdly, the rising sea levels
5	5	nesting habitat will shrink. OR With melting polar ice caps and rising sea levels, these beaches are beginning to disappear.	Effect reduce turtles' nesting sites
6	6	Increases in sea temperature might limit the growth of sea grasses on which some turtles feed on.	Fourthly, global warming might restrain / reduce food sources for the turtles. 0m for answers without "increase in sea temperature"
7	6	Increasing air humidity could	Fifthly, more humid air could make

9

Candidate's Name : _____

Class	Register No.

TANJONG KATONG GIRLS' SCHOOL

MID-YEAR EXAMINATION 2015
SECONDARY THREE

INSERT

1128/01 **ENGLISH LANGUAGE**
Paper 1

Thursday 30 April 2015 1hr 50min

INSTRUCTIONS TO CANDIDATES

This Insert contains Section A.
Write your answers in the spaces provided.
Fasten the completed Section A Insert on top of Section B of your Answer Paper.
Hand this in separately from Section C.

For Examiner's Use:	
A	/ 10
B	/ 30
C Qn No: ☐	/ 30
Total	/ 70
Parent's Signature	

The total marks for this paper is 70.

This Insert consists of 2 printed pages, including this page.

Section A [10 marks]

Carefully read the text below that consists of 12 lines, about a rare condition, known as FFI. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is no error in a line, put a tick (√) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived (to) my destination at 2pm ____at____

My mother always wears sensible clothes. ____√____

Not many of us have heard of fatal familial insomnia (FFI). The main symptom in FFI, is the inability to sleep. First the ability to nap disappears, 1.____
then the ability to get a full night's sleep, until the patient cannot sleep at 2.____
all. FFI is an awful disease, made even worse by a fact that 3.____
researchers knew so little to understand why that happens, or how to 4.____
stop it. FFI are extremely rare, known only in 40 families worldwide. If we 5.____
do not know why we can't sleep, it is in partly because we do not really 6.____
know why we need sleep. We know we will missed it if we do not have it 7.____
but we know that no matter how much we try to resist that, sleep conquers 8.____
us in the end. We know that seven to nine hours after given in to sleep, 9.____
most of us are ready to get up again, or 15 to 17 hours after that, we are 10.____
tired once more.

Adapted from National Geographic. May 2010

Candidate's Name : _____

Class	Register No.

TANJONG KATONG GIRLS' SCHOOL

MID YEAR EXAMINATION 2015
SECONDARY THREE

INSERT

1128/01 **ENGLISH LANGUAGE**
Paper 1

Thursday 30th April 2015 1hr 50min

INSTRUCTIONS TO CANDIDATES

This Insert contains **Section A.**
Write your answers in the spaces provided.
Fasten the completed Section A Insert on top of Section B of your Answer Paper.
Hand this in separately from Section C.

For Examiner's Use:	
A	/ 10
B	/ 30
C Qn No: ☐	/ 30
Total	/ 70
Parent's Signature	

The total marks for this paper is 70.

Setters : Mrs Loe & Ms Yogeswari
Markers : Mrs Loe, Mr Mutalib, Ms Yogeswari, Ms Shaikhah & Ms Quek

This Insert consists of 2 printed pages, including this page.

Section A [10 marks]

Carefully read the text below that consists of 12 lines, about a security researcher who found a security flaw on Facebook. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is no error in a line, put a tick (√) in the space provided.

If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived (to) my destination at 2pm ____at____

My mother always wears sensible clothes. ____√____

Not many of us have heard of fatal familial insomnia (FFI). The main symptom

(in) FFI, is the inability to sleep. First the ability to nap disappears, 1. of/for prep

then the ability to get a full night's sleep, until the patient cannot sleep at 2. ✓

all. FFI is an awful disease, made even worse by (a) fact that 3. the article

researchers know so little to understand why (that) happens, or how to 4. this

stop it. FFI is extremely rare, known only in 40 families worldwide. If we 5. ✓

do not know why we can't sleep, it is in (partly) because we do not really 6. part adver

know why we need sleep. We know we (missed) it if we do not have it 7. miss T

but we know that no matter how much we try to resist (that) sleep conquers 8. it pronoun

us in the end. We know that seven to nine hours after (given) in to sleep, 9. giving wf

most of us are ready to get up again (or) 15 to 17 hours after that we are 10. and conj

tired once more.

Adapted from National Geographic Magazine, May 2010

1. Preposition
2. Correct
3. article
4. Demonstrative
5. Correct
6. Incorrect adverb
7. Tense

Candidate's Name : _____

Class	Register No.

TANJONG KATONG GIRLS' SCHOOL

MID-YEAR EXAMINATION 2015
SECONDARY THREE

1128/01 **ENGLISH LANGUAGE**
Paper 1 Writing

Thursday 30 April 2015 1h 50min

INSTRUCTIONS TO CANDIDATES
Write your name, class and index number in the spaces provided on the work you hand in.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **Section A, Section B** and one question from **Section C.**

Section A is an Insert.
For **Section A**, write your answers in the spaces provided in the Insert.
For **Section B** and **Section C**, write your answers on the separate Answer Paper provided.

At the end of the examination, fasten the Section A Insert on top of Section B of your Answer Paper. Hand this in separately from Section C.

The number of marks is given in brackets [ ] at the head of each section.

INFORMATION FOR CANDIDATES
Additional materials: Answer Paper & Insert

The total marks for this paper is 70.

This document consists of 4 printed pages and 1 Insert.

Section B [30 marks]

You are advised to **write between 250 and 350 words** for this section.

You should look at the printout of the web pages given, study the information carefully and plan your answer before beginning to write.

Every year, the school organizes self-improvement workshops for its Secondary Three students, with the purpose of equipping students with life skills that will come in useful in young adult life. Your Principal has decided that, this year, the students should have a say in the kind of self-improvement workshops they would prefer to experience.

Hence, each class has been asked to study the information extracted from three web pages on some workshops. As the Chairman of your class, you have gathered feedback on the two workshops that your classmates believe the Secondary Three cohort will enjoy and benefit most from.

Write a speech that you will deliver to the committee of teachers in charge of organising the self-improvement workshops, proposing which of the two workshops your class has decided on.

Your speech should include:

- How the students will benefit from each of the two workshops chosen;
- Why the students will find the workshops enjoyable;
- How the workshops support your school values.

Write your speech in clear, accurate English and in a persuasive tone, to convince the committee of your choice.

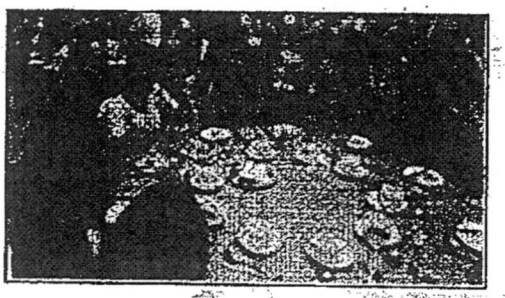
You should use your own words as much as possible.

Workshop on Image Management

Our appearance, dressing, behaviour, manner of speaking and even body language are keys to projecting an image of a successful and confident person.

Learn how to create a positive first impression and how to dress appropriately for different occasions.

Workshop on Dining Etiquette



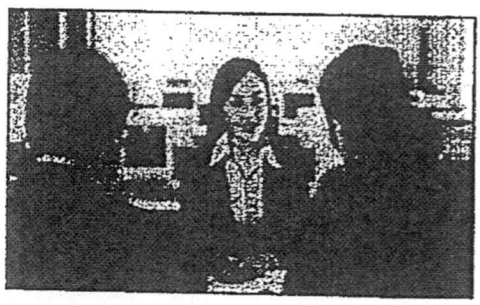
Our workshop will cover:

- Table manners
- Use of different cutlery
- Acceptable ways of consuming soup, bread roll, main course
- Making dinner conversations

Workshop on Interview Skills

You will undergo step-by-step training to prepare for an interview:

- Writing your résumé;
- Developing quick thinking skills;
- Speaking clearly and confidently;
- Answering questions about your abilities.



Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 350 and 500 words on <u>one</u> of the following topics.

At the head of your composition, write the number of the topic you have chosen.

1. 'People should be allowed to express themselves freely on social media.' What are your views?

2. Write about a time when you overcame challenges to achieve a goal that you had set for yourself.

3. Describe a place you visited as a child. What importance does this place hold for you?

4. 'Skills and knowledge acquired in the classroom do not prepare young people for the working world.' Do you agree with this statement?

