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Secondary Four Express Examination Papers

2014

English

1	Anglo Chinese School	SA2
2	Cedar Girls' Secondary School	SA2
3	Chij St Nicholas Girls' School	SA2
4	Crescent Girls' School	SA2
5	Gan Eng Seng School	SA2
6	Methodists Girls' School	SA2
7	Paya Lebar Methodist Girls' School	SA2
8	Singapore Chinese Girls' School	SA2
9	SJI	SA2
10	St Andrew's Secondary School	SA2
11	Victoria School	SA2
12	Woodland Secondary School	SA2

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Anglo Chinese School SA2 **Index Number** _____

/10

Section A [10 marks]

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

A mirror is an object that reflects light in a way that preserves much of its

original quality subsequent to its contact by the mirror Some mirrors also 1) _____

filter out some wavelengths, while preserving other wavelengths in the 2) _____

reflection This is different from other light-reflecting objects who do not 3) _____

preserve much of the original wave signal other than colour and diffuses 4) _____

reflected light The most familiar type of mirror is the plane mirror, which 5) _____

has a flat surface Curved mirrors are also used to produced magnified 6) _____

or diminished images or focus light or simply distorting the reflected 7) _____

image Mirrors are commonly used by personal grooming or admiring 8) _____

oneself, in which case, the archaic term looking-glass was sometimes 9) _____

still used. Mirrors are also used for scientific apparatus such as 10) _____

telescopes, lasers cameras and industrial machinery.

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 are on an overseas student exchange programme to Saint Joseph's College in Sydney, Australia The teacher in charge of the visit wants you to give a speech on a famous Singapore tourist attraction to both the staff and students at the school assembly on the last day of your visit You have chosen Arab Street in Singapore as it has received many favourable reviews on travel websites

You have some information from a webpage and you need to decide on what you want to include in your speech that will interest both the Australian students and teachers

Write a speech to the staff and students to thank them for their hospitality, and to invite them to come to Singapore, by suggesting

- two shopping activities shown in the webpage printout that they might enjoy
- one place of interest that you feel you should publicise
- why you think they will enjoy and benefit from visiting Arab Street

Write your speech in clear, accurate English and in a warm and inviting tone, to present Arab Street as a worthwhile place to visit if the staff and students come to Singapore

You should use your own words as far as possible

Arab Street: A Thousand Arabian Nights (and Treasures)

Arab Street, true to its name, epitomizes the Arabian way of life The various shophouses selling a variety of ethnic Arab goods confirm the very essence of Arab Street

Shopping

- **Oriental Carpets**
- * Tawakal Oriental Carpet store
- * sells plush Oriental carpets that are imported from the Middle East
- * prices are sky-high, but that is because of the authenticity, one-of-a-kind design and good craftsmanship of the carpets
- * offers after-services carpet-cleaning services as well – a plus which places it above the other carpet stores in the area
- **Fabrics**
  * textile boutiques selling all kinds of fabrics imaginable (Thai silk, Chinese silk, organza silk, Indian *saris*) stand at almost every corner of Arab Street
- * often crowded just before *Ramadhan* and *Aidilfitri* when Muslim shoppers engage the tailoring services provided for their *baju kurungs* (national costumes of the Malays)
- **Rattan Products**
  * all kinds of wicker and rattan home furnishing products – holders, stools, treasure chests – are sold at several stores here
- * the goods either spill onto the pavements or are hung overhead

Places of Interest

- **Istana Kampong Glam (Kampong Glam Palace)**
  * built by Sultan Hussein Shah of Johor in 1820
  * converted into a Malay Heritage Centre
  * contains exhibits on the history and culture of the Malay community
- **Sultan Mosque**
  * the largest mosque in Singapore
  * built in 1928
  * popular site for heritage tour

Source:
http://www.streetdirectory com/travel guide/singapore/singapore district/1074/arab street.php

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 'When deeds speak, words are nothing.' Do you consider actions to be louder than words?

2 Describe some of your most meaningful experiences in life. How important are these experiences in your life?

3 'Whoever is happy will make others happy too.' What are your views?

4 'Dream as if you will live forever. Live as if you will die today.' – James Dean
How do you make the most of each day?

Answer Scheme - Section A [10 marks]

A mirror is an object that reflects light in a way that preserves much of its original quality subsequent to its contact by the mirror Some mirrors also	**1) with**
filter out some wavelengths, while preserving other wavelengths in the	**2) √**
reflection This is different from other light-reflecting objects who do not	**3) that / which**
preserve much of the original wave signal other than colour and diffuses	**4) diffuse**
reflected light The most familiar type of mirror is the plane mirror, which	**5) √**
has a flat surface Curved mirrors are also used to produced magnified	**6) produce**
or diminished images or focus light or simply distorting the reflected	**7) distort**
image Mirrors are commonly used by personal grooming or admiring	**8) for**
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still used. Mirrors are also used for scientific apparatus such as	**10) in**
telescopes, lasers cameras and industrial machinery.	

ChewKW/21October2013

Index Number: | | | | |

Anglo-Chinese School
(Independent)

PRELIMINARY EXAMINATION 2014
YEAR 4 (EXPRESS)

ENGLISH LANGUAGE **1128/01**
PAPER 1: Writing

Thursday **31 July 2014** **1 hour 50 minutes**

INSTRUCTIONS TO CANDIDATES

Write your index number in the spaces provided on this Cover Page, the Insert on page 2, Band Descriptors and Answer Papers

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 **Section C** write your answers on the separate Answer Papers provided.

At the end of the examination, fasten all your Answer Papers securely together behind this document

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

---

This document consists of 5 printed pages in white + 1 green Band Descriptor + 1 yellow Band Descriptor.

[Turn over

Index Number· _____

/10

Section A [10 marks]

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Examples

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Source:
http://www.streetdirectory.com/travel_guide/singapore/singapore_district/1074/arab_street.php

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telescopes, lasers cameras and industrial machinery	

ChewKW/21October2013

Anglo-Chinese School
(Independent)

PRELIMINARY EXAMINATION 2014
YEAR 4 (EXPRESS)

ENGLISH LANGUAGE **1128/02**
PAPER 2: Comprehension

Thursday **31 July 2014** **1 hour 50 minutes**

READ THESE INSTRUCTIONS FIRST

This Insert contains Text 1, Text 2 and Text 3

Section B

Text 2

The text below is about the author's childhood experiences with a rooster Read it carefully and answer Questions 5-13 in the Question Paper Booklet

1 It is ironic how we can look back at something that scared us when we were younger, yet, the memory brings tears of laughter to our eyes now That is what memories of Red do for me The funny thing is that Red was not someone or something Red was a white Leghorn rooster

2 Red stood 30 inches tall with shiny white feathers, making his red crown and wattle more predominant He weighed over twelve pounds, which is twice the size of a typical rooster of that breed. His little, beady, devil eyes watched every move you made. What made him dangerous were his two-inch claws and beak You would think that they would be fairly dull from Red scratching the ground for food, but that only sharpened them for the torment he used them for

3 When Red was alive, we lived on a hobby farm in the dry, prairie field state of Wyoming We had a nice set-up thirty miles from town in a little country suburb Our ranch style house sat across the garden and barn Behind the barn shelter stood the only building that was out of alignment with the rest of the arrangement – the chicken coop It stood at an angle It was off balance from the other structures It broke the harmony and set-up of the configuration Yet, it fit in well with Red

4 Red was the king of his domain and made sure we knew it You did not enter his territory without fear. Every inch of land from the left of our house to the big rock on the right side of the barn was his The chicken coop was Red's house It was a safe haven for the chickens to lay their eggs and sleep Red protected it from predators with every ounce of energy he could muster It was definitely off limits to us Red did not care that we fed and provided water for him and the chickens He did not like anyone or anything in his chicken coop. Who would have thought a rooster could have such control over humans? Until one bright morning in early spring, we certainly did not

5 As my brother, sister, and I were getting ready for school, our mother came through the back door looking frazzled and out of breath Astonished to see our mother this way, we asked what was wrong. She started to tell us about her incident with Red 'I was feeding the chickens when I felt a sharp pain on my back. Screaming out, I turned around to see Red coming at me once again I tried to get away, but he was too fast He thrust his claws into my legs and struck my back with his beak I threw the bucket of feed at him. Red just stood there and shot daggers at me with his devil eyes. He was pushing my every last nerve and enjoying the game of toying with me Red's gaze made me nervous When there was enough space between Red and me, I took off running to the house'

Index Number: | | | | |

/50

Anglo-Chinese School
(Independent)

PRELIMINARY EXAMINATION 2014
YEAR 4 (EXPRESS)

ENGLISH LANGUAGE **1128/02**
PAPER 2: Comprehension

Thursday **31 July 2014** **1 hour 50 minutes**

READ THESE INSTRUCTIONS FIRST

Write your index number in the spaces provided on this Question Paper Booklet.

Answer **all** questions

Write your answers in the spaces provided on this Question Paper Booklet

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

This document consists of 8 printed pages.

[Turn over

Section C

Text 3

The article below is about cats Read it carefully and answer Questions 14-22 in the Question Paper Booklet

1 Cats are the world's most popular pets, outnumbering dogs by as many as three to one This popularity is undoubtedly helped by the fact that cats are simultaneously affectionate and self-reliant They need virtually no training, they groom themselves; they can be left alone without pining for their owners, but nonetheless, greet us affectionately when we get home In a word, they are convenient.

2 Even so, cats remain aloof and inscrutable Dogs tend to be open, honest and biddable Cats, on the other hand, demand we accept them on their terms but never quite reveal what those terms might be

3 Cats and humans go back a long way DNA evidence identifies the pet cat's ancestor as the Arabian wildcat and places its origins between 10,000 and 15,000 years ago in the Middle East It is likely that the first people to tame wildcats were the Natufians, who inhabited the Levant from about 10,000 to 13,000 years ago and are widely regarded as the inventors of agriculture As such, they were also the first people to be bedevilled by a new pest the grain-loving house mouse Wildcats probably moved in to exploit this new resource Realising how useful this was – cats, after all, had no interest in eating grain – people probably encouraged them to hang around These were not pet cats as we know them They would have been more like today's urban foxes, able to adapt to a human environment while retaining their essential wildness

4 Of course, the cat's other qualities probably did not go unnoticed Their appealing features, soft fur and ability to learn to become affectionate towards us led to their adoption as pets Yet cats still have three paws firmly planted in the wild.

