

CA1 Chij St. Nicholas Girls' School	_____	2
CA2 Chij St. Nicholas Girls' School	_____	18
SA1 Cedar Girls' Secondary School	_____	24
SA1 Commonwealth Secondary School	_____	58
SA1 Crescent Girls' School	_____	93
SA1 Dunman High School	_____	138
SA1 Northland Secondary School	_____	150
SA1 Tanjong Katong Girls' School	_____	174
SA2 Gan Eng Seng School	_____	212
SA2 Ngee Ann Secondary School	_____	240
SA2 Northland Secondary School	_____	248

Name: _____ ()

Class: _____

CHIJ ST NICHOLAS GIRLS' SCHOOL

Secondary 3

Continual Assessment 1 (25 Marks)

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

12 February 2015

INSERT

1 hour

READ THESE INSTRUCTIONS FIRST

This Insert contains Text 1 and Text 2.

This document consists of 4 printed pages.



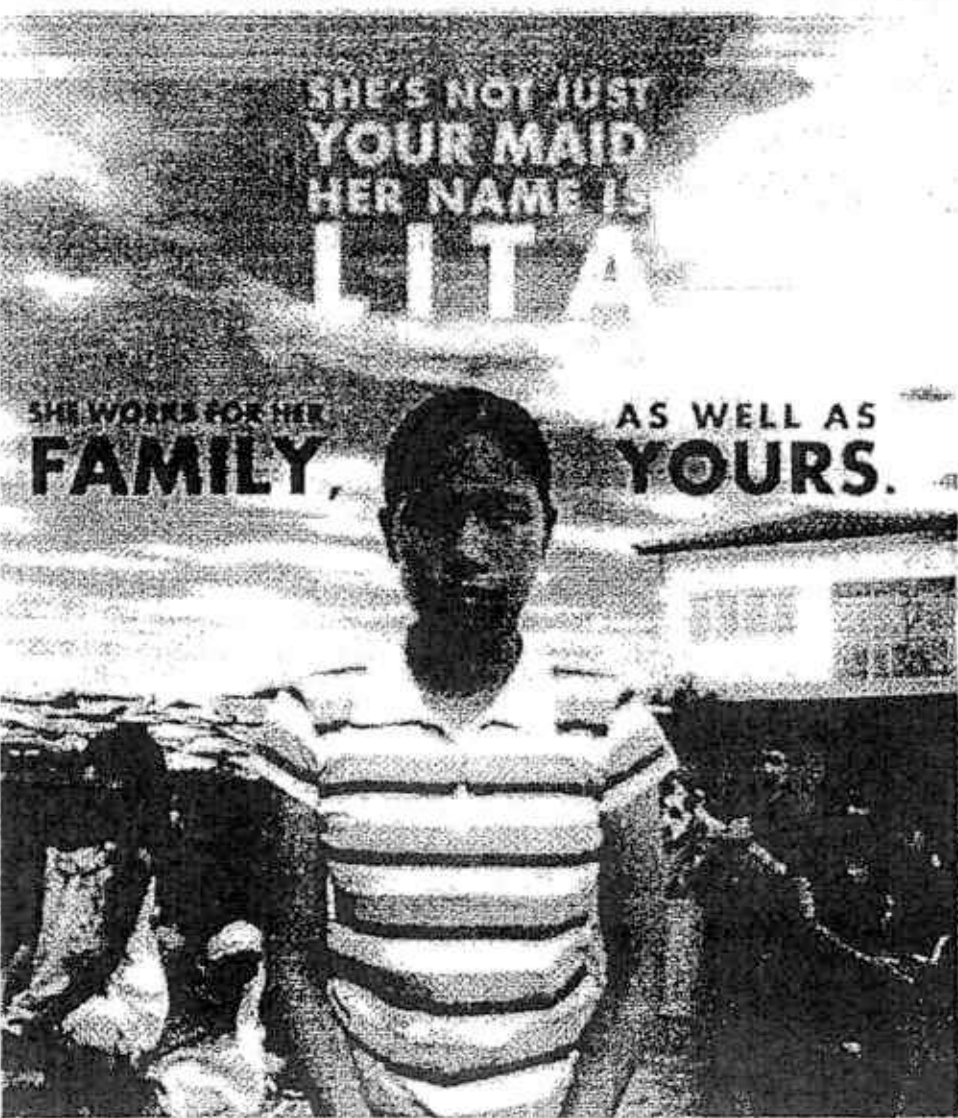
圣尼各拉女校
CHIJ ST NICHOLAS GIRLS' SCHOOL
Girls of God • Women of the World

[Turn over

Section A

Text 1

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



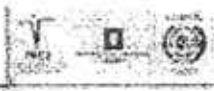
**SHE'S NOT JUST
YOUR MAID
HER NAME IS
LITA**

**SHE WORKS FOR HER
FAMILY,** **AS WELL AS
YOURS.**

She is committed to looking after your family's needs so that she can help hers back home. It's not every day someone undertakes such a responsibility. Show her your appreciation.

Give her a day off.

Transient Workers Count Too (TWOC2) aims to promote respect for migrant workers through education and secure better treatment of migrant workers through legislation and other means.



Section B

Text 2

In the text below, a mountain climber describes his attempt to climb Mount Kenya with two companions. Read the text carefully and answer Questions 5 – 13 in the Question Paper Booklet.

No picnic on Mount Kenya

- 1 We plunged into the bamboo forest in higher spirits than usual. Slowly we gained height and soon we could no longer hear the noise of the waterfall. No leaf rustled, neither bird nor insect seemed to haunt this godforsaken valley; the click of one bamboo against another gruesomely resembled the sound of rattling bones. As we sat during our frequent rest spells there was complete silence. I felt so cut off from the world that I longed for the moment when we should strike the stream again. 5
- 2 When we thought we had made sufficient height, we stopped climbing and started crossing the forest along the general line of the contour. In this we were faced with crossing little valleys, the bottom of each covered with layers and layers of forest debris – including giant nettles which painfully blistered my bare forearms. The Swahili call them 'fire-leaves'; at that time we did not know this but the name has my full approval. 10
- 3 After much toil and heavy work with our big bush knife, we again reached the stream, which now consisted of a mere chain of pools and waterfalls. We rested for a while and again entered the forest, this time on the left side of the valley. Up we scrambled, cutting our way and grasping bamboos, slashing undergrowth and gaining height. After two more hours we met the stream in a broader part of the valley. We could now advance more or less up the stream bed, greatly to the relief of Gianni, who seemed very tired. 15
- 4 Eventually, high above the bamboos and surmounting a wall of rock, a fringe of dark trees appeared on the horizon. There was no hope of reaching it today. Gianni had done too much already. We camped in a glade near the stream, after three and a half hours of actual marching. It was a strange scene. The heather¹ bushes, the first we had come across looked like poor little Christmas trees, northern children lost in the equatorial African bamboo forest. 20 25
- 5 Gianni lay down on a rock in the sun and Enzo covered him with two blankets. He took two aspirins and we left him sweating while we started working. First, we had to clear a camping place big enough for tent and fire, then pitch the tent and collect firewood. By evening, Gianni's temperature had dropped to normal.
- 6 The next day, we traversed the contour once more and regained our stream amid a veritable botanic garden. White helichrysum bushes and cushions of moss and tiny flowers seemed to have been arranged so as to show contrasts of colour to the best advantage. Every shade of yellow from ivory to ochre was to be seen, every shade of green from mould to emerald. I looked back down the valley and saw a very pleasing sight indeed. Beyond several theatre-wings of diminishing hills, clad with dark green forest, the yellow, barren plains of Nanyuki stretched out in a seemingly limitless vista. The refracted glare shimmered over the plains like silver. 30 35

¹ heather is a purple-flowered shrub

- 7 We reckoned that we had now surmounted the worst difficulties of the gully and were at the edge of the open alps and the heather. More than half the distance from the camp to the peaks had been covered. We stopped in the shade of a rock wall and celebrated our success with a lunch composed mainly of the last of the hard-boiled eggs. Their smell and taste after having been squashed for more than a week inside the rucksacks reminded me of reports about Chinese egg delicacies but we ate them courageously and completely. 40
- 8 As we went on up the valley, the rock walls rose smooth and high on either side. The stream led us presently into a natural tunnel, about eighty foot long. We passed through this, wading knee-deep in the roaring torrent and when we emerged on the far side we found ourselves at the bottom of a big cauldron where the stream formed a pool. The outlet of this was the tunnel we had just passed through and the inlet was a waterfall. We looked all round at the barren rocks. There seemed no way out of this pretty kettle of fish. 45 50

Name: _____ ()

Class: _____

CHIJ ST NICHOLAS GIRLS' SCHOOL

Secondary 3

Continual Assessment 1 (25 Marks)

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

12 February 2015

QUESTION PAPER

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.

1. Answer all questions from Section A and Section B.
2. Write your answers in the spaces provided in the Question Paper.
3. The Insert contains the text.
4. At the end of the examination, hand in the question paper.
5. Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.
6. 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
Total	/25

This document consists of 5 printed pages.



圣尼各拉女校
CHIJ ST NICHOLAS GIRLS' SCHOOL
Division of Girls' Education of Singapore Education Board

[Turn over



Section A [5 marks]

Text 1

Refer to the advertorial (Text 1) on page 2 of the insert and answer Questions 1–4.

- 1 With reference to the advertorial, how does the photograph illustrate the duties of domestic helpers?

.....

.....

.....

.....

[2]

- 2 "She's not just your maid. Her name is Lita". What does it suggest about domestic helpers?

.....

.....

[1]

- 3 Which sentence gives you the main purpose of the poster?

.....

.....

[1]

- 4 Why is it important for us to show our appreciation to domestic helpers?

.....

.....

[1]

Section B [20 marks]

Refer to text 2 on pages 3 and 4 of the Insert for Questions 5-13.

- 5 At the beginning of this text the writer recounts being in the bamboo forest. Explain how the language used in paragraph 1 emphasises the unsettling atmosphere in the bamboo forest.

Support your ideas with three details from paragraph 1.

.....

.....

.....

.....

.....

.....

[3]

- 6 'I felt so cut off from the world that I longed for the moment when we should strike the stream again (lines 5-6).

(i) Why does the writer feel 'cut off from the world' in the forest?

..... [1]

(ii) What does the phrase 'longed for the moment' tell us about the writer's state of mind?

..... [1]

- 7 Which two phrases in paragraph 3 suggest that there was no path for the writer and his companions to walk?

(i)

(ii) [2]

- 8 (i) Why do the Swahili call the giant nettles 'fire-leaves'?

..... [1]

(ii) In lines 11-12, the writer says 'the name has my full approval'. Why does he approve of the name 'fire-leaves'?

..... [1]

- 9 The writer uses the simile 'like poor little Christmas trees' (line 24) and the metaphor 'northern children lost in the equatorial African bamboo forest' (lines 24-25). What does this imagery suggest about his view of the heather bushes?

Imagery	Writer's view of the heather bushes
'like poor little Christmas trees'	
'northern children lost in the equatorial African bamboo forest'	

[1]

[1]

- 10 The writer says that 'the yellow barren plains of Nanyuki stretched out in a seemingly limitless vista.' (line 36) What do these descriptions suggest about the writer's view of the landscape?

Description	How the landscape appears to the writer
barren	
'limitless'	

[1]

[1]

- 11 What is unusual about the writer's reference to the squashed eggs as 'Chinese egg delicacies' (line 43)?

.....

.....

[1]

- 12 Why did writer and his companions eat their hard-boiled eggs 'courageously and completely' (line 44)?

(i)

.....

(ii)

.....

[1]

[1]

- 13 The structure of the text reflects the main stages in the narrative. Complete the flowchart 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 that you do not need to use.

Main focus

moving with ease	unnerving silence	an unexpected problem
fatigue sets in	making slow progress	a treacherous journey
coming close to achieving the task		

Flow chart

Paragraphs 1	(i) [1]
↓		
Paragraphs 2-3	(ii) [1]
↓		
Paragraph 4-5	(iii) [1]
↓		
Paragraphs 6		a breath-taking view
↓		
Paragraphs 7		overcoming the odds
↓		
Paragraphs 8	(iv) [1]

[4]

Section A [5 marks]

Text 1

Refer to the advertorial (Text 1) on page 2 of the Insert and answer Questions 1-4.

- 1 With reference to the advertorial, how does the photograph illustrate the duties of domestic helpers?

The photograph shows a domestic helper with her family on one side and employers on the other side. This suggests that she is committed to serving another family in a foreign country in order to take care of her own family / caring for her family.

[2]

- 2 "She's not just your maid. Her name is Lita". What does it suggest about domestic helpers?

Domestic helpers are also people with their own identity. / Domestic helpers should be shown respect to.

DNA: Domestic helpers should be respected.

[1]

- 3 Which sentence gives you the main purpose of the poster?

'Give her a day off.'

[1]

- 4 Why is it important for us to show our appreciation to domestic helpers?

It is a major responsibility to look after someone else's family while having to take care of her own family.

[1]

Section B [20 marks]

Refer to text 2 on pages 3 and 4 of the Insert for Questions 5-13.

- 5 At the beginning of this text the writer recounts being in the bamboo forest. Explain how the language used in paragraph 1 emphasises the unsettling atmosphere in the bamboo forest.

Support your ideas with three details from paragraph 1.

'No leaf rusted, neither bird nor insect seemed to haunt this godforsaken valley' suggests that the place is still, desolate and unwelcoming

'the click of one bamboo against another gruesomely resembled the sound of rattling bones' suggests a horrifying image of death as the bamboo is being compared to bones.

CHIJ SNGS 2014 Secondary 3 English Language CA1

'there was complete silence' suggests an unnerving/eerie atmosphere because the lack of sound would mean there is no sign of living creatures around. [3]

NB: Answer must focus on the atmosphere, not on the person.

- 6 'I felt so cut off from the world that I longed for the moment when we should strike the stream again (lines 5-6).

- (i) Why does the writer feel 'cut off from the world' in the forest?

It is because there is no sign of life anywhere./ It is because there is complete silence. [1]

- (ii) What does the phrase 'longed for the moment' tell us about the writer's state of mind?

He is yearning for the time where they would be near the stream again. [1]

NB. Answer must be a feeling

- 7 Which two phrases in paragraph 3 suggest that there was no path for the writer and his companions to walk?

'cutting our way'

'slashing undergrowth'

DNA: 'much toil and heavy work with a big bush knife'.

[2]

- 8 (i) Why do the Swahili call the giant nettles 'fire-leaves'?

The giant nettles leave a burning sensation when people are stung by them. [1]
DNA: The writer was hurt by them.

- (ii) In lines 11-12, the writer says 'the name has my full approval'. Why does he approve of the name 'fire-leaves'?

He has been painfully blistered by the giant nettle. [1]

- 9 The writer uses the simile 'like poor little Christmas trees' (line 24) and the metaphor 'northern children lost in the equatorial African bamboo forest' (lines 24-25). What does this imagery suggest about his view of the heather bushes?

Imagery	Writer's view of the heather bushes	
'like poor little Christmas trees'	<ul style="list-style-type: none"> • They look like pathetic pine trees and not lush. • They are a pathetic imitation of Christmas trees • They look like inferior versions of Christmas trees. • They don't look like the normal beautiful Christmas trees. <p><i>Accept any one answer</i> <i>DNA: Physical description of size</i></p>	[1]
'northern children lost in the equatorial African bamboo forest'	<ul style="list-style-type: none"> • They look quite out of place • They are different from the rest of the trees in the African forest. <p><i>Accept any one answer</i></p>	[1]

- 10 The writer says that 'the yellow barren plains of Nanyuki stretched out in a seemingly limitless vista.' (line 36). What do these descriptions suggest about the writer's view of the landscape?

Description	How the landscape appears to the writer	
barren	<p>Infertile, devoid of life</p> <p><i>Do not accept:</i> <i>Unproductive, sterile, fruitless/unfruitful, deserted, desolate, empty.</i></p>	[1]
limitless	<p>endless, boundless, unbounded, never-ending, extensive, huge, immense, infinite</p> <p><i>Do not accept</i> <i>Great, unlimited/wide/large (or any physical description of size)</i></p>	[1]

- 11 What is unusual about the writer's reference to the squashed eggs as 'Chinese egg delicacies' (line 43)?

The reference is unusual because delicacies seem to hint at something delicious but in this case, the writer felt it is something smelly and tastes awful.

[1]

- 12 Why did writer and his companions eat their hard-boiled eggs 'courageously and completely' (line 44)?

- (i) They ate it courageously because they smelt rancid and there was a possibility that they could fall ill from eating those eggs.

[1]

- (ii) They had nothing else to eat and (they were hungry).

[1]

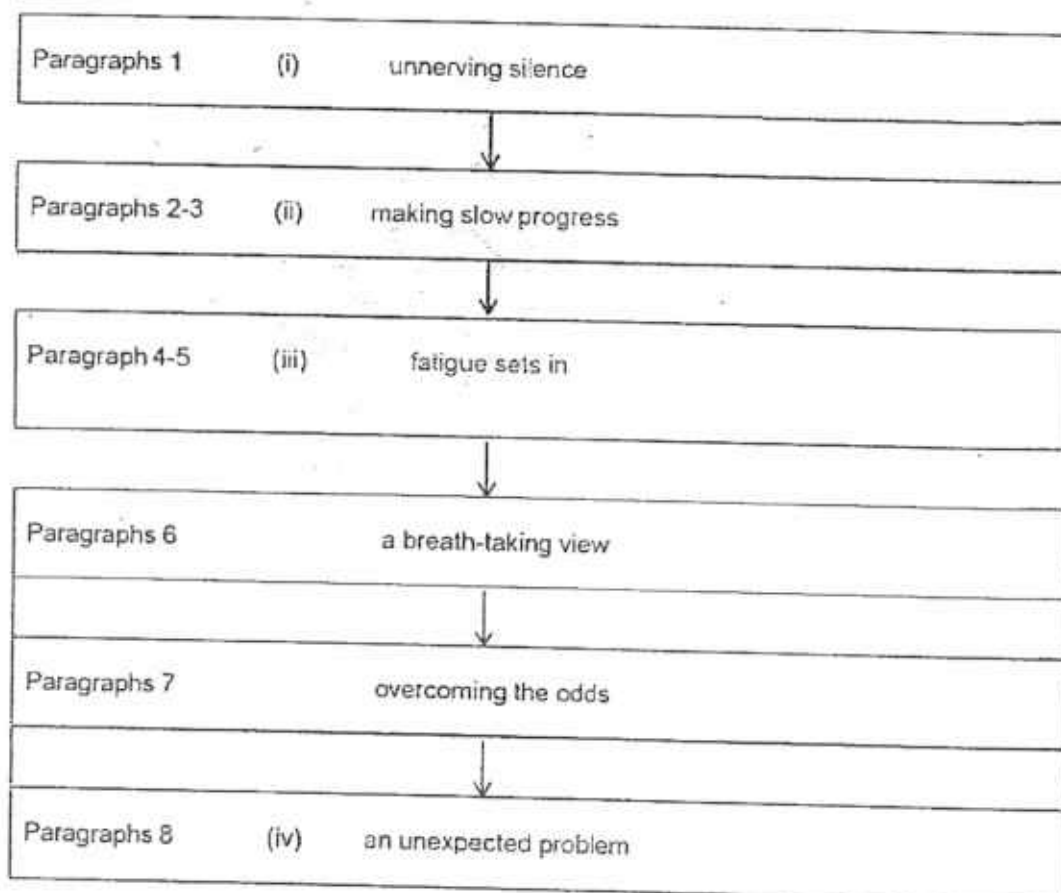
- 13 The structure of the text reflects the main stages in the narrative.

Complete the flowchart 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 that you do not need to use.

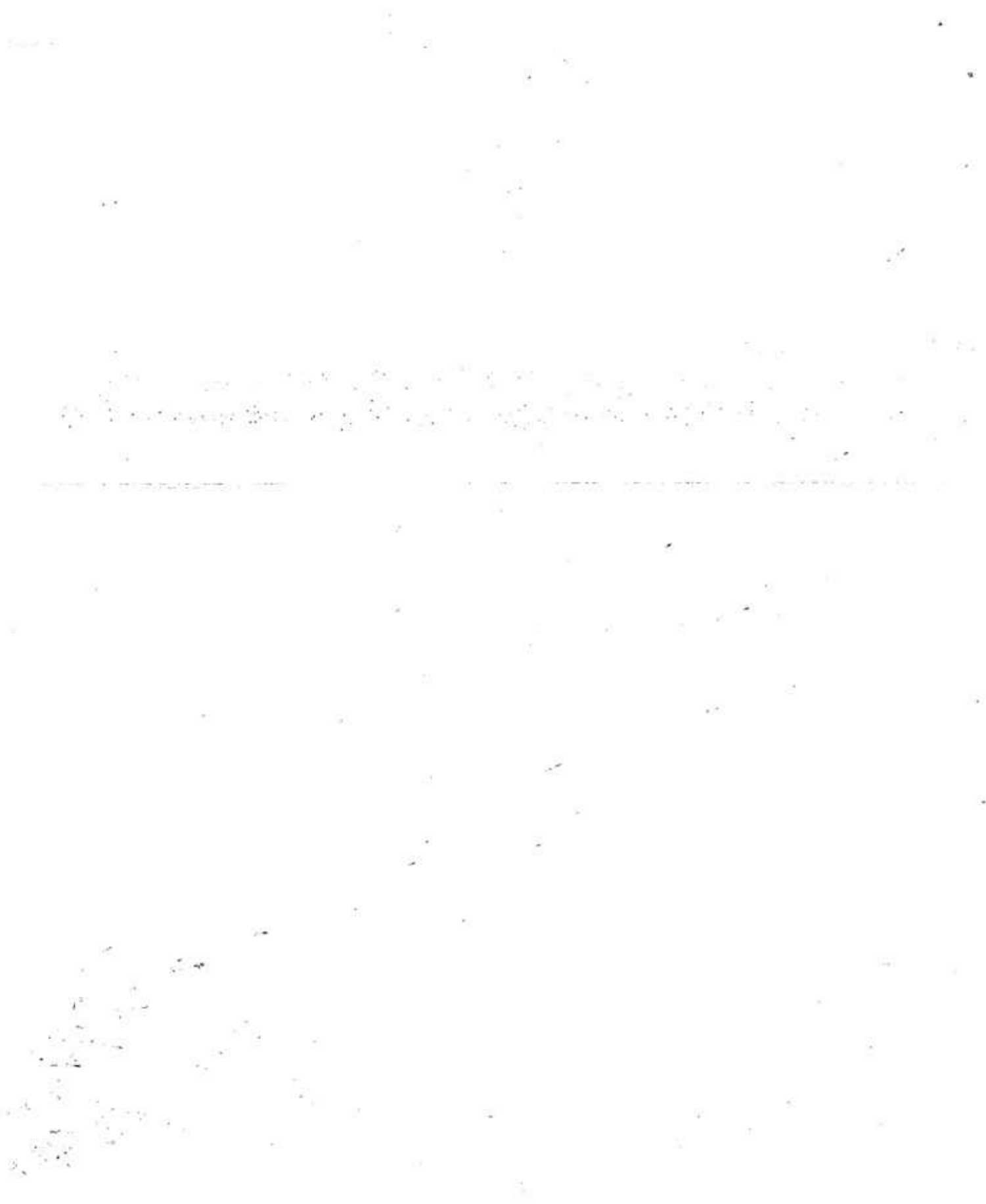
Main focus

moving with ease	unnerving silence	an unexpected problem
fatigue sets in	making slow progress	a treacherous journey
coming close to achieving the task		

Flow chart



[4]



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.

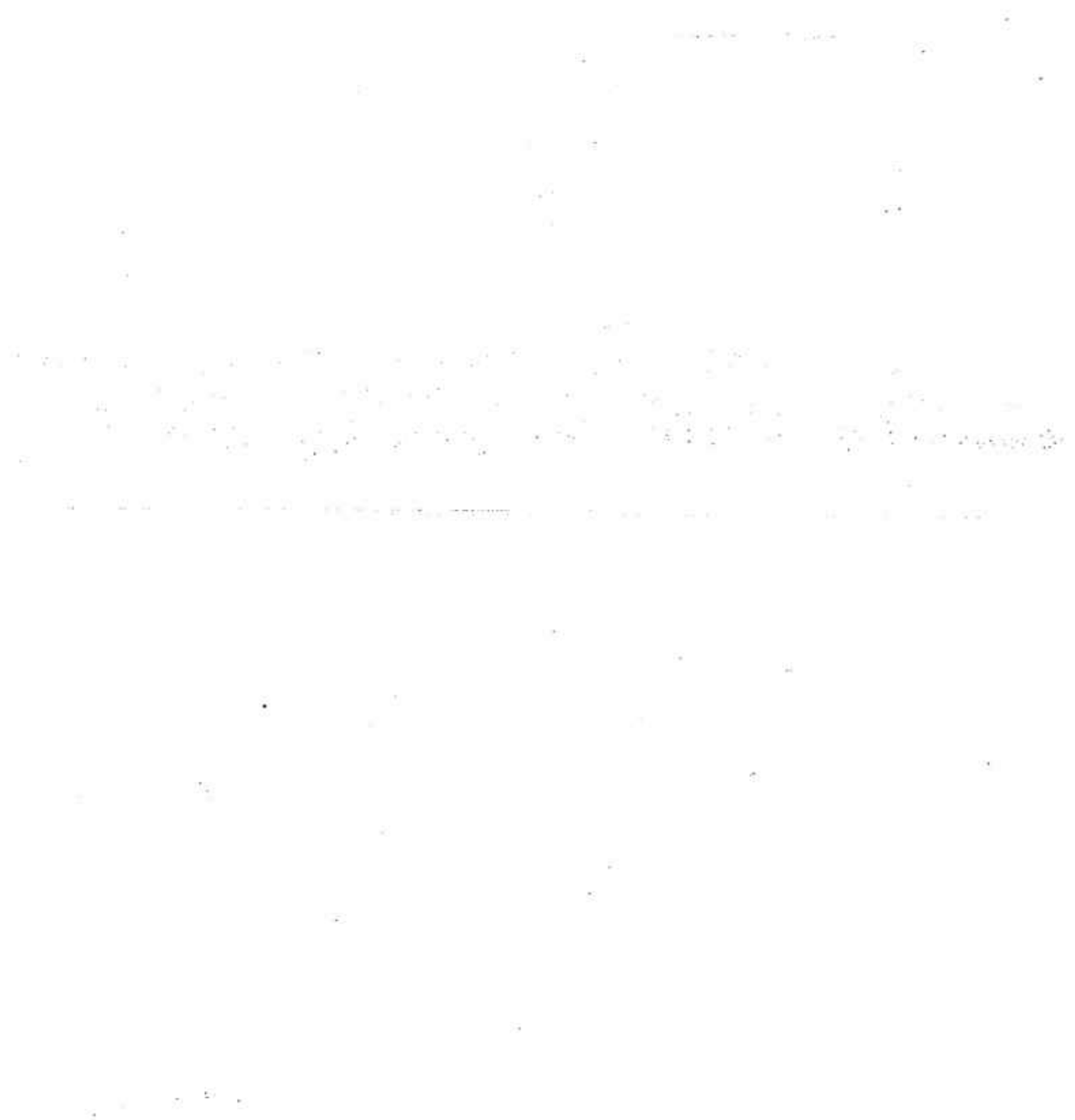
The correct word you provide must not change the original meaning of the sentence.