End of Paper

Candidate's Name: _____

Class	Register No

TANJONG KATONG GIRLS' SCHOOL

MID-YEAR EXAMINATION 2015
SECONDARY THREE

1128 /02 **ENGLISH LANGUAGE**
Paper 2

Thursday 30 April 2015 1h 50min

INSERT

READ THESE INSTRUCTIONS FIRST

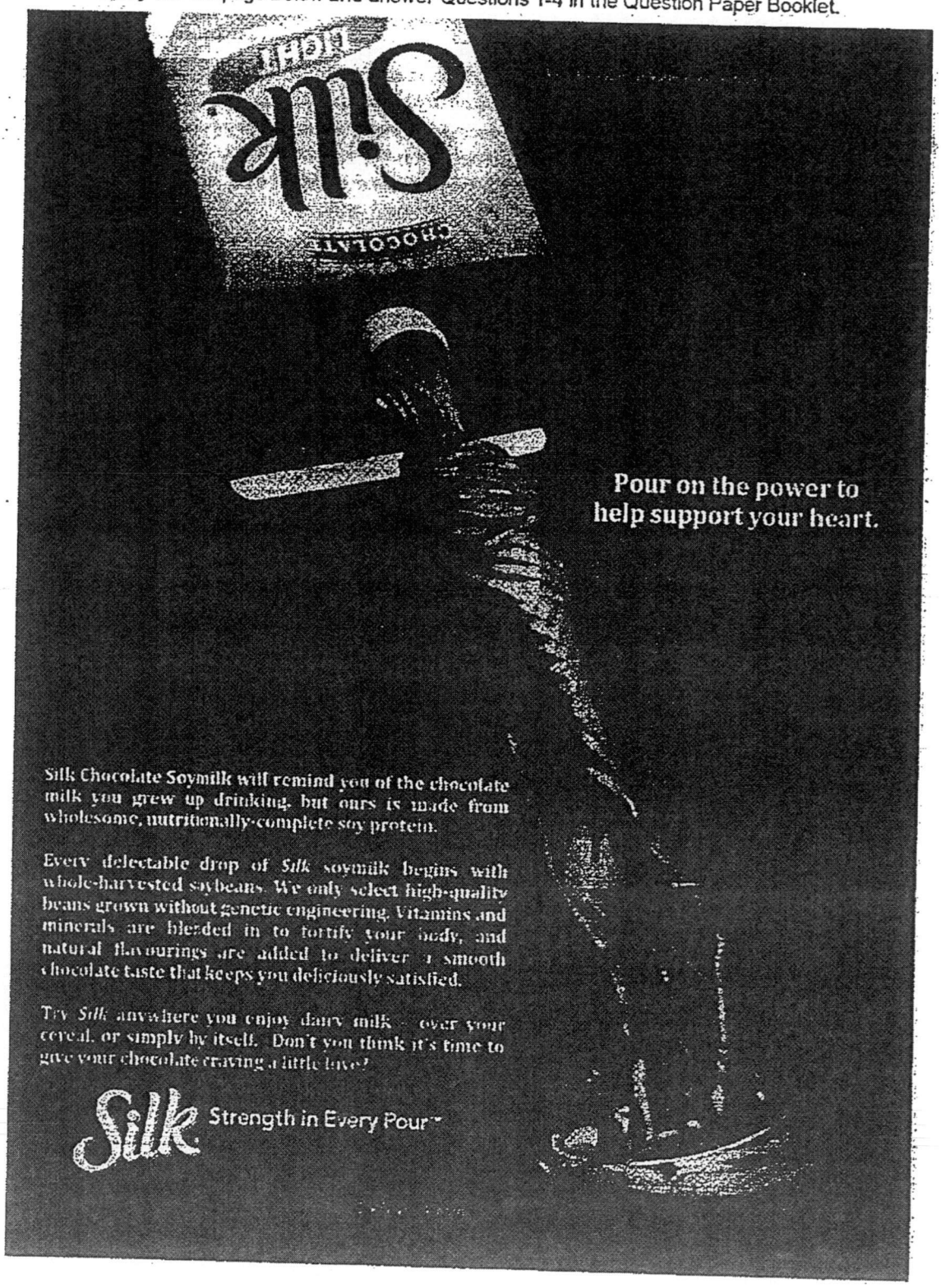
This insert contains Text 1, Text 2 and Text 3.

This Insert consists for 6 printed pages, including this page.

Section A

Text 1

Study the webpage below and answer Questions 1-4 in the Question Paper Booklet.



Section B

Text 2

The text below tells of how young Jane Eyre helped a man who had fallen from a horse. Read it carefully, and answer Questions 5-15 in the Question Paper Booklet.

1 A rude noise broke in the distance. The din indicated that a horse was coming; yet the windings of the lane hid it. It was very near, but not yet in sight; when, in addition to the trampling. I heard a rush under the hedge, and out glided a great dog, whose black and white colour made him a distinct object against the trees. It was a lion-like creature with long hair and a huge head. However, it passed me quietly enough. The horse followed, and on its back a rider. He passed, and I went on a few steps.

2 A sliding sound and a clattering tumble caught my attention. Man and horse were down. The dog came bounding back, and seeing his master in a predicament, barked till the evening hills echoed the sound. He ran up to me; it was all he could do—there was no other help at hand. I obeyed him, and walked down to the man, by this time struggling himself free of his horse.

3 'Are you injured, sir?'
I think he was swearing, but could not be certain; however, he was saying something which prevented him from replying to me directly.
'Can I do anything?' I asked again.

4 'You must just stand on one side,' he answered as he rose, first to his knees, and then to his feet. I did, but I would not be driven quite away yet. Finally, the horse got up, and the dog was silenced with a 'Down, Pilot!' The man, now stooping, apparently something ailed him. He halted to the place from which I had just risen, and sat down.

5 I was in the mood for being useful, for I now drew near him again.
'If you are hurt, and want help, sir, I can fetch someone either from Thornfield Hall or from Hay.'
'Thank you. I shall do; I have no broken bones—only a sprain,' and again he stood up and tried his foot, but the result extorted an involuntary 'Ugh!'

6 I could see him plainly. His figure was enveloped in a riding cloak but I traced the general points of middle height and considerable breadth of chest. He had a dark face, with stern features and a heavy brow. He was past youth, but had not reached middle age. I felt no fear of him, only a little shyness.

7 If this man had smiled and been goodhumoured to me when I addressed him I would have gone on my way and not felt any need to stay. But the frown made me stay.

8 'Excuse me,' he continued, 'necessity compels me to make you useful.' He laid a heavy hand on my shoulder, and leaning on me with some stress, limped to his horse. 'Thank you, now make haste with this letter to Hay, and return as fast as you can.' 35

9 I took up my gloves and walked on. My help had been needed and claimed; I had given it and I was pleased to have done something.

Adapted from *Jane Eyre* by Emily Brontë

Section C

Text 3

The text below is about the fascinating world of life forms in the ocean that have the ability to make light. Read it carefully and answer Questions 16-23 in the Question Paper Booklet.

1 Steven Haddock, one of the world experts on life forms that make light, is about to nudge the ctenophore with a glass stick. Placed in a small dish, this newly captured sea creature is about two inches long, and looks like a gelatinous, transparent bell. We all lean forward, jostling each other to see. For a moment, a ghostly image of the ctenophore appears in the dish. An image made of bluish light swirls and gradually disappears, as if the creature has just dissolved.

2 It is beautiful, and in a way, secret. For this particular ctenophore lives far below the surface of the sea, and few humans have ever seen its kind, let alone its light. The ability to make light—bioluminescence—is both commonplace and magical. Magical, because of its glimmering and captivating beauty. Commonplace, because an astonishing array of life forms can do it.

3 The largest habitat on the planet by far, the ocean covers more than seven-tenths of the globe and has an average depth of about 12,000 feet. As a place to live, the ocean has a couple of peculiarities. The first is that in most of it, there is nowhere to hide. There is thus, a premium on invisibility. The second odd thing is that as you descend, the sunlight disappears. First red light is absorbed. Then the yellow and green parts of the spectrum disappear, leaving just the blue. By 700 feet deep, the ocean has become a kind of perpetual twilight, and by 2000 feet, the blue fades out too. This means that most of the ocean is pitch-dark. All day, all night. Together these factors make light uniquely useful as a weapon—or a veil.

4 Consider the problem of invisibility. In the upper layers of the ocean—the part where light penetrates—any life form that does not manage, somehow, to blend in with the water is in danger of being spotted by a predator—especially a predator swimming beneath, looking up.

5 Many life forms solve this problem by not being there at all. They avoid the light zone during the day, rising toward the surface only at night. Many others solve it by evolving into transparent creatures. On the dive, the firstthing you'd notice is that nearly all the life forms you meet are see-through. Taking a different approach, some fish—think sardines—dissolve their silhouettes by having silvery sides. The silver functions as a mirror and allows the animal to blend in by reflecting the water around it.

6 Then, there are some creatures which use light by illuminating their bellies so as to match the light coming down from above. This allows the animals to mask their silhouettes, donning a kind of invisibility cloak. The cloak can be turned on and off at will—and even has a dimmer switch. The shrimp *S. similis*, for example, can alter how much light it gives off depending on the brightness of the water around it. If a cloud passes overhead, briefly blocking the light, the shrimp will dim itself accordingly.

7 But if the aim is to remain invisible, why do so many creatures light up when they are touched or when the water nearby is disturbed? A couple of reasons.

First, a sudden burst of light may startle a predator, giving the prey a chance to escape. Green bomber worms, for example, can throw their light grenades, and then disappear into the darkness while the predator is distracted by the light.

8 Second, on the principle "the enemy of my enemy is my friend", giving off light may serve to summon the predator of the predator. Known as the "burglar alarm" effect, this may be especially important for tiny life forms, such as dinoflagellates, that cannot swim fast: For such extremely small beings, water is too viscous to allow a quick getaway. The chief defense for these creatures is not fight or flight—but light. The dinoflagellates light up when their shrimplike predators disturb the water, allowing the fishes to better spot and eat the shrimp.

9 When light-up-on-disturbance life forms occur in large numbers—as they sometimes do—moving through them can be like traveling through a minefield of light. A fish moving fast lights up like a shooting star; a boat creates a bright, glowing wake. Thus, even in the deepest, darkest seas there's an art to remaining hidden.

Adapted from *Luminous Life* by Olivia Judson, National Geographic, March 2015.