5 In contrast to dogs, cats retain remarkable control over their own lives Most go where they please and when they please and, crucially, choose their own mates. Unlike dogs, only a small minority of cats has ever been intentionally bred by people No one has bred cats to guard houses, herd livestock or assist hunters

6 Cats can be very affectionate, but they are choosy This stems from their evolutionary past. Wildcats are largely solitary and regard most other cats as rivals Domestic cats' default position on other cats remains one of suspicion, even fear. However, the demands of domestication – the need to live with other cats, and then the forming of bonds with people – extended the cats' social repertoire

Section B [20 marks]

Text 2

Refer to Text 2 on pages 3-4 of the Insert for Questions 5-13

5 Explain clearly, the irony in paragraph 1 **[2]**

6 In paragraph 2, the writer describes Red. Explain how the language used makes Red appear threatening

Support your ideas with **three** details from paragraph 2 **[3]**

7 Suggest why the off balance chicken coop 'fit(s) in well with Red' (line 18) **[2]**

13 The structure of the text reflects the main feelings of the writer towards Red, the rooster. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text There are some extra words in the box that you do not need to use

The writer's feelings			
fury	mixed emotions	great terror	intimidation
fear	doubt	nostalgia	worry

Flow chart

Lines 5-11 (i) _____

Lines 19-28 (ii) _____

Lines 43-56 (iii) _____

Lines 66-70 (iv) _____

Lines 71-75 (v) _____ **[5]**

19 How do we know for sure that cats are not instinctively affectionate? Refer to paragraph 4 [1]

20 'In contrast to dogs, cats retain remarkable control over their own lives' (line 26) What does this tell you about dogs in comparison to cats? [1]

21 Here is part of a conversation between two students, Joe and Jane, who have read the article

Joe says, 'So, domestic cats are always suspicious and fearful of others'

Jane says, 'No, this is not always so'

How would Jane explain her position with reference to paragraph 6? [2]

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ACS (I) Preliminary Examination 2014 Paper 2
Answer Scheme

Section A [5 marks]

Text 1

1 The catalogue begins with the statement, 'The Body Shop has been supporting education for over 20 years' What effect is this intended to have on the reader? **[1]**

- A direct reminder that The Body Shop is not just interested in selling products and making money, but it is also big on encouraging education and has been doing so for a long time

2 What are the **two** ways in which children can have a better future? **[2]**

- Building of schools
- Provision of teaching materials

3 In what way does the picture highlight the message of the catalogue? **[1]**

- The illustration of the school with The Body Shop products popping out of or being placed into its roof highlights to the reader that the two (school and The Body Shop), are linked. That is, The Body Shop supports the school, in the sense that the gifts will contribute to the building of the school

4 Which sentence gives the main purpose of the catalogue? **[1]**

- 'So by buying a gift from The Body Shop, you're helping to give the greatest gift of all to children in communities in Ghana, Honduras, Nepal, Northern and Southern India '

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9 Find a phrase each in paragraph 5 which suggests

(i) A feeling of tiredness 'looking frazzled' / 'out of breath' [1]

(ii) A violent action 'thrust his claws into my legs' / 'struck my back with his beak' [1]

- ***0 marks = answers that have two phrases / a word and a phrase / incomplete phrase, e.g. 'thrust into my legs' / a sentence, e g. 'He thrust his claws.'***

10 'Red just stood there and shot daggers at me with his devil eyes ' (lines 36-37)

Explain fully why 'shot daggers' is an appropriate and effective description here [2]

- Appropriate ***(suitable description)*** because Red's stare is like a dagger ***sharp, cutting, piercing, penetrating, menacing and threatening.***
- Effective ***(a description that brings out Red's personality or the situation)*** because it emphasise Red's ***malevolence, violent/ fierce nature, intention to inflict harm and aggression*** as it shows how the situation is **dangerous, hostile,** ***tense, frightening, unsafe, intimidating*** for the mother

- ***Only 1 mark given for answers that***
- ***Do not state clearly if it is 'appropriate' or 'effective'.***
- ***Are confused between what is 'appropriate' and 'effective'***
- ***A repetition of ideas (use of synonyms) for what is appropriate and effective.***
- ***Mentions that the mother feels pain from the stare, like she has been pierced.***

11 The writer describes in paragraph 6 that 'Red was on the prowl.' Why does the writer describe Red this way? [1]

- To make Red appear like a predator
- ***Quite a few candidates misread the question as 'Why was Red on the prowl?' and gave reasons for Red's behaviour instead of explain the choice of description.***

16 What does 'bedevilled' (line 16) suggest about the Natufians' attitude towards the house mouse? [1]

- Disgust / abhorrence / annoyance / being harassed / irritated / unsettled / resentment / antagonistic / detest
- ***Not accepted = devils / fear / worried / scared / burden / troublesome / major problem / inconvenience***

17 'Wildcats probably moved in to exploit this new resource.' (lines 16-17) What does 'this resource' refer to? [1]

- House mouse

18 Apart from helping to get rid of the mouse problem, why did people encourage wildcats 'to hang around' (line 19)? [1]

- Wildcats had no interest in eating grain
- ***Not accepted = Wildcats will not do harm to the grain.***

19 How do we know for sure that cats are not instinctively affectionate? Refer to paragraph 4. [1]

- Cats had to learn to be affectionate.
- ***Not accepted = Cats were taught to be affectionate***

20 'In contrast to dogs, cats retain remarkable control over their own lives' (line 26) What does this tell you about dogs in comparison to cats? [1]

- Dogs had much lesser control over their own lives
- ***Not accepted = Dogs were more dependent / reliant / obedient / biddable / submissive / better listeners.***

21 Here is part of a conversation between two students, Joe and Jane, who have read the article.

Joe says, 'So, domestic cats are always suspicious and fearful of others'

Jane says, 'No, this is not always so.'

How would Jane explain her position with reference to paragraph 6? [2]

- The demands of domestication
- made it necessary for cats to be more sociable / taught cats to live with other cats and form bonds
- ***Mere mention of 'domestication' alone is not enough.***

CEDAR GIRLS' SECONDARY SCHOOL
Preliminary Two Examination
Secondary Four

ENGLISH LANGUAGE

Paper 1

1128/01

14 August 2014

1 hour 50 minutes

Additional Materials: Writing Paper (4 Sheets)
Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and index number on all the work you hand in.
Write in dark blue or black pen on both sides of the paper
Do not use staples, 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 of a webpage on page 3, study the information carefully and plan your answer before beginning to write.

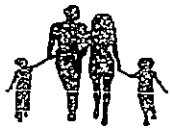
Every year, the school encourages students to be involved in a meaningful project that would help develop them into socially responsible citizens, as well as to create a better environment for everyone While looking for a project to be involved in, you found a website about volunteer activities that you and your classmates could engage in. You have asked your form teacher for an opportunity to speak to your classmates to get them interested

Write a speech to be delivered to your classmates at the next CCE lesson In your speech you should provide the following details

- State clearly which option you would recommend
- Say how you intend to carry out the activity selected
- Explain why it is the most useful of the activities listed on the website

Write your speech in **clear, accurate English** and in a **persuasive tone** that will convince your classmates that your proposed option would be the most meaningful to be involved in

You should use your own words as much as possible



Getting Involved

"Not everybody is an environmental expert, but everyone can do something for their environment "

Sign up as a volunteer and make a difference to your community today!

1. **Project E.A R.T.H. with Origins**

   Project E.A R.T.H with Origins, launched in April 2013, is a collaboration between Origins, Singapore and NEA to encourage the community to recycle their cosmetics and toiletries containers It is a year-long challenge with a target to collect 8,000 containers

   Read More >

2. **Recycling Helps @ South East**

   In its third year, **Recycling Helps @ South East** provides students with the opportunity to help their less-privileged peers through recycling Since 2011, Green Bank machines were developed by the Institute of Technical Education and have travelled to 40 schools, with more than 10,000 kilograms of recyclables collected to earn $30,000 worth of essential items for beneficiaries within the South East district.

   Read More

3 **Environment Watch Group**

   The **Environmental Watch Group (EWG)** was jointly launched by North East CDC and NEA in November last year Through patrols and various events, the programme aims to address environmental health issues such as littering, dengue prevention, energy efficiency and resource conservation The EWG is made up of dedicated residents and grassroots leaders to cultivate community ownership in the neighbourhood

   Read More >

Section C [30 marks]

Begin your answer on a fresh page.

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

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

1 It is generally acknowledged that hard work and effort will eventually pay off Do you agree?

2 Being healthy is more important than being wealthy Discuss

3 'Examinations are a quick way to sort large numbers of students by ability, but they have their limitations' What are your views?

4 What do you consider to be a happy childhood? Describe some incidents in your childhood that you remember with fondness

Name _____ ( ) Class _____

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about a dog's life told from the point of view of a dog 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 arrive (to) my destination at 2 pm at

My mother always wears sensible clothes √

It had rained all morning and the management had decided to
go out and have a long lunch This is frequent their reaction to 1 _____
unpleasant weather. And so I was left in the house with the 2 _____
other dogs – dear old soul in many ways but somewhat lacking 3 _____
in initiative. So, as I always do when coop up and left to my 4 _____
own devices, I made a tour of the premise – checking the 5 _____
kitchen for any edible traces of sloppy housekeeping, test doors 6 _____
and electrical wiring, rearranging rugs, and generally making 7 _____
myself useful And then, at a whim, I decided to have a look 8 _____
upstairs, where overnight visitors are locked up. For some 9 _____
reason, this has been designate a forbidden zone. Heaven 10 _____
knows what they do up there, but it's been made clear to me
that I'm not welcome

Teacher's Copy

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about a mother's feelings for her young. 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 arrive (to) my destination at 2 pm ___at___

My mother always wears sensible clothes ___√___

It had rained all morning and the management had decided to		
go out and have a long lunch This is frequent their reaction to	1	frequently
unpleasant weather And so I was left in the house with the	2	√
other dogs – dear old soul in many ways but somewhat lacking	3	souls
in initiative. So, as I always do when coop up and left to my	4	cooped
own devices, I made a tour of the premise – checking the	5	premises
kitchen for any edible traces of sloppy housekeeping, test doors	6	testing
and electrical wiring, rearranging rugs, and generally making	7	√
myself useful And then, at a whim, I decided to have a look	8	on
upstairs, when overnight visitors are locked up For some	9	where
reason, this has been designate a forbidden zone Heaven	10	designated
knows what they do up there, but it's been made clear to me		
that I'm not welcome		

CEDAR GIRLS' SECONDARY SCHOOL
Preliminary Examination Two
Secondary Four

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension
Insert

14 August 2014

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

This Insert contains Text 1, Text 2 and Text 3

This document consists of 6 printed pages

[Turn over

Section A

Text 1

Study the brochure below and answer Questions 1-3 in the Question Booklet

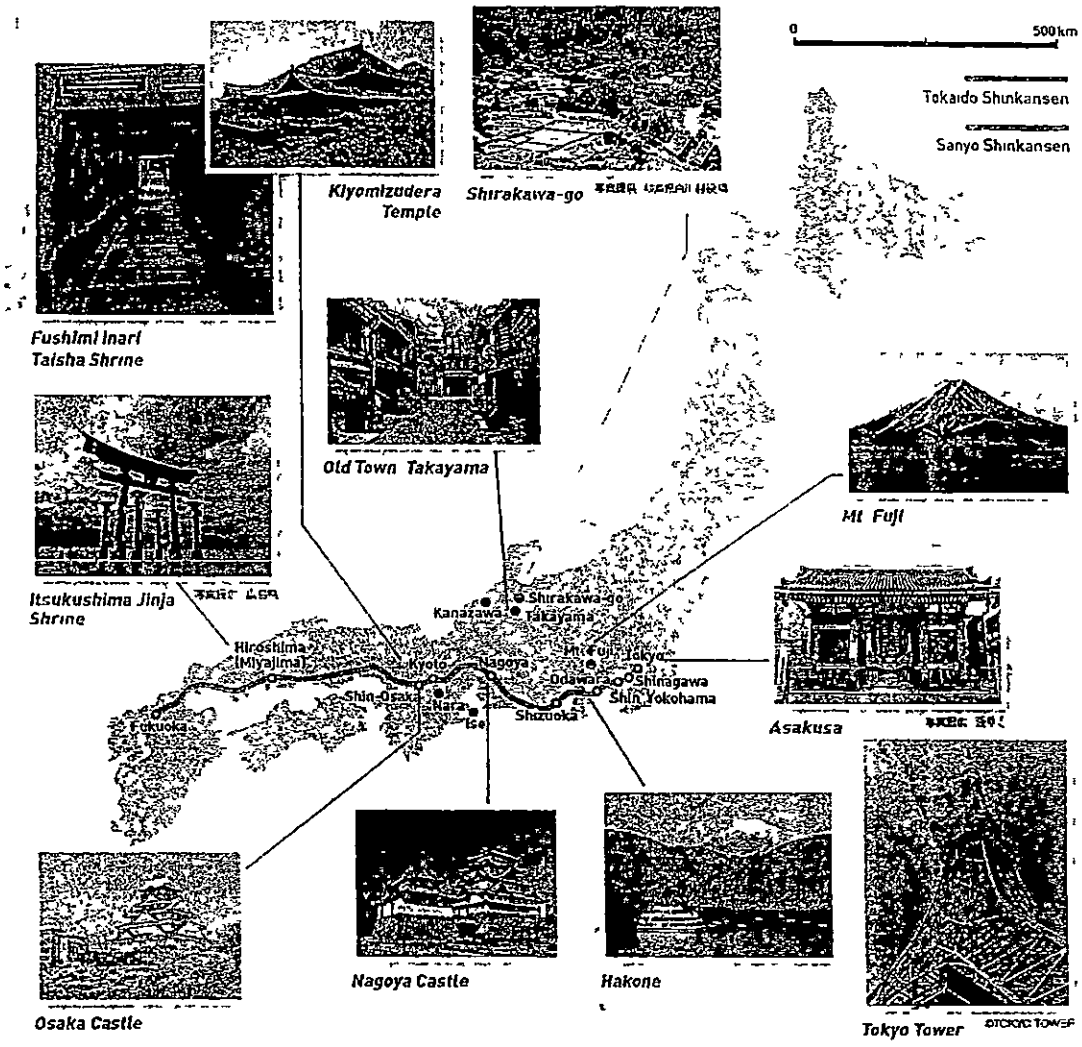
SUNRISE TOURS —
Making Japan Easy for Everyone