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.





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

Additional Materials: Writing Paper (4 Sheets)
Insert

1 hour 50 minutes

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.

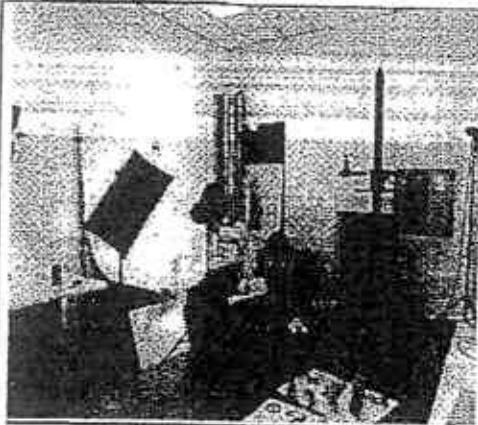
As the class monitress, write a speech that you will present to the Secondary Three cohort during an afternoon assembly to explain your class' choice.

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

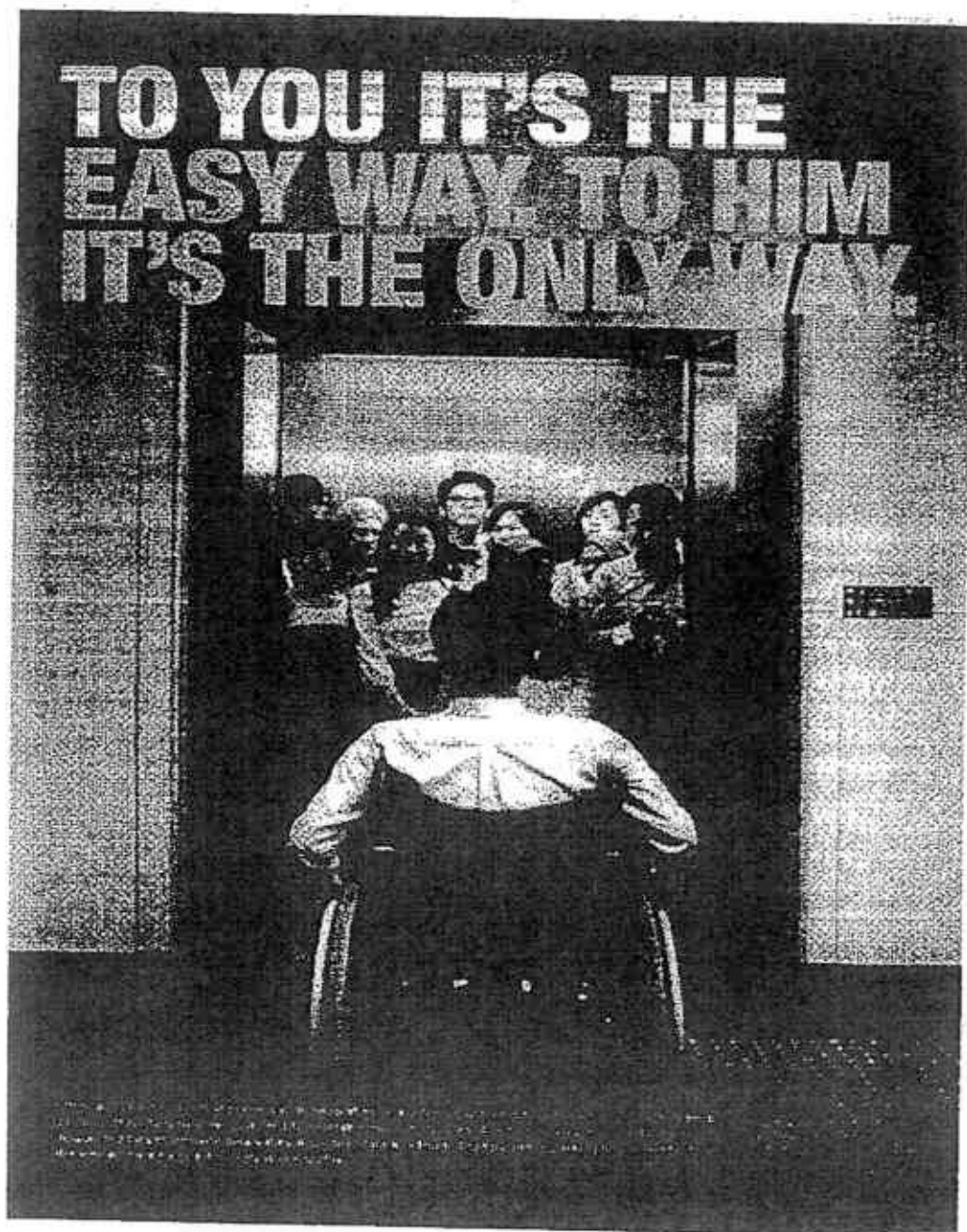
This Insert contains Text 1 and Text 2.

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.

© CEDAR 2015

1128/02/S3/MY/15

2

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. 5
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. 20
- 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." 25
- 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. 30
- 5 One evening, as my gracious host tried to instruct me in the proper way of sitting 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 35

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

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INDEX
NUMBER

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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 '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]

.....

.....

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

.....

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]

(Expanded) Answer Scheme for Secondary 3 EL MYE Paper 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

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

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 than 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?)

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

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

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

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 enough)
- 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.

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

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

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

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**

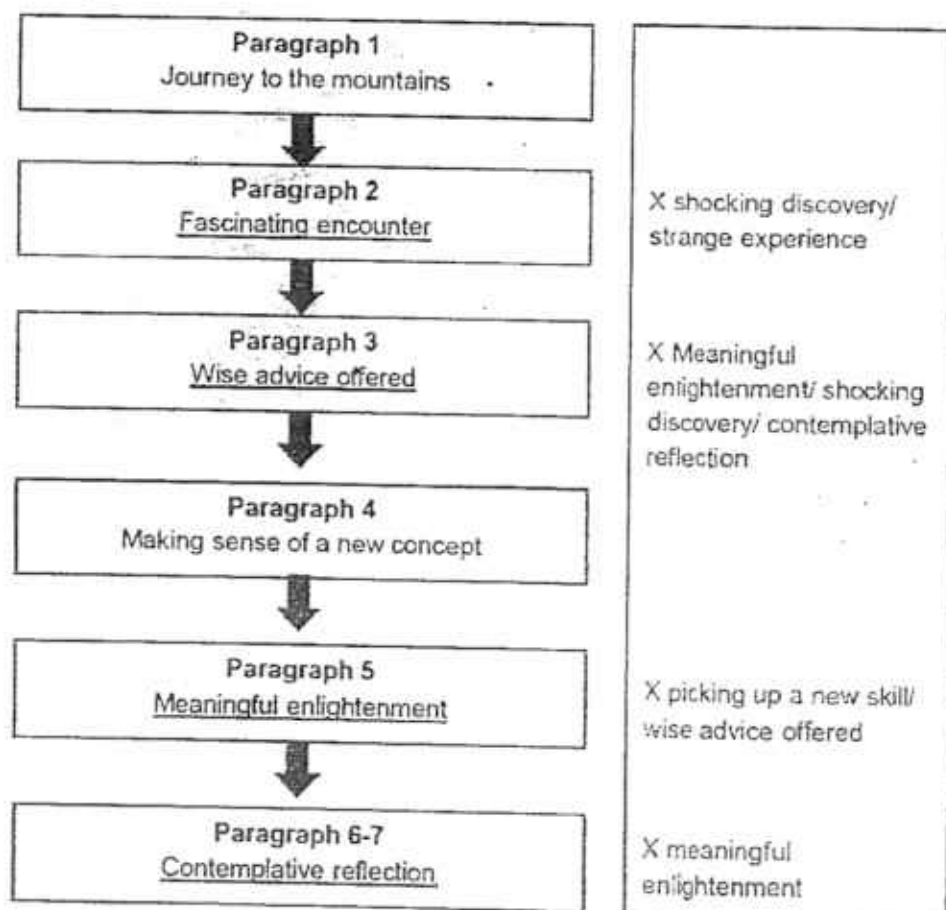
(Expanded) Answer Scheme for Secondary 3 EL MYE Paper 2

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%



COMMONWEALTH SECONDARY SCHOOL

MID-YEAR EXAMINATION 2015

ENGLISH LANGUAGE
PAPER 1

Name: _____ () Class: _____

SECONDARY THREE EXPRESS

1128 / 01

Insert

Wednesday 29 April 2015

0800 – 0950

1h 50 min

READ THESE INSTRUCTIONS FIRST

This insert contains Section A.

Write your answers in the spaces provided.

Fasten the completed Section A insert to your Answer Paper.

Name of setter: Miss Amelia Huang

This paper consists of 2 printed pages.

[Turn over

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about how one can be identified with his teeth. The first and the 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.✓.....

Hundreds of people are dead as the worst Ebola virus outbreak in history sweeps

- | | |
|--|----------|
| through West Africa. It begins as a handful of cases in Guinea in March but quickly | 1 |
| spread to neighbourly Sierra Leone and Liberia. The World Health Organisation | 2 |
| calls this "one of the world's most virulence diseases". Ebola is described as "one of | 3 |
| the world's most deadly diseases." It is the highly infectious virus that can kill up to | 4 |
| 90% of the people who catches it, causing terror among infected communities. There | 5 |
| is no vaccination with it. The Ebola virus causes viral haemorrhagic fever, which | 6 |
| according to the U.S. Centres for Disease Control and Prevention (CDC), refers to | 7 |
| a group of viruses that affecting multiple organ systems in the body and is often | 8 |
| accompanied by bleeding. The virus is named after the Ebola River in the Democratic | 9 |
| Republic of Congo, when one of the first outbreaks occurred in 1976. The same year, | 10 |
| there was another outbreak in Sudan. | |

ANSWERS

Hundreds of people are dead as the worst Ebola virus outbreak in history sweeps	
through West Africa. It begins as a handful of cases in Guinea in March but quickly	1 began
spread to neighbourly Sierra Leone and Liberia. The World Health Organisation	2 Neighbouring
calls this "one of the world's most virulence diseases". Ebola is described as "one of	3 virulent
the world's most deadly diseases." It is the highly infectious virus that can kill up to	4 a
90% of the people who catches it, causing terror among infected communities. There	5 catch
is no vaccination with it. The Ebola virus causes viral haemorrhagic fever, which	6 Against/for
according to the U.S. Centres for Disease Control and Prevention (CDC), refers to	7 <input checked="" type="checkbox"/>
a group of viruses that affecting multiple organ systems in the body and is often	8 affects
accompanied by bleeding. The virus is named after the Ebola River in the Democratic	9 <input checked="" type="checkbox"/>
Republic of Congo, when one of the first outbreaks occurred in 1976. The same year,	10 where
there was another outbreak in Sudan.	





COMMONWEALTH SECONDARY SCHOOL

MID- YEAR EXAMINATION 2015

ENGLISH LANGUAGE PAPER 1

Name: _____ () Class: _____

SECONDARY THREE EXPRESS
1128 / 01

Wednesday 29 April 2015
0800 - 0950
1hr 50min

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on the question paper and any separate answer sheets used.

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 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 C write your answers on the separate Answer Paper provided.

Begin your answer to Section C on a fresh sheet of paper.

At the end of the examination, ensure that you have submitted all your work.

Submit Sections B and C separately.

Name of setter: Miss Amelia Huang

For Examiner's Use	
Section A	10
Section B	30
Section C	30
Total	70

This paper consists of 4 printed pages.

[Turn over



THE FESTIVAL OF SCIENCE

29-30 MAY 2015
 10AM-10PM
 SINGAPORE EXPO HALL 7
 ENTRY TICKET FOR STUDENTS: \$4

Electrify Me!

Sparks will fly in this exhibition of weird and wonderful experiments with electric fences and plasma globes. Experience this side of Physics with activities that lets you explore all the key elements for Frankenstein's laboratory!



Colour My World

Learn about light and colours, rainbows and vibrant coloured chemicals in our mini laboratory. Investigate this extraordinary side of Chemistry with our trained instructors available onsite!



OTHER ACTIVITY BOOTHS:

• STEERING INTO SPACE	• SUNSPOT CYCLES
• MUSIC AND PLANTS	• RAINBOW FIRE
• WATER DISPLACEMENT	• RED EYE
• MENTOS SODA VOLCANO	• ANTIBIOTIC RESISTANCE

Atoms, Molecules and Compounds

Go deeper into the minute world of science as we examine the structural patterns and components of the building blocks of animals, plants and bacteria. Use this chance to probe into Biology like you never have before!





BRINGING TO YOU BY:

SCIENCE CENTRE
singapore

Section B [30 marks]

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

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

You are the Chairperson of your class in Commonwealth Secondary School. Your teacher has asked you for suggestions on conducting a learning journey for your classmates after the Mid-year Examinations. This is to help them delve deeper into the sciences they presently study and assist them in deciding on their future careers. You have been handed a brochure for The Annual Festival of Science 2015 which provides details about the exhibits and the activities. You have decided to present it to your teacher in hope for an outing in the month of May.

Write a letter to your teacher suggesting:

- Two main exhibits at the festival which will benefit your classmates
- One activity (other than the main exhibits) in the brochure which may interest your classmates.
- Why you think your classmates will enjoy this learning journey.

Write your letter in clear, accurate English with an enthusiastic tone.

You should use your own words as much as possible.

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. Who are some people you value most in your life?
2. "The society today values physical appearances over intelligence." Do you agree with this statement?
3. Write about a time when true understanding came only after conflict.
4. "The growing prevalence of smartphones has hindered students' language capabilities." Do you agree with this statement?



COMMONWEALTH SECONDARY SCHOOL
MID - YEAR EXAMINATION 2015
ENGLISH LANGUAGE
PAPER 2

Name: _____ () Class: _____

SECONDARY THREE EXPRESS

Wednesday 29 April 2015

1128 / 02

1h 50 min

INSERT

1040 – 1230h

READ THESE INSTRUCTIONS FIRST

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

Name of setter: Miss Nivaashini

This insert consists of 6 printed pages including the cover page

[Turn over]

Section A [5 marks]

Text 1


Look at the information below carefully and answer Questions 1 – 4.

HISTORY
StarHub TV Channel


HISTORY™ comes alive with the
VIKINGS

Invade the Vikings Village for exciting activities and you could win a trip to Denmark for the ultimate medieval experience!

26 FEB – 1 MAR
Marina Square, Central Atrium L2




VIKINGS VILLAGE




What was it like living as a Viking warrior? Enter their world and engage yourself in an epic adventure, including the display of actual costumes taken from the set.

LONGSHIP MURAL



Conquer the Singapore Book of Records by building the largest mural made of LEGO® bricks! Each participant walks away with a certificate.


WIN PRIZES!



Take part in our lucky draw and WIN! Prizes include exclusive LEGO® collector's sets, shopping vouchers and a trip to Denmark to live like a Viking!


VOTE!


Vote for your favorite Vikings longship creation and stand to win a LEGO® set & vouchers worth \$200.




Partners:

MARINA: SQUARE





TV Partner:



Available on StarHub TV and www.starhub.com.sg

SECTION B [20 marks]

TEXT 2

The text below describes a young girl's encounter with a circus for the first time in her Philippine hometown. Read it carefully and answer Questions 5–14 in the Answer Booklet.

- 1 The circus was coming to town. Giving us the news was like setting fire to the April hay. We screamed and tumbled in the dust. The beasts in the field fled from our frenzy of delight. Soon as we became exhausted from our bursts of joy, we sat under the fire tree and talked only of the tents and buntings and the cotton-candy remnants that could be scraped from the grass. Joel had seen it all before, Joel my brother. 5
- 2 It was a fragrant season perfumed by May. We seemed to float from field to field, the memory of school conveniently blotted from our minds. Haystacks were palaces and carabaos were dragons of the enemy, and Joel was, of course, our king. We wielded swords and boasted costumes fashioned from the bark and twigs and we fought enervating battles for him, who was content to rule with a bamboo sceptre, the ever-calm monarch. It was a world that could be shattered only by an angry parent. 10
- 3 Then one summer day that was like a bursting star in a long-dead night, the circus came, all gloriously bedecked in flower shrouds and buntings, all properly peopled by infallible and beautiful beings. Joel and I, sitting atop a bald acacia tree, squealing in delight and pointing to the various artistes walking about the grounds. It did not matter to us that older people were commenting on the squalor of the tents being pitched up and the ordinariness of the circus people. For us, these were further proof that age ripped people of the proper feelings. 15
- 4 And yet, in a way Joel was made older by the coming of the circus. As we roamed the newly built grounds, a whole city, it seemed to us, I could feel him transferring to a new level that was inaccessible to me. We walked in great circles, pausing here and there to examine a bearded woman or a rabbit cage and everything new that we absorbed seemed to lower or elevate him to a different level that was frightening in its remoteness. When the fear became unbearable, I asked Joel that we go home. 20
- 5 He said that we could not, for there was something he was looking for and then silence after that. As the sun went down in the west, we proceeded in our ever-growing circles in search of a mysterious goal that Joel alone knew. When we reached the fringes of the circus, by the side of a newly pitched half-tent that was ready to drop at the slightest gust of wind, Joel touched my arm and pointed. I saw nothing but dilapidation. 25 30
- 6 But Joel was seeing an entirely different universe, for he drew a sigh that only a battered explorer at the end of his search could draw. He pointed once more, and in the dark of twilight I could see the shadow of a limping man. We stood there for some time, staring at the apparition that walked across the tent ground in an engrossing, limping manner and then it disappeared into the folds of the canvas tent. 35
- 7 Somewhere, an electrical connection was made and the tent exploded with light. High

from a wooden pole, a metal loudspeaker crackled into static that was frightening in its loudness. Joel gripped my arm and bade me to be silent. The side of the tent facing us was one big billboard screaming its message; FRANCO, THE WIZARD, it said. It told of amazing magic tricks to be shown within the tent and it told of bodies slashed into halves and bodies floating into the air. I forgot my fear as the illustrations billowed before my face, the figures in the canvas made all the more eerie by the crackling static of the antique loudspeaker. Joel had conveniently forgotten me by this time, his hands losing the grip on mine. His palms were clasped together in reverence, his eyes two wide orbs of total appreciation. We were then captives, Joel and I. 40

**carabaos – a type of domestic water buffalo found in the Philippines*

Adapted from: "The Betrayal" by Antonio E. Hernandez

Section C [25 marks]

Text 3

The text below talks about volunteerism among youth and the reasons behind it. Read it carefully and answer Questions 15–21 in the Answer Booklet.

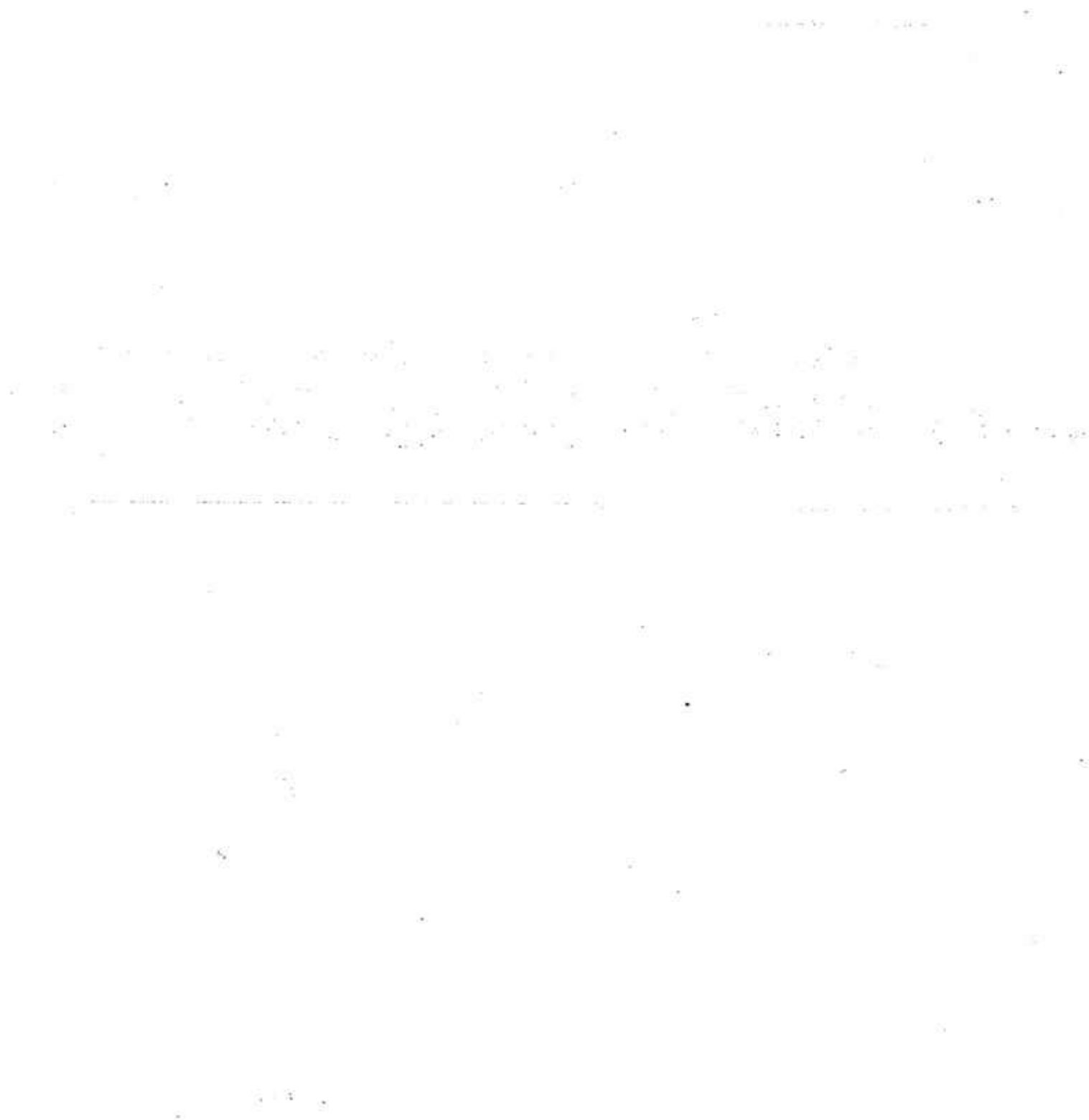
- 1 There has been a resurgence of volunteer work over the past few years in both the amount and the scope of work that is being explored by young volunteers. With increased attention on volunteer work through international celebrity endorsement, social media publicity and increasingly accessible opportunities for volunteering, there is little wonder that the culture of volunteerism, especially for international and transnational volunteer work, is becoming more vibrant in many countries. 5
- 2 While keeping in mind the necessity of looking after local community causes, international volunteerism is equally or even more meaningful and worthwhile for young and educated volunteers living in a globalized world. Though many lament the fact that young volunteers appear to be more concerned about helping the poor elsewhere than at home, youths today have a greater awareness than previous generations of their role and duty as global citizens and find it imperative to volunteer for international needs or problems existing overseas. 10
- 3 Being more socially-conscious, today's youths have far more drive and avenues to address the stark disparity between the privileged and those in less developed countries. Exposure through volunteerism can often ignite a sense of injustice at the present situation and compassion for the disadvantaged, spurring efforts to promote and achieve fairness and equality for all. It is the dream of many youths to be deployed to less developed nations for programmes such as supporting essential health services and shepherding youth empowerment programmes. 15 20
- 4 On the other hand, local volunteer work usually sees volunteers embarking on mundane tasks such as visiting old folks' and children's homes to offer cleaning services or raise funds through flag days or charity events. The difference in needs between developed and developing communities may lead volunteers to feel that greater and more critical work is needed in other countries and that their services are better utilized in addressing global crises in a race against time. The intrinsic sense of satisfaction comes from having played a part, however small, and fulfilling one's moral duty in helping to solve a problem that would affect our future. 25
- 5 Volunteering for a larger cause is also especially worthwhile because of the opportunities for greater self-actualization. Not only will there be a sense of achievement from meeting new challenges in foreign environments, volunteering for larger causes allows youths to make an impact and feel empowered as they see their efforts go towards alleviating a problem. This personal sense of well-being comes from the opportunity to develop and extend one's skill sets and the chance to be pushed beyond one's comfort zone. 30 35
- 6 By advancing a range of social causes from the AIDS crisis to global warming through non-governmental organisations such as Cross-Cultural Solutions, the United Children's Fund and Habitat for Humanity, youths maximize their potential by serving

in real and pressing needs as volunteers with an international charity. Beyond being able to make a difference in the lives of others, volunteering adds to a young person's sense of worth of being more than just a dispensable individual but someone who is also a dependable and contributing member of society. 40

- 7 International volunteerism is also exceedingly meaningful for young people to better appreciate their country and community, and acknowledge their personal stake in nation-building. Living too closely to the problem may lead to us becoming desensitized to the issues within our community. Thus, participating in overseas volunteer work such as Singapore's Overseas Community Involvement Programme to build facilities for impoverished villages, offer labour on farms and even assist in humanitarian relief allows us to step back and see that the same needs exist in our community too, but on a different scale. 45 50

- 8 Upon returning home from such trips, many young volunteers are spurred on to initiate and commit to projects over a sustained period to serve their local community. Volunteerism in a different cultural and socio-economic environment not only moulds us to be members of the global community as well learn to love and serve others, but allows us to take away useful skills to be applied back home as we strive to become better citizens. 55

Adapted from: Present Perfect, 2011, Issues 7 & 8





COMMONWEALTH SECONDARY SCHOOL
MID - YEAR EXAMINATION 2015
ENGLISH LANGUAGE
PAPER 2

Name: _____ () Class: _____

SECONDARY THREE EXPRESS

1128 / 02

Wednesday 29 April 2015

1h 50 min

1040 – 1230h

Additional Materials: Insert

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.