Candidate's Name: _____

Class	Register No

TANJONG KATONG GIRLS' SCHOOL

MID-YEAR EXAMINATION 2015
SECONDARY THREE

1128 /02 **ENGLISH LANGUAGE**
Paper 2

Thursday 30 April 2015 1h 50min

QUESTION BOOKLET

READ THESE INSTRUCTIONS FIRST

Candidates answer in the Question Booklet.
Additional materials: Insert

Write your name, index number and class on all the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.

Answer **all** questions.
Write your answer in the spaces provided in the Question Booklet.
The Insert contains the text for all the sections.

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

For Examiner's Use	
Section A	/ 5
Section B	/ 20
Section C	/ 25
Total	/ 50
Parent's Signature	

This Question Booklet consists of 8 printed pages, including this page.

Section A [5 marks]

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1-4.

Examiner's Use

1 Who might this advertisement target?

.....

..... [1]

2 What is striking and effective about the slogan, '*Silk: Strength in Every Pour*'?

.....

.....

.....

..... [2]

3 Write down two separate phrases from the text that suggests that the product is beneficial to health.

.....

..... [1]

4 Refer to the image of the ice cream cone used in the advertisement.

Quote one phrase from the text, which illustrates the quality of the product that the image illustrates.

.....

..... [1]

Section B [20 marks]

Refer to Text 2 on pages 3-4 of the Insert for Questions 5-15.

Examiner's Use

5 Suggest what the narrator, Jane Eyre, intends to tell us about the noise she heard?

.....

..... [1]

6 'It passed me *quietly enough.*' (line 5) With reference to the italicised words, what had the narrator expected the dog to do?

.....

..... [1]

7 In paragraph 2 the narrator heard 'a sliding sound and a clattering tumble' (line 7). What do these sounds suggest about what had happened?

.....

.....

.....

..... [2]

8 According to paragraph 2, why did Jane help the fallen man?

.....

..... [1]

9 'The man, now stooping, apparently something ailed him. He halted to the place from which I had just risen, and sat down.' (line 19-20). In your own words, suggest what was wrong with the man's condition?

.....

.....

.....

..... [2]

Examiner's Use

10 Give **two** pieces of evidence from paragraph 3-5 which suggest that Jane is kind?

.....

.....

.....

..... [2]

11 Identify a word or phrase in paragraph 6 that best conveys the following characteristics of the man:

Description	Word /Phrase
well built	
serious	
mature	

[3]

12 The narrator says 'But the frown made me stay' (line 32-33). Explain why she stayed.

.....

..... [1]

13 In paragraph 8, the man said to the narrator: 'necessity compels me to make you useful' (line 34).

(a) Why was it a 'necessity'?

.....

.....

..... [1]

(b) What is meant by the expression 'to make you useful'?

.....

.....

..... [1]

Examiner's Use

14 From paragraph 9, explain **in your own words** why Jane was pleased.

.....

.....

.....

..... [2]

15 The structure of the text reveals certain qualities of the narrator. Complete the flow chart by choosing one phrase from the box to summarise these qualities in each part of the text. There are some extra words in the box you do not need to use.

Narrator's qualities:

obliging	curious	observant
careful	undeterred	altruistic

Flow chart

Paragraph 1-2: (a)

↓

Paragraph 3-4: (b)

↓

Paragraph 8-9: (c)

[3]

Section C [25 marks]

Refer to Text 3 on pages 5-6 of the Insert for Questions 16-23.

Examiner's Use

16 In paragraph 1, which phrase provides evidence that every observer is intrigued by the ctenophore's ability to make light?

.....

..... [1]

17 Which word in paragraph 1 tells you that the ctenophore is a mysterious life form?

.....

..... [1]

18 **In your own words,** explain why the writer finds the ctenophore's ability to make light 'commonplace and magical' (lines 9-10).

.....

.....

.....

..... [2]

19 In paragraph 3, explain why invisibility could be a premium?

.....

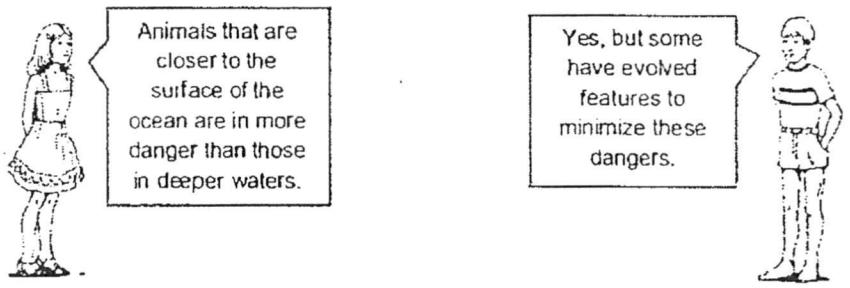
..... [1]

20 In paragraph 3, what does the word 'twilight' (line 19) suggest about the ocean conditions at depths of between 700 to 2000 feet?

.....

..... [1]

21



Maggie **Matthew**

Examiner's Use

(a) Identify one piece of evidence from paragraph 4 that supports the claim made by Maggie.

.....

.....

..... [1]

(b) **In your own words,** explain how Matthew could establish his point with reference to one feature of the sardines.

.....

.....

..... [1]

22 In paragraph 9, write down in the table below, a phrase that suggests that the large gathering of life forms that can make light are:

a)	dangerous	
b)	beautiful	

[2]

23 **Using your own words as far as possible,** summarise how life forms in the ocean use their ability to make light to avoid their predators.

Use only information from paragraphs 6 to 8.

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).

Some ocean creatures avoid predators by producing.....

.....

.....

.....

.....

.....

.....

.....

Examiner's Use

.....No of words: [15]

TANJONG KATONG GIRLS' SCHOOL

MID-YEAR EXAMINATION 2015
SECONDARY THREE

1128 /02 **ENGLISH LANGUAGE**
Paper 2

Thursday 30 April 2015 1h 50min

SUGGESTED ANSWERS

Setters: Mr Firdaus & Mdm Haryati
Markers: Mr Firdaus & Mdm Haryati

Section A

1	Who might this advertisement target? [1] It might target people who are: • looking for **healthier beverage alternatives/ healthy soya milk or drink/ healthy and delicious drink** • need **beverages that supplement/ support a healthy body/ heart** • **health-conscious** • looking for a nutritious drink • lactose intolerant Clue can be found in the heading and sub-heading of the webpage. Not accepted People who: • Love or enjoy or drink chocolate milk/ soymilk. • General public • Adults/ older generation/ parents • Like chocolate • People who have heart-related diseases	Identify the purpose and audience of texts read or viewed.
2	What is striking and effective about the slogan, '*Silk*: Strength in Every Pour'? [2] **What is striking?** 'Silk' is often **attributed/ associated with the qualities of softness/ smoothness** but it is here unusually **compared/ juxtaposed** against 'strength', a **contrasting quality** that refers the benefit of the drink. [1] **How is it effective?** The contrast between the two words effectively highlights the **smoothness/ smooth texture** of the product as suggested by 'silk', and **emphasizes** the 'strength' or health benefits that one will gain from drinking it. [1] Or It is effective as it conveys the idea that the product has a smooth taste and is nutritionally complete. Or It emphasizes how the product has a smooth texture, yet gives you the needed strength/ energy/ nutrition. [1] Additionally, this serves to differentiate Silk from other similar products in the market.	Identify typographical and visual features. Show awareness of how the writer's use of language varies according to the purpose and audience for the writing to achieve impact
3	Write down two separate phrases from the text that suggests that the product is beneficial to health.	Use contextual

	[1] The phrases are: ▪ 'power to help support your heart' ▪ 'vitamins and minerals are blended in' to 'fortify your body'. ▪ 'nutritionally-complete soy protein' **No mark** awarded for correct phrases that are **not within quotation marks**. **Excess denied** if answers include: ▪~~Pour on the power to~~ help support your heart. Not accepted: ▪'Wholesome, nutritionally-complete soy protein' (there are 2 adjective phrases in here) ▪'high quality beans grown without genetic engineering' ▪'vitamins and minerals are blended in' (*focus* is on what goes into the product, and not how it benefits health) ▪'nutritionally-complete' (counted as one word, not a phrase) ▪'strength in every pour' (does not clearly explain how it is beneficial to health'	clues. Scan for details.
4	Refer to the image of the ice cream cone used in the advertisement. [redacted] from the text, which illustrates the [redacted] that the image illustrates. [1] The phrase is 'a smooth chocolate taste that keeps you deliciously satisfied'. **Explanation:** The image suggests that the beverage is as delicious and as satisfying as eating an ice cream! Consumers can opt for a healthier product without compromising on taste and satisfaction. **Excess denied:** '~~natural flavourings are added to deliver~~ a smooth chocolate taste that keeps you deliciously satisfied' **Not accepted:** ▪ 'a smooth chocolate taste' (this is more accurately illustrated by the image of the person that is sliding along the flow/ stream of chocolate soymilk)	Make predictions about the content of a text using visual and text features. Identify and analyse techniques used in written and visual texts to achieve a variety of purposes.