■ **Japan's Leading Tour Company Since 1964**

■ **A Variety of Tours to Suit Your Needs**
Book from over 100 different tours, departing from Tokyo, Kyoto, Osaka, etc

■ **Convenience and Comfort**
— Full support after your arrival in Japan
— Reservation can be made at our call center in English
— Most tours include pickup services from major hotels
— Almost all the tours are available from just 1-2 people

Sightseeing Spots along the Shinkansen Line



3

Section B

Text 2

The text below describes reviving the golden age of steam locomotives, a very special train service that runs very slowly between Pretoria and Cape Town in South Africa Read it carefully and answer Question 4 – 12 in the Question Paper Booklet

1 In the early 1980s, just as France was forging ahead with its TGV high-speed train, a South African romantic was succumbing to the charm of the old, abandoned steam locomotives These he painstakingly restored in order to create a train combining the elegance of the bygone era with an entirely modern level of comfort Ever since, this very special service has enchanted travelers who have time on their side Opulent coaches, highly polished brasses and dazzling crystal ware revive the [1]*art du voyage* in the 19th century. The journey was a classic ride of one's life if they possess the riches for it

2 Serenely, with no unseemly haste, the train travels between Pretoria and Cape Town Nearly 1,000 miles, each one savoured the full length, as if from a silver spoon To those who have the privilege of stepping on board, the train offers the breathtaking natural beauties of South Africa passing by as though in a movie A forest, a desert, a street with children playing, washing hanging out to dry, a cloud of pink flamingoes over a shimmering lake

3 From time to time, the train draws to a halt amid the vastness of the landscape On no account must it arrive ahead of the schedule An ostrich observes the gleaming locomotive before it moves on Hours later, one is astonished to find that boredom has no place on board Mealtimes precisely punctuate the day. lunch at one o'clock, high tea at five The genteel clink of spoons in china cups, the cloud of milk slowly suffusing the amber liquid, the soothing chuff of the locomotive – time lingers deliciously

4 At half past six, passengers retire to their suites, open their wardrobe trunk, whose compartments conceal many a treasured memory, and dress for dinner It is time to knot a bow-tie against a crisp white shirt, to fasten a gracefully draped gown, to lift a perfume flacon from a vanity case, and slip a clutch under one's arm The momentum of dressing and the feel of each separate fabric were familiar and almost addictive Each gesture is an exquisite ritual

[1] "Art of Travel" in French

5 This is a train that crosses not merely space, but time, reconnecting us with a refined and civilized past In its lounges, encounters take on almost varied literary meanings There is the affable American traveling with his daughter, and the nostalgic South African reliving the train rides of his youth As the train travels along its planned route, the passengers mingle, relating to one another's tales that appreciate with time but could never keep up with it

6 The hands of a watch seem far too hurried when the purpose of a journey is not, first and foremost, to arrive

Section C

Text 3

The text below offers a glimpse of how high-speed rail in Japan could change communities, cope with the challenges of noise and earthquakes, and become a part of everyday culture Read it carefully and answer Question 13 – 18 in the Question Paper Booklet

1 The Shinkansen, as the speedy train network is known in Japan, is not considered futuristic, fancy or for the elite Rather, it is part of the fabric of daily life, something not so much taken for granted as relied upon The world's first high-speed rail line, the Shinkansen which literally means "new trunk line" in Japanese, made its debut in 1964, just in time for the Tokyo Olympics, with a single line between Tokyo and Osaka

2 Today Japan's high-speed trains run with an efficiency, frequency and reliability unimaginable to those familiar with U.S commuter railroads The sleek trains with the distinctive long noses depart as often as 14 times an hour - and they are almost always on time Over the past 45 years, the average delay is less than one minute - and that includes stoppages because of floods, earthquakes, accidents and natural disasters Rail officials also note their safety record there's never been a passenger fatality on the Shinkansen

3 "The Shinkansen is very fast, very comfortable - you can relax," said Soichiro Takeda, a marketing manager for a construction corporation, who rides it at least once a month "And it's never late. Time is very sacred here." Commuters account for about 5 percent of riders, railway officials say, but the reclining airline-style seats (but with more legroom) are also filled with business travelers, families, students, shoppers, weekend adventurers and a few wide-eyed foreign tourists

4 The advent of the Shinkansen brought a population and business boom in many cities, and spurred others, like Kakegawa City, about 120 miles southwest of Tokyo, to lobby for stations of their own Kakegawa was dying like many American farm towns, with children heading off to college in Tokyo and never returning. A Shinkansen station, residents figured, would lure new businesses and would also allow people to commute to work in Tokyo. The station opened in 1988, and businesses and residents began moving to town Multi-storey buildings rose around the station, rents increased and the city developed an industrial park filled mainly with tech businesses, and new residential areas The population nearly doubled, along with tax revenues. Deputy Mayor Kimiharu Yamamoto believes the station saved Kakegawa City, and advises smaller cities to embrace high-speed rail "If we didn't have any station, there would be no industrial park, no businesses," he said "We would just be left alone as a farming town "

5 High-speed trains don't just deliver prosperity, though They also come with problems, and noise has been a primary concern Japan has a national noise standard for the Shinkansen, limiting the noise it generates to 70 decibels in residential areas and 75 decibels in commercial districts To meet Japan's stringent standards, rail officials say, they use lightweight trains with sleek and sometimes odd-looking noses, design windows, doors and the spaces where cars connect to be as smooth and aerodynamic as possible. They cover the wheels and work to quiet the overhead electrical supply system, a major noise source The railways also install sound-walls in some locations along the tracks, ranging from roughly 2 to 12 feet high, and they travel at reduced speeds in the densest areas. In urban areas, where the trains travel at lower speeds, the sound is mostly a muffled rumble

6 The Shinkansen is also built to survive major earthquakes, evident from the fact that there has never been a death or injury on the Shinkansen caused by them An early warning system is uniquely employed to detect the primary waves of an earthquake, which travel faster than the main shock waves It then instantly calculates the intensity, location and potential damage If the earthquake seems serious, electrical supply to trains in the region would be cut off and emergency brakes would be automatically applied "You need a mile, a couple of miles to stop," said Kazunari Kikuchi, special projects director for the agency "Every second counts "

References:

Text 1 Brochure taken from http //ebook jtb.co jp/eb/sunrise14_Shinkansen/index html#page=3

Text 2· Adapted from. "Travel" from Case Histories of Louis Vuitton

Text 3 Adapted from http.//www sfgate com/news/article/California-can-learn-from-Japan-s-Shinkansen-3189688 php

Name _____ ( ) Class _____

Section A [5 marks]

1) Refer to the sub-heading **Convenience and Comfort** and the information presented under it Give two reasons why the information presented will clearly appeal to potential travellers [2]

_____

_____

_____

2) Refer to the illustrations under the heading **Sightseeing Spots along the Shinkansen Line.**

i) What does the map suggest about one characteristic of the Shinkansen line? [1]

_____

_____

ii) With reference to the photographs of the sightseeing spots, which group of travellers will be enticed to visit them? [1]

_____

_____

3) Which phrase gives the main purpose of the brochure? [1]

_____

_____

Name:_____( ) Class _____

Section B [20 marks]

Answer the questions that follow

4) Which two phrases in paragraph 1 suggest that the interior of the steam locomotives is a unique contradiction? [2]

_____

_____

_____

5) What do these descriptions suggest about the experience of travelling in the steam locomotives and the view from it? [2]

Description	**Experience of travelling:**
"from a silver spoon" (line 12)	
Description	**The view:**
"as though in a movie" (lines 14)	

6) i) Explain in detail, the irony of ending paragraph 3 with the phrase, "time lingers deliciously". [2]

_____

_____

_____

ii) Pick out a word in the same paragraph that conveys this sense of irony felt by the passengers [1]

7) **Explain in your own words** the significance of the trunks to the passengers in paragraph 4. [1]

8) In paragraph 4, what does the phrase "exquisite ritual" suggest about the passengers' preparation for dinner? [2]

9) "This is a train that crosses not merely space, but time, reconnecting us with a refined and civilized past " (lines 31 – 32)

i) What other function does a steam locomotive serve, other than transporting passengers from one place to the other? [1]

ii) Quote a phrase from paragraph 5 that reiterates this function [1]

10) Explain in detail what the writer means in lines 32 - 33, when he describes the encounters between the passengers to "take on almost varied literary meanings" [2]

11) The writer summarises the passage with the sentence, "The hands of a watch seem far too hurried when the purpose of a journey is not, first and foremost, to arrive "

Explain in detail what the writer is implying about travelling in a steam locomotive here [2]

12) The structure of the text reflects the main focus in the recount Complete the flow chart by choosing one word from the box to summarise the main focus of each stage of the writer's recount on travelling in a steam locomotive There are some extra phrases in the box that you do not need to use

Main Focus

Art of Travelling	Comfort Living	A Gentleman Experience
A Novel Concept	A Sensory Trip	Delightful Treat
	Sentimental Encounter	

Flow Chart

paragraph 1 (i) _____

↓

paragraph 2 (ii) _____

↓

paragraph 3-4 (iii) _____

↓

paragraph 5 (iv) _____

[4]

Name._____( ) Class _____

Section C [25 marks]

Answer the questions that follow.

13) In paragraph 1, why is the Shinkansen viewed as "something not so much taken for granted as relied upon"? [2]

_____

_____

_____

14) Identify a phrase in paragraph 1 that could be a reason why the Shinkansen made its debut in 1964 [1]

_____

_____

15) What does the phrase "time is very sacred here" (line 16) suggest about the mindset of the Japanese society and their attitude towards the Shinkansen? [2]

_____

_____

_____

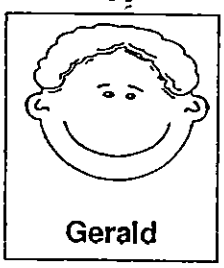
16) In paragraph 5, besides modifying the trains physically, what are two other measures to meet Japan's stringent national noise standard? **Answer in your own words.** [2]

_____

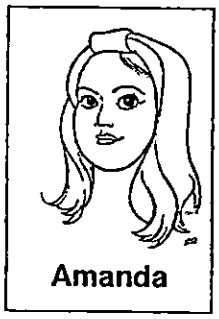
_____

_____

17) Here is a part of a conversation between two students, Amanda and Gerald, who have read the article



We cannot afford any delay in detecting earthquakes.



A unique early warning system is all we need to ensure survival in earthquakes

i) Explain how Gerald would justify his position, with reference to lines 53-55 [1]

ii) Identify two examples from paragraph 6 that Amanda can use to support her arguments [2]

18) **Using your own words as far as possible,** summarise the convenience and benefits that the Shinkansen has brought to the Japanese society [15]

Use only information from paragraphs 2 – 4.

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)

The Shinkansen has brought about convenience and benefits to the Japanese society .