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

Answer **ALL** the 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.

At the end of the examination, ensure that you have submitted all your work.

For Examiner's Use	
Section A (5 marks)	
Section B (20 marks)	
Section C (25 marks)	
Total	

Name of setter: Miss Nivaashini

This paper consists of 8 printed pages including the cover page.

[Turn over]

SECTION A [5 marks]

Text 1

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

- 1 Name two groups of people who might be interested in this event?
.....
.....[2]

- 2 What is one characteristic of Vikings portrayed by the image and text under the subheading "Vikings Village"?
.....
.....[1]

- 3 Give a word from the poster which suggests that the Vikings were part of an ancient historical period?
.....[1]

- 4 What does the headline "History comes alive with the Vikings" suggest about the experience that the organisers want to create for the audience?
.....
.....[1]

SECTION B [20 marks]

Refer to Text 2 on Pages 3 and 4 of the Insert and answer Questions 5 – 14.

- 5 Explain how the language used in Paragraph 1 describes the excitement felt by the Joel and the writer. Support your answer with details from Paragraph 1.

.....

.....

.....

.....

.....

..... [2]

- 6 Who does the "ever-calm monarch" (lines 10-11) refer to?

.....

..... [1]

- 7 What does the writer wish to imply when describing the coming of the circus as "a bursting star in a long-dead night" in line 12?

.....

..... [2]

- 8 In lines 12–14, "...the circus came, all gloriously bedecked in flower shrouds and buntings, all properly peopled by infallible and beautiful beings."

Identify the words / phrases in the given lines which suggest:

- (i) beautifully decorated: [1]
- (ii) perfect: [1]

- 9 In Paragraph 3, the people of the town had contrasting reactions to the coming of the circus. What were these reactions? Answer **using your own words** [2]

Joel and the narrator	
The older townsfolk	

- 10 Why did the writer describe the circus grounds as a "whole city" (line 20)?

.....
[1]

- 11 (i) From Paragraph 4, give two expressions to show that Joel was fully captivated by the sights of the circus.

.....
[2]

- (ii) Why did the writer find these expressions "frightening in its remoteness" (lines 23 - 24)?

.....
[1]

- 12 (i) What was the "mysterious goal" (line 27) that Joel was searching for?

.....[1]

- (ii) Why do you think the writer described Joel as a "battered explorer at the end of his search" in line 32?

.....
[2]

- 13 In lines 37 - 38, "frightening in its loudness". What is effective about the underlined word in describing the sound?

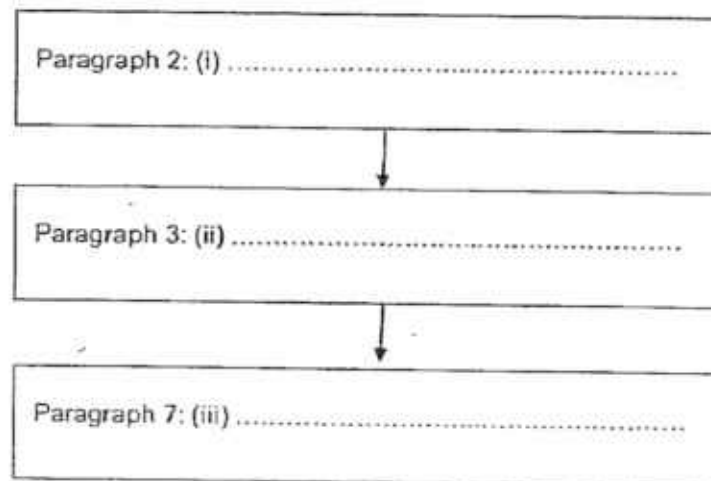
.....
[1]

- 14 The following parts of the text reflect the mental and emotional state of the narrator as she visits the circus grounds with her brother. Complete the flow chart by choosing one word from the box to summarise the mental or emotional state described in each part of the text. There are some extra words in the box you do not need to use.

Writer's feelings

clueless	anxious	carefree	awestruck	elated	thrilled
----------	---------	----------	-----------	--------	----------

Flow Chart



[3]

SECTION C (25m)

Refer to Text 3 on Pages 5 and 6 of the Insert and answer Questions 15 – 21.

- 15 From Paragraph 1, provide any two reasons why volunteerism is increasingly becoming "vibrant".

.....
[2]

- 16 What is the issue that many "lament" (line 9) about? Answer in your own words.

.....
[2]

- 17 What does "socially-conscious" (line 14) suggest about the youths of today?

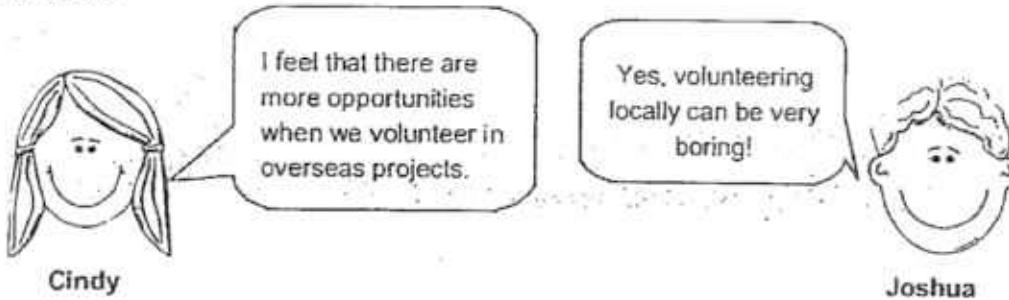
.....
[1]

- 18 Pick a phrase from Paragraph 3 that suggests the prevailing inequality among the developed and less developed countries.

.....[1]

[Turn over for Qn 19, 20, 21]

- 19 Here is part of a conversation between two students, Cindy and Joshua, who have read the article.



- (i) Provide two examples from Paragraph 3 that Cindy can use to support her view.

.....
 [1]

- (ii) How would Joshua explain his statement with reference to Paragraph 4?

.....
 [1]

- 20 According to Paragraph 4, when does one feel intrinsically satisfied? Answer in your own words.

.....
 [2]

- 21 Using your own words as far as possible, summarize the benefits of volunteering for a cause and participating in international volunteerism.

Use only information from paragraphs 5 to 7.

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).

Volunteering for a cause can enable one to.....

No. of words: [15]



Sec 3E MYE Paper 2

General comments:

- **QUOTATION MARKS !!!!!** - ALL variations of QFT questions need these! "Identify", "Pick a phrase", "Give a word / expressions / phrase / sentence", "Cite"
- Precision of answers are not there → common errors in intensity and the different shades of meaning of words
- Not reading the question carefully, not paying attention to the key words!
- Making incorrect inferences - not reading the passage carefully, not reading till the end!

BLUE - Accepted answers

RED - Incorrect answers

BROWN - Inference to be drawn or requirements of question

1	<p>Name two groups of people who might be keen on this event?</p> <p>Those who are interested in the history of the Vikings Fans of the "Vikings" show / Fans of Vikings People who enjoy playing or building with LEGO bricks / interested in LEGO</p> <p>Any 2 for 2 marks</p> <p>Accept: Those who want to feel / experience how it will be like living like a Viking warrior</p> <p>X: Those who are interested in history - vague X: Those who like to win prizes - too general X: Those who are interested in the history of Denmark / want to experience the medieval experience in Denmark - vague, which significant historical experience are you referring to? X: Those who want to conquer the Singapore Book of Records by building the largest - Event comprises of more than just building of murals</p>
2	<p>What is one characteristic of Vikings portrayed by the image and text under the subheading "Vikings Village"?</p> <p>Holding weapons & shields as if poised for battle. "Viking warrior" from the text → infer the idea of Vikings being involved in battles / wars.</p> <p>They were brave / fearless / courageous. [1]</p> <p>Accept: fierce / aggressive / ferocious X: adventurous - not associated as a characteristic of a warrior as it is mentioned in the text that one going to the event will experience a Viking adventure X: vicious / violent - not character traits</p>

	X: mighty / powerful - it's about physical strength and not a character trait
3	Give a word from the poster which suggests that the Vikings were part of an ancient historical period?
	<p>"medieval" [1]</p> <p>SPELLING ERROR - 0</p> <p>NO QUOTATION MARKS - O-level standard will be 0</p>
4	What does the headline "History comes alive with the Vikings" suggest about the experience that the organisers want to create for the audience?
	<p>Experience will be (an adjective to describe the experience), explaining the idea of "History comes alive"</p> <p>It would be <u>engaging / interactive</u> for the audience as they will get to experience the life of the Vikings. [1] - Accepted even if there is no explanation of why</p> <p>Accept:</p> <ul style="list-style-type: none"> - hands-on / realistic / immersive / real-life / vivid - make the audience feel that they are in the medieval period to experience the Viking world (idea of travelling to the past + experiencing the Viking world) <p>X: surreal - has the meaning of a dream-like quality</p> <p>X: memorable / unforgettable - why? no link to 'History comes alive'</p> <p>X: exciting / captivating - but why? Need to explain further if you choose to use these words</p>
5	Explain how the language used in Paragraph 1 describes the excitement felt by the Joel and the writer. Support your answer with details from Paragraph 1.
	<p>Quote 1 + Explanation on HOW it describes the excitement.</p> <p>Quote 2 + Explanation on HOW it describes the excitement.</p> <p>2 well-explained answers for 2 marks, if more than 2 given, award mark for ANY 2 well-explained ones</p> <ul style="list-style-type: none"> • "screamed and tumbled in the dust" - they were expressing their excitement through their <u>uncontrollable actions</u> / were very excited that they <u>could not control their actions</u>. [1] <p>X: crazily happy - expression is odd</p> <ul style="list-style-type: none"> • "frenzy of delight" OR "bursts of joy" - they were <u>unable to contain their extreme happiness</u> [1] <p>Accept: happiness was overwhelming / were filled with overwhelming</p>

	<p>happiness</p> <p>X: they were too excited / shows that they were excited - you are not explaining <u>HOW</u></p> <p>X: just "happiness" - intensity of excitement is not there</p> <p>Other quotes</p> <p>Accept:</p> <ul style="list-style-type: none"> "setting fire to the April hay" - there was a <u>sudden trigger</u> of excitement upon hearing the news of the circus. <p>X: excitement spread quickly - spread to who? paragraph and question only mentions both Joel and the writer</p> <ul style="list-style-type: none"> "exhausted from bursts of joy" - devoted <u>a lot of energy</u> to this moment that they <u>were tired</u> / <u>were tired</u> after <u>spending all their energy</u> upon hearing the news <p>X: too excited that they were tired - does not explain how this excitement caused them to be tired (vague)</p>
6	<p>Who does the "ever-calm monarch" (lines 10-11) refer to?</p> <p>Monarch = king</p> <p>It refers to Joel OR the writer's brother. [1]</p>
7	<p>What does the writer wish to imply when describing the coming of the circus as "a bursting star in a long-dead night" in line 12?</p> <p><i>"bursting star in a long-dead night" – implies the <u>sudden</u> appearance of the star in the <u>gloominess</u> of the night, hence bringing <u>light and life</u> to an otherwise dead night.</i></p> <p>In context: The writer wishes to imply that the coming of the circus was <u>sudden / unexpected</u> [1] and <u>brought life to the town / made the town lively</u>. [1]</p> <p>Accepted:</p> <p>Before the circus arrived, the town was very boring but the arrival of the circus brought life to the town. - 2m</p> <p>X: coming of the circus was a surprise - does not have the same intensity and meaning of being sudden</p> <p>X: coming of the circus was a shocking surprise ?!?!?</p> <p>X: most exciting event after a boring / dull day</p> <p>X: only exciting day out of all the boring days</p> <p>X: stood out from all the mundane things in the writer's life</p> <p>X: brings joy to the writer and Joel</p> <ul style="list-style-type: none"> "bursting star" has the immediate association of being sudden and how it brings light, there is no excitement there

8	<p>In lines 12–14, "...the circus came, all gloriously bedecked in flower shrouds and buntings, all properly peopled by infallible and beautiful beings."</p> <p>Identify the words / phrases in the given lines which suggest:</p> <p>(i) beautifully decorated: "gloriously bedecked" [1]</p> <p>(ii) perfect: "infallible"</p> <p>NO QUOTATION MARKS - O-level standard will be 0</p>				
9	<p>In Paragraph 3, the people of the town had contrasting reactions to the coming of the circus. What were these reactions? Answer using your own words. [2]</p> <table border="1" data-bbox="336 954 1270 2027"> <tr> <td data-bbox="336 954 624 1408">Joel and the narrator</td><td data-bbox="624 954 1270 1408"> <p><u>Screaming in excitement / extreme happiness</u> [1]</p> <p>LIFT: <u>squealing in delight</u></p> <p>X: happiness - intensity is missing</p> <p>X: just the feeling of excitement or extremely happy - only half the reaction, they were not just feeling excited but were squealing (making noise as well)</p> <p>X: fascination - shows that they were being strongly attracted to the circus only</p> <p>X: thrilled - feeling of sudden excitement but it was not sudden in this context</p> </td></tr> <tr> <td data-bbox="336 1408 624 2027">The older townsfolk</td><td data-bbox="624 1408 1270 2027"> <p><u>Complaining about the unpleasant / dirty state of the circus</u> [1]</p> <p>OR</p> <p><u>Criticizing / being critical</u> of the unpleasant state of the circus [1]</p> <p>LIFT: <u>commenting on the squalor</u> of the tents and the ordinariness of the people</p> <p>Accept:</p> <p>Complaining → making remarks, nitpicking</p> <p>X: talked about / felt / discussed - these are neutral terms, comment means more than just talking</p> <p>X: no mention of what they were complaining about</p> <p>X: not amazed / not fascinated - does not bring</p> </td></tr> </table>	Joel and the narrator	<p><u>Screaming in excitement / extreme happiness</u> [1]</p> <p>LIFT: <u>squealing in delight</u></p> <p>X: happiness - intensity is missing</p> <p>X: just the feeling of excitement or extremely happy - only half the reaction, they were not just feeling excited but were squealing (making noise as well)</p> <p>X: fascination - shows that they were being strongly attracted to the circus only</p> <p>X: thrilled - feeling of sudden excitement but it was not sudden in this context</p>	The older townsfolk	<p><u>Complaining about the unpleasant / dirty state of the circus</u> [1]</p> <p>OR</p> <p><u>Criticizing / being critical</u> of the unpleasant state of the circus [1]</p> <p>LIFT: <u>commenting on the squalor</u> of the tents and the ordinariness of the people</p> <p>Accept:</p> <p>Complaining → making remarks, nitpicking</p> <p>X: talked about / felt / discussed - these are neutral terms, comment means more than just talking</p> <p>X: no mention of what they were complaining about</p> <p>X: not amazed / not fascinated - does not bring</p>
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		across idea of commenting which was what the townsfolk were doing.
10	Why did the narrator describe the circus grounds as a "whole city" (line 20)?	<p><i>A whole city comprises of a place where many different activities are happening at the same time. From context, "...examine a bearded woman or a rabbit cage, everything new that we absorbed..." shows the different sights in the circus.</i></p> <p>To emphasize the variety of <u>different</u> activities taking place / myriad of activities that were taking place [1]</p> <p>Accept: To emphasize that the circus grounds were vast / huge / extensive / very big / extremely big X: big - intensity of largeness is missing</p>
11 (i)	From Paragraph 4, give two expressions to show that Joel was fully captivated by the sights of the circus.	<p>"transferring to a new level" [1] "lower or elevate him to a different level" [1]</p> <p>Accepted without quotes Accept: "everything new that we absorbed seemed to lower or elevate him to a different level"</p> <p>EXCESS DENIED - 0</p>
11 (ii)	Why did the writer find these expressions "frightening in its remoteness" (lines 23 - 24)?	<p>Inferential question - NO NEED to explain the quote</p> <p>The writer <u>could not relate</u> to her brother's expressions. / The writer could not understand what was happening to her brother. [1]</p> <p>Accept: was not used to those reactions / had not seen her brother react this way had not experienced those reactions before</p> <p>X: brother was behaving very differently from how he usually behaves/ change in his behaviour - Question is asking about the writer, not about the brother</p>

12 (i)	What was the "mysterious goal" (line 27) that Joel was searching for?
	<p>MUST read <u>till the end</u> for the answer!</p> <p>"Joel touched my arm and pointed" (line 29) → "He pointed once more and in the dark of twilight i could see the shadow of a limping man" (line 32-33) → "It disappeared into the folds of the tent" (line 35) → "the side of the tent facing us was one big billboard screaming its message: Franco the Wizard (line 38-39) → passage goes on to say that Joel was "in reverence" (line 44)</p> <p>Therefore,</p> <p>He was searching for Franco the wizard. [1]</p> <p>Accepted: the wizard / the magician <u>the limping man</u> - "the" is referring to that particular limping man, Franco</p> <p>X: a limping man - WHICH limping man? X: wizard's tent / half pitched tent / tent of the magician - Joel's goal was not the tent but the wizard in the tent! X: Magic show - It was the wizard doing the magic show that Joel was interested in</p>
12 (ii)	Why do you think the writer described Joel as a "battered explorer at the end of his search" in lines 32?
	<p>Just like a battered explorer, Joel was <u>feeling tired / worn out</u> [1] and he was at the end of his search as he <u>discovered / found Franco the wizard</u> [1]</p> <p>Accept: Joel was <u>searching for a long time without success</u> [1] but <u>was happy to have found Franco the Wizard</u> in the end [1]</p> <p>*****finally found what he was looking for / searching for / his goal - 1m (2nd mark)</p>
13	In lines 37 - 38, " <u>frightening</u> in its loudness". What is effective about the underlined word in describing the sound?
	Sound came from a loudspeaker so like the name suggests you would expect it to be loud. However, it is "frightening" but WHY would it be frightening?

	<p>Context 1: "somewhere an electrical connection was made and the tent exploded with light. High from a wooden pole, a metal loudspeaker crackled into static that was frightening in its loudness" (lines 36 - 38)</p> <p>Everything was quiet when they reached the tent but <u>all of a sudden</u> there was a bright light and a loud sound. This could have startled the writer hence writer hence describing the sound as "frightening"</p> <p>It emphasizes the <u>sudden eruption</u> of noise. [1]</p> <p>OR</p> <p>Context 2: "the figures in the canvas made all the more eerie by the crackling static of the antique loudspeaker." (lines 41 - 42)</p> <p>The sound from the loudspeaker was emphasizing this eerie feeling that the writer was experiencing.</p> <p>Meaning of eerie: strange and mysterious</p> <p>Therefore, the writer could have felt that hearing this sound was new / strange hence describing it as "frightening".</p> <p>It emphasizes that the <u>sound was new / strange</u> (for the writer) / was something the writer was not accustomed to therefore making it scary. [1]</p> <p>ANY one answer, 1 mark</p>
14	<p>Flowchart question</p> <p>(i) carefree (ii) elated (iii) awestruck</p> <p>(i) carefree - "We seemed to float from field to field, the memory of school conveniently blotted from our minds." + the pretend-play shows a sense of being carefree</p> <p>(ii) elated - "squealing in delight" → shows the extreme happiness and excitement experienced by Joel and the writer</p> <p>X: (ii) thrilled - feeling of a <u>sudden</u> excitement which in the context of paragraph 3 was not a sudden feeling. They were thrilled the minute they heard the news in Paragraph 1 itself.</p> <p>(iii) awestruck - "I forgot my fear....We were then captives, Joel and I" → shows that the writer was captivated and in awe with the wonders of the magic acts displayed on the billboard.</p>
15	<p>From Paragraph 1, provide any two reasons why volunteerism is increasingly "becoming vibrant".</p>


	<ul style="list-style-type: none"> • international celebrity endorsement • social media publicity • increasingly accessible opportunities for volunteering <p>[Any 2 reasons]</p>
16	<p>What is the issue that many "lament" (line 9) about? Answer in your own words.</p> <p>LIFT: young volunteers appear to be <u>more concerned</u> about helping the poor <u>elsewhere than at home</u></p> <p><i>The entire paragraph 2 talks about international volunteerism so the home is referred to as one's own country while elsewhere refers to other countries.</i></p> <p>The issue is that young volunteers appear to be <u>more passionate</u> [1] about helping the poor <u>in countries other than their own.</u> [1]</p> <p>Accept: more concerned (1st mark) → care more, prefer, interested, more willing X: more focused - not the same meaning as being concerned X: more aware - it is not just awareness but showing the concern</p> <p>Accept: elsewhere than at home → overseas rather than locally, prefer to be involved in overseas projects rather than local projects</p> <p>X: help outside of home / prefer to help others than those in the house / help outside rather than doing household chores - WRONG inference X: overseas rather than in Singapore - nowhere in the passage is there any indication of local being referred to as Singapore.</p>
17	<p>What does "socially-conscious" (line 14) suggest about the youths of today?</p> <p>It suggests that they are more <u>aware</u> of the community / society / needs of the community</p> <p>Accept: more aware of what is going on / happening around them / what is happening in the world more aware of those who require help more aware of things taking place in their society</p> <p>X: well informed - "informed" is knowledge while "conscious" is sense of awareness X: have more understanding - there is no indication that they understand the problems, it was the awareness that made them want to address the problems X: aware of other people - Vague</p>
18	<p>Pick a phrase from Paragraph 3 that suggests the prevailing inequality among the</p>

	developed and less developed countries.
	<p>The phrase is "stark disparity" [1]</p> <p>EXCESS DENIED - 0</p> <p>NO QUOTATION MARKS - 0 level standard is 0</p>
19 (i)	<p>Provide two examples from Paragraph 3 that Cindy can use to support her view.</p> <p>Cindy's statement: I feel that there are more opportunities when we volunteer in overseas projects.</p>
	<p>She can say that</p> <ul style="list-style-type: none"> • Youths are deployed to less developed nations for programmes such as <u>supporting essential health services</u> • and <u>shepherding youth empowerment programmes.</u> [1] <p>BOTH examples must be given for 1 mark</p> <p>X: "ignite a sense of injustice...." - read the phrase before this quote, it says exposure through volunteerism (not international volunteerism or volunteering overseas) while Cindy is talking about overseas projects!</p>
(ii)	<p>How would Joshua explain his statement with reference to Paragraph 4?</p> <p>Joshua statement: Yes, volunteering locally can be very boring!</p>
	<p>Joshua thinks that volunteering locally is boring which is his opinion on local volunteer work. The question is asking what information from the paragraph can be used as support for this statement.</p> <p>He could say that local volunteer work only consists of <u>mundane</u> tasks like visiting old folks' and children's homes to offer cleaning services or raise funds through flag days or charity events. [1]</p> <p>Only need to LIFT answer, no need to paraphrase ANYTHING!</p> <p>Some paraphrased "mundane" to ordinary which we accepted for this time only.</p> <p>X: Boring - mundane is referring to the ordinariness of the tasks and not that they are boring, "boring" is Joshua's opinion of the tasks.</p> <p>Boring = dull / lacking in interest Mundane = ordinary, commonplace</p>
	<p>According to Paragraph 4, when does one feel intrinsically satisfied? Answer in your own words.</p>
	<p>From passage: "having <u>played a part</u>, however small and <u>fulfilling</u> one's moral</p>

	<p><u>duty</u>.....</p> <p>One will feel satisfied when one has <u>contributed</u> in a small way OR has <u>completed / accomplished / executed</u> one's moral <u>responsibility / obligation</u> [1] - EITHER point for 1 mark</p> <p>X: played a role - LIFTED 'played'</p> <p>From passage:in helping to <u>solve a problem that would affect our future</u>"</p> <p>in helping to <u>rectify a challenge</u> which has <u>future implications</u>. [1]</p>																											
	<p>Using your own words as far as possible, summarize the benefits of volunteering for a cause and participating in international volunteerism.</p> <p>Use only information from paragraphs 5 to 7.</p> <p>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).</p>																											
	<p>11 points</p> <table><tr><th></th><th>Points from the passage</th><th>Suggested Paraphrased points</th></tr><tr><td>1.</td><td><u>Opportunities</u> for greater self-actualization</td><td>Volunteering for a cause can enable one to... have <u>chances</u> for greater self-actualization</td></tr><tr><td>2.</td><td>sense of <u>achievement</u> from <u>meeting</u> new <u>challenges</u> in foreign environments</td><td>while feeling a sense of <u>accomplishment</u> from <u>facing</u> new <u>obstacles</u> in foreign environments</td></tr><tr><td>3.</td><td><u>make</u> an impact</td><td>One can <u>create</u> an impact</td></tr><tr><td>4.</td><td>Feel <u>empowered</u> as they see their <u>efforts go towards alleviating a problem</u></td><td>and feel <u>encouraged / motivated</u> when he/she sees his/her <u>hard-work helping to ease a problem</u>.</td></tr><tr><td>5.</td><td>Opportunity to <u>develop and extend</u> one's skill sets</td><td>Volunteering can <u>grow / hone</u> one's skills</td></tr><tr><td>6.</td><td>to be <u>pushed beyond one's comfort zone</u></td><td>as they are <u>forced</u> into <u>unfamiliar zones</u></td></tr><tr><td>7.</td><td><u>Maximise</u> their potential</td><td>and it can allow one to <u>reach</u> his/her fullest potential</td></tr><tr><td>8.</td><td><u>Adds</u> to the <u>young person's sense of worth</u></td><td>while <u>making him/her feel valuable</u>. X: worthy</td></tr></table>		Points from the passage	Suggested Paraphrased points	1.	<u>Opportunities</u> for greater self-actualization	Volunteering for a cause can enable one to... have <u>chances</u> for greater self-actualization	2.	sense of <u>achievement</u> from <u>meeting</u> new <u>challenges</u> in foreign environments	while feeling a sense of <u>accomplishment</u> from <u>facing</u> new <u>obstacles</u> in foreign environments	3.	<u>make</u> an impact	One can <u>create</u> an impact	4.	Feel <u>empowered</u> as they see their <u>efforts go towards alleviating a problem</u>	and feel <u>encouraged / motivated</u> when he/she sees his/her <u>hard-work helping to ease a problem</u> .	5.	Opportunity to <u>develop and extend</u> one's skill sets	Volunteering can <u>grow / hone</u> one's skills	6.	to be <u>pushed beyond one's comfort zone</u>	as they are <u>forced</u> into <u>unfamiliar zones</u>	7.	<u>Maximise</u> their potential	and it can allow one to <u>reach</u> his/her fullest potential	8.	<u>Adds</u> to the <u>young person's sense of worth</u>	while <u>making him/her feel valuable</u> . X: worthy
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	9.	To better <u>appreciate their country and community</u>	One will also be <u>thankful towards his/her nation and society / not take his/her country for granted.</u>
	10.	<u>(acknowledge their personal stake in nation-building)</u>	<u>(recognise his/her role in nation-building)</u>
	11.	<u>Allows us to step back and see that the same needs exist in our community</u>	<u>and reflect on the same issues that their society faces.</u>

Class:	Register No:	Name:
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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.