Section B

5	Suggest what the narrator, Jane Eyre, intends to tell us about the noise she heard? [1] The noice was unpleasant/very loud.	Provide and interpret evidence to support understanding
6	'It passed me *quietly enough*.' (line 5) With reference to the italicised words, what had the narrator expected the dog to do? [1] She had expected the dog to be move noisily as it was big in size and wild in appearance. - Explanation is not necessary.	Recognise writer's intention (eg through the use of words, literary language)
7	In paragraph 2 the narrator heard 'a sliding sound and a clattering tumble' (line 7). What do these sounds suggest about what had happened? [2] The horse might have slipped on the smooth surface of the road, [1] thus causing the rider to fall off. [1]	Recognise writer's intention (eg through the use of words, literary language).
8	According to paragraph 2, why did Jane help the fallen man? [1] There was no one else to help.	Provide and interpret evidence to support understanding
9	'The man, now stooping, apparently something ailed him. He halted to the place from which I had just risen, and sat down.' (line 19-20). In your own words, suggest what was wrong with the man's condition? [2] • he could not stand straight ('stooping') • he is in pain/troubled by some injury ('Something ailed him') • could not walk further ('halted to the place .. and sat down') Any 2 points.	Provide and interpret evidence to support understanding
10	Give two pieces of evidence from paragraph 3-5 which suggest that Jane is kind? [2] • Repeatedly asked the man him if he needed help (lines 13 & 16) • Gave suggestion on how she can help or offered to get help from nearby residences (lines 23-24)	Provide and interpret evidence to support understanding
11	Identify a word or phrase in paragraph 6 that best conveys the following characteristics of the man: [3]	Scan for details. Provide and interpret evidence to support

Description	Word/Phrase
well built	'of middle height and considerable breadth of chest'
Serious	'stern features'
mature	'past youth, but had not reached middleage'

understanding

12	The narrator says 'But the frown made me stay' (line 32-33): Explain why she stayed. [1] She felt that something was not right as he seemed troubled by it.	Provide and interpret evidence to support understanding
13	In paragraph 8, the man said to the narrator: 'necessity compels me to make you useful' (line 34). (i) Why was it a 'necessity'? [1] He was in a helpless condition.	Provide and interpret evidence to support understanding
	(ii) What is meant by the expression 'to make you useful'? [1] He meant that the narrator was needed to carry out a favour for him.	Provide and interpret evidence to support understanding
14	From paragraph 9, explain in your own words why Jane was pleased. [2] *Students need to rephrase following line from passage: 'My help had been needed and claimed' (line 38)* She was pleased because her assistance ('my help') was required ('had been needed') [1] and was accepted ('claimed') [1]	Provide and interpret evidence to support understanding
15	The structure of the text reveals certain qualities of the narrator. Complete the flow chart by choosing one phrase from the box to summarise these qualities in each part of the text. There are some extra words in the box you do not need to use. [3] **Narrator's feelings** obliging, curious, observant, careful, undeterred, altruistic **Flow chart**	Skim for gist/ main idea. Scan for details. Summarise ideas.

Paragraph 1-2: (i) <u>curious</u>

↓

Paragraph 3-4: (ii) <u>undeterred</u>

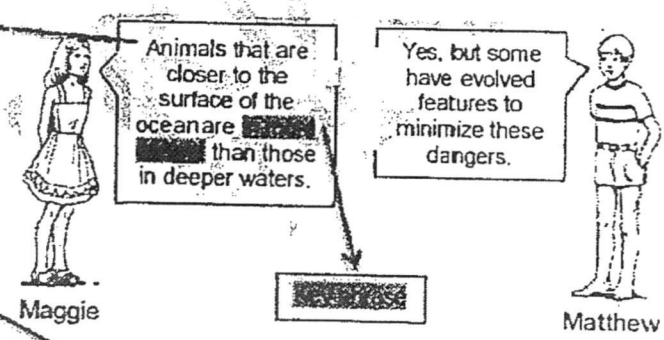
↓

Paragraph 8-9: (iii) <u>altruistic</u>

Section C

16	In paragraph 1, which phrase provides evidence that every observer is intrigued by the ctenophore's ability to make light? [1] The phrase is 'all **lean forward'** (line 4) OR '**jostling each other to see'** (line 4). **No mark** awarded for 'all lean forward, jostling each other to see' because the answer comprises of two phrases.	Use contextual clues. Scan for details.
17	Which word in paragraph 1 tells you that the ctenophore is a mysterious life form? [1] The word is '**ghostly**' (line 5)	Use contextual clues. Scan for details.
18	**In your own words**, explain why the writer finds the ctenophore's ability to make light 'commonplace and magical' (lines 9-10). [2]	Paraphrase information or ideas. Skim for the gist/ main idea. Compare and contrast ideas.

Idea	From the passage	In your own words
commonplace	'because an **astonishing array** of life forms can do it' (line 11) **No mark** awarded for answers that do not accurately express the meaning of the phrase.	**astonishing** – surprising/ shocking, amazing/ astounding/ impressive/ unbelievable **array** – large range/ wide variety/ great or massive number/ so many other/ a lot/ myriad
magical	'because of its **glimmering** and **captivating** beauty' (line 10)	**glimmering** – shining/ shimmering/ glistening/ dazzling Not accepted – attractive appearance **captivating** – astonishing/ mesmerizing/ enchanting/ enthralling/ fascinating/ enticing/ eye-catching/ beauty/ intriguing/

	attention-grabbing.	
19	In paragraph 3, explain why invisibility could be a premium? [1] Invisibility is a premium because 'there is nowhere to hide' (line 15). Students need to understand that invisibility is a *valuable /prized* ability, and hence a premium.	Make inferences to draw conclusions from contextual information and implied information.
20	In paragraph 3, what does the word 'twilight' (line 19) suggest about the ocean conditions at depths of between 700 to 2000 feet? [1] The ocean is **dark blue/ in semi-darkness/ visually obscure/ gloomy/ close to being pitch black/ almost completely dark** or **has poor visibility/ dimly lit conditions/ little light/ became darker and darker/ minimal light** No mark awarded for 'completely/ very dark'. Students are to: • Use prior knowledge of the word, 'twilight'. • Draw on contextual clues from the line, 'by 2000 feet, the blue fades out too' (line 19) which suggests that the reach of light diminishes between 700 to 2000 feet before it turns 'pitch-dark' (line 20) below 2000 feet.	Use contextual clues Make predictions based on contextual clues. Make inferences to draw conclusions from contextual information and implied information.
21	 (a) [redacted] one piece of evidence from paragraph 4 that supports the claim made by Maggie. [1] Evidence from paragraph 4 No mark awarded if evidence are not placed within quotation marks. The evidence is 'any life form that does not manage, somehow, to blend in with the water is **in danger of being spotted by a predator**' (line 23-24). Excess denied (ED) if answer	Provide and interpret evidence to support understanding. Evaluate information and line of thought for credibility and accuracy of ideas. Make connections between a text and other points of view.

Focus

[redacted]

	does not address the focus of the question and includes: • 'In the upper layers of the ocean—the part where light penetrates' or • 'especially a predator swimming beneath, looking up.'	

(b) **In your own words**, explain how Matthew could establish his point with reference to one feature of the sardines. [1]

From the passage	In your own words
'**dissolve** their silhouettes by having silvery sides' (lines 30-31) OR	dissolve – **break up/ blur/ mask/ hide/ conceal** silhouettes – **shape** or form or **outline of their body** by having silvery sides. Other accepted answers – **make their silhouette less obvious** or **clear**. appear to be invisible/ mask their presence/ conceal themselves by having silvery sides.
'**blend in** by **reflecting the water around** it' (lines 31-32)	blend in – **camouflage or go together or match with the surrounding water/ appear to be invisible/ mask their presence/ conceal themselves** reflecting the water around – **casting/ bouncing off light from the surrounding water**

Paraphrase information or ideas.

Provide and interpret evidence to support understanding.

Evaluate information and line of thought for credibility and accuracy of ideas.

Make connections between a text and other points of view.

[redacted]

Award one mark for accurate selection and paraphrasing of **any one feature** of sardines above.

Focus

22 In paragraph 9, [redacted] that suggests that the large gathering of life forms that can make light are: [2]

i)	[redacted]	'like travelling through a **minefield** of **light**' (line 54-55)

[redacted]

Use contextual clues.

Make inferences to draw conclusions from implied information.

Select and evaluate relevant information

				Excess denied and no mark awarded if answer include – 'moving through them can be'	for defined information needs.
[redacted]	[redacted]	ii)	[redacted]	'lights up like a shooting star' (line 55) or 'a bright, glowing wake' (line 55-56) Excess denied and no mark awarded if answer include – 'A fish moving fast' or 'a boat creates' Not accepted: 'an art to remaining hidden'	

Summary

23	**Using your own words as far as possible,** summarise how life forms in the ocean use their ability to make light to avoid their predators. **Use only information from paragraphs 6 to 8.** 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). *Some ocean creatures avoid predators by producing…* [15] **Note**: Points should be phrased to answer on the methods used by sea creatures to escape predators.	Select and evaluate relevant information for defined information needs. Paraphrase information or ideas using own words. Summarise ideas from multiple paragraphs.

No	From the passage	In your own words
1	'*illuminating* their bellies so as to match the light ~~coming down~~ from above' (lines 33-34)	…*producing light* in their stomach that corresponds to the light from above.
2	'*allows* the animals to mask their silhouettes' (lines 34-35) x *shadow*	This *enables* them to conceal /disguise /hide their shape /outline/ form.
3	'cloak can be turned on and off at will—and ~~even has a dimmer switch~~' (lines 35-36)	The light can be switched on and off, and…
4	'~~S. similis~~… can alter how much light it gives off *depending on the brightness of the water around it*' (lines 36-38)	…can be adjusted according to the *brightness /luminosity of its environment.*
5	'a sudden *burst of light* may startle a predator' (line 42)	An unexpected /surprising *discharge of light* may shock /frighten a predator.