_____

_____

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Number of words _____

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Secondary 4 English Language
Prelim Two
Comprehension

Section A [5 marks]

1)	Refer to the sub-heading **Convenience and Comfort** and the information presented under it Give two reasons why the information presented will clearly appeal to potential travellers	[2]
	- "Reservation can be made at our call centre in English", which provides travellers the ease of communication as well as the guarantee of a place - "Most tours include pickup services from major hotels", which provides travelers with the ease of transport to the designated sightseeing place right from the doorstep - "Almost all the tours are available from just 1-2 people" allows small groups of travelers to enjoy the tour with much privacy or without the restrictions of fulfilling a minimum quota (Any 2 of the above) Note Quotes must be supported by explanation Not accepted "full support after your arrival in Japan" – rather vague	
2)	Refer to the illustrations under the heading **Sightseeing Spots along the Shinkansen Line.** i) What does the map suggest about one characteristic of the Shinkansen line?	[1]
	- It is a convenient way of transport as it can reach extensive places across Japan/ major cities in Japan	
	ii) With reference to the photographs of the sightseeing spots, which group of travelers will be enticed to visit them?	[1]
	- Travellers who are keen to visit the traditional and scenic places - Travellers who are interested to visit the iconic places of Japan states	
3)	Which phrase gives the main purpose of the brochure?	[1]
	Sunrise Tours -- Making Japan Easy for everyone Not accepted Making Japan Easy for everyone (Tour agent must be stated)	

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Section B [20 marks]

Refer to Text 2 of the Insert for Questions 4-13.

4 Which two phrases in paragraph 1 suggest that the interior of the steam locomotives is a unique contradiction?

"elegance of the bygone era" and "modern level of comfort" [2]

5 What do these descriptions suggest about the experience of travelling in the steam locomotives and the view from it?

Description	Experience of travelling
"from a silver spoon" (line 12)	**It suggests that the ride on the steam locomotive is a luxury / luxurious experience** **(x) Only rich people can afford it**
Description	**The view:**
"as though in a movie" (lines 14)	**It suggests that the scenery is *beautiful /breathtaking, to the point of being surreal,* one that is only witnessed on the screen**

[2]

6 (i) Explain in detail, the irony of ending paragraph 3 with the phrase, "time lingers deliciously" [2]

It is ironic that being in a steam locomotive is supposed to be a <u>relaxed</u> experience (1), yet, there is a <u>schedule to keep while on board</u> (1).

Not Accepted:
(x) Time passes slowly (x) Enjoyable / delightful experience

(ii) Pick out a word in the same paragraph that conveys this sense of irony felt by the passengers

"astonished" [1]

7 **Explain in your own words** the significance of the trunks to the passengers in paragraph 4

From the text: "treasured memory"
Paraphrased. The items contain sentimental value/ important recollection of travel experiences

8 In paragraph 4, what does the phrase "exquisite ritual" suggest about the passengers' preparation for dinner?
The word "exquisite" suggests that the process of getting ready was an enjoyment to them as they *pamper themselves / indulge in the luxury / elaborate process / extravagant / refined* (1)

(x) delicate / enjoyment

and the word "ritual" suggests that these passengers <u>are used to</u> the whole process, having done it more than once. / routine / habit / normal practice for the rich (1)

[2]

9 "This is a train that crosses not merely space, but time, reconnecting us with a refined and civilized past " (lines 31 – 32)

(i) What other function does a steam locomotive serve, other than transporting passengers from one place to the other?

It allows passengers to <u>reminisce</u> on life in the past, where people took time to indulge in comfort. [1]

(ii) Quote a phrase from paragraph 5 that reiterates this function.

"reliving the train rides of his youth" [1]

(x) Nostalgic

10 Explain in detail what the writer means in lines 32- 33, when he describes the encounters between the passengers to "take on almost varied literary meanings"

- Evidence· "affable American traveling with his daughter, and the nostalgic South African reliving the train rides of his youth" / "the passengers mingle, relating to one another's tales" [1]

- Explanation: Each passenger <u>has a different story to tell</u> in terms of their background / reason behind taking the steam locomotive. [1]

Total 2 marks (1 for evidence, 1 for explanation)

11 The writer summarises the passage with the sentence, "The hands of a watch seem far too hurried when the purpose of a journey is not, first and foremost, to arrive "

Explain in detail what the writer is implying about travelling in a steam locomotive here.

The writer is implying that travelling on the steam locomotive can prove to become too short. (1)

The objective of travelling in the steam locomotive is not as a means of transport but for the experience of riding in one. / The experience of travelling in one is enjoyable. (1)

[2]

12 The structure of the text reflects the main focus in the recount Complete the flow chart by choosing one word from the box to summarise the main focus of each stage of the writer's recount on travelling in a steam locomotive There are some extra phrases in the box that you do not need to use

Main focus

Art of Travelling	Comfort Living	A Gentleman Experience
A Novel Concept	A Sensory Trip	Delightful Treat
	Sentimental Encounter	

Flow chart

Paragraph 1	(i) _____ **Art of Travelling** **(x) A novel concept**
Paragraph 2	(ii) _____ **A Sensory Trip**
Paragraphs 3 - 4	(iii) _____ **A Gentleman Experience** **(x) Comfort Living**
Paragraph 5	(iv) _____ **Sentimental Encounter** **(x) Delightful Treat**

[4]

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Prelim Two
Comprehension

Section C [25 marks]

Answer the questions that follow

13)	In paragraph 1, why is the Shinkansen viewed as "something not so much taken for granted as relied upon"?	[2]
	Not only do the people depend on the bullet train [1], the people also recognize its necessity/importance/essential role it plays in their lives [1]	
14)	Identify a phrase in paragraph 1 that could be a reason why the Shinkansen made its debut in 1964	[1]
	"just in time for the Tokyo Olympics" **Not accepted Tokyo Olympics. (Vague)** **Phrase has to suggest that it is launched timely to support the event.**	
15)	What does the phrase "time is very sacred here" (line 16) suggest about the mindset of the Japanese society and their attitude towards the Shinkansen?	[2]
	They are particular about time/ Punctuality is highly regarded/sought after [1] hence they expect the same for their trains too. [1]	
16)	In paragraph 5, besides modifying the trains physically, what are two other measures to meet Japan's stringent national noise standard? **Answer in your own words**	[2]
	Tall barriers to insulate sound or soundproof barriers are placed at several positions on the train tracks [1] The trains move slower at crowded places [1] Lifted The railways also install sound-walls in some locations along the tracks, ranging from roughly 2 to 12 feet high, and they travel at reduced speeds in the densest areas (If these underlined words are lifted, no marks will be given)	

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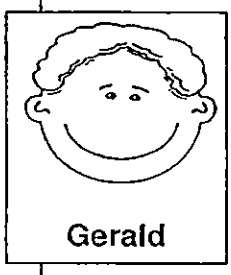
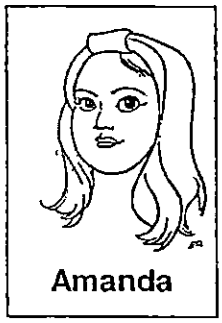
17) Here is a part of a conversation between two students, Amanda and Gerald, who have read the article



We cannot afford any delay in detecting earthquakes



A unique early warning system is all we need to ensure survival in earthquakes

i) Explain how Gerald would justify his position, with reference to lines 53-55 [1]

- **"Every second counts" as time has to be factored in to stop a distance away from the affected area.**

ii) Identify two examples from paragraph 6 that Amanda can use to support her arguments [2]

An early warning system detects the primary waves of an earthquake & instantly calculates the intensity, location and potential damage. [1]

If the earthquake seems serious, the electrical supply to trains in the region would be cut off and emergency brakes would be automatically applied. [1]

18) **Using your own words as far as possible,** summarise the convenience and benefits that the Shinkansen has brought to the Japanese society [15]

Use only information from paragraphs 2 – 4.

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)

The Shinkansen has brought about convenience and benefits to the Japanese society

Summary Answer Scheme

1	high-speed trains run with an efficiency, frequency and reliability unimaginable to those familiar with U S commuter railroads	*Providing unrivalled/ incomparable efficiency, frequency and reliability*
2	almost always on time Over	*It is punctual for decades*

	the past 45 years	
3	average delay is less than one minute - and that includes stoppages because of floods, earthquakes, accidents and natural disasters	*With minimal delay even when met with natural disasters*
4	safety record There's never been a passenger fatality on the Shinkansen	*High safety,*
5	The Shinkansen is very fast, very comfortable - you can relax	*a fast and comfortable ride for its passengers are provided*
6	brought a population and business boom in many cities	*It encourages an increase in population and business in many cities*
7 8	Kakegawa was dying like many American farm towns, with children heading off to college in Tokyo and never returning A Shinkansen station, residents figured, would lure new businesses and would also allow people to commute to work in Tokyo	*Heavily based farming town cities were revived when Shinkansen provides easy commuting to Tokyo, reducing the outflow of its inhabitants* *(Point 7 for easy commuting from outskirts to main city Tokyo)* *Point 8 for revival of heavily based farming town cities by reducing outflow of people*
9	the city developed an industrial park filled mainly with tech businesses, and new residential areas	*The city flourished with an advanced industrial park and new residential areas*
10	rents increased The population nearly doubled, along with tax revenues	*That increase rent earnings and tax incomes / increase in income for the people and the government*

Section A

Text 1

Study the webpage below and answer Questions 1-4 in the question paper

YOUTH AMBASSADOR

World Vision

WHAT IS YOUR WORLD VISION?

Speak for the voiceless.
Drive for positive change.
Be our next Youth Ambassador.

Are you ...

- 15 to 22 years old
- Outgoing
- A strong leader and communicator
- Empowered by your 30-hour Famine Camp experience
- Interested in tackling global poverty and injustice

As a Youth Ambassador, you will ...

- Be sponsored for exposure field trips
- Be mentored by eminent leaders from non-government organisations and private enterprises
- Speak at local and overseas forums relating to global poverty
- Interact with like-minded youths across borders

We would like you to apply to be our next Youth Ambassador.
Registration closes 14 July 2014
www worldvision org.sg/YouthAmbassador

youth@worldvision org sg

Adapted from http //www worldvision org sg/

Section B

Text 2

The text below is about 2 photographers who are in Sarajevo to take photographs of the conditions at that place Read it carefully and answer Questions 5-15 in the question paper

The Smoke Jumper

1 They saw the smoke from a long way off, rising like a tilting black tower from behind the ridge at the head of the valley The road that was leading them there was narrow and pitted with tank tracks

2 They had the windows down and the fraying cloth sunroof rolled right back and the air that gusted in was blowing Sylvie's dyed blonde hair over her face All the way she had kept asking Connor to light cigarettes for her She had several cartons of Marlboros stowed under their camera gear and flak jackets on the back seat Three times in the last hour they had been stopped by hatchet-faced Serb militiamen and she had joked with them in her husky Parisian voice, then handed out packets of cigarettes and in no time at all they were being waved through at roadblocks

3 Sylvie Guillard was pushing forty and had been photographing wars while Connor was still in fourth grade She was with the famous Magnum agency and her fearlessness was as legendary as her talent Connor had been aware of her since he arrived in Bosnia in the autumn She was little and skinny and something of a fantasy figure among the male journalists in Sarajevo She was known as a loner, which made it all the more surprising that lately she had taken Connor under her wing He hadn't so far managed to sell many pictures but had it not been for Sylvie's help, he wouldn't have sold any

4 At three o'clock that morning Sylvie had knocked on his door at the Holiday Inn and told him to get his gear together She'd received a call on her satellite phone from one of her many mysterious contacts, telling her that the Red Cobras, one of the most feared Serb paramilitary groups were moving in on Muslim enclaves in the hills The informant said she should get out there fast,

5 With roadblocks and diversions, the trip from Sarajevo had taken nearly five hours and during that time, Sylvie had told him about the Cobras Their leader was a charismatic fascist called Grujo, a meat wholesaler with a penchant for expensive cars

6 As they neared the end of the valley now, they passed a string of houses that had been burnt out, but there was no sign among them of either life or death At the valley's end, the road grew steep and they started to climb through the forest in a slow zigzag of bends They could smell what had happened before they saw it Even as the road levelled and they emerged from the trees into the sunlight, they knew from the sour charnel waft in the air that more had burned there than houses It was – or had been- more a hamlet than a village Just a cluster of a dozen small dwellings and barns in a shallow bowl of meadow filled with spring flowers

7 Sylvie stopped the car 100 yards short of the first building and switched off the engine, and they sat awhile, staring ahead and listening but all they could hear was

the hum of insects A white dog ran across the road, then disappeared behind a stone wall into a small orchard. There were two dark shapes among the blossom and though they were partly concealed, Connor knew what they were 40

8 Still without speaking, they reached into the back of the Volkswagen for their camera bags. They got out and walked slowly side by side along the road towards the blackened buildings, taking pictures

9 There were charred mounds lying in the grass beside the road with flies busy around them and it took Connor a moment to realise that they were cattle with the remains of 45 torched tyres round their necks.