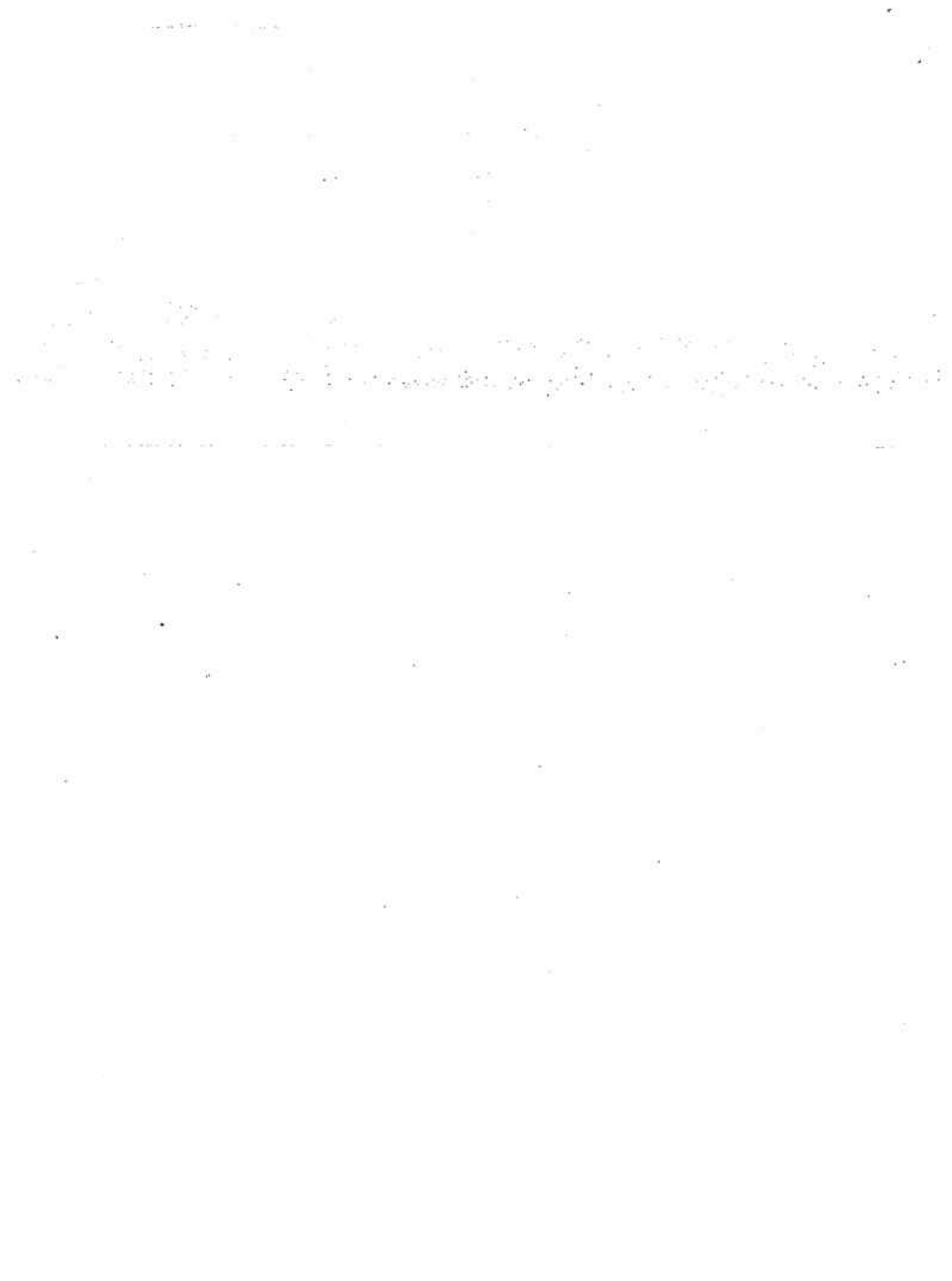
Do not use staples, paper clips, highlighters, glue or correction fluid.

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.

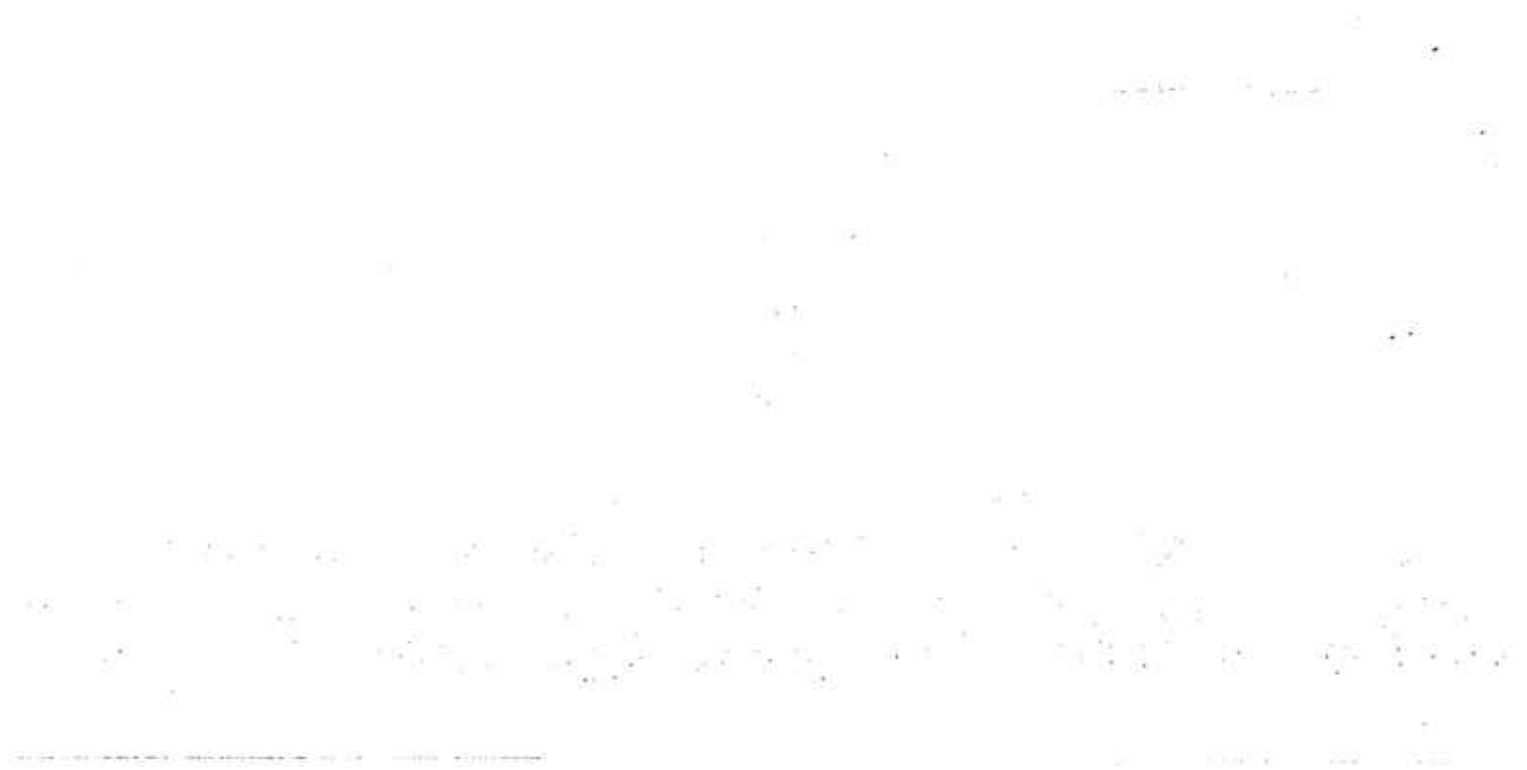
at

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 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) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____



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:
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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.

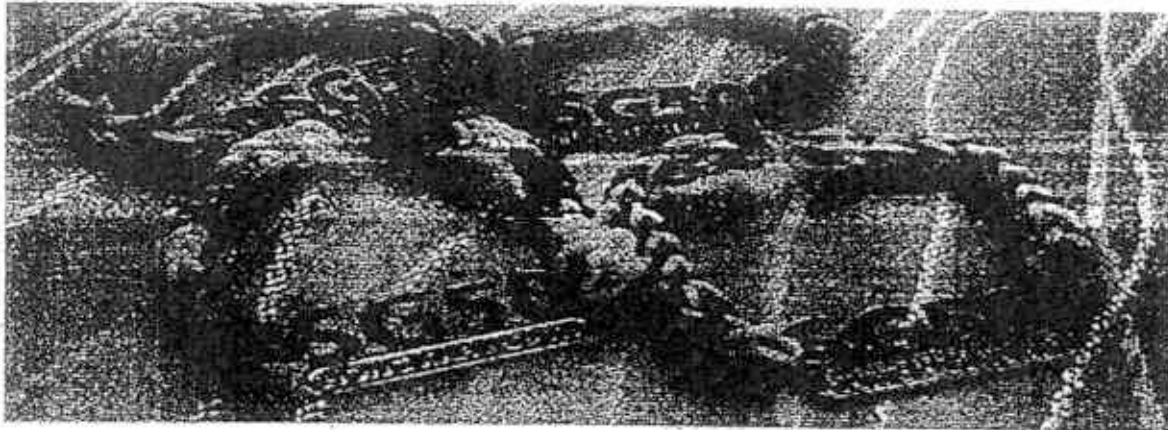
Upon return, you and your council members will initiate and organise an activity to honour the pioneer generation of Pinkdale High School who have paved the way for the school to get to where it is today.

Write a proposal to your Principal, stating clearly:

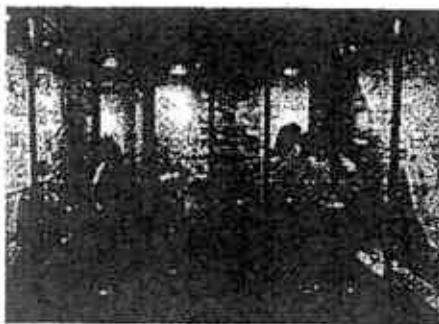
- which activity from the brochure you would like to attend and why you think this activity would benefit your council members
- an activity (not from the brochure) the Student Council intends to organise and how it would be a good way to show gratitude to the pioneer generation of Pinkdale High School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

CGS/S3MYE2015/ELP1

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.

5
10
15
- 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 knots¹. 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.

20
25
- 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.

30
- 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

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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. 45

- 5 The projected six-day leg took a month, and my dead-reckoning² 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. 50 55

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? 5
- 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. 10
- 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. 15
- 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. 20 25
- 5 Early settlements in the Fertile Crescent³ 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. 30
- 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 35

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.

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- 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-domestic⁴ cats were undoubtedly mostly left to fend for 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 feral⁵ cats in cities, towns and countrysides the world over. 45
- 8 Considering that small cats do little obvious harm, people probably did not mind 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 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 hearth⁶. 50 55

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.



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 interminable 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: _____

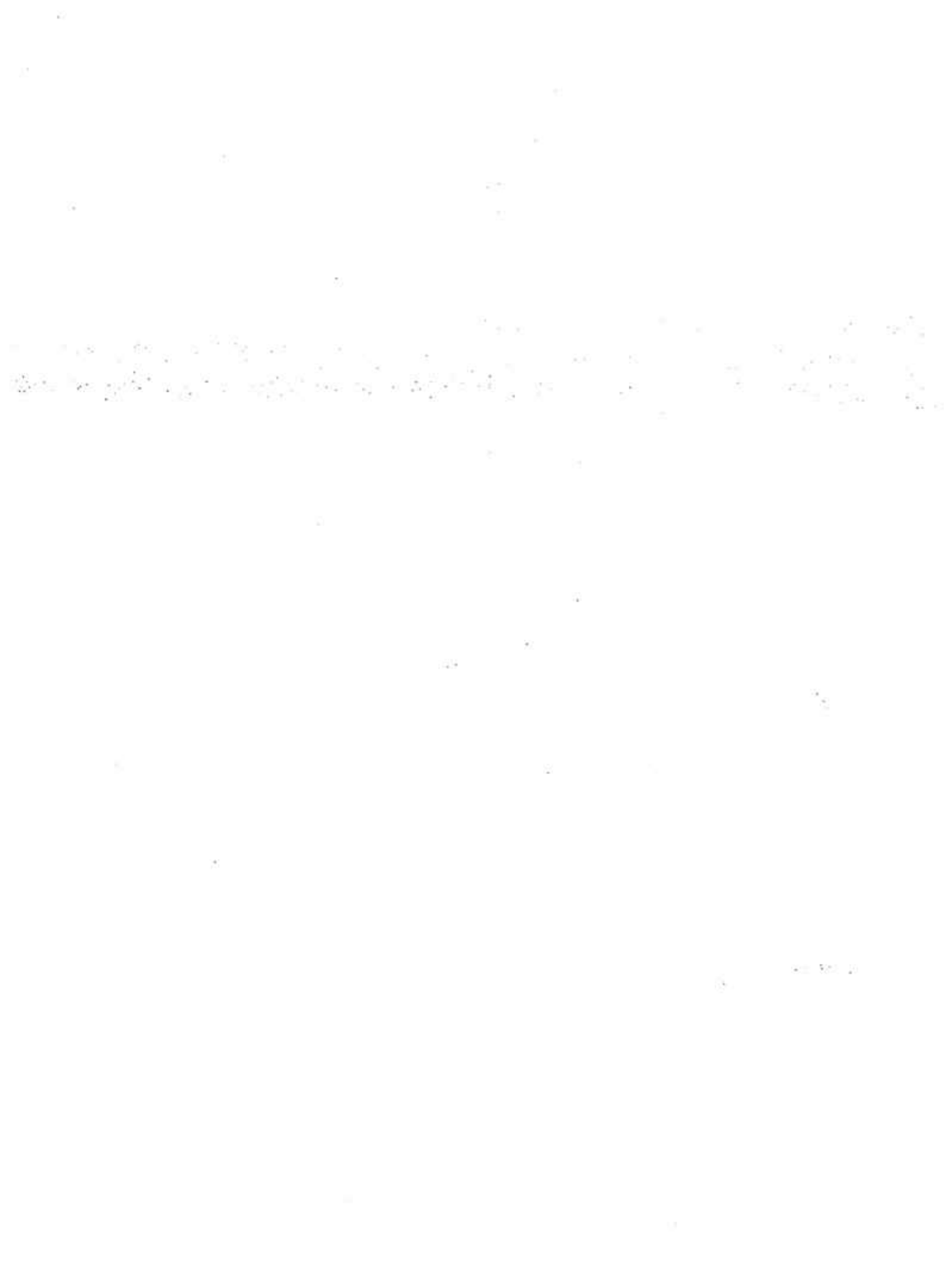
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Paragraph 4: _____

↓

Paragraph 5: _____

END OF SECTION A



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)

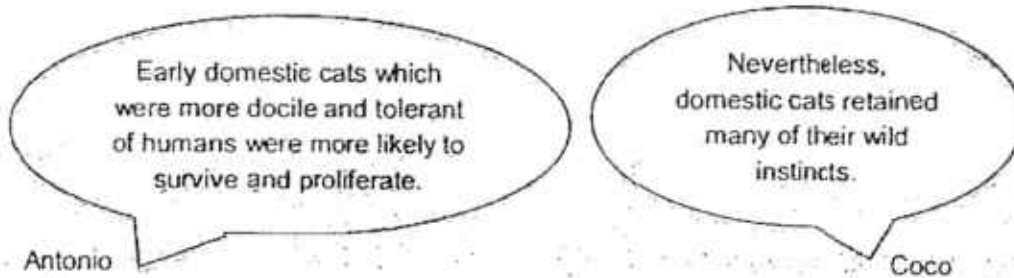
16. With reference to paragraph 1, explain why the writers find it strange that cats have become popular pets. Answer in your own words. (2m)

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 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)

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

END OF SECTION B



Class	Register No	Name:
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CRESCENT GIRLS' SCHOOL
SECONDARY THREE
MID-YEAR EXAMINATION 2015

ENGLISH LANGUAGE

PAPER 2 COMPREHENSION

1128/02

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
	<ul style="list-style-type: none"> - Lagging attention (missing 'in the classroom' which reflects the time when he was a student) - <u>Commanded</u> 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
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - He had learned a lot about Columbus (missing idea of having an interest in him) - He favours Columbus the most (different meaning)
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - He planned to sail a replica of the 	<ul style="list-style-type: none"> - He planned to duplicate

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<p>Nina under conditions different from what Columbus had</p> <ul style="list-style-type: none"> - He planned to sail a replica of the Nina with present-day food, clothing and equipment (need to mention all three conditions) 	<p>Columbus's voyage by sailing the Nina (should be the replica of the Nina)</p> <ul style="list-style-type: none"> - He planned to sail the replica / it and duplicate Columbus's voyage (need to mention replica of the Nina) - He planned to <u>emulate</u> Columbus's voyage by building a replica of the Nina (different meaning) - He planned to duplicate Columbus's voyage under <u>normal</u> 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
	<ul style="list-style-type: none"> - 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)
	<ul style="list-style-type: none"> - Dressing in the same <u>clothes</u> as Columbus (lifting) - Using the same attire that Columbus <u>wore</u> (lifting)
<ul style="list-style-type: none"> - Consuming the same meals as Columbus 	<ul style="list-style-type: none"> - Consuming the same <u>snacks/dishes/items/things</u> as Columbus (inappropriate word choice)
<ul style="list-style-type: none"> - Using the same navigational apparatus as Columbus - Using the same equipment as Columbus to find their way at sea 	<ul style="list-style-type: none"> - Using the same navigational <u>systems</u> (different meaning) - Using the same equipment as Columbus (vague)
	<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - The <u>small</u> wind caused the ship to move slowly (inappropriate word choice) - There was <u>no</u> 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)
<ul style="list-style-type: none"> - The fog was so dense they found it hard to see where they were heading - It was so / very foggy that they 	<ul style="list-style-type: none"> - Missing idea of fog being 'thick' - Mist / haze for fog (inaccurate) - There were <u>huge layers</u> of fog was reduced visibility (inappropriate)

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<p>found it hard to see where they were going</p> <ul style="list-style-type: none"> - The fog was so dense that it hindered their vision 	<p>expression)</p> <ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - Rotten / rotting / had rotted - Spoil / spoiled - Spoilt and had turned into a different colour (colour change is 	<ul style="list-style-type: none"> - Mouldy / Rotton (misspelling) - In bad condition (vague) - Not safe to eat / inedible (vague) - Not meant to last long (vague)

CGS/S3MYE2015/ELP2

mentioned in the passage) - Moulded - Spoiled and disgusting - Had turned bad and had fungus / fungi - Spoilt and <u>looked / appeared / seemed</u> old	- Looked old (vague) - Unappetising / looked disgusting (vague) - Of bad quality (vague) - Old (inaccurate) - <u>Old</u> and mouldy (excess denied) - Mouldy and <u>tasted horrible / had holes / were crushed / were limited in quantity</u> (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) - <u>Looking</u> flea-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 <u>heat</u> from the gust of <u>wind</u>
'huge sea waves curled their tongues around our frail craft' (lines 39-40)	Shows how <u>threatening / dangerous / intimidating / menacing</u> the waves were OR Shows how <u>vulnerable</u> 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)

	<ul style="list-style-type: none"> - To show that the <u>weather</u> was very hot (inaccurate)
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - To show that the waves looked <u>monstrous</u> / were about to <u>swallow</u> 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
<ul style="list-style-type: none"> - Strong / hot wind (from the African desert) - The mainsail catching the strong wind 	<ul style="list-style-type: none"> - The <u>heat</u> from the desert and the wind (excess denied) - The wind trapped <u>beneath</u> 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
<ul style="list-style-type: none"> - It may cause the ship to flip over 	<ul style="list-style-type: none"> - It may cause the ship to sink /

	collapse (inaccurate)
--	-----------------------

12. 'the gale blew for thirty seemingly interminable 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
<ul style="list-style-type: none"> - It was relentless / endless / incessant / unstoppable - It blew non-stop / continuously - It was continuous and unpleasant - It blew consistently / constantly for 30 hours 	<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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

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	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]

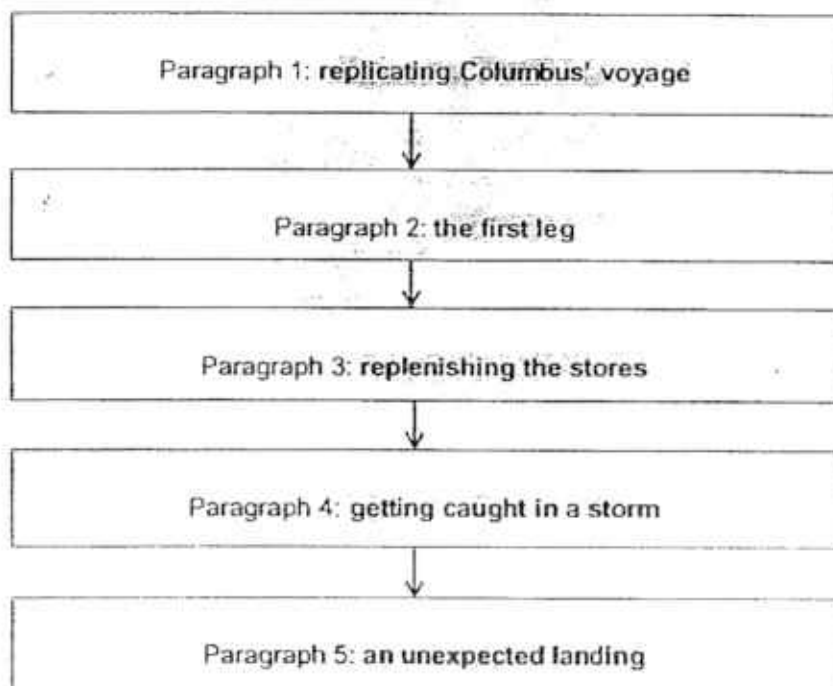
(Global)

(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



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 ~~benefit~~ virtually nothing in the way of sustenance or work to human endeavour.'