6	'giving the prey a *chance* to escape' (lines 42-43)	...providing the prey *an opportunity* to get away /flee /take flight /take off.
7	'Green bomber worms...throw their light grenades' (line 43)	Green bomber worms hurl /toss light grenades and...
8	'then disappear into the darkness while the predator is *distracted* by the light' (line 44)	vanish /retreat into the darkness while its predator is *confused* by the light.
9	'light may serve to summon the predator of the predator' (lines 45-46)	Some use light to attract /draw the attention of the predator of *their* predator.
10	'The dinoflagellates light up when their shrimplike predators *disturb* the water' (lines 50-51)	As dinoflagellates glow when their shrimplike predators *stir up* the water,
11	'allowing the fishes to better able spot, and eat the shrimp' (lines 51-52)	...fishes can better locate /see, and consume /devour them.

7

E

GAN ENG SENG SCHOOL
End-of-Year Examination 2015

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

29 September 2015

1 hour 50 minutes

Sec 3 Express

Candidates answer on the Question Booklet.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your index number and name on all the work you hand in.

Write in dark blue or black pen on both sides of the paper.

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.

For Examiner's Use	
Section A	/ 5
Section B	/ 20
Section C	/ 10
	/ 15
Total	/ 50

This document consists of 10 printed pages.

English Language and Literature Department

GAN ENG SENG SCHOOL
颜永成学校

[Turn over]

Section A [5 marks]

Text 1

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1-4.

For Examiner's Use

1 The advertisement begins with the statement "It's not just a cow". What does it suggest about the direct impact of the cow on families.

.....

.....

.....

..... [2]

2 What is the long-term impact of the cow on the family and the community?

.....

..... [1]

3 What is the indirect agreement between Heifer International and the family that receives the cow?

.....

..... [1]

4 Which sentence gives the main purpose of the advertisement?

.....

..... [1]

Section B [20 marks]

Text 2

Refer to Text 2 on page 3 of the Insert for Questions 5-12.

For Examiner's Use

5 In paragraph 1, how did the landing of the Thing appear to be like a falling star?

.....

.....

.....

..... [2]

6 In paragraph 2 "Many people in Berkshire, Surrey, and Middlesex must have seen the fall of it, and, at most, have thought that another meteorite had descended. No one seems to have troubled to look for the fallen mass that night."

(i) Which word suggests that it is not the first time the people might have seen a meteorite?

.....

..... [1]

(ii) How did the people react to meteorite or The Thing?

.....

..... [1]

7 In paragraph 3, Ogilvy discovered The Thing in the morning. What was the impact of The Thing on the town and its surroundings?

.....

.....

.....

..... [3]

For Examiner's Use

8 In paragraph 4, Ogilvy was surprised by certain features of The Thing. Identify details from the text that corresponds with these features. One example has been done for you.

Features of The Thing	Details from the passage
Size	Diameter of about thirty yards
Shape	
Colour	

[2]

9 Ogilvy was "dimly perceiving even then some evidence of design in its arrival" (line 30). What does this suggest about The Thing's landing?

.....

..... [1]

10 In paragraph 5, Ogilvy was alone. Explain how the language used makes the atmosphere seem very quiet.

Support your ideas with three details from paragraph 5.

.....

.....

.....

.....

.....

..... [3]

For Examiner's Use

11 In paragraph 6, the surface of The Thing was "dropping off in flakes and pouring down upon the sand. A large piece suddenly came off and fell with a sharp noise that brought his heart into his mouth".

(i) What does "pouring down" suggest about the movement of The Thing?

.....

..... [1]

(ii) What does the phrase "brought his heart into his mouth" suggest about Ogilvy's state of mind? [1]

.....

..... [1]

For Examiner's Use

12 The structure of the text reflects the main stages in the narrative.

Complete the flow chart by choosing **one** phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box you do not need to use.

Main stages

a shocking revelation a sudden loss a mysterious arrival
careful scrutiny surveying the scene
an unexpected discovery facing up to a threat

Flow chart

paragraphs 1 - 2:
(i)

↓

paragraph 3:
(ii)

↓

paragraphs 4 - 5:
(iii)

↓

paragraph 6:
(iv)

↓

paragraph 7:
(v)

[5]

Section C [25 marks]

Text 3

Refer to Text 3 on page 5 of the Insert for Questions 13-18.

For Examiner's Use

13 From paragraph 1, what is the function of the "Social Web"? [2]

.....

.....

.....

..... [2]

14 What is the opinion of local and foreign countries with regards to social media, according to lines 5-6? **Answer in your own words.** [2]

.....

.....

.....

..... [2]

15 Explain how Singapore continues to "maintain its edge in our networked world" (lines 13-14). [2]

.....

.....

.....

..... [2]

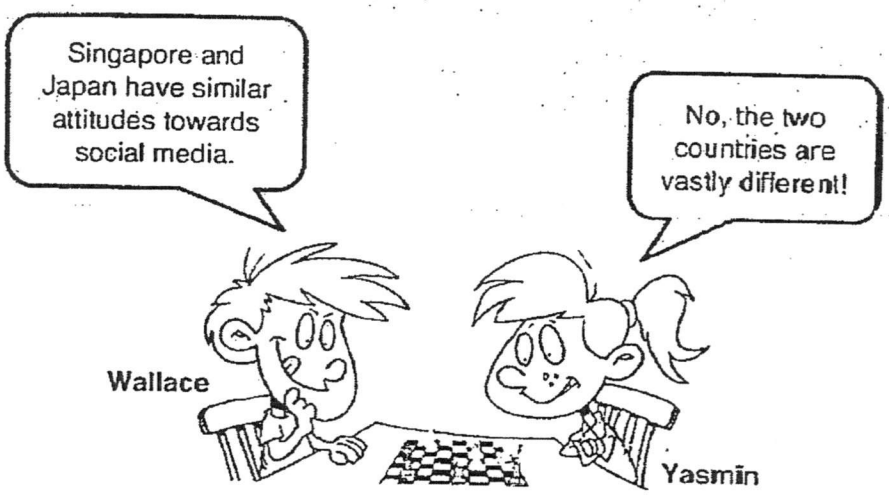
16 In paragraph 3, what is one drawback to Singapore's social media usage? [1]

.....

..... [1]

For Examiner's Use

17 Here is a part of a conversation between two students, Yasmin and Wallace who have read the article.



(i) Identify **two** reasons from paragraph 3 that Wallace can give to support his view.

.....

.....

.....

..... [2]

(ii) How would Yasmin explain her position with reference to paragraph 3?

.....

..... [1]

CANDIDATE NAME

CLASS

INDEX NUMBER

For Examiner's Use

18 **Using your own words as far as possible,** summarise the different measures that countries take to regulate the media and the reasons behind these measures.

Use only information from paragraphs 4 to 6.

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).

One method used to regulate the media is through.....

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For Examiner's Use

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..... No. of words: [15]

Summary	
Content	/ 8
Style	/ 7
Total	/ 15

END OF PAPER

E

GAN ENG SENG SCHOOL
End-of-Year Examination 2015

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

29 September 2015
1 hour 50 minutes

Sec 3 Express

Insert

READ THESE INSTRUCTIONS FIRST

This Insert contains Text 1, Text 2 and Text 3.

This document consists of 6 printed pages.