10 The first human bodies were further along the road, lying outside what had once been their home While Sylvie photographed them, Connor walked across the road and into the little orchard. There were two of them there, hanging by their wrists from the bough of an apple tree 50

Adapted from *The Smoke Jumper* by Nicholas Evans

Section C

Text 3

The text below is about teaching mindfulness or the focusing of attention and awareness to children Read the text carefully and answer Questions 16-20

1 Mindfulness practice for children is not dramatically different from that for adults Exercises can be adapted to fit different ages and abilities. We should be aware of what the experience of a child is like Children's thinking is more concrete, therefore, activities should be clear, concrete and descriptive in their instructions However, children are also imaginative and are able to use their creativity and imagination They enjoy movies, cartoons and fantasy books The use of humour also helps

2 In teaching mindfulness to children, it is important to start with success, so starting simply is better For example, while an adult might start trying to meditate for fifteen minutes, it would be more appropriate for a child to start with five minutes The exercises presented herein also will be discussed in a progression that will likely be helpful to most children, beginning with the more concrete attention to the external environment, then moving to the experience of the body and finally introducing attention to the mind and meditation exercises

3 Another important note about teaching mindfulness to children is that the person teaching should be comfortable with the exercise prior to the teaching and have practised mindfulness in general We must practise what we teach Mindfulness cannot be taught to others in an authentic way without the instructor's practising it in his or her own life It is not something you learn about at a seminar or read about and then pass along

4 Some children may have difficulty with meditation and not take to it at first, but they should be encouraged to try, perhaps with different forms of meditation or shorter lengths of time Many children report enjoying it

5 To begin, meditation should be discussed with children They may have questions about it or misperceptions There is a list of myths about meditation One myth that children may believe about meditation is that it is for saints and holy men While saints and holy men, particularly in some religions practise meditation, a lot of people meditate They may believe that meditation means going into a trance Rather than going into a trance, mindful meditation actually involves being highly aware of the present sensations, thoughts and feelings Children may also have the misperception that meditation is just used for relaxation with slower metabolic rate and heartbeat, but meditation is much more than relaxation as it involves focus and awareness

6 One specific caution in teaching mindfulness to children is that for some, there may be heightened experience of anxiety as a result of the exercises. Some individuals report feeling more anxious after practising meditation This may happen because people are uncomfortable paying attention to themselves Additionally, if the thoughts and sensations they are observing are related to worries and fears, they may feel increased anxiety by recognising them For a child who has this sort of negative response to mindfulness, encourage him or her to keep trying and at the same time try to determine what part of the experience is causing the anxiety. It may be that the child does not like observing negative thoughts In this case, it will help to practise letting go Another possibility is that the child feels he or she cannot let go and has a feeling of being tightly wound to 'hold it together' and a fear that letting go would increase anxiety In this case, it will be helpful to encourage using mindfulness to increase focus and control on the

present moment If, after practice, the child still has a very negative experience, exercises such as meditation may not be right for that child However, the activities such as awareness of the environment may still be appropriate As in many interventions, customizing the right techniques and applications for each individual is important 45

Adapted from *Teaching Mindfulness to Children* by Karen Hooker and Iris Fodor

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

Secondary 4 English Language 2014
CA/GA
Paper 2 Question Paper

Name . ( ) Marks / 50

Class . Date . Parent's Signature. . .

Section A [5 marks]

Refer to Text 1 on page 1 of the insert for questions 1-4.

1 The webpage begins with the question ***What is your world vision?*** What effect is this intended to have on the reader?

. ...

. . . . [1]

2 Look at the photographs at the top of the poster. With reference to the poster, how do the photographs illustrate any one characteristic a youth ambassador should have?

. . . .

. . [1]

3 Refer to the sub-heading ***As a Youth Ambassador, you will*** and the information presented under it Give two reasons why the information presented will appeal to potential Youth Ambassadors

. . . . . .

. . ..

. . . . . .

. . . . . [2]

4 Which sentence gives the main purpose of the webpage?

. . . . . .

. ... [1]

Section B [20 marks]

Refer to Text 2 on page 2 of the insert for questions 5-15.

5 Find words in paragraph 1 which suggest

(i) a slant . . . . [1]

(ii) having small marks or holes in the surface . . . . . [1]

6 'She had several cartons of Marlboros stowed under their camera gear and flak jackets on the back seat' (lines 6-7) Why did she need several cartons of Marlboros?

. . . . . .

. . . . . [1]

7 The writer describes the Serb militiamen as 'hatchet-faced' (line 8) What does this description suggest about the appearance of the militiamen?

. . . [1]

8 ' she had *joked* with them in her *husky Parisian voice*' (line 9). With reference to the italicised words, explain why Sylvie behaved in this manner

. . . . . .

. . . . . [2]

9 Identify words or phrases in paragraph 3 which suggests

(i) Sylvie is well-known and highly regarded . . . . [1]

(ii) Sylvie is no longer young . . . . [1]

10 The writer states that Sylvie 'was known as a loner, which made it all the more *surprising* that lately she had taken Connor under her wing' (lines 15-16). Explain why this situation is *surprising*.

[2]

11 'The informant said that 'she should get out *there* fast ' (line 23) What does 'there' refer to?

[1]

12 In paragraph 6, Sylvie and Connor reached their destination Explain how the language used in this paragraph presents a bleak picture of the place

[3]

13 'There were two dark shapes among the blossom and though they were partly concealed, Connor knew what they were.' (line 39-40) What did Connor suspect them to be?

[1]

14 ' it took Connor a moment to realise that they were cattle' (line 45) Why did it take a moment for Connor to realise what they were?

[1]

15 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 that you do not need to use

Main focus

taking a great risk	a gruesome discovery	an unwelcome arrival
sharing responsibilities	dealing with threats	searching for help
	a foreboding trail	

Flow chart

Paragraphs 1 – 2 **(i)** . . . . ..

↓

Paragraphs 4 – 5 **(ii)** . . .

↓

Paragraphs 6 – 8 **(iii)**

↓

Paragraphs 9 – 10 **(iv)** .. . .

[4]

Refer to the text on pages 4 and 5 of the Insert for Questions 16-20.

16 (i) According to paragraph 1, why is mindfulness practice for children not dramatically different from adults?

[1]

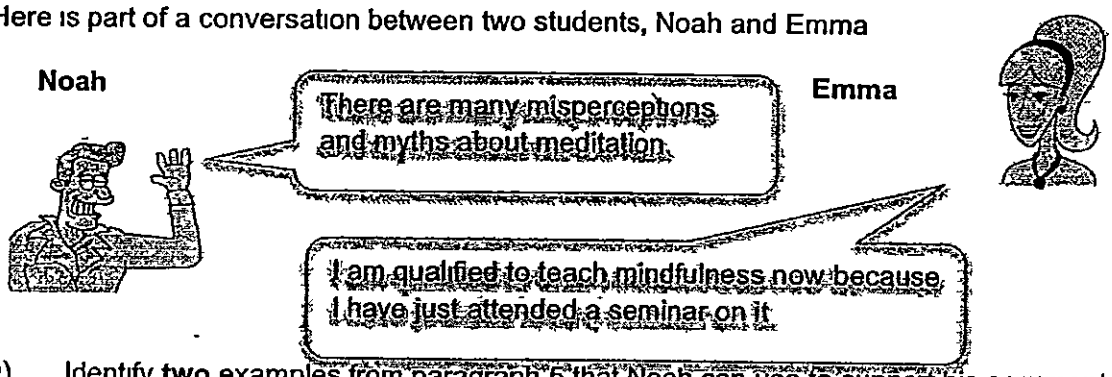
(ii) How do adults adapt mindfulness exercises for children?

[2]

17 With reference to paragraph 2, explain fully why starting simply is better when teaching mindfulness to children

[2]

18 Here is part of a conversation between two students, Noah and Emma



(i) Identify **two** examples from paragraph 5 that Noah can use to support his argument

[2]

(ii) Explain why Emma's position is inaccurate with reference to lines 16-19

[1]

19 With reference to paragraph 6, what is the risk of teaching mindfulness to children? **Answer in your own words.**

[2]

20 **Using your own words as far as possible,** summarise what adults should do when teaching mindfulness to children

Use only information from the paragraphs 2 to 6.

Your summary must be in continuous writing (not note form) It must not be longer than 80 words (not counting the words given to help you begin)

One of the things adults should do when teaching mindfulness

No. of words [15]

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Secondary 4 English Language 2014
CA/GA
Paper 2 Marking Guide (Teacher's Copy)
Section A [5 marks]

Refer to Text 1 on page 1 of the insert for questions 1-4.

1 The webpage begins with the question ***What is your world vision?*** What effect is this intended to have on the reader?

The effect is to get readers to <u>think about / question / reflect</u> on how <u>they imagine / dream Earth / the planet</u> to be in the future. [1]

2 Look at the photographs at the top of the poster With reference to the webpage, how do the photographs illustrate any one characteristic a youth ambassador should have?

The photograph shows youth ambassadors speaking to an audience / interacting with peers / engaged in discussions

OR

The photograph shows that ambassadors are confident / articulate / vocal / outspoken / outgoing / an effective communicator. [1]

X brave / courageous

3 Refer to the sub-heading ***As a Youth Ambassador, you will*** and the information presented under it Give two reasons why the information presented will appeal to potential Youth Ambassadors

The information suggests that the programme provides opportunities for potential Youth Ambassadors to ..

- **be sponsored for exposure field trips**
- **be mentored by eminent leaders from non-government organisations and private enterprises**
- **speak at local and overseas forums relating to global poverty**
- **interact with like-minded youths across borders**

Award up to 2 marks. Answer may be an explanation of the content (rephrased)

4 Which sentence gives the main purpose of the webpage?

'We would like you to apply to be our next Youth Ambassador ' [1]

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Section B [20 marks]

Refer to Text 2 on page 2 of the insert for questions 5-15.

5 Find words in paragraph 1 which suggest

(i) a slant **'tilting'** [1]

(ii) having small marks or holes in the surface **'pitted'** [1]

Zero marks for missing quotation marks or spelling mistakes.

6 'She had several cartons of Marlboros stowed under their camera gear and flak jackets on the back seat ' (lines 6-7) Why did she need several cartons of Marlboros?

She needed to <u>bribe</u> the Serbs at the numerous roadblocks. [1]

7 The writer describes the Serb militiamen as 'hatchet-faced' (line 8) What does this description suggest about the appearance of the militiamen?