Cats ~~have almost no utility in terms of being useful to humans~~ [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.	<p>Vague answers such as:</p> <ul style="list-style-type: none"> 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 <p>Answers which are not referenced from correct section of text:</p> <ul style="list-style-type: none"> It is because cats are fickle <p>Remarks: Answers must be referenced from the text and keywords paraphrased (Answer in your own words)</p>

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
<p>Note: Only answers referenced from paragraph 3 are accepted, as required by the question.</p>	<p>Answer the question directly. Explain why cats could not adapt to confinement. Do not focus on explaining why other animals could adapt to confinement.</p> <ul style="list-style-type: none"> Unlike cats, the ancestors of other domesticated animals, who lived in herds and <u>could adapt easily to confinement</u>. 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) <u>The other animals were used to living in herds and were very well adapted to confinement</u> therefore cats are unlikely to be domesticated. (Illogical) <p>Answers that show misunderstanding of the passage</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>You may quote from the passage. Some students attempted to paraphrase their answers but did so wrongly.</p>

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]

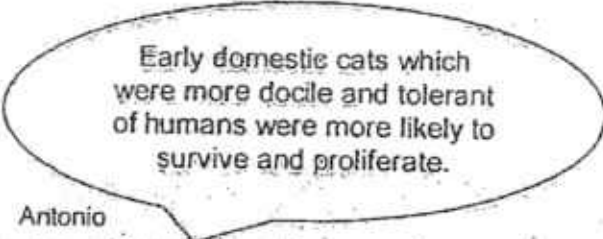
Acceptable Answer	Unacceptable Answer/ Remark
<p>Alternative answers:</p> <ul style="list-style-type: none"> • Crops • Wild grains • Grains in human stores • Sacks of grain • Food stored in human houses • Food in human settlements • Food brought in by settlers 	<p>Wrong answer:</p> <ul style="list-style-type: none"> • House mice: (In the passage, house mice 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 exploit the moist and fertile land? Humans can engage in farming in the moist and fertile land, but not animals.) <p>Vague answers:</p> <ul style="list-style-type: none"> • Food / a lot of food / water • Food was available • Various types of food • Food resources / supplies • Plants / bushes / grasses • A 'whole new environment' <p>Excess denies: If multiple answers are given, all answers must be correct. Otherwise, no marks are awarded.</p>

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])

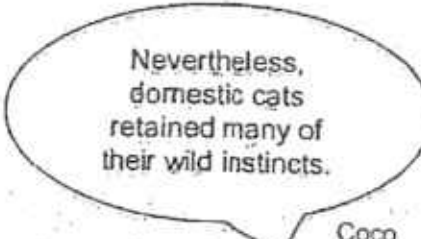
~~There is a (very) large OR excessive number of feral cats in many parts of the world [1]~~

Acceptable Answer	Unacceptable Answer/ Remark
<p>Alternative answers:</p> <ul style="list-style-type: none"> • <u>Great</u> number • Extremely large number • Overwhelmingly large number • Abundance • Numerous • Plenty • Bountiful • Multitude • Myriad • Scores • Large number 	<p>Vague answers:</p> <ul style="list-style-type: none"> • Many, a lot <p>Wrong answers:</p> <ul style="list-style-type: none"> • 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 <u>still independent</u> • Cats are <u>common/commonly seen</u> • Cats are found <u>everywhere/all around</u> <p>Excess denies</p> <ul style="list-style-type: none"> • 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:



Antonio



Coco

(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
<p>Alternative answer:</p> <ul style="list-style-type: none"> Selection in this new niche would have been principally for tameness. 	<p>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.</p> <p>Different meaning from passage:</p> <ul style="list-style-type: none"> 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>. <p>Wrong answer:</p> <ul style="list-style-type: none"> Proto-domestic cats were mostly left to fend for themselves. (Mixed up Antonio and Coco's POV) <p>Incomplete/truncated answers that do not answer the question:</p> <ul style="list-style-type: none"> '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
<p>Alternative answers:</p> <ul style="list-style-type: none"> 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 scavenging skills <u>because</u> their ancestors were left to fend for themselves 	<p>Remarks:</p> <ul style="list-style-type: none"> 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 question ask for an explanation on why cats retained many of their wild instincts. <p>Wrong answer:</p> <ul style="list-style-type: none"> 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 remained sharp, and they survived independently of humans. (Wrong – does not explain why cats retained most of their wild instincts) <p>Answers that contain the required keywords, but are <u>illogical</u>:</p> <ul style="list-style-type: none"> Proto-domestic cats <u>undoubtedly</u> were left to fend for themselves, <u>but nevertheless</u>, their hunting skills <u>still remained</u> Proto-domestic cats were <u>undoubtedly mostly</u> 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)

(L03: Recognise writers' intentions [use of words, literary language])

It is a theory/guess/hypothesis

Acceptable Answer	Unacceptable Answer/ Remark
<p>Alternative answers:</p> <ul style="list-style-type: none"> 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 <p>Answers must show the meaning of 'speculate'</p>	<p>Remarks: Answers must reference and show the meaning of '<u>speculate</u>'.</p> <p>Answers that do not show the meaning of 'speculate':</p> <ul style="list-style-type: none"> There is <u>insufficient information</u> about the issue <ul style="list-style-type: none"> (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 <p>Answers that refer to the 'experts' rather than <u>what the experts propose</u>:</p> <ul style="list-style-type: none"> 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 <p>Misreading of question</p> <ul style="list-style-type: none"> Some students read the question as "what did the experts propose". Some students read the question as "what is the purpose of the experts" <p>Excess denies:</p> <ul style="list-style-type: none"> 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 cohabit 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

Name:		Index Number:		Class:	
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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. 5
- 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. 10
- 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. 15 20
- 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. 25
- 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. 30
- 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 35

- 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. 40
- 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. 45
50
 - 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. 55

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

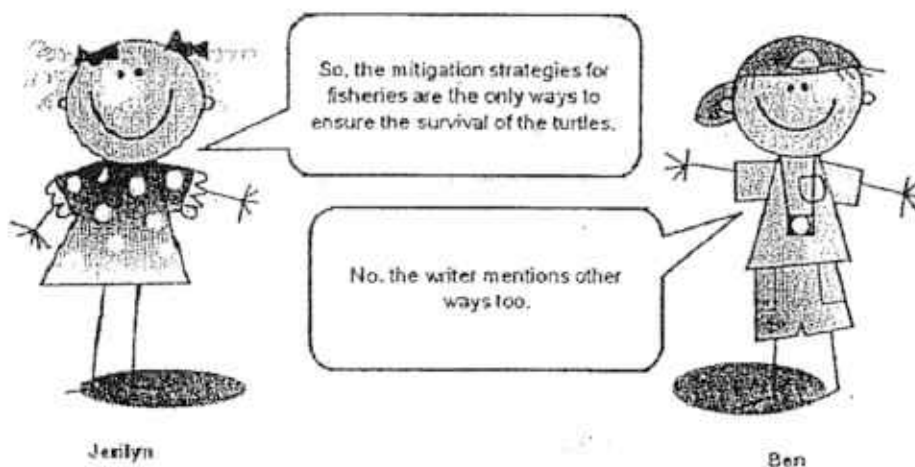
Questions

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)? [2m]
Answer in your own words.
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 -



FIG. 1. THE DISTRIBUTION OF BIRDS IN THE UNITED KINGDOM. (AFTER J. H. B. PHILLIPS, 1964)



Answer Key

Section B (25 marks)

Paragraph 1	
1. From Paragraph 1, give two reasons why sea turtles are endangered.	2m
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	
Paragraph 3	
2. What does the writer mean by the phrase 'disrupting the equilibrium' (line 23)?	2m
Answer in your own words.	
Question Type: In Your Own Words	
It means that the <u>balance</u> (1m) is <u>adversely affected</u> (1m). or The environment will <u>cause an imbalance</u> (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	
Paragraph 5	
3. Would you agree that sea turtles are good navigators? Identify a piece of evidence from Paragraph 5 to support your answer.	1m
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)".	

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 <u>an example</u> 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						
<table border="1"><tr><td>beach cleaning</td><td>coastal development</td><td>burning of fossil fuels</td></tr><tr><td>littering</td><td></td><td>fishing</td></tr></table>	beach cleaning	coastal development	burning of fossil fuels	littering		fishing	
beach cleaning	coastal development	burning of fossil fuels					
littering		fishing					
Question Type: Global							
<table border="1"><tr><td>Paragraph 5</td><td>Answer: Coastal Development</td></tr><tr><td>Paragraph 7 - 8</td><td>Answer: Fishing</td></tr></table>	Paragraph 5	Answer: Coastal Development	Paragraph 7 - 8	Answer: Fishing			
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						
<p>Jerilyn</p> <p>Ben</p>							
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:							
<ul style="list-style-type: none">- 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 <u>eggs</u> more <u>susceptible</u> to <u>disease</u> .	eggs more <u>vulnerable</u> to <u>diseases</u> . 0m for answers without "increasing air humidity"
8	6	<u>resulting</u> in <u>higher</u> <u>mortality</u>	leading to more deaths / higher death rates.
9	6	<u>hatchlings</u> might also <u>end up</u> in <u>places</u> that are <u>far from ideal</u> for their survival and <u>growth</u> .	<u>Sixthly</u> , <u>young turtles</u> might end up in <u>areas</u> which <u>threaten</u> their <u>survival</u> / <u>existence</u> .
10	6	<u>familiar</u> <u>migratory</u> <u>pathways</u> might be <u>lost</u> .	Lastly, <u>migratory</u> <u>passages</u> / <u>channels</u> that turtles are <u>accustomed</u> to might <u>vanish</u> / <u>disappear</u> . 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	<u>Skewed sex ratios</u> are not the only challenge posed by climate change	Firstly, it leads to an <u>imbalance</u> in <u>sex ratios</u> .
2	4	A predicted increase in extreme weather events triggered by a warmer atmosphere <u>heightens</u> the risk of <u>storm surges</u>	Secondly, <u>more frequent storms</u>
3	4	<u>can inundate turtle nests</u> . OR <u>can also destroy nesting beaches</u> .	<u>can flood / drown / submerge turtle nests</u> and OR <u>damage / wreck / wipe out / ruin / demolish nesting beaches</u> .
4	5	As global <u>sea levels rise</u> ,	<u>Do not accept: spoil / sabotage</u> <u>Cause</u> Thirdly, the <u>rising sea levels</u>
5	5	<u>nesting habitat will shrink</u> . OR With melting polar ice caps and rising sea levels, these <u>beaches</u> are beginning to <u>disappear</u> .	<u>Effect</u> <u>reduce turtles' nesting sites</u>
6	6	<u>Increases in sea temperature</u> might <u>limit the growth of sea grasses</u> on which some turtles <u>feed on</u> .	Fourthly, <u>global warming</u> might <u>restrain / reduce food</u> sources for the turtles. 0m for answers without "increase in sea temperature"
7	6	Increasing air humidity could	Fifthly, more humid air could make

150

N

Section B [30 marks]

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

You should look at the printout of a webpage on page 4, study the information carefully and plan your answer before beginning to write.

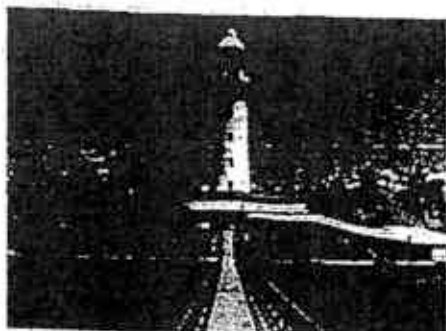
Your favourite 15-year-old cousin and his parents from Australia will be coming to Singapore to visit you during the June holidays. They have seen this webpage on a website and your cousin has written to you expressing their interest in visiting some of the places mentioned.

Write a reply letter to your cousin suggesting:

- two islands shown that you might all enjoy going together
 - one island other than those shown where only you and your favourite cousin might spend some time together
 - why you think they will enjoy the places you have chosen
- Write your proposal in clear, accurate English and in a welcoming, enthusiastic tone to encourage your cousin and his parents to look forward to the trip here.

You should use your own words as much as possible.

Almost Forgotten Singapore Islands



History

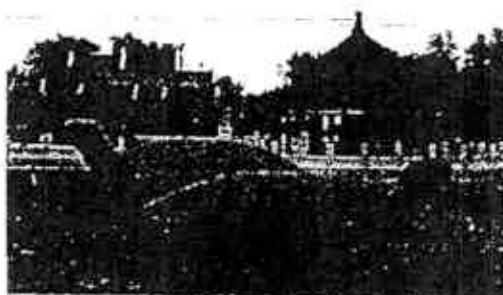
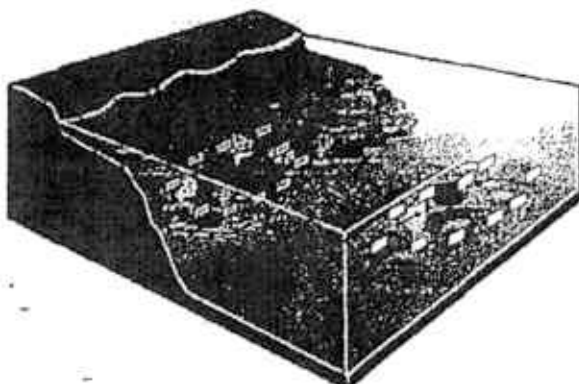
Pulau Satumu

- visit Raffles Lighthouse built in 1855, Singapore's second oldest lighthouse
- climb the 88 spiralling steps to the glass-panelled dome to enjoy the panoramic view
- appreciate the small museum that used to be the generator room.
- see historical maritime equipment, such as old lanterns and wind gauges

Culture

Kusu Island

- visit the island's Muslim and Chinese kramats (shrines)
- pray for wealth, good marriage and good health
- go on a guided tour to get up close and personal with various island creatures and sanctuary tortoises.



Nature

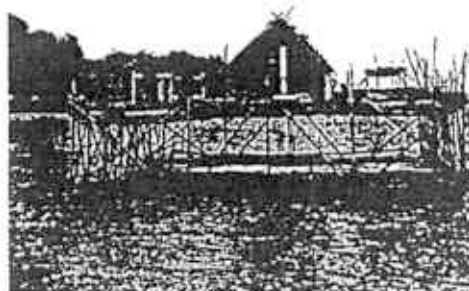
Sisters Islands

- now a marine park, good for leisurely water activities
- get under the sea in your snorkelling and diving gear
- explore hard and soft corals while witnessing giant clams, sea horses, octopuses, and even black-tip reef sharks
- overnight camping; guided hikes are available too!

Leisure

Pulau Hantu

- popular for swimming and especially fishing on the commercial kelong
- fishing equipment and sleeping quarters provided
- bring your own larger fishing rods for bigger catches and sleeping bags for sleeping under the stars
- you can also opt to explore 'ghost island' (literally meaning 'ghost island' in Malay) at night!



[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 'Teenagers are too pampered by their parents.' What are your views?
- 2 Why is there such a fascination with celebrities in modern society?
- 3 What do you treasure about your school, and what would you like to change?
- 4 Would you recommend to foreigners to come live and work in your country?

End of Paper

Section A

Text 1

Study the poster below and answer Questions 1 - 4.

STAY AWAY
OR YOU'LL HAVE A HELL OF A LIFE.

Stay away from a life of harassment, fear and shame.
 • Don't borrow from Ah Ling or you will end up with a debt you can never repay.
 • Don't be a guarantor for someone, you will be dragged into a never-ending debt.

Stay away from a life of crime.
 • Don't pressure, threaten or carry out harassment acts for Ah Ling.
 • Don't provide bank accounts for bank robbery activities.

For urgent police assistance, call 999.

Call to report bank robbery activities (you can remain anonymous):
 1800-4-55-55
 1800-4-55-55

STAY AWAY
 NSW POLICE
 NSW GOVERNMENT
 NSW LEGISLATION
 NSW CRIME PREVENTION
 NSW COMMUNITY RELATIONS
 NSW EDUCATION
 NSW HEALTH
 NSW JUSTICE
 NSW LAND & WATER
 NSW TRANSPORT
 NSW WORKS
 NSW ENVIRONMENT
 NSW FIRE & RESCUE
 NSW POLICE
 NSW GOVERNMENT
 NSW LEGISLATION
 NSW CRIME PREVENTION
 NSW COMMUNITY RELATIONS
 NSW EDUCATION
 NSW HEALTH
 NSW JUSTICE
 NSW LAND & WATER
 NSW TRANSPORT
 NSW WORKS
 NSW ENVIRONMENT
 NSW FIRE & RESCUE

Section A [5 marks]

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

- 1 'Ah Long' is a local dialect term for 'illegal loan sharks'. What effect does using a local term have instead of using the English term? [1]

- 2 To whom is the poster directed at? [1]

- 3 ^(message) How does the photograph illustrate the message the poster is trying to convey? Give two ways. [2]

- 4 Identify the emotion that the poster is trying to exploit in its viewers? [1]

Section B [20 marks]

Text 2

The excerpt of a science fiction story below tells of the adventures of two men who travelled to the center of the Earth. Read it carefully and answer Questions 5-13.

- 1 Together we stepped out to stand in silent meditation of a landscape at once weird and beautiful. Before us a low and level shore stretched down to a silent sapphire sea. As far as the eye could reach, the surface of the water was dotted with countless tiny islands - some of them spiked with towering ghostly granitic limbs while others cloaked in gorgeous accessories of tropical vegetation and the magnificent splendor of vivid blooms. 5
- 2 Behind us rose a shadowy and gloomy wood of tree-like ferns standing shoulder to shoulder with the commoner flora of a primitive tropical forest. Huge creepers descended in great loops from tree to tree, dense under-brush overgrew a tangled mass of fallen trunks and branches. Upon the outer edge we could see the same festive coloring of countless blossoms that glorified the islands, but within the dense shadows all seemed dark and miserable as the grave. And upon us, the noonday sun poured its strangling rays out of a cloudless sky. 10 15 20
- 3 "Where on earth can we be?" I asked, turning to Perry. "David," he said, "I am not so sure that we are ON earth, there is every reason to believe that we may be IN it..." but he got no further.
- 4 From behind us there came the most thunderous, awe-inspiring roar that ever had fallen upon my ears. Had I still retained the suspicion that we were still on earth, the sight that met my eyes would quite entirely have banished it. Emerging from the forest was a colossal beast which closely resembled a bear. It was fully as large as the largest elephant and with great forepaws armed with huge claws. Its nose, or snout, descended nearly a foot below its lower jaw, much after the manner of a trunk. The giant body was covered by a coat of thick, shaggy hair. 25 30
- 5 Roaring horribly it came toward us at a ponderous, shuffling trot. I turned to Perry to suggest that it might be wise to seek other surroundings, but



- he was already a hundred paces away. It was evident that the massive
beast pursuing us was not built for speed, so all that I considered
necessary was to get to the trees sufficiently ahead of it to enable me to
climb to the safety of some great branch before it came up. 35
- 6 Notwithstanding our danger, I could not help but laugh at Perry's frantic
capers. He was struggling to gain the safety of the lower branches of the
trees he now had reached. A dozen times he scrambled up the trunks like
a huge cat only to fall back to the ground once more, and with each failure
he cast a horrified glance over his shoulder at the oncoming brute,
simultaneously emitting terror-stricken shrieks that awoke the echoes of
the grim forest. At length, he spied a dangling creeper, just like one's
wrist, and when I reached the trees he was racing madly up it, hand over
hand. He had almost reached the lowest branch of the tree from which the
creeper descended when the thing parted beneath his weight and he fell
sprawling at my feet. 40 45
- 7 Perry's misfortune was now no longer amusing for the beast was already
too close to us for comfort. Seizing Perry by the shoulder I dragged him to
his feet, and rushing to a smaller tree - one that he could easily encircle
with his arms and legs - I boosted him as far up as I could, and then left
him to his fate, for a glance over my shoulder revealed the awful beast
almost upon me. 50 55
- 8 As it started in pursuit of me, I made the mistake of running along the
edge of the forest rather than making for the open beach. In a moment I
was knee-deep in rotting vegetation, and the awful thing behind me was
gaining rapidly as I flapped and fell in my efforts to extricate myself. A
fallen log gave me an instant's advantage, for climbing upon it I leaped to
another a few paces farther on, and in this way was able to keep clear of
the gluey mush that carpeted the surrounding ground. But the zigzag
course that this necessitated was placing such a heavy handicap upon
me that my pursuer was steadily gaining upon me. 60
- 9 Suddenly from behind I heard a fracas of howls, and sharp, piercing
barks. My mammoth enemy was surrounded by a pack of some hundred
creatures that rushed growling and snapping in upon it from all sides, so
that they sank their white fangs into the slow brute and were away again
before it could reach them with its huge paws or sweeping tail. But these
were not all that my startled eyes perceived. Chattering and gibbering
through the lower branches of the trees came a company of manlike
creatures evidently urging on the ferocious pack. 65 70

Adapted from At the Earth's Core by Edgar Rice Burroughs

Refer to Text 2 above for questions 5 – 13.

- 5 At the beginning of this text the two men found themselves in an unfamiliar landscape. Explain how the language used in paragraph 1 makes the landscape appear 'at once weird and beautiful'.

Support your ideas with three details from paragraph 1.

[3]

- 6 Identify another set of words or phrases in Paragraph 2 which also suggests

(i) dense

(ii) dark and miserable

[2]

- 7 At the end of paragraph 2 the writer says 'the noonday sun poured its strangling rays out of a cloudless sky.'

(i) Which two words suggest the sun is a person?

(ii) Why does the writer describe the sun in this way?

[2]

- 8 In paragraph 3 Perry said, "I am not so sure that we are ON earth, there is every reason to believe that we may be IN it...". (lines 24-25)

Why are the words ON and IN capitalised?

[1]

- 9 'Had I still retained the suspicion that we were still on earth, the sight that met my eyes would quite entirely have banished it.' (lines 26-28)

Why did the sight of the beast manage to banish David's suspicion?

[1]

- 10 'The writer uses similes 'like a huge cat' (lines 41-42) and 'like one's wrist' (line 45-46). What quality do you think the author is trying to convey with each of these similes?

Simile	Quality
like a huge cat	
like one's wrist	

[2]

- 11 'A fallen log gave me an instant's advantage...' (lines 59-60). The logs actually proved to be both an advantage and a disadvantage to David. Give two evidence to support this idea.

[2]

- 2 Throughout the text there are several examples of how different David and Perry are. Give two such differences to show how true this is.

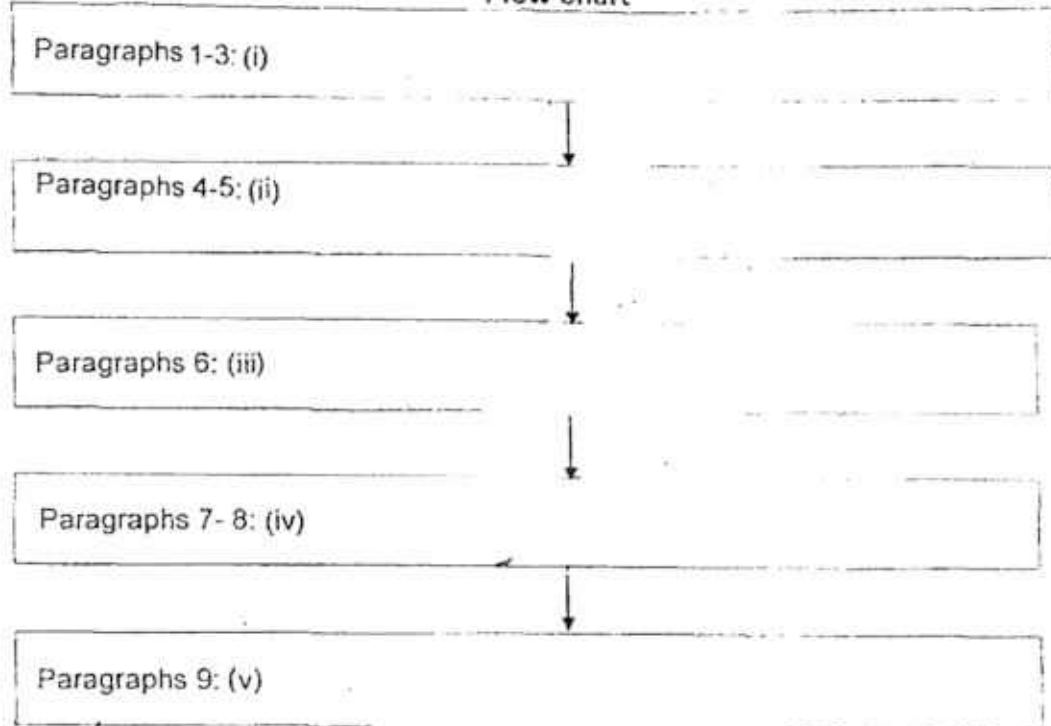
[2]

- 13 The structure of the text reflects the feelings experienced by the men as they reacted to the events that unfolded. Complete the flow chart by choosing one word from the box to summarise David's main feeling described in each part of the text. The first one has been done for you. [4]

David's feelings

relief amusement shock fear safety wonder confusion desperation

Flow chart



Section C [25 marks]

Text 3

Below is an excerpt of an article on eradicating the mosquito menace. Read it carefully and answer questions 14-20.

- 1 Mosquitoes are undoubtedly a plague. There are more than 3500 species buzzing away from the Arctic to tropical swamps, bringing yellow fever, dengue fever, Japanese encephalitis, Rift Valley fever, West Nile virus and now Zika. So, if there is no strong ecological case for keeping them, why not try to exterminate them? 5
- 2 A race is on to do something about the Zika virus. A possible vaccine is years away, so that means doing something about its vector, the Aedes mosquito. But would there be an ecological downside to exterminating a creature whose only purpose seems to be to bother us? As with many predictions involving complex natural systems, a definite answer is impossible. Some ecologists worry about small changes having big unforeseen effects, and liken the complexity of ecosystems to that of an aircraft. Removing the odd rivet may seem harmless... until the aircraft suddenly falls out of the sky. But in reality, ecosystems seem to be mostly more resilient than planes. And nobody has come up with a key ecological job done by mosquitoes that other insects couldn't do just as well. 10
15
- 3 In addition, the world is full of examples of local mosquito eradications that have not brought ecological meltdown. Where there has been damage to other species, it tends to be a by-product of the method used – draining marshes or spraying insecticides – rather than the loss of the insects themselves. In the late 1950s, the world may have come close to eradicating malaria by targeting its host, the Anopheles mosquito, by spraying the insecticide DDT wherever it lived, before concerns about wider toxicity to wildlife saw its use curbed. The mosquitoes and the disease returned. 20
- 4 There exist several methods of eradication that have tackled various other insects. Notably the Sterile-Insect Technique, which swamps populations with sterile or infertile males, and has been used in the Americas to fight the Mediterranean fruit fly and the screw worm. The sterile-insect technique involves releasing millions of males sterilised by radiation. They are harmless to people because male mosquitoes, for instance, don't bite or spread diseases, unlike the female mosquitoes, which don't only feed on nectar. The females they mate with don't produce offspring because any embryos fertilised by the damaged sperm die – so provided sterile males outnumber wild ones, the population crashes. At present, many cities in tropical countries rely on spraying or "fogging" with pesticides to keep numbers down. This can harm a variety of animals besides the insects. Because the sterile-male approach affects only the target species 25
30
35

and can reduce pesticide use, it is seen as a green alternative.