English Language and Literature Department

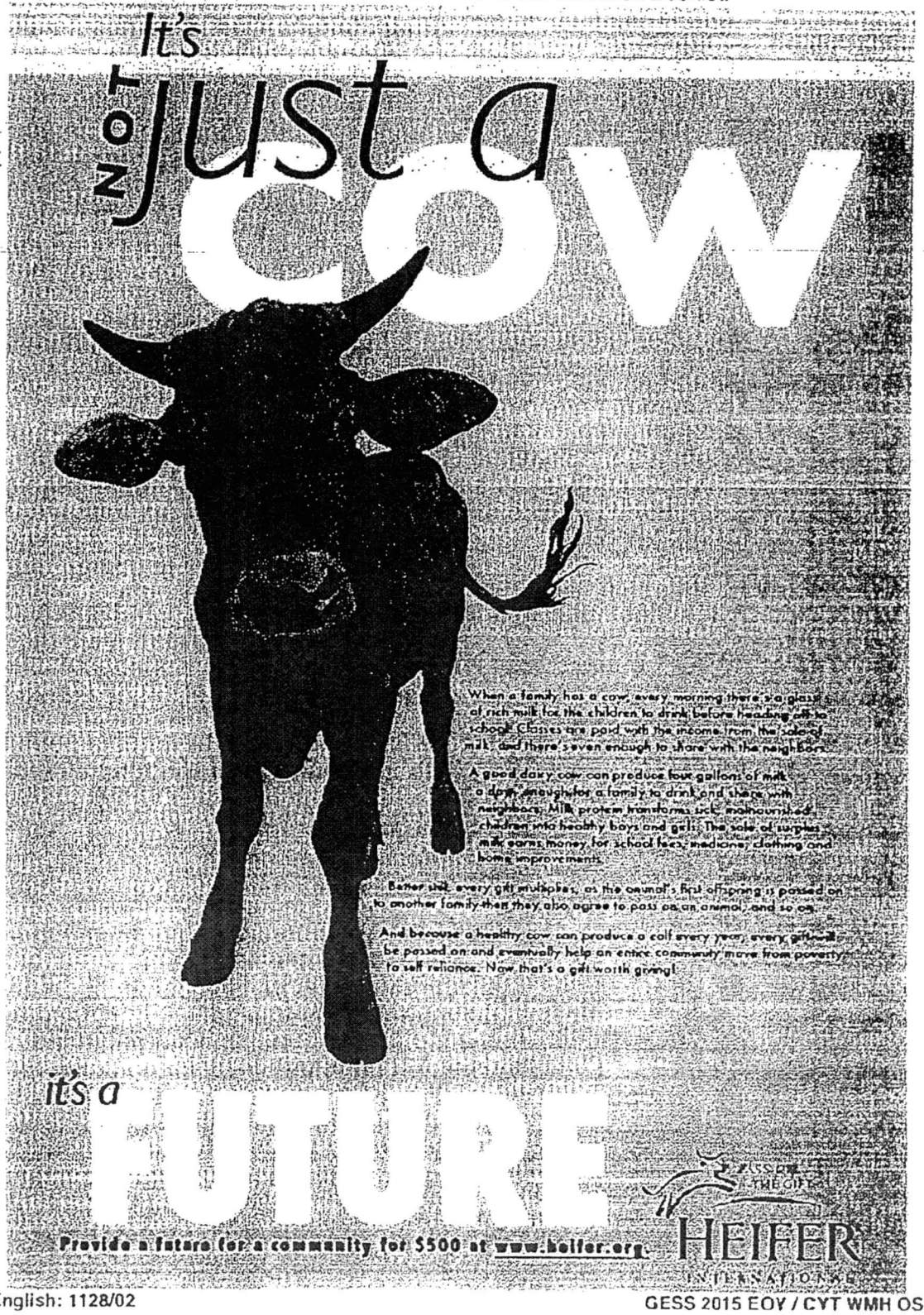
GAN ENG SENG SCHOOL
颜永成学校

[Turn over]

Section A

Text 1

Study the poster below and answer Questions 1-4 in the Question Booklet.



Section B

Text 2

The text below is about the sighting of a mysterious object, referred to as The Thing. Read it carefully and answer Questions 5-12 in the Question Booklet.

1 Then came the night of the first falling star. It was seen early in the morning, rushing over Winchester eastward, a line of flame high in the atmosphere. Hundreds must have seen it, and taken it for an ordinary falling star. Albin described it as leaving a greenish streak behind it that glowed for some seconds. Denning, our greatest authority on meteorites, stated that the height of its first appearance was about ninety or one hundred miles. It seemed to him that it fell to earth about one hundred miles east of him.

2 Some of those who saw its flight say it travelled with a hissing sound. I myself heard nothing of that. Many people in Berkshire, Surrey, and Middlesex must have seen the fall of it, and, at most, have thought that another meteorite had descended. No one seems to have troubled to look for the fallen mass that night.

3 But very early in the morning poor Ogilvy, who had seen the shooting star and who was persuaded that a meteorite lay somewhere on the common between Horsell, Ottershaw, and Woking, rose early with the idea of finding it. Find it he did, soon after dawn, and not far from the sand pits. An enormous hole had been made by the impact of the projectile, and the sand and gravel had been flung violently in every direction over the heath, forming heaps visible a mile and a half away. The heather was on fire eastward, and a thin blue smoke rose against the dawn.

4 The Thing itself lay almost entirely buried in sand, amidst the scattered splinters of a fir tree it had shivered to fragments in its descent. The uncovered part had the appearance of a huge cylinder, caked over and its outline softened by a thick scaly dun-coloured incrustation. It had a diameter of about thirty yards. He approached the mass, surprised at the size and more so at the shape, since most meteorites are rounded more or less completely. It was, however, still so hot from its flight through the air as to forbid his near approach. A stirring noise within its cylinder he ascribed to the unequal cooling of its surface; for at that time it had not occurred to him that it might be hollow.

5 He remained standing at the edge of the pit that the Thing had made for itself, staring at its strange appearance, astonished chiefly at its unusual shape and colour, and dimly perceiving even then some evidence of design in its arrival. The early morning was wonderfully still, and the sun, just clearing the pine trees towards Weybridge, was already warm. He did not remember hearing any birds that morning, there was certainly no breeze stirring, and the only sounds were the faint movements from within the cindery cylinder. He was all alone on the common.

6 Then suddenly he noticed with a start that some of the grey clinker, the ashy incrustation that covered the meteorite, was falling off the circular edge of the end. It was dropping off in flakes and pouring down upon the sand. A large piece suddenly came off and fell with a sharp noise that brought his heart into his mouth.

7 For a minute he scarcely realised what this meant, and then he perceived that, very slowly, the circular top of the cylinder was rotating on its body. It was such a gradual movement that he discovered it only through noticing that a black mark that had been near him five minutes ago was now at the other side of the circumference. Even then he scarcely understood what this indicated, until he heard a muffled grating sound and saw the black mark jerk forward an inch or so. Then the thing came upon him in a flash. The cylinder was artificial—hollow—with an end that screwed out! Something within the cylinder was unscrewing the top! "Good heavens!" said Ogilvy. "There's a man in it— men in it! Half roasted to death! Trying to escape!"

Section C

Text 3

The article below is about social media usage. Read it carefully and answer Questions 13-18 in the Question Booklet.

1 The Internet has, since its advent in the mid-90s, transformed the dynamics of work, life and play. Today, the recreation of offline experiences in an online environment sees the rise of what is known as the Social Web – a myriad of digital tools and platforms that connects people to information, resources and one another – what we otherwise recognise as social media. We examine the differences of how local and foreign players manage this novel and extensive intertwining.

2 Compared to Japan, Singapore has a visibly higher percentage of social media penetration and sharing. From the utilisation of *The Real Singapore* to raise criticism of society to the satirising of uniquely local traits on YouTube channels like *Wahbanana*, it is apparent that Singaporeans perpetually live online. This behaviour is made even easier through a telecommunications infrastructure that is Asia's best. Singapore's aspiration towards global recognition precisely informs the need for extensive interconnectivity and a technologically savvy population to maintain its edge in our networked world.

3 Singapore and Japan are similar in many ways, from the ambitious advancement of being a technological hub in the world to the cultural commonality of being Asian. Yet, the average Japanese spends a mere 45 minutes on social media daily. This may be due to a Japanese culture that places great emphasis on astute management of one's inner desires and feelings, and the behaviour and opinions they publicly display. Even in the political arena of Japan, the introduction of the secrecy act in 2013 reflects the strong adherence to a conservative and restrained attitude Japanese adopt in their living. Japan's lag in world social media adoption is also associated with the unchanging ways of a rapidly ageing population. In comparison, while Singapore's economic success is worth lauding, the subtle revelation that Singapore's cultural beliefs may not be strong is unsettling.

4 In comparison to the United States, Singapore's ranking of internet freedom appears dismal. The disparity may be unsurprising for many – in contrast to the world's bastion of democracy, Singapore has long been criticised for its government's strict regulations on the media, ranking among the worst in Press Freedom indices year after year. This need to regulate the news is undoubtedly reflected on the Internet as well. With a recent online media-licensing scheme issued by the Media Development Authority of Singapore clamping down on the rights of local websites to provide political commentary, it is evident how citizens' space for sensitive debate is curtailed. Yet as internet freedom measured by the Web Index indicates the extent to which citizens enjoy not only their rights to information, opinion, expression, but also safety and privacy online, one should note that in light of recent surveillance revelations in the United States; web safety and privacy have been hugely compromised there. The United States has, in many instances, pressured social media for the release of personal details from Twitter and Google accounts to conduct surveillance activity over its people, in a move that arguably limits Internet freedoms as much as Singapore's government is claimed to have done.

5 Unlike the United States, Singapore's government does not see the media as the "fourth estate", and seeks to regulate discourse through it, stressing the need for objectivity and not partisanship for reasons of internal stability. Since Singapore's independence, the government's strong hand in establishing institutions for this purpose, has meant its continuing presence in ensuring that the media remain sensitive and constructive especially where the latter has the power to stir inherent tensions that exist through difference. Racial issues remain particularly sensitive in Singapore's multiracial context, and political stability is important to a nation whose growth has been attributed to the internal dependability of its business environment and political leadership. However, with the increasing extremism of political views voiced online, especially during the 2011 General Elections, the government doubtlessly sees the need to restrict the Internet's influence to maintain the stability so necessary for Singapore's economic progress. Its regulatory policies are yet another attempt to insulate us from such disharmony.

6 The outcry over online media regulation, especially from those who have turned to alternative media is understandable, given that Singapore government's avoidance of controls over the web have already allowed a vast number of online news sites like *The Online Citizen* or *The Real Singapore* to thrive. Yet one has to admit that these restrictions are also relatively flexible and reasonable, as it largely seeks to protect local online media against external influence.

Text 1: Adapted from http://www.heifer.org
Text 2: Adapted from H.G. Wells; *War of the Worlds*; 1898
Text 3: Adapted from Charissa Chan, Heidi Mah & Wong Shutian; *Confronting Social Media*; Broader Perspectives Issue 2, 2014

END OF PAPER

E

GAN ENG SENG SCHOOL
End-of-Year Examination 2015

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

29 September 2015

1 hour 50 minutes

Sec 3 Express

Candidates answer on the Question Booklet.

Additional Materials: Insert

ANSWER KEY

MAXIMUM MARK: 50

This document consists of 8 printed pages.