It suggests that they appear very serious and stern / grim and hostile / unfriendly / fierce / aggressive / solemn. [1] menacing X threatening

8 ' she had *joked* with them in her *husky Parisian voice*' (line 9) With reference to the italicised words, explain why Sylvie behaved in this manner

She wanted to ease the tension / used <u>humour</u> as well as her <u>sexuality</u> to charm them [1] so as to get through roadblocks easily [1]

9 Identify words or phrases in paragraph 3 which suggests

(i) Sylvie is well-known and highly regarded **'legendary' [1]**

(ii) Sylvie is no longer young **'(was) pushing forty' [1]**

Zero marks for missing quotation marks or spelling mistakes

10 The writer states that Sylvie 'was known as a loner, which made it all the more *surprising* that lately she had taken Connor under her wing' (lines 15-16). Explain why this situation is *surprising*

It is surprising because Sylvie does not like company of others <u>but</u> she has taken it upon herself to be a mentor to Connor. [2]

11 'The informant said that 'she should get out *there* fast ' (line 23) What does 'there' refer to?

'there' refers to the <u>Muslim enclaves</u> (in the hills) [1]

12 In paragraph 6, Sylvie and Connor reached their destination. Explain how the language used in this paragraph presents a bleak picture of the place

- **'Houses that had been burnt out' >> widespread destruction had taken place.**
- **'no sign among them of either life or death' >> the place appears barren and abandoned.**
- **'sour charnel waft' >> an unpleasant odour/stench**
- **'More had burned here than houses' >> that destruction involves more than just a material loss. Ominous feeling that people/ living creatures have been killed as well.**

13 'There were two dark shapes among the blossom and though they were partly concealed, Connor knew what they were ' (line 39-40) What did Connor suspect them to be?

He suspected that they would be dead bodies OR corpses / dead people. [1]

14 ' . it took Connor a moment to realise that they were cattle' (line 45) Why did it take a moment for Connor to realise what they were?

They were burnt beyond recognition. OR
He could not see that they were cattle because of the torched tyres round their necks. [1]

15 **Flow chart**

Paragraphs 1 – 2 **(i) dealing with threats [1]**

↓

Paragraphs 4 – 5 **(ii) taking a great risk [1]**

↓

Paragraphs 6 – 8 **(iii) a foreboding trail [1]** → ominously prophetic

↓

Paragraphs 9 – 10 **(iv) a gruesome discovery [1]**

[4]

Refer to the text on page 4 and 5 of the Insert for Questions 16-20.

16	(i)	According to paragraph 1, why is mindfulness practice for children not dramatically different from adults? (factual) **The exercises / mindfulness practice can be adapted to fit <u>different ages and abilities</u>. [1]**
	(ii)	How do adults adapt mindfulness exercises for children? (factual) **Adults can use humour [1] and make <u>instructions</u> for activities clear, concrete and descriptive. [1]**
17		With reference to paragraph 2, explain fully why starting simply is better when teaching mindfulness to children (vocabulary / inference) **By starting with <u>small /easy steps</u>, it will help children to <u>progress gradually</u> [1] which in turn will <u>motivate them further</u> [1]** ***Answer must:*** • ***Define 'starting simply' – use small, easy steps OR progressively/progression*** • ***Show cause-effect/outcome i.e. why 'starting simply' is 'better' – children are motivated*** • ***Be succinct***
18		Here is part of a conversation between two students, Noah and Emma **Noah** There are many misperceptions and myths about meditation **Emma** I am qualified to teach mindfulness now because I have just attended a seminar on it
	(i)	Identify two examples from paragraph 5 that Noah can use to support his argument (factual) • **Meditation is for saints and holy men.** • **Meditation means going into a trance.** • **Meditation is just used for relaxation (with slower metabolic rate and heartbeat).**
	(ii)	Explain why Emma's position is inaccurate with reference to lines 16-19 (factual) **One/Emma has to have practised mindfulness before being able to teach it [1]** **<u>OR</u>** **Mindfulness cannot be taught to others in an authentic way without the instructor's practising it in his or her own life. [1]**

19 With reference to paragraph 6, what is the risk of teaching mindfulness to children? **Answer in your own words** (vocabulary / factual)

The children will have <u>intensified / increased</u> [1] <u>feeling of nervousness / worry / uneasiness</u> [1] OR The children will feel extremely/very/more [1] nervous [1]

Rephrase heightened [1] experience of anxiety [1]

Other plausible answers: distressed, stress(ed), uptight, panic.

20 *One of the things adults should do when teaching mindfulness*

From text	Own words
1 start with **success** starting **simply,** (para 4) have shorter exercises	*is to start easily*
2 the exercises will be discussed **in a progression**	*<u>with</u> small steps, gradual*
3 the person teaching should be **comfortable** with the exercise prior to the teaching	*Adults should be at ease with performing the exercises*
4 have **practised** mindfulness in general	*and are accustomed/familiar to them*
5 meditation should be **discussed** with children	*Adults and children should talk about meditation*
6. they may have **questions** about it or **misperceptions**	*to address misunderstandings / queries.*
7 specific **caution** .. there may be heightened experience of anxiety	*Adults must also be vigilant about children who become excessively uneasy*
8 **encourage** him or her to keep trying; (para 4) encourage children with difficulty	*and urge them to keep trying (to meditate)*
9 **determine** what part of the experience is **causing the anxiety**	*while identifying the cause of reaction*
10 (child does not like observing negative thoughts) practise **letting go**	*Alternatively, they should teach children about relaxing (releasing tension)*
11 encourage using mindfulness to increase **focus and control on the present moment awareness of the environment**	*which involves teaching them to concentrate/centre on the current*
12 (meditation may not be right for that child) **customizing** the right techniques and applications for each individual, (para 4) try alternative methods	*Ultimately, adults should tailor / adapt their methods and remedies accordingly*

Sample: (focuses on what adults should do; NOT what children should do)

One of the things adults should do when teaching mindfulness is to start easily with small steps Adults should be at ease with performing the exercises and ~~are~~ be accustomed to them. Adults and children should talk about meditation to address misunderstandings / queries Adults must also be vigilant about children who become excessively uneasy and urge them to keep trying (to meditate) while identifying the cause of reaction Alternatively, they should teach children about relaxing (releasing tension) which involves teaching them to concentrate/centre on the current Ultimately, adults should tailor / adapt their methods and remedies accordingly.

Class	Register No	Name

CRESCENT GIRLS' SCHOOL
SECONDARY FOUR
PRELIMINARY EXAMINATION 2014

ENGLISH LANGUAGE **1128/01**

PAPER 1 Writing **18 August 2014**

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 of a webpage on page 3, study the information carefully and plan your answer before beginning to write

As the President of your school's Student Council, you have been tasked to recommend a half-day team-building programme for Secondary One to Three councillors during the upcoming September holidays The aim of the team-building programme is to hone the leadership, communication and collaboration skills of the school councillors, so that they can work more effectively as a team

Write a **report** to the teacher in charge of the Student Council to recommend one activity for the team-building programme

Your report should include

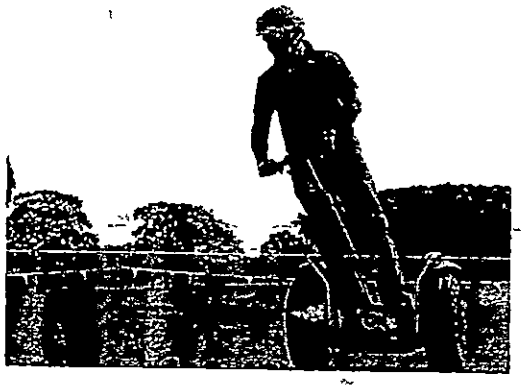
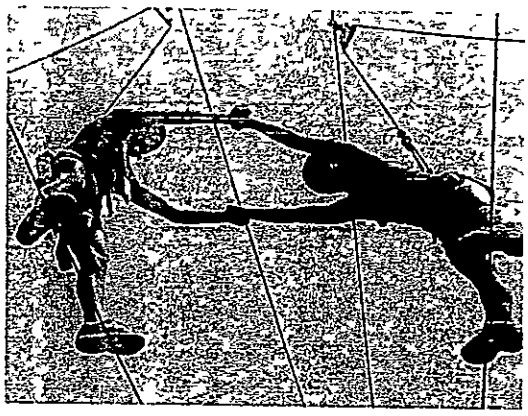
- how the selected activity will meet the aims of the team-building programme
- why the activity would be better than those that can be carried out in school
- suggestions on some follow-up activities that can be done back in school to reinforce the skills and values learnt

Write your report in clear, accurate English and in a persuasive tone to convince your teacher in-charge to adopt your recommendations

You should use your own words as much as possible

TEAMBONDING SingExperience

Team-building @ Sentosa

Segway Challenge While riding a Segway – a two-wheeled, self-balancing electric vehicle, participants will work in teams to complete several tasks and missions set by our facilitators ▪ Duration 1 5 hours	
Laser Tag Laser tag is a team sport in which players strategise and work together to score points by shooting members of the opposing team with infrared emitting devices It is just like paintball without the paint and pain! ▪ Duration 2 hours	
High Elements This challenge requires participants to go through a physically and mentally demanding obstacle course Team members must provide one another with tips and advice to complete the high-altitude obstacle course as quickly and safely as possible ▪ Duration 2 hours	

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 is your idea of privacy? How important is privacy in your life as a teenager?

2 "Failure is necessary in a person's journey to success " Do you agree?

3 Describe the main features of what you would consider an ideal country and explain why you think it would be the ideal place to live in

4 "School holidays are a welcome break for students " Do you always spend your school holidays wisely?

END OF PAPER

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Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the assassin bug 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 ___✓___

It is perhaps one of the most grizzly sights the insect world has to offer –

an assassin bug carries victims around for all to see This macabre 1) _____

backpack isn't the bug's attempt to show off its killing prowess and a tactic 2) _____

it employed to avoid becoming prey itself Found all around the world, the 3) _____

insect – which belongs to the genus Acanthaspis - use sharp mouthparts 4) _____

to pierce ants before injecting enzymes These liquefy an ant's inside 5) _____

enabling them to be sucked out Once devoid off its innards, the ant is 6) _____

loaded on with its fellow victims, and held together with a sticky glue 7) _____

secreted from an insect's back "It's really quite a comical sight to behold, 8) _____

a tiny bug crawling with a pile of dead ants on its back," says Professor 9) _____

Simon Pollard, an entomologist in the University of Canterbury in New 10) _____

Zealand

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Answer Scheme

Section A

It is perhaps one of the most grizzly sights the insect world has to offer – an assassin bug carries victims around for all to see This macabre backpack isn't the bug's attempt to show off its killing prowess, and a tactic it employed to avoid becoming prey itself Found all around the world, the insect – which belongs to the genus Acanthaspis - use sharp mouthparts to pierce ants before injecting enzymes These liquefy an ant's inside, enabling them to be sucked out Once devoid off its innards, the ant is loaded on with its fellow victims, and held together with a sticky glue secreted from an insect's back "It's really quite a comical sight to behold, a tiny bug crawling with a pile of dead ants on its back," says Professor Simon Pollard, an entomologist in the University of Canterbury in New Zealand

11) _____

12) ___*but (conjunction)*___

13) ___*employs_(tense)*____

14) ____*uses_(sub/verb)*___

15) _*insides(singular/plural)*_

16) ___*of__(preposition)*_

17) ____*up_(preposition)*___

18) _____*the_(article)*___

19) _____

20) __*at_(preposition)*__

Class	Register No	Name

CRESCENT GIRLS' SCHOOL
SECONDARY FOUR
PRELIMINARY EXAMINATION 2014

ENGLISH LANGUAGE **1128/02**

PAPER 2 COMPREHENSION

20 August 2014

1 hour 50 minutes

INSERT

READ THESE INSTRUCTIONS FIRST

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

The questions are in Answer Booklets 1 and 2

This paper consists of **6** printed pages, including the cover page

SECTION A (5m)

Text 1

Study the printout below and answer Questions 1-4 in the Answer Booklet

Why can't we tap on CPF for our other needs?