- 5 Much the same effect can be achieved through genetic modification. Genetic engineering techniques mean it is possible to conceive of obliterating this insect entirely. Right now the leading plan for tackling Zika in Brazil is to flood populations of Aedes with males engineered to contain a lethal gene that kills their offspring, causing the population to crash. The technology has been successfully used in the north-east of the country since 2011 in an attempt to control another disease Aedes carries, Dengue fever. 40
- 6 Releasing sterile males has long been used as a measure to reduce or even eradicate populations of wild insects without harmful side effects. But now it's been shown that equipping these infertile males with a chemical or biological payload massively boosts their destructive power. Giving mosquitoes these weapons helps keep them under control. Call them *hommes fatales*. This newer method of eradicating pests is to coat adults with larvae-killing viruses or pesticides that they then carry to breeding sites. This could be particularly useful for tackling Aedes mosquitoes, which breed in tiny pockets of water around dwellings such as rainwater-filled containers that are hard to target with sprays. Field studies show that the approach works – the tricky part is finding ways of coating lots of wild mosquitoes. 45 50
- 7 Researchers knew that male mosquitoes attempt to mate with lots of females, so these scientists decided to combine the approaches. The idea was that coated sterile males would not only prevent the females they successfully mate with from having offspring, but would also transfer the pesticides to the bodies of other females they try to mate with. These females would then transfer them to the water where they lay their eggs, killing any larvae there. Pesticide-loaded sterile males would be far preferable to indiscriminate fogging, but it may not even be necessary to use any pesticides. There are plans to use sterile males to spread a type of virus called a *densovirus*. Some members of this group only infect and kill the larvae of specific mosquito species. 55 60
- 8 As the world waits breathlessly for a Zika vaccine, nobody should underestimate the difficulty of eradicating one of the world's most successful insects by various means, from the less sophisticated draining of marshes to the more state-of-the-art genetic warfare. But it is worth remembering that once before, despite concerns about nature's fragility, we nearly did for them. 65

Adapted from So long suckers: Would it be safe to wipe out mosquitoes? <http://www.science.gov/>

Section C [25 marks]

Refer to Text 3 for questions 14 – 20.

- 14 How can mosquitoes be considered a plague, according to Paragraph 1? Give 3 factors.

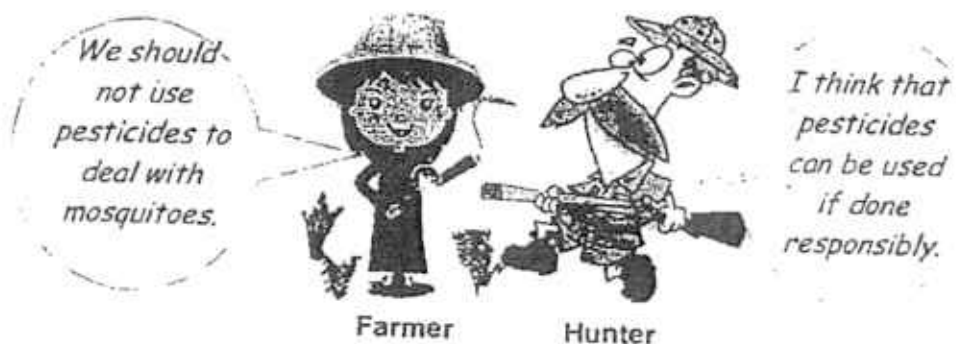
[3]

- 15 'Removing the odd rivet may seem harmless... until the aircraft suddenly falls out of the sky.' (line 12-13)

What does this sentence have to do with the mosquito menace? Answer in your own words.

[1]

16. Here is a part of a conversation between a farmer and a hunter who have read the article.



(i) Identify evidence from paragraph 3 that the farmer can use to support her view.

[1]

(ii) How would the hunter explain his position with reference to paragraph 3?

[1]

17 What are the dietary habits of the male and female mosquitoes, according to Paragraph 4?

[2]

Male mosquitoes feed on...	
Female mosquitoes feed on...	

18 With reference to the italicised word, what does '*flood* populations of *Aedes*' (lines 39-40) mean? — ↗

19 The writer describes genetic warfare as state-of-the-art (line 68).
 Explain why the writer chooses to describe genetic warfare with this underlined phrase.

[1]

- 20 Using your own words as far as possible, summarize the possible ways to deal with the mosquito menace.

Use only information from paragraphs 4 to 8 of text 3.

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 of dealing with the mosquito menace is the

2016 Sec 3 Northland Secondary English SA1 Answers

PAPER 1

Section A

Q1	<u>is</u>	<u>was</u>
Q2	<u>life</u>	<u>live</u>
Q3	No error	<u>✓</u>
Q4	<u>since</u>	<u>during</u>
Q5	<u>which</u>	<u>who</u>
Q6	No error	<u>✓</u>
Q7	<u>offering</u>	<u>offerings</u>
Q8	<u>but</u>	<u>and</u>
Q9	<u>cause</u>	<u>causing</u>
Q10	<u>A</u>	<u>The</u>

PAPER 2

Section A

Q1 The local term is instantly recognisable to locals.
 The local term is more commonly used.
 Using a local dialect brings the message closer to viewers.

Q2 At people who are :

- unable to obtain loan from banks or other legal sources, mostly habitual gamblers.
- at risk of borrowing money from 'Ah Longs'.
- likely to be guarantors for those who borrow from 'Ah Longs'.
- considering helping out with 'Ah Long' activities.

Q3 a) your family will be placed in danger.
 b) your home will be vandalized.
 c) your association with Ah Longs will be made public and brought humiliation to the families.

Q4 Fear

Section B

- Q5
- The 'sapphire sea' suggests a sea that was as beautiful as a blue jewel.
 - but is 'silent', lacking the normal sound of waves.
 - some islands had 'towering ghostly granitic limbs', strangely shaped mountains.
 - while others were 'cloaked in gorgeous accessories', covered in beautiful decorations of plants and flowers.

- Q6
- shoulder to shoulder.
 - shadowy and gloomy.

- Q7
- 'poured' and 'strangling'
 - He wanted to show the sun being brutally hot.

- Q8
- To indicate that Perry was emphasising how wrong David was in thinking that they were still on earth when in fact they were inside it.

- Q9
- The beast looked like a mix of different animals put together. The beast could not possibly have existed on earth.

Q10

Simile	Quality
like a huge cat	agility (of a cat)
like one's wrist	thickness (of a person's wrist)

Q11 • The logs helped David to extricate himself from the marshy ground.

OR

- David managed to flee the beast by leaping from log to log.
- The zigzag arrangement of the logs forced him to take a longer route than that of the beast directly charging at him.

Q12 • Perry knew that they were at the earth's core, showing himself to be more knowledgeable than David was.

- David was concerned about Perry finding refuge from the beast with him, but Perry was already fleeing in fear and not bothering about David.
- Perry was panicky, scrambling up a tree, while David could find humour even in the face of danger.
- Perry could only try to save himself by climbing up a tree while David helped push Perry up the tree before fleeing to save himself.
- Perry was clumsy and kept falling down the tree while David was more physically fit.

Q13 i) wonder

ii) fear

iii) amusement

iv) desperation

v) shock

Section C

- Q14
- i) There are more than 3500 species of mosquitos (numerous).
 - ii) They can be found from the Arctic to tropical swamps (widespread).
 - iii) They transmit many dangerous diseases.

Q15 If the mosquito is removed from the ecosystem, it is feared out that the ecosystem might collapse (as mosquito might have an unknown important role in nature).

- Q16
- i) Pesticides are harmful to other animals (cause damage to other species/wider toxicity to wildlife).
 - ii) Pesticides are effective in dealing with the mosquito menace.

Q17	Male mosquitoes feed on...	Nectar
	Female mosquitoes feed on...	Nectar and blood

Q18 It means to saturate/overwhelm/send very large numbers into the Aedes populations.

Q19 (To pronoun/define) genetic warfare as the latest/most modern/most sophisticated (method of dealing with mosquitoes).

End

Candidate's Name : _____

Class Register No.

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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: <input type="checkbox"/>	/ 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.

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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: <input type="checkbox"/>	/ 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 adverb

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

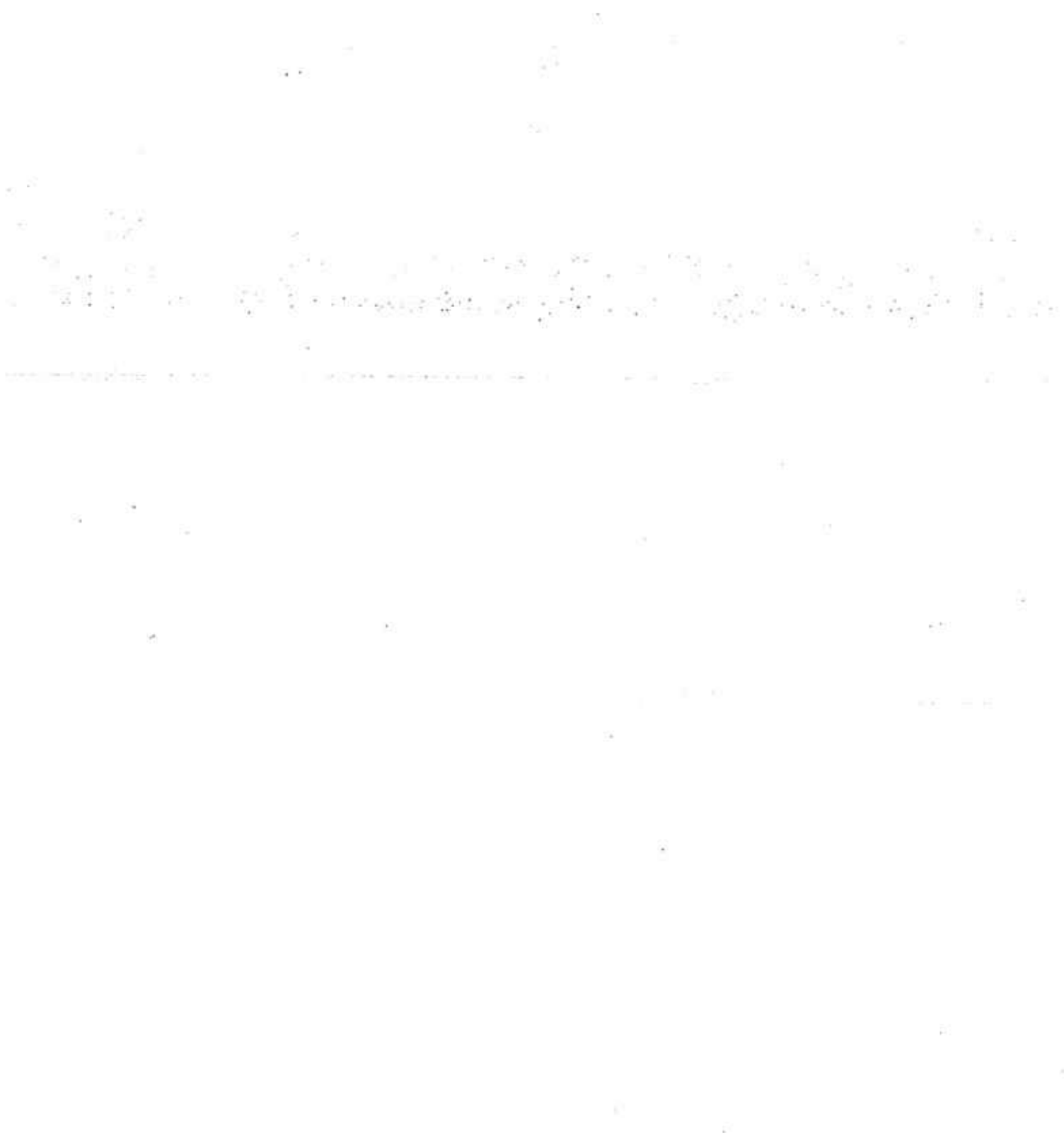
10. and conj

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.

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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 one 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

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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

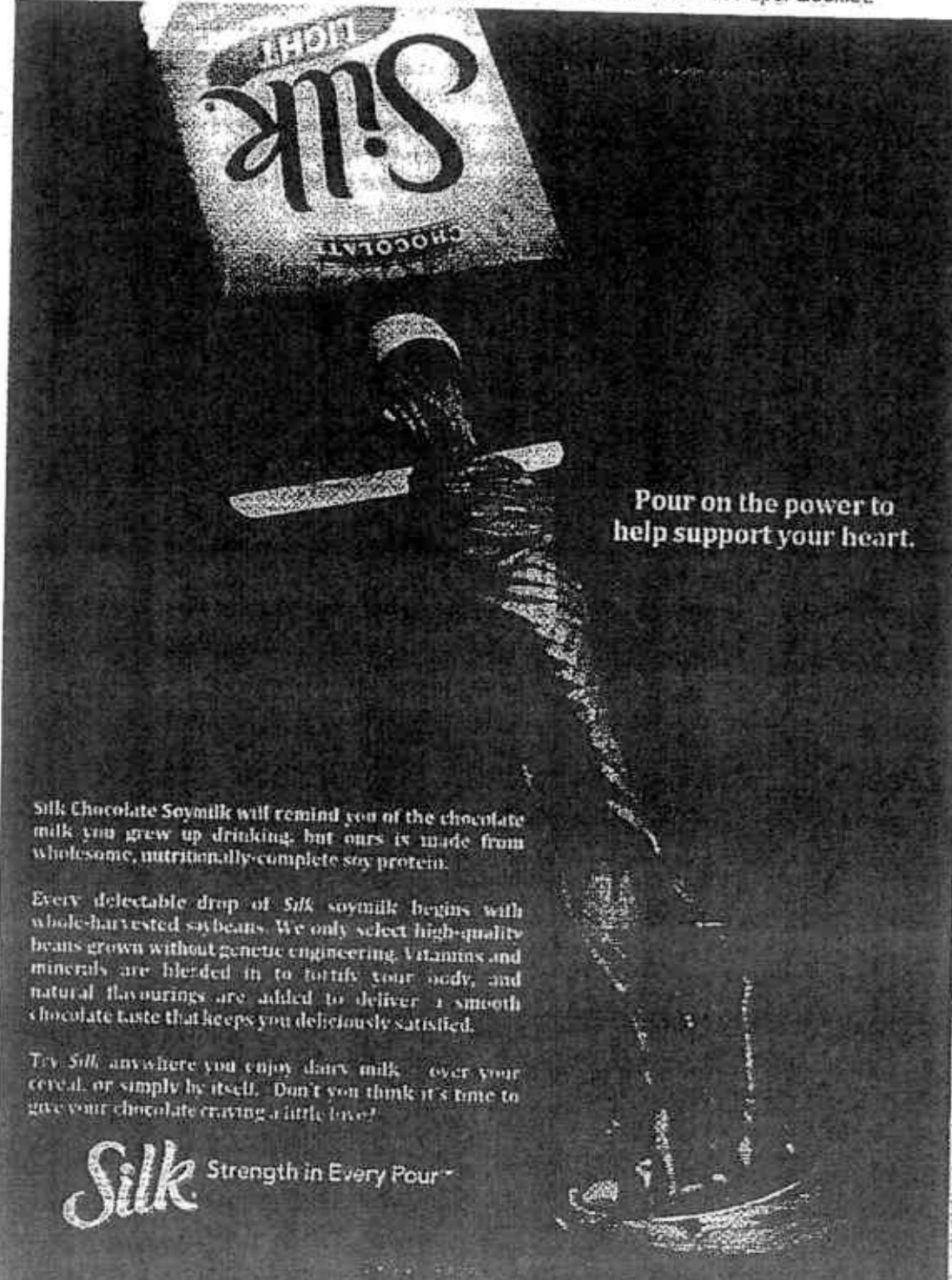
This insert contains Text 1, Text 2 and Text 3.

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.



Pour on the power to help support your heart.

Silk Chocolate Soymilk will remind you of the chocolate milk you grew up drinking, but ours is made from wholesome, nutritionally-complete soy protein.

Every delectable drop of Silk soymilk begins with whole-harvested soybeans. We only select high-quality beans grown without genetic engineering. Vitamins and minerals are blended in to fortify your body, and natural flavourings are added to deliver a smooth chocolate taste that keeps you deliciously satisfied.

Try Silk anywhere you enjoy dairy milk – over your cereal, or simply by itself. Don't you think it's time to give your chocolate craving a little love?

Silk Strength in Every Pour™

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. 5
- 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. 10
- 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. 15
'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. 20
- 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!' 25
- 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. 30
- 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. 5
- 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. 10
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 15
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 20
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. 25
- 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 first thing 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 30
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 35
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 40
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 45
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 50
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, 55
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]

- 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]

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

.....

.....

.....

.....

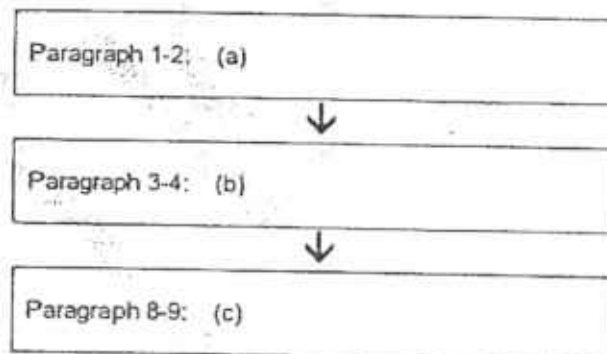
[2]

- 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



[3]

Section C [25 marks]

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

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

Examiner's
Use

[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

Animals that are closer to the surface of the ocean are in more danger than those in deeper waters.

Yes, but some have evolved features to minimize these dangers.



Matthew

- (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.....

.....

.....

.....

.....

.....

.....

.....

.....No of words:

[15]

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial statements.

2. The second part of the document outlines the procedures for handling cash payments and receipts. It states that all cash transactions must be supported by valid receipts and should be recorded in the cash book immediately.

3. The third part of the document describes the process for recording credit sales and purchases. It notes that credit transactions should be recorded in the sales and purchases books, and the corresponding entries should be made in the ledger.

4. The fourth part of the document discusses the treatment of bank transactions. It explains that all bank deposits and withdrawals should be recorded in the bank book, and the entries should be balanced with the bank statements.

5. The fifth part of the document covers the recording of depreciation and amortization. It states that these non-cash transactions should be recorded in the depreciation and amortization accounts to reflect the wear and tear of assets.

6. The sixth part of the document discusses the handling of accruals and prepayments. It explains that these transactions should be recorded in the accruals and prepayments accounts to ensure that the financial statements are up-to-date.

7. The seventh part of the document describes the process for recording transfers between different accounts. It notes that all transfers should be recorded in the transfer account to maintain a clear trail of the funds.

8. The eighth part of the document discusses the recording of interest income and expense. It states that interest should be recorded in the interest income and expense accounts to accurately reflect the cost of borrowing and the return on investments.

9. The ninth part of the document covers the recording of dividends and other distributions. It explains that these transactions should be recorded in the dividends and distributions accounts to show the flow of funds to shareholders.

10. The tenth part of the document discusses the recording of other miscellaneous transactions. It notes that any other transactions not covered by the previous sections should be recorded in the miscellaneous account to ensure that all transactions are accounted for.



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	<p>Who might this advertisement target?</p> <p style="text-align: right;">[1]</p> <p>It might target people who are:</p> <ul style="list-style-type: none"> • looking for <u>healthier beverage alternatives/ healthy soya milk or drink/ healthy and delicious drink</u> • need <u>beverages that supplement/ support a healthy body/ heart</u> • <u>health-conscious</u> • looking for a nutritious drink • lactose intolerant <p>Clue can be found in the heading and sub-heading of the webpage.</p> <p>Not accepted People who:</p> <ul style="list-style-type: none"> • Love or enjoy or drink chocolate milk/ soymilk. • General public • Adults/ older generation/ parents • Like chocolate • People who have heart-related diseases 	<p>Identify the purpose and audience of texts read or viewed.</p>
2	<p>What is striking and effective about the slogan, 'Silk: Strength in Every Pour'?</p> <p style="text-align: right;">[2]</p> <p>What is striking?</p> <p>'Silk' is often <u>attributed/ associated with the qualities of softness/ smoothness</u> but it is here <u>unusually compared/ juxtaposed</u> against 'strength', a <u>contrasting quality</u> that refers the benefit of the drink. [1]</p> <p>How is it effective?</p> <p>The contrast between the two words effectively highlights the <u>smoothness/ smooth texture</u> of the product as suggested by 'silk', and <u>emphasizes</u> the 'strength' or health benefits that one will gain from drinking it. [1]</p> <p>Or</p> <p>It is effective as it conveys the idea that the product has a smooth taste and is nutritionally complete.</p> <p>Or</p> <p>It emphasizes how the product has a smooth texture, yet gives you the needed strength/ energy/ nutrition. [1]</p> <p>Additionally, this serves to differentiate Silk from other similar products in the market.</p>	<p>Identify typographical and visual features.</p> <p>Show awareness of how the writer's use of language varies according to the purpose and audience for the writing to achieve impact</p>
3	<p>Write down two separate phrases from the text that suggests that the product is beneficial to health.</p>	<p>Use contextual</p>

	<p>The phrases are:</p> <ul style="list-style-type: none"> • 'power to help <u>support your heart</u>' • '<u>vitamins and minerals are blended in</u>' to '<u>fortify your body</u>' • '<u>nutritionally-complete soy protein</u>' <p>No mark awarded for correct phrases that are not within quotation marks.</p> <p>Excess denied if answers include:</p> <ul style="list-style-type: none"> • Power on the power to help support your heart. <p>Not accepted:</p> <ul style="list-style-type: none"> • '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) 	<p>[1]</p> <p>Check. Scan for details.</p>
4	<p>Refer to the image of the ice cream cone used in the advertisement.</p> <p>Quote one phrase from the text, which illustrates the image that the image illustrates.</p> <p>The phrase is '<u>a smooth chocolate taste that keeps you deliciously satisfied</u>'</p> <p>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.</p> <p>Excess denied:</p> <p>'natural flavourings are added to deliver a smooth chocolate taste that keeps you deliciously satisfied'</p> <p>Not accepted:</p> <ul style="list-style-type: none"> • 'a <u>smooth</u> chocolate taste' (this is more accurately illustrated by the image of the person that is sliding along the flow/ stream of chocolate soymilk) 	<p>Make predictions about the content of a text using visual and text features.</p> <p>[1]</p> <p>Identify and analyse techniques used in written and visual texts to achieve a variety of purposes.</p>

Section B

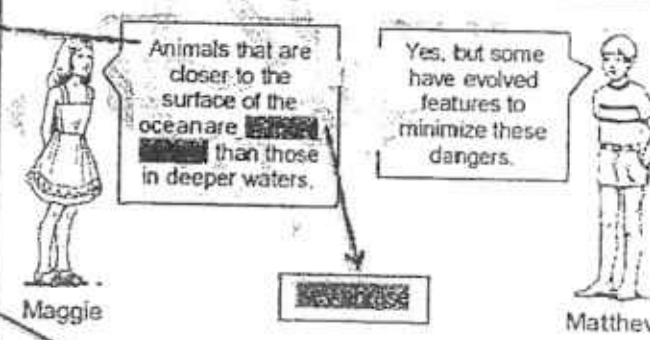
5	Suggest what the narrator, Jane Eyre, intends to tell us about the noise she heard? The noise was unpleasant/very loud. [1]	Provide and interpret evidence to support understanding
6	'It passed me <i>quietly enough</i> .' (line 5) With reference to the italicised words, what had the narrator expected the dog to do? She had expected the dog to be move noisily as it was big in size and wild in appearance. - Explanation is not necessary. [1]	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? The horse might have slipped on the smooth surface of the road. [1] thus causing the rider to fall off. [1] [2]	Recognise writer's intention (eg through the use of words, literary language)
8	According to paragraph 2, why did Jane help the fallen man? There was no one else to help. [1]	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? • 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. [2]	Provide and interpret evidence to support understanding
10	Give two pieces of evidence from paragraph 3-5 which suggest that Jane is kind? • 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) [2]	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

	<table border="1"> <tr> <th>Description</th><th>Word/Phrase</th></tr> <tr> <td>well built</td><td>'of middle height and considerable breadth of chest'</td></tr> <tr> <td>Serious</td><td>'stern features'</td></tr> <tr> <td>mature</td><td>'past youth, but had not reached middleage'</td></tr> </table>	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
Description	Word/Phrase									
well built	'of middle height and considerable breadth of chest'									
Serious	'stern features'									
mature	'past youth, but had not reached middleage'									
12	<p>The narrator says 'But the frown made me stay' (line 32-33): Explain why she stayed.</p> <p style="text-align: right;">[1]</p> <p>She felt that something was not right as he seemed troubled by it.</p>	Provide and interpret evidence to support understanding								
13	<p>In paragraph 8, the man said to the narrator: 'necessity compels me to make you useful' (line 34).</p> <p>(i) Why was it a 'necessity'?</p> <p style="text-align: right;">[1]</p> <p>He was in a helpless condition.</p>	Provide and interpret evidence to support understanding								
	<p>(ii) What is meant by the expression 'to make you useful'?</p> <p style="text-align: right;">[1]</p> <p>He meant that the narrator was needed to carry out a favour for him.</p>	Provide and interpret evidence to support understanding								
14	<p>From paragraph 9, explain in your own words why Jane was pleased.</p> <p style="text-align: right;">[2]</p> <p><i>Students need to rephrase following line from passage: 'My help had been needed and claimed' (line 38)</i></p> <p>She was pleased because her assistance ('my help') was required ('had been needed') [1] and was accepted ('claimed') [1]</p>	Provide and interpret evidence to support understanding								
15	<p>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.</p> <p style="text-align: right;">[3]</p> <p>Narrator's feelings</p> <table border="1"> <tr> <td>obliging</td><td>curious</td><td>observant</td></tr> <tr> <td>careful</td><td>undeterred</td><td>altruistic</td></tr> </table> <p>Flow chart</p> <table border="1"> <tr> <td></td></tr> </table>	obliging	curious	observant	careful	undeterred	altruistic		<p>Skim for gist/main idea.</p> <p>Scan for details.</p> <p>Summarise ideas.</p>	
obliging	curious	observant								
careful	undeterred	altruistic								