[Turn over]

Section A [5 marks]

	Question & Answer	Learning Outcomes & Metacognition
1	The advertisement begins with the statement "It's not just a cow". What does it suggest about the direct impact of the cow on families. [2] **The cow gives families a chance to have a stable income / livelihood. [1]** **The cow is a source of food / nutrition. [1]** **Provides money for school fees, medicine, clothing and home improvements. [1]**	**R&V LO2: Close reading and viewing** Make inferences and draw conclusions **The Q implicitly suggests that the cow worth more than just an animal, so no need to repeat it.**
2	What is the long-term impact of the cow on the family and the community? [1] **The cow will help to eradicate poverty in the community [1] / will help the family to become self-reliant [1].** ED: when answer is about school fees	**R&V LO2: Close reading and viewing** Scan for details ✘ **What is the effect of the statement.** **The Q is asking for the final outcome.**
3	What is the indirect agreement between Heifer International and the family that receives the cow? [1] **The family agrees to pass on the gift by giving the animal's first offspring to another family.** ✘ **Share the gift – vague – must specify what the gift is** ✘ **Donate $500 to the family / charge the family $500**	**R&V LO2: Close reading and viewing** Interpret and integrate information from a variety of sources Clue: logo
4	Which sentence gives the main purpose of the advertisement? [1] The sentence is "Provide a future for a community for $500 at www.heifer.org". ✘ No marks for an incomplete sentence	**R&V LO2: Close reading and viewing** Identify purpose and audience of texts read or viewed

Section B [20 marks]

	Question & Answer	Learning Outcomes & Metacognition
5	In paragraph 1, how did the landing of the Thing appear to be like a falling star? [2] **It was described as "a line of flame high in the atmosphere" [1] and "leaving a greenish streak behind it that glowed for some seconds" [1].**	**R&V LO3: Critical reading, viewing and appreciation – evaluative response** Make connections between a text and other points of view / ideas
6	In paragraph 2 "Many people in Berkshire, Surrey, and Middlesex must have seen the fall of it, and, at most, have thought that another meteorite had descended. No one seems to have troubled to look for the fallen mass that night."	
(i)	Which word suggests that it is not the first time the people might have seen a meteorite? [1] **The word is, "another". [1]**	**R&V LO2: Close reading and viewing** Scan for details
(ii)	How did the people react to meteorite or The Thing? [1] **They were blasé / nonchalant / indifferent. [1]** ✗ Calm ✗ Did not bother to look for it / continued with their day (action) ✗ Not surprised / shocked (emotion)	**R&V LO4: Reading and viewing literary texts – text response** Analyse how characterisation is achieved ✗ What did the people think or do
7	In paragraph 3, Ogilvy discovered The Thing in the morning. What was the impact of The Thing on the town and its surroundings? [3] **An enormous hole had been made by the impact of the projectile of the Thing [1].** **The sand and gravel had been flung violently in every direction.** **The heather was on fire [1].** ✗ Fir tree shivered to fragments (para 4).	**R&V LO2: Close reading and viewing** Summarise ideas Same impact physically on the town and area around it.

Question & Answer	Learning Outcomes & Metacognition

8 In paragraph 4, Ogilvy was surprised by certain features of The Thing. Identify details from the text that corresponds with these features. One example has been done for you.

Features of The Thing	Details from the passage
Size	Diameter of about thirty yards
Shape	Cylinder [1]
Colour	Dun-coloured [1] ✘ Grey clicker / Ashy

R&V LO2: Close reading and viewing
Categorise and classify given details

VB LO2: Building and enriching vocabulary
Deduce meaning of words from how they are used in context
Quote only what is necessary!

9 Ogilvy was "dimly perceiving even then some evidence of design in its arrival" (line 30). What does this suggest about The Thing's landing? [1]

It suggests that The Thing's landing had been planned. [1]

R&V LO2: Close reading and viewing
Make inferences to draw conclusions

10 In paragraph 5, Ogilvy was alone. Explain how the language used makes the atmosphere seem very quiet.

Support your ideas with **three** details from paragraph 5. [3]

- **"The early morning was wonderfully still" suggests that there was no movement.**
- **"He did not remember hearing any birds" suggests that there was no noise from any animal.**
- **"there was certainly no breeze stirring" suggests that even the wind was not making any sound.**
- **"the only sounds were the faint movements from within the cindery cylinder" suggests that the place was so quiet that the low volume of noise from The Thing could be heard.**

✘ "All alone on the common" – in the question

R&V LO3: Critical reading, viewing and appreciation – evaluative response
Provide and interpret evidence to support understanding

R&V LO3: Critical reading, viewing and appreciation – elements of style in a variety of texts
Demonstrate understanding of how a writer's style can impact readers' interpretation of a text

Must have three different evidences for all three points to show the different POV of the situation.

Question & Answer	Learning Outcomes & Metacognition
11 In paragraph 6, the surface of The Thing was "dropping off in flakes and pouring down upon the sand. A large piece suddenly came off and fell with a sharp noise that brought his heart into his mouth".	**R&V LO3: Critical reading, viewing and appreciation – evaluative response** Recognise writers' intentions
(i) What does "pouring down" suggests about the movement of The Thing? [1] **The Thing was moving very quickly. [1]** ✗ **vigorously (force)** ✗ **water flowing – not literally**	**VB LO2: Building and enriching vocabulary** Learn the vocabulary of fixed expressions and what they mean **There is a reference to the speed of The Thing, not the force.**
(ii) What does the phrase "brought his heart into his mouth" suggests about Ogilvy's state of mind? [1] **He was shocked / frightened. [1]** ✓ **anxious / nervous / panicked / afraid** ✗ uptight	
12 The structure of the text reflects the main stages in the narrative. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the narrative. There are some extra phrases in the box you do not need to use. [5] **Main stages:** • A shocking revelation (surprising & previously unknown) • A sudden loss • A mysterious arrival • Careful scrutiny • Surveying the scene • An unexpected discovery (find / unearth) • Facing up to a threat **Flow chart:**	**R&V LO3: Critical reading, viewing and appreciation – connections** Make connections between a text and other points of view / ideas **R&V LO4: Reading and viewing literary texts – text response** Identify sequence of events + Identify organisational structures, text features and language features in texts comprising a mixture of forms and types

paragraphs 1-2 (i)	**A mysterious arrival**
paragraph 3 (ii)	**An unexpected discovery**
paragraphs 4-5 (iii)	**Surveying the scene**
paragraph 6 (iv)	**Careful scrutiny**
paragraph 7 (v)	**A shocking revelation**

Section C [25 marks]

	Question & Answer	Learning Outcomes & Metacognition
13	From paragraph 1, what is the function of the "Social Web"? [2] **The Social Web connects people to information [1] / resources [1] / to one another [1].** *Any two answers.* **ED: recreation of offline experiences in an online environment** **✗ definition of Social Web**	**R&V LO2: Close reading and viewing** Skim for gist / main idea + Scan for details
14	What is the opinion of local and foreign countries with regards to social media, according to lines 5-6? **Answer in your own words.** [2] **Social media is new / different (novel) [1] and far-reaching (extensive intertwining) [1].** **✗ novel = book** **✗ different ways of managing social media**	**R&V LO2: Close reading and viewing** Paraphrase information or ideas using own words
15	Explain how Singapore continues to "maintain its edge in our networked world" (lines 13-14). [2] **Singapore can maintain her advantage through extensive interconnectivity / having good technological infrastructure [1] and by having a technologically savvy population [1].**	**R&V LO2: Close reading and viewing** Select and evaluate relevant information from various sources for defined information needs Give reasons
16	In paragraph 3, what is one drawback to Singapore's social media usage? [1] **The high usage of social media may affect the cultural beliefs of Singaporeans. [1]**	**R&V LO2: Close reading and viewing** Skim for gist / main idea + Scan for details

Question & Answer	Learning Outcomes & Metacognition
17 Here is a part of a conversation between two students, Yasmin and Wallace who have read the article. **Wallace:** Singapore and Japan have similar attitudes towards social media. **Yasmin:** No, the two countries are vastly different!	**R&V LO2: Close reading and viewing** Compare and contrast ideas + Identify different points of view
(i) Identify any two reasons from paragraph 3 that Wallace can give to support his view. [2] **Both countries are technological hubs [1] and have similar Asian cultures [1].**	**R&V LO3: Critical reading, viewing and appreciation – evaluative response** Evaluate information, recommendation or line of thought based on reasons, consequences and implications **Attitude**
(ii) How would Yasmin explain her position with reference to paragraph 3? [1] **Unlike Singaporeans, Japanese people are more conservative / restrained [1] / their rapidly ageing population is largely resistant to change [1].** *Any one answer.* × cultural belief × 45 mins online	

Question & Answer	Learning Outcomes & Metacognition
18 **Using your own words as far as possible,** summarise the different measures that countries take to regulate the media and the reasons behind these measures. **Use only information from paragraphs 4 to 6.** 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). One method used to regulate the media is through… **Measures to regulate media** 1 **M1 - Media-licensing scheme** 2 **M2 - Surveillance activity** **Reasons behind these measures** 3 **R1 - Reduce political commentary** 4 **R2 - Establish objectivity in the media** 5 **R3 - and internal stability** 6 **R4 - Ensure that the media remains sensitive / promote tolerance** 7 **R5 - and constructive** 8 **R6 - Reduce the media's power to stir inherent tensions / cause disharmony** 9 **R7 - Social media also impacts the internal dependability of its business environment / economic progress** 10 **R8 - and political leadership** 11 **R9 - Protect the local media against external influence**	**R&V LO2: Close reading and viewing** Paraphrase information or ideas using own words + Summarise ideas from one / multiple paragraphs or an extract **R&V LO4: Reading and viewing literary texts – text response** Identify and interpret the evidence in arguments **VB LO3: Using appropriate vocabulary** Use words appropriate to: medium and context

8

Name: ..... Register no: ..... Class: .....