Your CPF savings already meet many important needs besides retirement You can use CPF for housing and healthcare

If you are facing difficulties help is available For example, you can approach a Social Service Office for assistance More information can be found at [illegible]

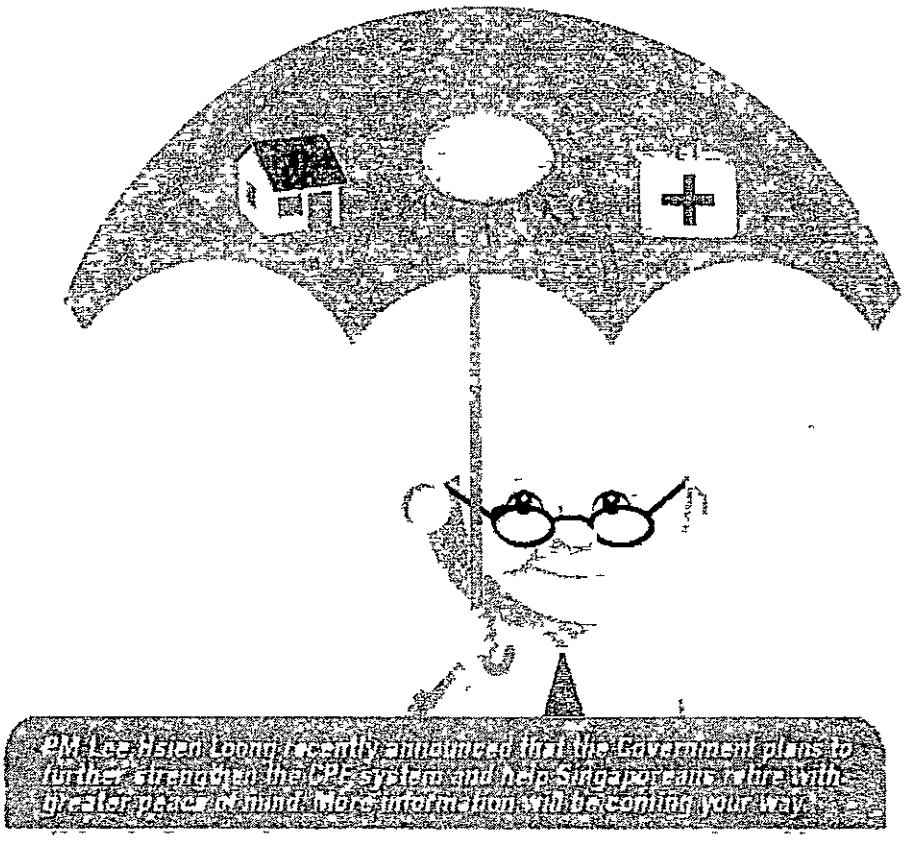
Is CPF enough for our retirement?

The Minimum Sum is calculated to be sufficient for the living expenses of a typical lower-middle income retired household – about $1,200 per month from age 65 for members who are 55 today* This is not a large sum of money It is at the lower end of what a typical retired household spends

If you wish to cover more than these needs, you should plan your finances so that you can save more outside of the CPF system

For example if you wish to complement your CPF savings, you could consider the Supplementary Retirement Scheme (SRS) which provides tax relief More information can be found at [illegible]

**MOM s estimates from findings of the Household Expenditure Survey conducted by the Department of Statistics*



A message from

MINISTRY OF MANPOWER

Central Provident Fund Board

Caring For Your Future

For more information, please visit the CPF website at www cpf gov sg

SECTION B (20m)

TEXT 2

The text below describes what Miss Garnet planned to do after her flatmate of more than thirty years, passed on Read it carefully and answer Questions 5-19 in the Answer Booklet

1 When Miss Garnet's friend Harriet died, Miss Garnet decided to spend six months abroad For Miss Garnet, who had lost the only person she ever ate with, the decision to travel was a bold one Her expeditions abroad had been few and for the most part tinged with apprehension As a young woman straight from college, she had volunteered to take a school group to France On that occasion she had become flustered when, behind her back but audibly, the boys had mocked her accent The experience had left its mark on Miss Garnet's teaching as well as on her memory Her impulses towards cordiality with her pupils, never strong in the first place, were dealt a blow She withdrew, acquired a reputation for strictness, even severity, and in time became the kind of teacher who, if not loved, was at least respected

2 Julia Garnet and Harriet Josephs had lived together for a long time Harriet had answered Julia's advertisement in the National Union of Teachers' monthly journal 'Quiet, professional female sought to share small West London flat Harriet had been, in fact, the only person to respond to the advertisement, which had not prevented Julia from giving her what her friend later described as a tough interview Honestly,' Harriet had used to say, on the few occasions when together they had entertained friends, it was worse than the time I tried to get into the Civil Service!'

3 Generally, Harriet had laughed loudly at this point in a way her flat-mate had found irritating Now Miss Garnet found she missed the laugh just as she missed Stella, Harriet's cat The prohibition against pets had been relaxed seven years earlier when late one night after choir practice, Harriet had been followed from the station by Stella Stella, then an anonymous black kitten with a white-starred throat, had waited all night on the stairs outside the front door of their fourth-floor flat, whereupon, on finding her, Harriet had fed the kitten milk After that, as Julia had observed, there was no getting rid of the animal

4 Alongside the two school teachers Stella had grown into an elderly and affectionate creature but it was Harriet to whom the cat had remained particularly attached Two days after they had both retired, Julia returned from the shops to find her companion, apparently asleep, stretched out upon the sofa, her novel face down on the carpet Later, after the doctor and then the undertaker had been, Stella disappeared Julia had placed milk outside first the flat door and then, worry making her brave the neighbours' potential ridicule, downstairs by the main entrance to the block The milk she left outside was certainly drunk but after a few days she was forced to accept that it was not Stella drinking the milk but, more likely, the urban fox who had been seen rooting in the communal dustbins Perhaps it was not just the loss of Stella, but also her incompetence in the face of it, which finally determined Miss Garnet's abrupt decision

5 A kind of numbness had dulled her usual caution and before she was quite aware what was happening, she was calling in on one of the numerous local estate agents, who had sprung up in her locality 'No worries, Miss Garnet, we'll be able to rent this, easy,' the young man with a too-short haircut and a fluorescent mobile phone had said 'Where are you off to then?' the young estate agent had asked, after they had agreed the terms on which the flat was to be let

6 Perhaps it was the young man's obvious indifference which acted as a catalyst to the surprising form she found her answer taking She had not formulated in her mind where she might go, should the flat prove acceptable for letting to Messrs Brown and Noble Across Miss Garnet's memory paraded the several coloured advertisements for far-flung places which, along with some magazine cuttings concerning unsuitable hair dye, she had cleared from Harriet's oak bureau and which she had recently placed in the dustbin One advertisement had been for a cruise around the Adriatic Sea, visiting cities of historical interest The most famous of these now flashed savingly into her mind Venice,' she announced firmly 'I shall be taking six months in Venice ' Then, because it is rarely possible, at a stroke, to throw off the habits of a lifetime, she continued, I believe it is cheaper at this time of year '

Adapted from *Miss Garnet's Angel* by Salley Vickers, 2007

SECTION C (25m)

TEXT 3

The text discusses about test anxiety Read it carefully and answer Questions 20-28 in the Answer Booklet

1 The sophomore sat paralysed as the minutes ticked by One hour later, time was up for the exam in a statistics class and he turned in his work it was completely blank, save for his name

2 As any parent or teacher knows, tests can create crippling anxiety in students Anxious children can perform below their true abilities but new research is giving us a clearer understanding of the link between stress and performance and allowing experts to develop specific strategies for helping children manage their fears Such interventions may be needed more than ever as it affects students of all ages and ability levels More importantly, this anxiety can expand over time into any situation in which a student is conscious of being evaluated and can lead to diminished self-esteem, reduced motivation and disengagement from school

3 Students taking an exam must draw on their working memory, the mental holding space where we manipulate facts and ideas Most students with test anxiety manage to get something down on paper, but since their worries use up some of their working memory, they are left with fewer cognitive resources to devote to the test Much of what researchers have found to work has to do with helping students get out of their own way

4 One method that proved successful in a recent trial is to have students spend 10 minutes writing about their thoughts and feelings immediately before taking a test The practice is called expressive writing While one might imagine that writing about a looming exam would only heighten anxiety, the opposite was the case Writing about their worries had the effect of offloading them onto the page Without doing so, the students had insufficient cognitive horsepower available to apply to solving problems on the test One short writing intervention that brings testing pressures to the forefront enhances the likelihood of excelling, rather than failing, under pressure

5 Apprehension about tests can be especially common among minority and female students This happens when the prospect of evaluation poses stereotype threat -- the possibility that a poor performance will confirm negative assumptions about the group to which they belong An intervention aimed at reducing stereotype threat is a values-affirmation exercise in which participants are instructed to choose something they value and describe why it matters to them This breaks the vicious cycle of stereotype threat as it gives people more confidence in their own identity to do better Embracing a positive stereotype, called stereotype boost, can also help One can tell oneself that there are plenty of reasons to feel confident with encouraging facts such as "girls get higher grades than boys"

6 One step all students can take to improve their performance in tests is to change how they study for them Many students have every reason to be worried before an exam because they haven't prepared adequately and don't know how to do so Then they sit down to take the test, and they freak out because they've never practised doing what the test is asking them to do Reviewing class notes and textbooks can familiarise students with the material on a test, but it doesn't help them take the exam A test is more like a play, with the preparation as a dress rehearsal that replicates the format and time limit of the exam

Adapted from *Relax, It's Just a Test* by Annie Paul Murphy, Time Magazine, Feb 11, 2013

END OF INSERT

SECTION A (5m)

TEXT 1

Refer to the printout (TEXT 1) on page 2 of the Insert and answer Questions 1-4

1 Refer to the sub-heading **Why can't we tap on CPF for our other needs?** and the information presented under it

(i) What do you think is the cause for such information to be presented here? (1m)

_____

_____

(ii) What step could be taken should the target group face any challenge in meeting their needs? (1m)

_____

_____

2 Refer to the sub-heading **Is CPF enough for our retirement?** and the information presented under it

Which sentence tells us that the estimated amount might not be enough for most of the target group? (1m)

_____

_____

3 Look at the illustration at the bottom identify the three issues that the target group mentioned in the printout needs to be concerned with (1m)

_____

4 ' If you wish to *complement* your CPF savings, you could consider the Supplementary Retirement Scheme '

What does the word in italics tell us about the role of the Supplementary Retirement Scheme? (1m)

_____

_____

SECTION B (20m)

TEXT 2

Refer to TEXT 2 on Pages 3 and 4 of the Insert and answer Questions 5-19

5 In paragraph 1, Miss Garnet's decision to travel was 'a bold one' (line 3) Why was it so? (1m)

_____

_____

6 Find words in paragraph 1 which suggest

(i) strong desires to do something without thinking _____ (1m)

(ii) being thrown into a state of agitated confusion _____ (1m)

7 'The experience had left its mark on Miss Garnet's teaching as well as on her memory (lines 7-8) What was the experience? (2m)

_____

_____

_____

_____

_____

8 In paragraph 1, apart from the 'blow' (line 9) Miss Garnet received, what were two other reasons why she found it difficult to build rapport with her students? (2m)

_____

_____

_____

_____

9 Based on your reading of paragraph 3, what might Harriet find 'irritating' about Miss Garnet when they were sharing an apartment? (1m)

_____

_____

10 'After that, as Julia had observed, there was no getting rid of the animal' (lines 25-26) What happened to Stella? (1m)

_____

11 Stella 'remained particularly attached' (lines 28-29) to Harriet Is it accurate? Give evidence from paragraph 4 to support your answer (1m)

_____

_____

12 What was the reason why Miss Garnet was cautious about placing milk by 'the main entrance to the block' (lines 32-33)? **Answer in your own words** (1m)

_____

_____

13 According to paragraph 4, what was Miss Garnet's 'incompetence' (line 37)? (1m)

_____

_____

14 Miss Garnet found that the young estate agent had a 'too-short haircut and a fluorescent mobile phone' (line 42) What does this tell us about Miss Garnet's view of the estate agent? (1m)

_____

15 In paragraph 6, what led Miss Garnet to respond quickly that was different from her usual self? **Answer in your own words** (1m)

_____

_____

16 Pick out a phrase in paragraph 6 which conveys the idea of a single effort that has an immediate effect (1m)

_____

17 'The most famous of these now flashed savingly into her mind' (lines 52-53)
Why does the writer use the underlined word to describe the idea that came to Miss Garnet's mind? (1m)

_____

18 ' to throw off the habits of a lifetime' (line 54) What habit of Miss Garnet is suggested here? (1m)

_____

19 Read the text again The alphabetised list below is a number of possible thoughts Miss Garnet may have had as the events described in the text occur

A	"Maybe it's time for me to take a break away from this place "
B	"I didn't know she has so many restrictions "
C	"What if she goes hungry?"
D	"I don't get it Why is the cat here? It will mess up the place!"
E	"Oh dear! That did not cross my mind at all Where could I possibly go? Somewhere exotic?"
F	"It feels odd without anyone else at home Perhaps I could do something different "
G	"Where is Stella? Someone might have adopted her, I guess "

Match the thoughts to the paragraphs Choose ONLY ONE LETTER for each of the paragraphs Write the correct letter (A-G) in the table below

DO NOT USE ANY LETTER MORE THAN ONCE (3m)

Paragraph 4	
Paragraph 5	
Paragraph 6	

END OF SECTIONS A & B

SECTION C (25m)

TEXT 3

Refer to TEXT 3 on Pages 5 and 6 of the Insert and answer Questions 20-28.