Paragraph 1-2:	(i) <u>curious</u>	
	↓	
Paragraph 3-4:	(ii) <u>undeterred</u>	
	↓	
Paragraph 8-9:	(iii) <u>altruistic</u>	

Section C

16	<p>In paragraph 1, which phrase provides evidence that every observer is intrigued by the ctenophore's ability to make light? [1]</p> <p>The phrase is 'all <u>lean forward</u>' (line 4) OR '<u>jostling each other to see</u>' (line 4).</p> <p>No mark awarded for 'all lean forward, jostling each other to see' because the answer comprises of two phrases.</p>	<p>Use contextual clues.</p> <p>Scan for details.</p>									
17	<p>Which word in paragraph 1 tells you that the ctenophore is a mysterious life form? [1]</p> <p>The word is '<u>ghostly</u>' (line 5)</p>	<p>Use contextual clues.</p> <p>Scan for details.</p>									
18	<p>In your own words, explain why the writer finds the ctenophore's ability to make light 'commonplace and magical' (lines 9-10). [2]</p> <table border="1"> <thead> <tr> <th>Idea</th><th>From the passage</th><th>In your own words</th></tr> </thead> <tbody> <tr> <td>commonplace</td><td> <p>'because an <u>astonishing array</u> of life forms can do it' (line 11)</p> <p>No mark awarded for answers that do not accurately express the meaning of the phrase.</p> </td><td> <p><u>astonishing</u> – surprising/ shocking, amazing/ astounding/ impressive/ unbelievable</p> <p><u>array</u> – large range/ wide variety/ great or massive number/ <u>so</u> many other/ a lot/ myriad</p> </td></tr> <tr> <td>magical</td><td> <p>'because of its <u>glimmering</u> and <u>captivating</u> beauty' (line 10)</p> </td><td> <p><u>glimmering</u> – shining/ shimmering/ glistening/ dazzling</p> <p>Not accepted – attractive appearance</p> <p><u>captivating</u> – astonishing/ mesmerizing/ enchanting/ enthralling/ fascinating/ enticing/ eye-catching/ beauty/ intriguing/</p> </td></tr> </tbody> </table>	Idea	From the passage	In your own words	commonplace	<p>'because an <u>astonishing array</u> of life forms can do it' (line 11)</p> <p>No mark awarded for answers that do not accurately express the meaning of the phrase.</p>	<p><u>astonishing</u> – surprising/ shocking, amazing/ astounding/ impressive/ unbelievable</p> <p><u>array</u> – large range/ wide variety/ great or massive number/ <u>so</u> many other/ a lot/ myriad</p>	magical	<p>'because of its <u>glimmering</u> and <u>captivating</u> beauty' (line 10)</p>	<p><u>glimmering</u> – shining/ shimmering/ glistening/ dazzling</p> <p>Not accepted – attractive appearance</p> <p><u>captivating</u> – astonishing/ mesmerizing/ enchanting/ enthralling/ fascinating/ enticing/ eye-catching/ beauty/ intriguing/</p>	<p>Paraphrase information or ideas.</p> <p>Skim for the gist/ main idea.</p> <p>Compare and contrast ideas.</p>
Idea	From the passage	In your own words									
commonplace	<p>'because an <u>astonishing array</u> of life forms can do it' (line 11)</p> <p>No mark awarded for answers that do not accurately express the meaning of the phrase.</p>	<p><u>astonishing</u> – surprising/ shocking, amazing/ astounding/ impressive/ unbelievable</p> <p><u>array</u> – large range/ wide variety/ great or massive number/ <u>so</u> many other/ a lot/ myriad</p>									
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		attention-grabbing.					
19	<p>In paragraph 3, explain why invisibility could be a premium? [1]</p> <p>Invisibility is a premium because 'there is nowhere to hide' (line 15).</p> <p>Students need to understand that invisibility is a <u>valuable/prized</u> ability, and hence a premium.</p>	<p>Make inferences to draw conclusions from contextual information and implied information.</p>					
20	<p>In paragraph 3, what does the word 'twilight' (line 19) suggest about the ocean conditions at depths of between 700 to 2000 feet? [1]</p> <p>The ocean is <u>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</u></p> <p>No mark awarded for 'completely/ very dark'.</p> <p>Students are to:</p> <ul style="list-style-type: none">• 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.	<p>Use contextual clues</p> <p>Make predictions based on contextual clues.</p> <p>Make inferences to draw conclusions from contextual information and implied information.</p>					
21	 <p>(a) [redacted] one piece of evidence from paragraph 4 that supports the claim made by Maggie. [1]</p> <table><tr><td>Evidence from paragraph 4</td><td>The evidence is 'any life form that does not manage, somehow, to blend in with the water is <u>in danger of being spotted by a predator</u>' (line 23-24).</td></tr><tr><td>No mark awarded if evidence are not placed within quotation marks.</td><td>Excess denied (ED) if answer</td></tr></table>	Evidence from paragraph 4	The evidence is 'any life form that does not manage, somehow, to blend in with the water is <u>in danger of being spotted by a predator</u> ' (line 23-24).	No mark awarded if evidence are not placed within quotation marks.	Excess denied (ED) if answer	<p>Provide and interpret evidence to support understanding.</p> <p>Evaluate information and line of thought for credibility and accuracy of ideas.</p> <p>Make connections between a text and other points of view.</p>	
Evidence from paragraph 4	The evidence is 'any life form that does not manage, somehow, to blend in with the water is <u>in danger of being spotted by a predator</u> ' (line 23-24).						
No mark awarded if evidence are not placed within quotation marks.	Excess denied (ED) if answer						

		<p>does not address the focus of the question and includes:</p> <ul style="list-style-type: none"> ▪ 'In the upper layers of the ocean—the part where light penetrates' or ▪ 'especially a predator swimming beneath, looking up.' 						
	<p>(b) In your own words, explain how Matthew could establish his point with reference to one feature of the sardines.</p> <p>[1]</p> <table border="1"> <tr> <th>From the passage</th><th>In your own words</th></tr> <tr> <td>'<u>dissolve</u> their silhouettes by having silvery sides' (lines 30-31) OR</td><td> <p>dissolve – <u>break up/ blur/ mask/ hide/ conceal</u></p> <p>silhouettes – <u>shape or form or outline of their body</u> by having silvery sides.</p> <p>Other accepted answers – <u>make their silhouette less obvious or clear.</u></p> <p>appear to be invisible/ mask their presence/ conceal themselves by having silvery sides.</p> </td></tr> <tr> <td>'<u>blend in by reflecting the water around it</u>' (lines 31-32)</td><td> <p>blend in – <u>camouflage or go together or match with the surrounding water/ appear to be invisible/ mask their presence/ conceal themselves</u></p> <p>reflecting the water around – <u>casting/ bouncing off light from the surrounding water</u></p> </td></tr> </table>	From the passage	In your own words	' <u>dissolve</u> their silhouettes by having silvery sides' (lines 30-31) OR	<p>dissolve – <u>break up/ blur/ mask/ hide/ conceal</u></p> <p>silhouettes – <u>shape or form or outline of their body</u> by having silvery sides.</p> <p>Other accepted answers – <u>make their silhouette less obvious or clear.</u></p> <p>appear to be invisible/ mask their presence/ conceal themselves by having silvery sides.</p>	' <u>blend in by reflecting the water around it</u> ' (lines 31-32)	<p>blend in – <u>camouflage or go together or match with the surrounding water/ appear to be invisible/ mask their presence/ conceal themselves</u></p> <p>reflecting the water around – <u>casting/ bouncing off light from the surrounding water</u></p>	<p>Paraphrase information or ideas.</p> <p>Provide and interpret evidence to support understanding.</p> <p>Evaluate information and line of thought for credibility and accuracy of ideas.</p> <p>Make connections between a text and other points of view.</p>
From the passage	In your own words							
' <u>dissolve</u> their silhouettes by having silvery sides' (lines 30-31) OR	<p>dissolve – <u>break up/ blur/ mask/ hide/ conceal</u></p> <p>silhouettes – <u>shape or form or outline of their body</u> by having silvery sides.</p> <p>Other accepted answers – <u>make their silhouette less obvious or clear.</u></p> <p>appear to be invisible/ mask their presence/ conceal themselves by having silvery sides.</p>							
' <u>blend in by reflecting the water around it</u> ' (lines 31-32)	<p>blend in – <u>camouflage or go together or match with the surrounding water/ appear to be invisible/ mask their presence/ conceal themselves</u></p> <p>reflecting the water around – <u>casting/ bouncing off light from the surrounding water</u></p>							
	<p>Award one mark for accurate selection and paraphrasing of any one feature of sardines above.</p>							
22	<p>In paragraph 9, [redacted] that suggests that the large gathering of life forms that can make light are:</p> <p>(i) [redacted] 'like travelling through a minefield of light' (line 54-55)</p>	<p>[2]</p>	<p>Use contextual clues.</p> <p>Make inferences to draw conclusions from implied information. Select and evaluate relevant information.</p>					



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

Focus



		Excess denied and no mark awarded if answer include – 'moving through them can be'	for defined information needs.
		'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	<p>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.</p> <p>Use only information from paragraphs 6 to 8.</p> <p>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).</p> <p><i>Some ocean creatures avoid predators by producing...</i></p> <p>[15]</p> <p>Note: Points should be phrased to answer on the methods used by sea creatures to escape predators.</p>	<p>Select and evaluate relevant information for defined information needs.</p> <p>Paraphrase information or ideas using own words.</p> <p>Summarise ideas from multiple paragraphs.</p>
----	--	---

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

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



GAN ENG SENG SCHOOL
End-of-Year Examination 2015



CANDIDATE
NAME

CLASS

INDEX
NUMBER

ENGLISH LANGUAGE

Paper 2 Comprehension

1128/02

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



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[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]

- 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]

- 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]

- 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]

.....

.....

.....

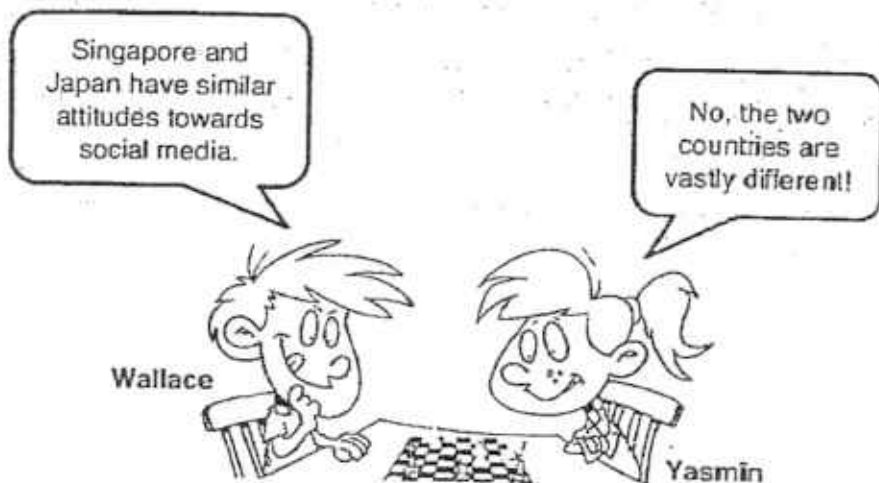
..... [2]

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

.....

..... [1]

- 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]

--	--

--	--

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.

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.....

[illegible]

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

Summary	
Content	/ 8
Style	/ 7
Total	/ 15

English: 1128/02

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GAN ENG SENG SCHOOL
End-of-Year Examination 2015



CANDIDATE
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INDEX
NUMBER

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ENGLISH LANGUAGE

Paper 2 Comprehension

1128/02

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

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[Turn over]

Section A

Text 1

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

It's **NOT** just a **COW**



When a family has a cow, every morning there's a glass of rich milk for the children to drink before heading off to school. Clothes are paid with the income from the sale of milk, and there's even enough to share with the neighbors.

A good dairy cow can produce four gallons of milk a day, enough for a family to drink and share with neighbors. Milk protein transforms sick, malnourished children into healthy boys and girls. The sale of surplus milk earns money for school fees, medicine, clothing and home improvements.

Best of all, every gift multiplies, as the animal's first offspring is passed on to another family that they also agree to pass on an animal, and so on.

And because a healthy cow can produce a calf every year, every gift will be passed on and eventually help an entire community move from poverty to self-reliance. Now that's a gift worth giving!

it's a **FUTURE**

Provide a future for a community for \$500 at www.heifer.org

HEIFER
INTERNATIONAL

English: 1128/02

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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. 5
- 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. 10
- 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. 15
- 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. 20 25
- 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. 30
- 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. 35

- 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!"

40

45

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. 5
- 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. 10
- 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. 15 20 25
- 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. 30 35 40

- 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. 45
- 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. 55
60

Text 1: Adapted from <http://www.heiler.org>

Text 2: Adapted from H.G. Wells; *War of the Worlds*; 1898

Text 3: Adapted from Charissa Chan, Heidi Mah & Wong Shulian; *Confronting Social Media*; Broader Perspectives Issue 2, 2014

END OF PAPER

English: 112B/D2

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1. The first part of the text discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes both income and expenses, as well as any transfers between accounts.

2. The second part of the text focuses on the need for regular reconciliation. This process involves comparing the internal records with the bank statements to identify any discrepancies. It is crucial to perform this task frequently to catch errors early and prevent them from escalating.

3. The third part of the text addresses the importance of keeping records secure. This means not only protecting the physical documents from loss or damage but also ensuring that digital records are stored in a secure, encrypted format. Access should be restricted to authorized personnel only.

4. The fourth part of the text discusses the role of records in tax compliance. Accurate records are essential for preparing tax returns and supporting any claims made. They provide the necessary evidence to substantiate income and deductions, which can be vital in the event of an audit.

5. The fifth part of the text highlights the long-term benefits of maintaining good record-keeping practices. It can help in identifying trends, managing cash flow, and making informed financial decisions. Additionally, it provides a clear audit trail that can be invaluable for legal and regulatory purposes.

In conclusion, maintaining accurate and secure records is a fundamental aspect of sound financial management. It requires discipline and consistency, but the benefits are significant. By following the guidelines outlined in this document, individuals and businesses can ensure that their financial data is reliable, secure, and compliant with all relevant regulations.

The following table provides a summary of the key points discussed above:

Topic	Key Points
Record Keeping	Record all transactions, no matter how small. Include income, expenses, and transfers.
Reconciliation	Perform regular reconciliation to compare internal records with bank statements.
Security	Keep records secure, both physically and digitally. Use encryption and restrict access.
Tax Compliance	Accurate records are essential for tax returns and supporting claims.
Long-term Benefits	Helps in identifying trends, managing cash flow, and making informed decisions.

By adhering to these principles, you can ensure that your financial records are a reliable and secure foundation for your financial future.



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CANDIDATE
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INDEX
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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

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Section A [5 marks]

Question & Answer	Learning Outcomes & Metacognition
<p>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]</p> <p>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]</p>	<p>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.</p>
<p>2 What is the long-term impact of the cow on the family and the community? [1]</p> <p>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</p>	<p>R&V LO2: Close reading and viewing Scan for details x What is the <u>effect</u> of the statement. The Q is asking for the final outcome.</p>
<p>3 What is the indirect agreement between Heifer International and the family that receives the cow? [1]</p> <p>The family agrees to pass on the gift by giving the animal's first offspring to another family. x Share the gift – vague – must specify what the gift is x Donate \$500 to the family / charge the family \$500</p>	<p>R&V LO2: Close reading and viewing Interpret and integrate information from a variety of sources Clue: logo</p>
<p>4 Which sentence gives the main purpose of the advertisement? [1]</p> <p>The sentence is "Provide a future for a community for \$500 at <u>www.heifer.org</u>". x No marks for an incomplete sentence</p>	<p>R&V LO2: Close reading and viewing Identify purpose and audience of texts read or viewed</p>

Section B [20 marks]

Question & Answer	Learning Outcomes & Metacognition
<p>5 In paragraph 1, how did the landing of the Thing appear to be like a falling star? [2]</p> <p>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].</p>	<p>R&V LO3: Critical reading, viewing and appreciation – evaluative response Make connections between a text and other points of view / ideas</p>
<p>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."</p>	
<p>(i) Which word suggests that it is not the first time the people might have seen a meteorite? [1]</p> <p>The word is, "another". [1]</p>	<p>R&V LO2: Close reading and viewing Scan for details</p>
<p>(ii) How did the people react to meteorite or The Thing? [1]</p> <p>They were blasé / nonchalant / indifferent. [1] ✗ Calm ✗ Did not bother to look for it / continued with their day (action) ✗ Not surprised / shocked (emotion)</p>	<p>R&V LO4: Reading and viewing literary texts – text response Analyse how characterisation is achieved ✗ What did the people think or do</p>
<p>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]</p> <p>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).</p>	<p>R&V LO2: Close reading and viewing Summarise ideas Same impact physically on the town and area around it.</p>

Question & Answer	Learning Outcomes & Metacognition								
<p>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.</p> <table border="1" data-bbox="219 532 917 850"> <thead> <tr> <th>Features of The Thing</th><th>Details from the passage</th></tr> </thead> <tbody> <tr> <td>Size</td><td>Diameter of about thirty yards</td></tr> <tr> <td>Shape</td><td>Cylinder [1]</td></tr> <tr> <td>Colour</td><td>Dun-coloured [1] x Grey clicker / Ashy</td></tr> </tbody> </table>	Features of The Thing	Details from the passage	Size	Diameter of about thirty yards	Shape	Cylinder [1]	Colour	Dun-coloured [1] x Grey clicker / Ashy	<p>R&V LO2: Close reading and viewing Categorise and classify given details</p> <p>VB LO2: Building and enriching vocabulary Deduce meaning of words from how they are used in context Quote only what is necessary!</p>
Features of The Thing	Details from the passage								
Size	Diameter of about thirty yards								
Shape	Cylinder [1]								
Colour	Dun-coloured [1] x Grey clicker / Ashy								
<p>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]</p> <p>It suggests that The Thing's landing had been planned. [1]</p>	<p>R&V LO2: Close reading and viewing Make inferences to draw conclusions</p>								
<p>10 In paragraph 5, Ogilvy was alone. Explain how the language used makes the atmosphere seem very quiet.</p> <p>Support your ideas with three details from paragraph 5. [3]</p> <ul style="list-style-type: none"> "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. <p>x "All alone on the common" – in the question</p>	<p>R&V LO3: Critical reading, viewing and appreciation – evaluative response Provide and interpret evidence to support understanding</p> <p>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</p> <p>Must have three different evidences for all three points to show the different POV of the situation.</p>								

Question & Answer	Learning Outcomes & Metacognition										
<p>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".</p> <p>(i) What does "pouring down" suggests about the movement of The Thing? [1]</p> <p>The Thing was moving very quickly. [1] ✗ vigorously (force) ✗ water flowing – not literally</p> <p>(ii) What does the phrase "brought his heart into his mouth" suggests about Ogilvy's state of mind? [1]</p> <p>He was shocked / frightened. [1] ✓ anxious / nervous / panicked / afraid ✗ uptight</p>	<p>R&V LO3: Critical reading, viewing and appreciation – evaluative response Recognise writers' intentions</p> <p>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.</p>										
<p>12 The structure of the text reflects the main stages in the narrative.</p> <p>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]</p> <p>Main stages:</p> <ul style="list-style-type: none"> • 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 <p>Flow chart:</p> <table border="1"> <tr> <td>paragraphs 1-2 (i)</td><td>A mysterious arrival</td></tr> <tr> <td>paragraph 3 (ii)</td><td>An unexpected discovery</td></tr> <tr> <td>paragraphs 4-5 (iii)</td><td>Surveying the scene</td></tr> <tr> <td>paragraph 6 (iv)</td><td>Careful scrutiny</td></tr> <tr> <td>paragraph 7 (v)</td><td>A shocking revelation</td></tr> </table>	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	<p>R&V LO3: Critical reading, viewing and appreciation – connections Make connections between a text and other points of view / ideas</p> <p>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</p>
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
<p>13 From paragraph 1, what is the function of the "Social Web"? [2]</p> <p>The Social Web connects people to information [1] / resources [1] / to one another [1].</p> <p>Any two answers.</p> <p>ED: recreation of offline experiences in an online environment</p> <p>x definition of Social Web</p>	<p>R&V LO2: Close reading and viewing</p> <p>Skim for gist / main idea</p> <p>+</p> <p>Scan for details</p>
<p>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]</p> <p>Social media is new / different (novel) [1] and far-reaching (extensive intertwining) [1].</p> <p>x novel = book</p> <p>x different ways of managing social media</p>	<p>R&V LO2: Close reading and viewing</p> <p>Paraphrase information or ideas using own words</p>
<p>15 Explain how Singapore continues to "maintain its edge in our networked world" (lines 13-14). [2]</p> <p>Singapore can maintain her advantage through extensive interconnectivity / having good technological infrastructure [1] and by having a technologically savvy population [1].</p>	<p>R&V LO2: Close reading and viewing</p> <p>Select and evaluate relevant information from various sources for defined information needs</p> <p>Give reasons</p>
<p>16 In paragraph 3, what is one drawback to Singapore's social media usage? [1]</p> <p>The high usage of social media may affect the cultural beliefs of Singaporeans. [1]</p>	<p>R&V LO2: Close reading and viewing</p> <p>Skim for gist / main idea</p> <p>+</p> <p>Scan for details</p>

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

Question & Answer	Learning Outcomes & Metacognition
<p>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.</p> <p>Use only information from paragraphs 4 to 6.</p> <p>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).</p> <p>One method used to regulate the media is through...</p> <p><u>Measures to regulate media</u></p> <ol style="list-style-type: none"> 1 M1 - Media-licensing scheme 2 M2 - Surveillance activity <p><u>Reasons behind these measures</u></p> <ol style="list-style-type: none"> 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 	<p>R&V LO2: Close reading and viewing</p> <p>Paraphrase information or ideas using own words</p> <p>+</p> <p>Summarise ideas from one / multiple paragraphs or an extract</p> <p>R&V LO4: Reading and viewing literary texts – text response</p> <p>Identify and interpret the evidence in arguments</p> <p>VB LO3: Using appropriate vocabulary</p> <p>Use words appropriate to: medium and context</p>



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 people laugh together, the more they bond together; the more they bond, the easier it is to laugh together – a loop is endless. There is also a desire not to be singled out from the group. If everyone else are laughing, you do not want to be the one left outside. This may explain why laughter is often contagious, sometimes dramatically so. In 1962, for example, an epidemic of laughter among school girls in Tanzania lasting for six months and forced officials to close schools. Such social laughter is a mean of defining in-groups and out-groups. If I told you a joke and you laugh, you are showing agreement and this builds up a positive relationship between those of them who are present.

1

2

3

4

5

6

7

8

9

10

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:

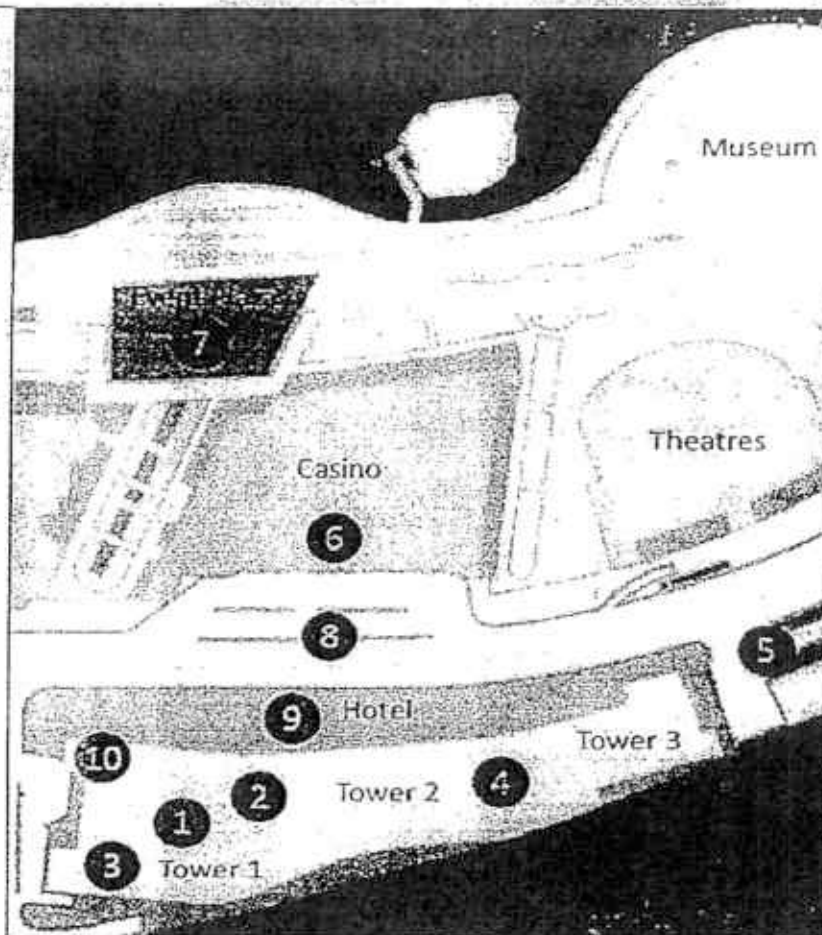
- 1 • why the Marina Bay Sands Art Path will be interesting for the class
- 2 • two art installations shown in the e-brochure that your class is keen to visit
- 3 • two other activities which you would like to include in the class outing
- 4 • reasons why you would like your teacher to join the class

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



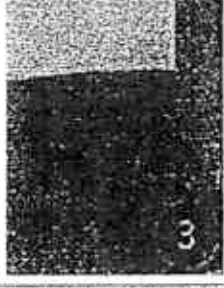

You should use your own words as much as possible.