NGEE ANN SECONDARY SCHOOL

E

SECONDARY 3 END-OF-YEAR EXAMINATION

ENGLISH LANGUAGE 1128/1

Paper 1 Writing 28 September 2015

1 hr 50 min

Additional Materials: Writing Paper

Instructions to Candidates

Write your name, register number and class at the top of this page.
Write your answers in blue or black ink.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer Section A, Section B and one question from Section C.

For Section A, write your answers in the spaces provided in this question paper.
For Section B and Section C, write your answers on the writing paper provided.
At the end of the examination, fasten all your work for each section securely together.

The number of marks is given in brackets [ ] at the head of each section.

Submit Sections A, B and C separately.

This document consists of 5 printed pages, including this cover page.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about laughter. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.
If the line is incorrect, circle the incorrect word and write the correct word in the space provided.
The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived to my destination at 2 pm. .....at.....

My mother always wears sensible clothes. ✓

Laughter is about strengthening social bonds. It occurs when people are

comfortable with one another and they feel open and freedom. The more 1

people laugh together, the more they bond together; the more they bond, 2

the easier it is to laugh together – a loop is endless. There is also a desire not 3

to be singled out from the group. If everyone else are laughing, you do not 4

want to be the one left outside. This may explain why laughter is often 5

contagious, sometimes dramatically so. In 1962, for example, an epidemic 6

of laughter among school girls in Tanzania lasting for six months and forced 7

officials to close schools. Such social laughter is a mean of defining 8

in-groups and out-groups. If I told you a joke and you laugh, you are showing 9

agreement and this builds up a positive relationship between those of them 10

who are present.

Section B [30 marks]

Begin your answer on a fresh page.

You are advised to write between 250 and 350 words for this section.

You should look at the printout of an extract from an e-brochure on page 4, study the information carefully and plan your answer before beginning to write.

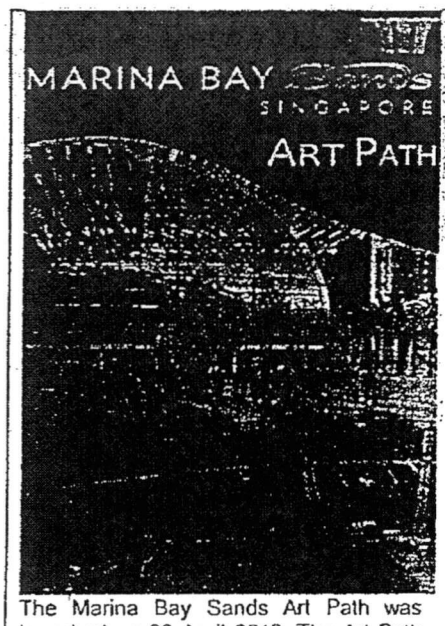
Your Form Teacher has assigned you to organise a class outing after the examination. You saw this e-brochure on the Internet and the class has expressed an interest in exploring the Marina Bay Sands Art Path. On behalf of the class, you would like to recommend the idea to your teacher and want her to join the class for the outing.

Write a proposal to your Form Teacher suggesting:

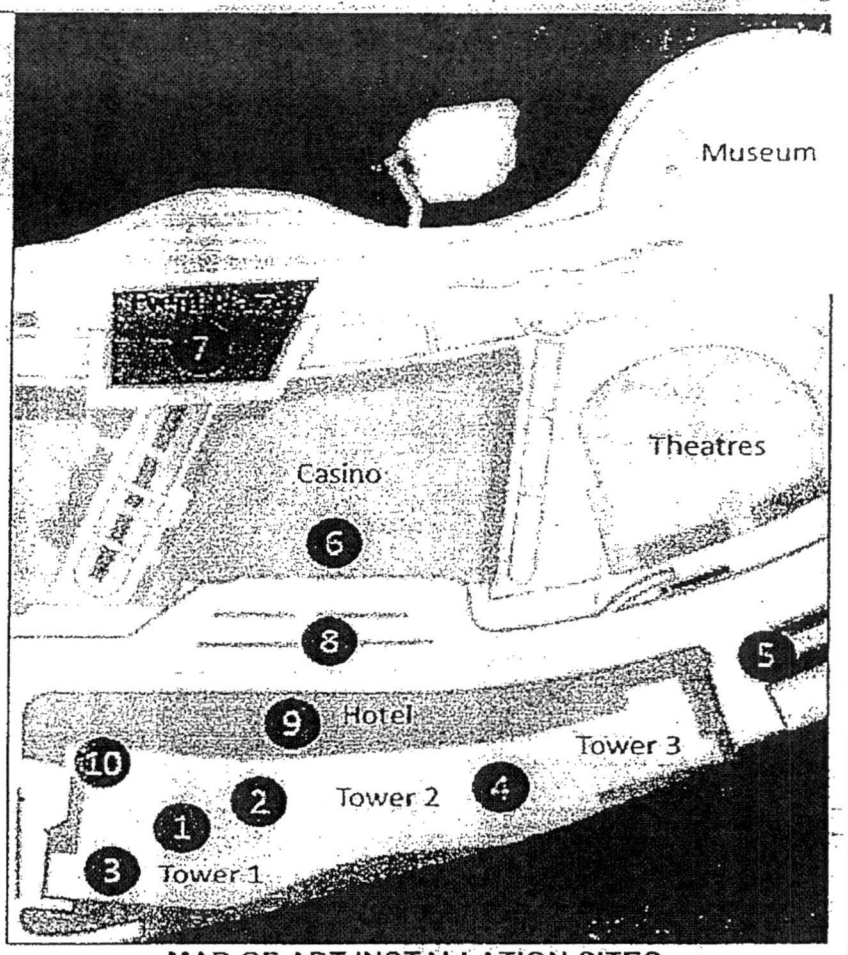
- why the Marina Bay Sands Art Path will be interesting for the class
- two art installations shown in the e-brochure that your class is keen to visit
- two other activities which you would like to include in the class outing
- reasons why you would like your teacher to join the class

Write your proposal in clear, accurate English and in a cordial tone, persuading your Form Teacher to support the class outing.

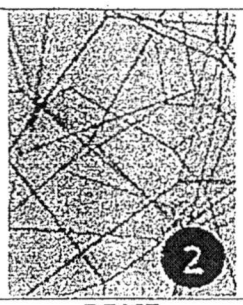
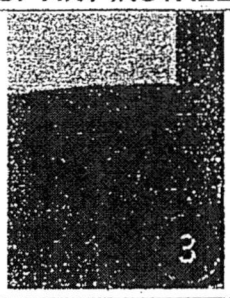
You should use your own words as much as possible.



The Marina Bay Sands Art Path was launched on 28 April 2010. The Art Path is a collection of large-scale art installations by internationally-renowned artists handpicked by Marina Bay Sands' design architect Moshe Safdie to ensure a conceptual and aesthetic collaboration between artist and architect. The seven artists and their site-specific work include: Antony Gormley (Drift); Chongbin Zheng (Rising Forest); James Carpenter (Blue Reflection Facade); Ned Kahn (Rain Oculus); Israel Hadany (Motion); Zhan Wang (Artificial Rock); and Sol LeWitt (Wall Drawing).



MAP OF ART INSTALLATION SITES

			
MOTION **By Israel Hadany**	**DRIFT** **By Antony Gormley**	**WALL DRAWING** **By Sol LeWitt**	**RAIN OCULUS** **By Ned Kahn**
Motion consists of two individual units made from glass and stone. Each unit is fabricated from many amorphously shaped glass plates glued together to form large glass sections partly bordered by a Jura Beige stone bench. Placed at a distance from one another, Motion represents the movement of the river currents in relation to dry land and its intention is to introduce nature into the architectural space.	Drift is a stainless steel matrix of over 16,100 steel rods and more than 8,320 steel nodes. The structure is transparent but the rods function like frames to outline the ever-changing activity in the atrium below. The sculpture pays homage to the soaring heights of the Marina Bay Sands hotel lobby, and emphasises the sheer immensity of the structure and the personal sense of being dwarfed by a grand expanse of open space.	Arcs and circles are painted directly onto the wall which is characterized by geometric shapes, colours and the interplay of lines. Two Singaporean artists, Takeshi Arita and Gabriel Hurler, assisted in the creation of the artwork after the artist's demise in 2007. LeWitt is widely regarded as one of the founders of conceptual art.	Rain Oculus is a repository that channels collected rainwater in a spiral vortex while also functioning as a skylight. Whirlpools have often been depicted throughout the history of art as a symbol of the passage between worlds, of birth and death. Kahn's intention is to create a place where people can reflect on our current relationship with water and its vital connection to our lives.

Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 350 and 500 words on one of the following topics.

At the head of your composition, write the number of the topic you have chosen.

1 Write about some of the things that make you happy and relaxed at the end of a school day.

Why is being environmentally friendly important in the world today?

3 "It is better to stay silent and be thought a fool than to open one's mouth and remove all doubts." Discuss the advantages and disadvantages of expressing your views.

4 Respect

------- End of Paper -------

Acknowledgements:

Visual Text Adapted from http://www.artoutreachsingapore.org/wp-content/uploads/2014/03/MBS-Art-Path-E-Brochure.pdf

Ngee Ann Secondary School

2015 Sec 3 Eng EOY Paper 1 Answer

Section A	Correct Answers
1. freedom	free
2.	✓
3. a	the
4. are	is
5. outside	out
6.	✓
7. lasting	lasted
8. mean	means
9. told	tell
10. them	us