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 Sadeh 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 amorously 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 Hurter, 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. *Scuave*

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
quotation must be

"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



Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the haze. 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.

Example:

I arrived to my destination at 2 pm.
My mother always wears sensible clothes.

at

The haze is back and Singaporeans took to the internet with a
vengeance. Twitter user Faris Abkory send out a photo of himself with 1
the vacuum cleaner pointed outside his window. Humour site SGAG has 2
a picture of Pokemon Go character Koffing, a purple sphere monster 3
which fights with toxic gases, attacks the ArtScience Museum. 4
Indonesias forest fires, which cause billions of dollars of losses in the 5
region, results from the lower cost of slash-and-burn methods to clear 6
land. In response, consumer are being urged not to support firms 7
whica paper, pulp and wood products are made using irresponsible 8
methods of clearing land that cause forest fires. There is also a 9
crowdfunding effort called *I Will Be Your Shelter* on Indiegogo. The goal 10
is to raise money to buy air filters for old folks' homes.

Adapted from <http://www.straitstimes.com>

Section B [30 marks]

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

You should look at the printout of a webpage on page 4, study the information carefully and plan your answer before beginning to write.

You have seen the United Nations Environment Programme (UNEP) webpage suggesting two ways that youths can adopt against the haze. You want to take up this challenge by writing an article for your school's monthly news magazine, appealing to your school to join you in this environmental campaign. You have decided to propose only one of UNEP's suggestions, and in addition, suggest an approach of your own.

Write your article proposing:

- || • which of the two UNEP's suggestions to adopt and why
- || • how many days the school can offer to help
- time • how the school can organise and carry out the work ✓
- why you think the help the school is offering will be useful in fighting the haze

Write your article in clear, accurate English, in an imaginative manner and a persuasive tone, showing your concern for people's and the environment's well-being, and exactly how you plan to help improve the situation.

You should use your own words as much as possible.

File Edit View History Bookmarks Tools Help
http://www.unep.org/campaigns/youths/haze

United Nations Environment Programme

Climate Change Ozone & Air Quality Ecosystem Management Environmental Governance Chemicals & Waste Resource Efficiency Environment Under Review

What can you and your friends do about the haze problem in your country?

How you can help

Organise an educational outreach Join our volunteer programme

or

How you can do it

EDUCATION **VOLUNTEER**

Inform your community through posters and talks about the haze, how it affects the country economically, and how to fight against its effects on health.

Travel with us to other countries and help farmers convert to other economic activities that do not cause the haze such as setting up retail shops

How you can benefit

COMMUNITY **TRAVEL**

- ✓ Learn about the haze problem in-depth
- ✓ Be a useful member of your society
- ✓ Completely free; slides, posters and other educational materials provided by us

- ✓ Learn about the haze problem first hand
- ✓ Help reduce the haze and save the environment
- ✓ Subsidised travel; see places and meet people

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 What do you consider to be your most challenging problem in life? How does it bother you so, and how do you try to deal with it?
- 2 'No pain, no gain.' Write about some of the occasions when you have found this to be true.
- 3 "Life is impossible without our phones these days." What are your views?
- 4 Singapore has one of the best transport systems in the world. Do you agree?

End of Paper

Section A

Text 1

Refer to the poster below and answer Questions 1 - 4.

DESIGNED FOR SINGAPORE'S DEEPEST WOUNDS.

WEAR YOUR HEART ON YOUR WRIST
WEAR IT • SHARE IT • ASK HOWRU

TALK TO US
CALL 1800-221 4444

SOS

www.singapore.org.sg

Suicide claims more than one life in Singapore every day. Show your support by adding a digital plaster to your social media profile, and sharing it with #HOWRU. And when your friends ask you about it, talk to them about how they're feeling. Because a simple question is the first step to preventing suicide.

Section A [5 marks]

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

- 1 Which category of people is this poster directed at?

[1]

- 2 The image of President S. R. Nathan is an important feature in the poster. What is the intended effect of using such a prominent person's image?

[1]

- 3 In the poster's tagline 'DESIGNED FOR SINGAPORE'S DEEPEST WOUNDS', what are the words 'deepest wounds' referring to?

[2]

- 4 The concept of the plaster is central to the poster and to the campaign. What does the plaster symbolise?

[1]

Section B

Text 2

The text below is about a migrant worker contemplating life and death. Read it carefully and answer Questions 5-13.

- 1 It was a forsakenly hot day, the morning sun seethed with unmet madness in the sky, burning his eyes as Zheng Nian took in the unremarkable sight below him – hundreds of men, little ants in yellow helmets, packed in the cavernous construction site like an upturned beehive let loose. Where he was, up there, the ground surprised his feet with the heaviness of heat burning through his safety boots. Assigned to pave cement on the roof, Zheng Nian wondered if the ground forty-storey below him was as stubbornly hot as where he was. 5
- 2 As if nature heard his thoughts, a slight warm breeze nudged the air, startling the beads of perspiration gathering earnestly on his temple. At the thought of his body hurtling accidentally down the point of no return, cold sweat broke his skin. He retreated a little from the unfinished edge of the roof, the sun raining angrily down hard on his back. When the nauseous feeling passed over him, Zheng Nian could not resist leaning forward again from where he squatted surveying the foreign world below him. 10 15
- 3 Zheng Nian suddenly thought about the valley in Hubei – walking in the creeping cold, wisps of winter in the air – when he could think so clearly, so effortlessly. Just before he arrived in Singapore, he was huddled in layers of wool, scrunching across the snow-swept ground he could barely feel, the milk-colour of whiteness in the air blinding him, the harsh cold of winter biting into his heart. Where he was now perched on the roof, it was the other way around. Zheng Nian was all ready to ditch the white singlet on him, waving it like a white flag to the onslaught of the punishing heat. The heat rising up from the concrete was too much to take it all in as his body leaked under the weight. 20 25
- 4 Singapore is a safe place. He was told that much by those who had come before him. In the short thirty-minute journey from the airport to the workers' dormitory, Zheng Nian drank in the gleaming prospect of a future that would have been out of reach if he had stayed behind in his hometown. Yet, he felt dehydrated of hope. From within the company van, as he took in the neat cityscape of buildings interspersed with trees that lined the smooth roads everywhere, Zheng Nian caught the parallel paradox of his situation—he was there to build the buildings as he tried to build a life for himself and his family while unbuilding his very presence back home. He wondered, 30

how many of these inanimate structures would he have to build to truly set himself free? 35

- 5 There was little clarity in his head to think about those thoughts that emerged onto the shoreline of his consciousness. Despite the air-conditioning in the van, the sun creeping into his eyes had been too much for Zheng Nian to bear. Since he arrived here in Singapore two days ago, the dank, dead weight of unforgiving heat and humidity dogged him by surprise. He was exhausted. Exhausted at both the prospect of what he had left behind, and of what was to come before him. There was little clarity left in his head when baked in the heat. 40
- 6 In the fierceness of the heat, when he fought to keep his consciousness, to keep himself from tipping over the edge of no return, he wondered where his son would be when he's all grown up. Surely, he would be happy, in a meaningful job, blissfully married in an affluent China? Would he look more like his father, or his mother? Her face crumbled with worry when he had broken the news to her on his plan to work in Singapore. Don't worry, nothing will happen. Singapore is a safe place. 45 50
- 7 In those last moments, as his parched body began the free flight to the ground, his mind set adrift by the sun out in full force, he could only watch each storey of the unfinished HDB block whittling past, lifting the dead weight of life from him. He couldn't ignore the irony, the prospect of being truly alive when dying. 55

Section B [20 marks]

Refer to Text 2 above for questions 5 – 13.

- 5 At the beginning of this text Zheng Nian was watching the construction work being done.

use your own words
Explain how the language ¹ in paragraph ¹ is used to describe how busy it was at the construction site. Support your ideas with two details from the paragraph.

[2]

6 Which one word suggests how huge the construction site was.

[1]

7 In paragraph 2 the writer describes the sun as 'raining' (line 13).

(i) In what way is the phrase 'sun raining' unusual?

[1]

(ii) How is the use of 'raining' effective nevertheless?

[1]

8 'Zheng Nian was all ready to ditch the white singlet on him, waving it like a white flag to the onslaught of the punishing heat.' (lines 22-23)

(i) Explain what the writer is trying to convey by 'waving it like a white flag'.

[1]

(ii) Why did Zheng Nian feel like 'waving it like a white flag'? Answer in your own words.

[2]

- 9 Explain how the writer creates a contrast between the two scenarios mentioned in paragraph 3.

[2]

- 10 In paragraph 4, Zheng Nian was conflicted by a mixture of hope and hopelessness. Pick out and write down one expression each for his feeling of hope and hopelessness.

(i) Hope

(ii) Hopelessness:

[2]

- 11 From paragraph 5, give two effects of the heat on Zheng Nian

[2]

- 12 What were the two reasons the writer suggested in paragraph 6 that motivated Zheng Nian to come work in Singapore?

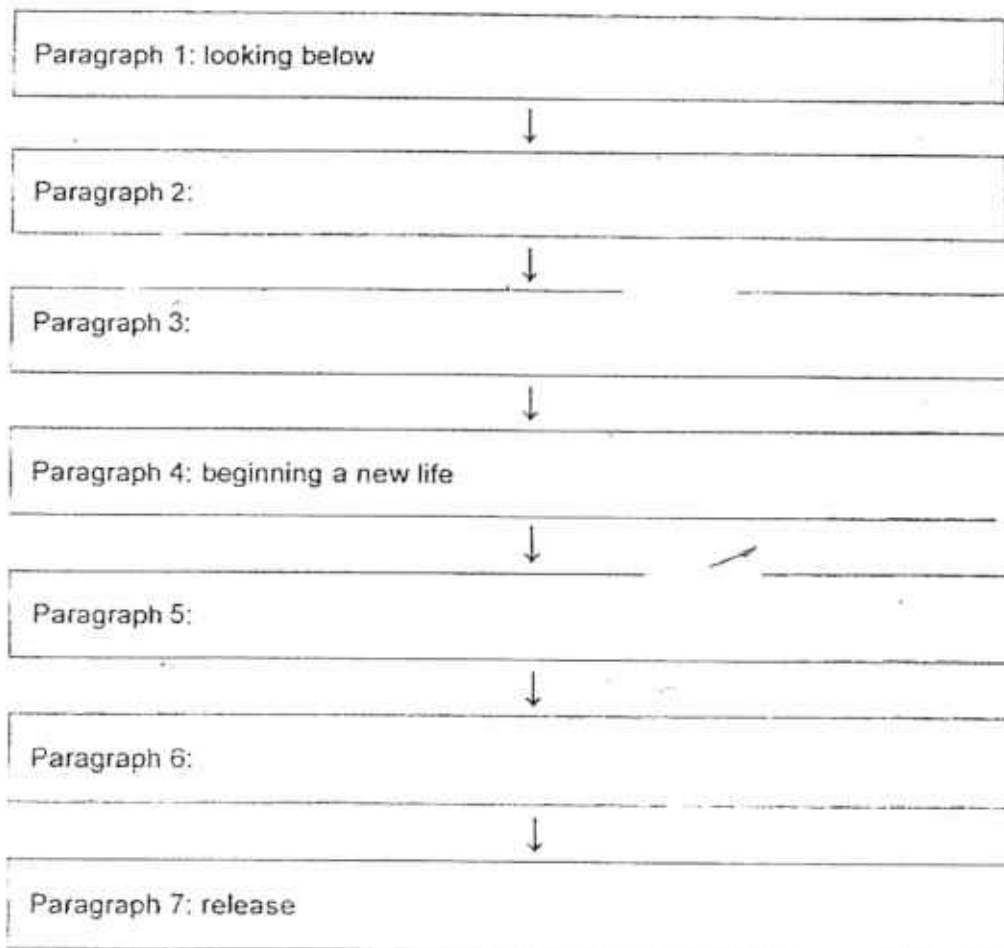
[2]

- 13 The structure of the text reflects what Zheng Nian went through in Singapore. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the story.

Main focus

reminiscing about family	trying to adapt
disoriented by the heat	the comforts of home
making a sacrifice	feeling ill
longing for home	

Flow chart



[4]

Section C

Text 3

Below is an excerpt of an article on the civet cat coffee. Read it carefully and answer questions 14-19.

- 1 The story of Kopi Luwak has a certain repulsive charm. A shy cat-like wild creature wanders out of the Sumatran jungle at night onto a coffee plantation and selects only the finest, ripest coffee cherries to eat. Only the Luwak can't digest the stone - the coffee bean - and craps them out, the civet cat's digestive enzymes and anal glands changing the structure of proteins in the beans, removing some of the acidity to make an elusive musky smoothness to the resultant roasted coffee. At US\$80 a cup, Kopi Luwak is the world's most expensive coffee. 5
- 2 Early in the 17th century, Dutch colonists began to plant coffee on the islands of Sumatra and Java in Indonesia. Prohibited from picking the coffee berries, and too poor to buy them themselves, the local farmers collected the wild civet cat droppings, plucked the seeds out of them, then cleaned and roasted them. The aroma and taste were so distinctive, it soon became a favourite not just among the locals, but as well as the Dutch, who proceeded to ship it home. 10 15
- 3 In 1981, a description of Kopi Luwak buried in a short paragraph appeared in the National Geographic Magazine. Ten years later, in 1991, Tony Wild, the author of 'Coffee: A Dark History', read the article and imported a single kilogramme of Kopi Luwak into Yorkshire as a novelty. It caught the interest of the local newspaper and radio, and when the United Kingdom national media fell over themselves to cover the story, followed closely by the international media, Kopi Luwak subsequently found its place on the international map. Kopi Luwak soon became hugely popular worldwide. As a result, wild Luwaks are being kept in battery farms to produce commercially viable quantities of the precious coffee beans in their poo. A veritable goldmine, farmers in India, Vietnam, China and the Philippines have all jumped on the civet coffee trade bandwagon too, and it is estimated that the global production is at least 50 tonnes, possibly much more. One single Indonesian farm claims to produce 7,000 kilogrammes a year from 240 caged civets. So Kopi Luwak is now rarely wild: it's industrialised. 20 25 30
- 4 To further increase supply in order to meet the ballooning demand for Kopi Luwak, several commercial ventures lately attempted to replicate the digestive process of the civets without animal involvement by developing

- fermentation methods that reproduced some of the taste aspects of Kopi Luwak while improving coffee bean taste and nutritional profile. Vietnamese companies claim to have replicated the civet's digestive process with an enzyme soak to produce imitation Kopi Luwak. The Kopi Luwak trade makes big bucks, and to overcome the natural cap due to the civet cat's limited population and distribution worldwide, numerous other crap coffees have also sprung up – Thai elephants, Brazilian Jacu birds, and Bonobo monkeys have all been press-ganged into servicing consumers' insatiable desire for the ostensibly wonderful and weird coffee.
- 5 At first the civet coffee trade boded well for the creature. In Indonesia, the Asian palm civet cat, which raid commercial fruit farms, was often seen as a pest, but the growth in the Kopi Luwak industry encouraged local people to then protect civets for their valuable dung. As civet coffee gain popularity, however, more wild civets are being confined to cages on coffee plantations. In part, this is for coffee production, but it's also so locals can have another source of income from civet-ogling tourists. Wild Luwaks are caught by poachers, caged in appalling conditions and force-fed coffee cherries in order to crap out the valuable beans. The naturally shy and solitary nocturnal creatures suffer greatly from the stress of being caged in proximity to other Luwaks, and the unnatural emphasis on coffee cherries in their diet causes other health problems too; they fight among themselves, gnaw off their own legs, start passing blood in their scats, and frequently die. Consequently, with rising demand for Kopi Luwak, demands that the Kopi Luwak trade is curbed are intensifying in tandem.
- 6 Uniquely exotic in aroma and flavor, and very rare and expensive, Kopi Luwak is an interesting coffee curiosity, but it is now practically impossible to find genuine wild Kopi Luwak. The only way to guarantee that would be to actually follow a wild Luwak around all night yourself. Maybe you're better off sticking to a cup of regular arabica.

Section C [25 marks]

Refer to Text 3 for questions 14 – 19.

- 14 According to paragraph 1, how did the wild civet cat contribute to the world's most expensive coffee?

(i)

[1]

(ii)

[1]

- 15 (i) Which one word in paragraph 2 tells us why the civet cat coffee became a favourite in colonial Indonesia?

[1]

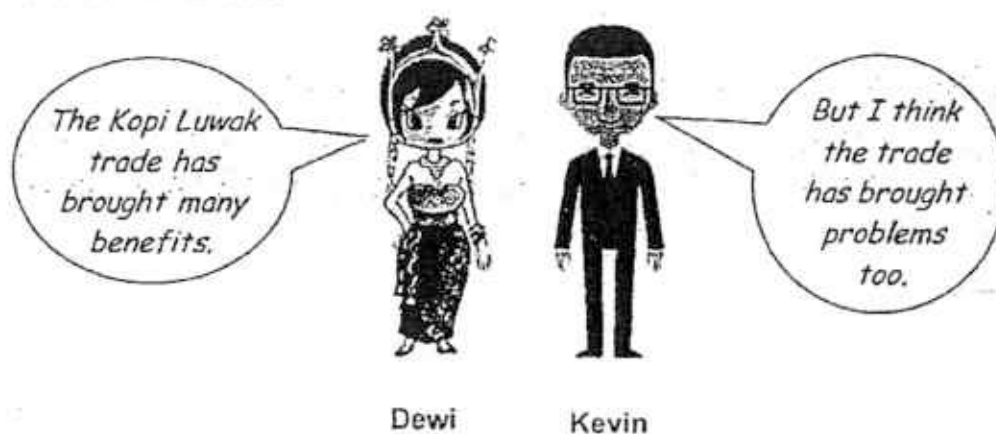
- (ii) What does the word mean with reference to coffee?

[1]

- 16 Using your own words, identify the main difference between the two ways outlined in paragraph 4 used to meet the rising demand for Kopi Luwak.

[2]

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



- (a) Identify two pieces of evidence from paragraph 5 that Dewi can use to support her view.

(i) _____

[1]

(ii) _____

[1]

- (b) How would Kevin explain his position with reference to paragraph 5?

[1]

- 18 Why does the author tell us that we are 'better off sticking to a cup of regular arabica' (lines 61-62)?

[1]

19

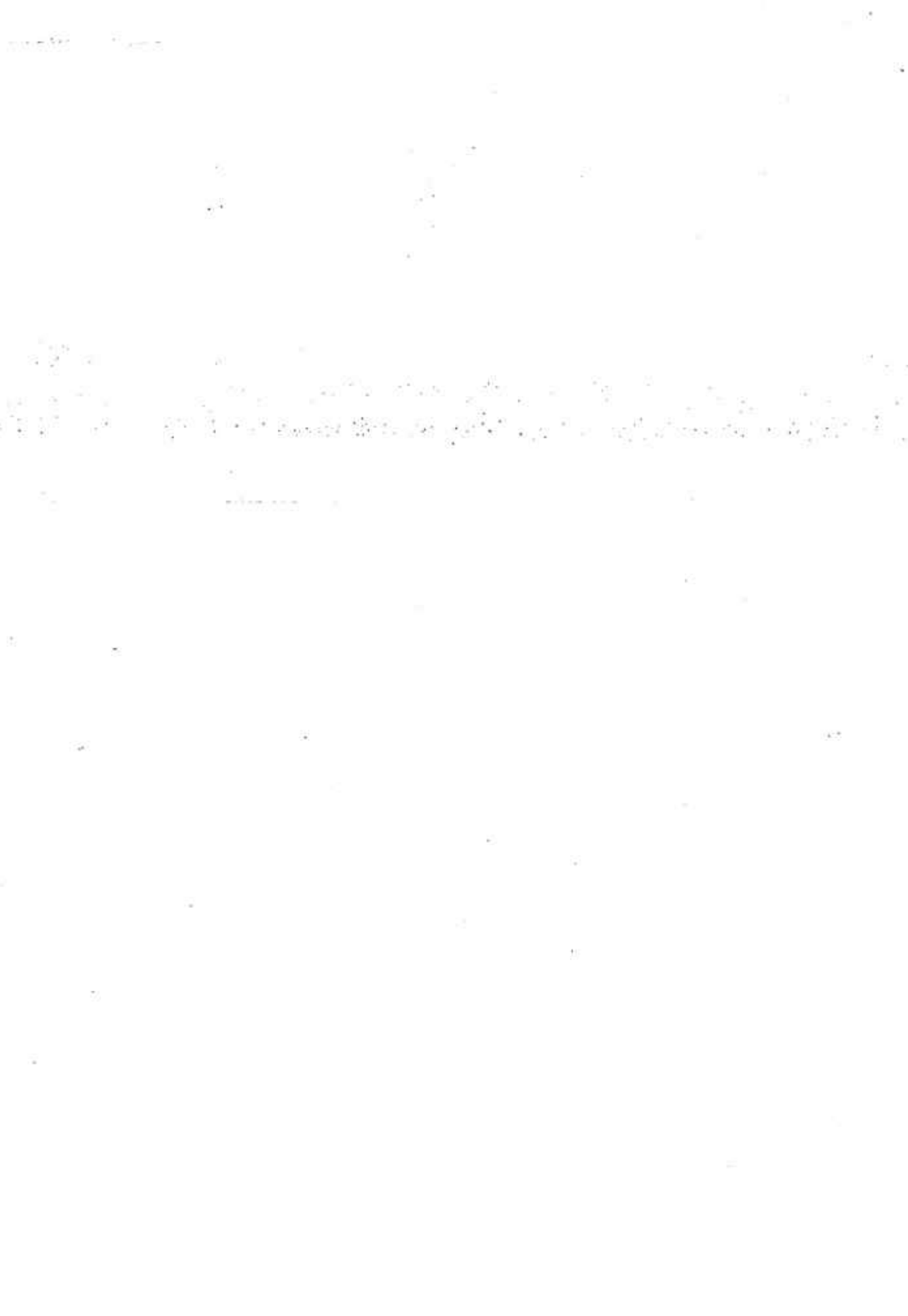
Using your own words as far as possible, summarize how coffee derived from animal dung became popular from the moment it was discovered.

Use only information from paragraphs 2 to 4 of text 3.

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).

17th century Indonesian farmers, unable to buy or pick coffee, .

[15]



2016 Northland Secondary Sec 3 English SA2 Answers

PAPER 1

Section A

Q1	<u>send</u>	<u>sent</u>
Q2	<u>pointed</u>	<u>a</u>
Q3	<u>sphere</u>	<u>spherical</u>
Q4	<u>attacks</u>	<u>attacking</u>
Q5	<u>Indonesias</u>	<u>Indonesia's</u>
Q6	<u>results</u>	<u>result</u>
Q7	<u>consumer</u>	<u>consumers</u>
Q8	<u>which</u>	<u>whose</u>
Q9	No error	✓
Q10	No error	✓

PAPER 2

Section A

- Q1 Friends of people at risk of committing suicide.
OR
People who are at risk of committing suicide.
- Q2 A prominent person brings more attention to the poster.
A prominent person adds more weight to the message/campaign.
It conveys the idea (especially to victims) that even such a prominent person is concerned about the matter.
- Q3 It refers to the type of hurt (wounds) that are so great (deepest) that people who suffer from it find it so unbearable that they attempt to end their own life.
- Q4 Healing/closing the gap between a friend and a victim.

Section B

- Q5 The words 'hundred of men, little ants' suggests how busy it was by the large number of workers engaged in constant activity the way ants do and 'upturned beehive let loose' suggests a whole colony of workers working feverishly in a seemingly chaotic fashion.
- Q6 The word is 'cavernous'.
- Q7
- (i) It is unusual to use rain, which is associated with water and coolness, to describe the way hot rays of sun shines.
 - (ii) It is effective in that it gives the idea of the sun's rays falling like rain on and covering the character, it suggests that the sun's rays felt unusually heavy and substantial, almost solid, like the rain.
- Q8
- (i) It means to surrender.
 - (ii) It was so gruelingly hot that Zheng Nian felt it was almost unbearable/unendurable.
- Q9 While in Hubei, Zheng Nian was down the valley, wearing thick clothes due to the cold, whereas in Singapore, he found himself high on building's top feeling so unbearably hot that he wanted to take off his singlet.
- Q10
- (i) drank in the gleaming prospect of a future.
 - (ii) dehydrated of hope.
- Q11 The heat exhausted him and made it hard for him to think clearly.
- Q12 He wanted to ensure a good life/future for his son/family and he thought that Singapore was a safe place to live and work.

Q13

Flow chart

Paragraph 1 : looking below

Paragraph 2 : feeling ill

Paragraph 3 : longing for home

Paragraph 4 : beginning a new life

Paragraph 5 : disoriented by heat

Paragraph 6 : reminiscing about family

Paragraph 7 : release

Section C

- Q14
- (i) It selects only the finest, ripest coffee cherries to eat.
 - (ii) Its digestive system removes some of the coffee beans' acidity.

- Q15
- (i) Distinctive
 - (ii) The civet cat coffee smell and taste differently from other coffee.

- Q16
- While one way fermentation does not use animals, the other way was different species of animals.

- Q17
- (a)
 - (i) The Kopi Luwak industry encouraged local to protect civets for their valuable dung (animal welfare for the civet/ensures the civet's survival).
 - (ii) Civet-ogling tourists (another source of income).

OR

- (iii) Kopi Luwak production (provides a source of income for locals).
- (b) Civets suffer mentally and physically (health problems)

OR

Civets are kept in captivity (caged) and often end up dying.

- Q18
- Getting genuine wild Kopi Luwak is practically impossible unless we are willing to collect wild Luwak dung ourselves (which normal people would not do).

End