20 **Without using any wording from the passage**, what was the sophomore feeling that resulted in him turning in his work completely blank (lines 2-3)? (1m)

_____

21 With reference to paragraph 2, name **two** negative consequences of anxiety as a result of being evaluated (1m)

_____

_____

22 The writer mentioned that 'new research is giving us a clearer understanding of the link between stress and performance and allowing experts to develop specific strategies for helping children manage their fears' (lines 5-7) What is the primary reason that necessitates such interventions? (1m)

_____

23 The writer mentioned that 'anxious children can perform below their true abilities' (line 5) if they are anxious With reference to paragraph 3, explain **in your own words** why this can happen (2m)

_____

_____

_____

24 'Writing about their worries had the effect of <u>offloading</u> them onto the page' (lines 21-22) What does the underlined word tell us about the effect of writing about their worries? (1m)

_____

_____

25 Here is part of a conversation between two students, Alex and Natalie, who have read the article

Alex: Minority and female students are prone to test anxiety

Natalie: Yes, but there are also some strategies that target specific groups

(i) Explain how Alex would justify his position, with reference to paragraph 5 (1m)

_____

(ii) With reference to paragraph 5, identify two methods that Natalie can use to support her argument (1m)

_____

26 According to paragraph 6, why are students not able to perform in their tests? (1m)

_____

_____

27 The writer says that 'a test is more like a play' (line 43) Explain what the writer is trying to convey by this (1m)

_____

_____

_____

28 **Using your own words as far as possible**, summarise the techniques students are able to use to overcome anxieties and how these techniques help them improve their performance in tests (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)

Tests can create crippling anxiety in students, but they can ease those concerns

_____ (Number of words _____)

END OF SECTION C

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SECTION A (5m)

TEXT 1

Refer to the printout (TEXT 1) on page 2 of the Insert and answer Questions 1-5.

1 Refer to the sub-heading **Why can't we tap on CPF for our other needs?** and the information presented under it

(i) What do you think is the cause for such information to be presented here? (1m)

(Inferential)
(LO3. Read a text closely and offer interpretations of it)

Some of the elderly people may have the misconception that CPF can be used for other purposes that are actually not allowed

Acceptable Answer	Unacceptable Answer/ Remark
Some people may not know about the limitations of CPF	

(ii) What step could be taken should the target group face any challenge in meeting their needs? (1m)
(Literal comprehension)
(LO2 Scan for details)

They can approach a Social Service Office for assistance

Acceptable Answer	Unacceptable Answer/ Remark

2 Refer to the sub-heading **Is CPF enough for our retirement?** and the information presented under it

Which sentence tells us that the estimated amount might not be enough for most of the target group? (1m)
(Quotation)
(LO3· Scan for details)
"It is at the lower end of what a typical retired household spends "

Acceptable Answer	Unacceptable Answer/ Remark

3. Look at the illustration at the bottom Identify the three issues that the target group mentioned in the printout needs to be concerned with (1m)
(Engagement with Visual)
(LO2. Use contextual clues & make inferences based on contextual information)
Money, housing and healthcare

Acceptable Answer	Unacceptable Answer/ Remark

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4 ' If you wish to *complement* your CPF savings, you could consider the Supplementary Retirement Scheme '

What does the word in italics tell us about the role of the Supplementary Retirement Scheme? (1m)

(Language for impact
(LO2: Recognise writer's intention through their use of words)
It can add to their CPF savings

Acceptable Answer	Unacceptable Answer/ Remark
	It can supplement their CPF savings (cannot reuse the word "supplementary")

SECTION B (20m)

TEXT 2

Refer to TEXT 2 on Pages 3 and 4 of the Insert and answer Questions 5-17

5 In paragraph 1, Miss Garnet's decision to travel was 'a bold one' (line 3) Why was it so? (1m)

(Literal comprehension)
(LO2 Scan for details)
She was spending six months abroad when she had not been abroad much before (1m)

Acceptable Answer	Unacceptable Answer/ Remark
she was apprehensive about travelling abroad when her expeditions abroad had been few (1m) She decided to travel alone when her expeditions abroad had been few (1m)	

6 Find words in paragraph 1 which suggest
(quotation)
(Vocab LO2: Deduce meaning of words from how they relate to one another)
(i) strong desires to do something without thinking ___**impulses**_____ (1m)

(ii) being thrown into a state of agitated confusion ___**flustered**_____ (1m)

7 'The experience had left its mark on Miss Garnet's teaching as well as on her memory (lines 7-8) What was the experience? (2m)
(Literal comprehension)
(LO2 Scan for details)
Part 1 She volunteered to take a school group to France (1m)

Part 2 The pupils had mocked her French accent (1m)

Acceptable Answer	Unacceptable Answer/ Remark
Part 1 As a young woman straight from college, she had volunteered to take a school group to France	

8 In paragraph 1, apart from the 'blow' (line 9) Miss Garnet received, what were two other reasons why she found it difficult to build rapport with her students? (2m)
(Literal comprehension)
(LO2. Scan for details & distinguish cause from effect)

Part 1 She was shy/withdrawn (1m)

Part 2 She had a reputation for strictness and even severity (1m)

Acceptable Answer	Unacceptable Answer/ Remark
Part 2 She had a reputation for meanness	If not loved, she was at least respected

9 Based on your reading of paragraph 3, what might Harriet find 'irritating' about Miss Garnet when they were sharing an apartment? (1m)
(Inferential comprehension)
(LO2: Scan for details & make inferences based on contextual clues)

She would not allow cats in the apartment

Acceptable Answer	Unacceptable Answer/ Remark
Miss Garnet's prohibition against cats	She gave a loud laugh

10 'After that, as Julia had observed, there was no getting rid of the animal ' (lines 25-26) What happened to Stella? (1m)
(Inferential comprehension)
(LO2: Make inferences based on implied information)

She was kept as a pet

Acceptable Answer	Unacceptable Answer/ Remark
	Stella followed Harriet home

11 Stella 'remained particularly attached' (lines 28-29) to Harriet Is it accurate? Give evidence from paragraph 4 to support your answer (1m)
(Evaluative)
(LO3· Evaluate information for premise of ideas)
Yes, she disappeared after Harriet's death

Acceptable Answer	Unacceptable Answer/ Remark
She ran away / went away when Harriet died	Two days after Harriet died, she ran away

12 What was the reason why Miss Garnet was cautious about placing milk by 'the main entrance to the block' (lines 32-33)? **Answer in your own words.** (1m)
(Own Words)
(LO2: Scan for details & paraphrase information using own words)
She could be made fun of / mocked / laughed at by her neighbours

Acceptable Answer	Unacceptable Answer/ Remark
	Insulted / talked badly about

13 According to paragraph 4, what was Miss Garnet's 'incompetence' (line 37)? (1m)
(inferential)
(LO2· Scan for details)

She was unable to find Stella / the cat

Acceptable Answer	Unacceptable Answer/ Remark
	She was trying to deal with Stella's disappearance / She was trying to deal with it

14 Miss Garnet found that the young estate agent had a 'too-short haircut and a fluorescent mobile phone' (line 42) What does this tell us about Miss Garnet's view of the estate agent? (1m)
(Inferential)
(LO2: Use contextual clues through the knowledge of vocabulary & make inferences to draw conclusions from implied meaning)
(LO3: Recognise writer's intention through their use of words)

She was very critical of the estate agent

Acceptable Answer	Unacceptable Answer/ Remark
She was disapproving of his dressing sense / It was one of disapproval	She does not like short hair / she does not like fluorescent phones

15 In paragraph 6, what led Miss Garnet to respond quickly that was different from her usual self? **Answer in your own words.** (1m)
(Own words)
(LO2 Paraphrase ideas)

The young estate agent's apparent nonchalance

Acceptable Answer	Unacceptable Answer/ Remark
The young estate agent's noticeable / evident lack of interest / care	(Recast "**obvious indifference**") L

16 Pick out a phrase in paragraph 6 which conveys the idea of a single effort that has immediate effect (1m)
(Quotation)
(Vocab LO2 Deduce meaning of words from how they relate to one another)
"At a stroke "

Acceptable Answer	Unacceptable Answer/ Remark

17 'The most famous of these now flashed savingly into her mind' (lines 52-53)
Why does the writer use the underlined word to describe the idea that came to Miss Garnet's mind? (1m)
(How language achieves impact)
(LO3· Recognise the writer's intention through their use of words)

To show that it prevented her from getting embarrassed

Acceptable Answer	Unacceptable Answer/ Remark

18 ' to throw off the habits of a lifetime' (line 54) What habit of Miss Garnet is suggested here? (1m)
(inferential)
(LO2. Make inferences to draw conclusions from contextual clues)
She was frugal

Acceptable Answer	Unacceptable Answer/ Remark
She was thrifty	

19 Read the text again The alphabetised list below is a number of possible thoughts Miss Garnet may have had as the events described in the text occur

A	"Maybe it's time for me to take a break away from this place "
B	"I didn't know she has so many restrictions."
C	"What if she goes hungry?"
D	"I don't get it Why is the cat here? It will mess up the place!"
E	"Oh dear! That did not cross my mind at all Where could I possibly go? Somewhere exotic?"
F	"It feels odd without anyone else at home Perhaps I could do something different "
G	"Where is Stella? Someone might have adopted her, I guess "

Match the thoughts to the paragraphs Choose ONLY ONE LETTER for each of the paragraphs Write the correct letter (A-G) in the table below

DO NOT USE ANY LETTER MORE THAN ONCE (3m)
(Evaluative)
(LO4: Make predictions based on contextual evidence)

Paragraph 4	**C**
Paragraph 5	**A**
Paragraph 6	**E**

END OF SECTIONS A & B

SECTION C (25m)

TEXT 3

Refer to TEXT 3 on Pages 5 and 6 of the Insert and answer Questions 20-28.

20 **Without using any wording from the passage**, what was the sophomore feeling that resulted in him turning in his work completely blank (lines 2-3)? (1m)
(Vocabulary)
(LO2 Paraphrase ideas)

He was nervous

Acceptable Answer	Unacceptable Answer/ Remark
panicky	Anxious/worried

21 With reference to paragraph 2, name **two** negative consequences of anxiety as a result of being evaluated? (1m)
(Literal Comprehension)
(LO2 Scan for details)

Diminished self-esteem / reduced motivation / disengagement from school

Acceptable Answer	Unacceptable Answer/ Remark
Any 2 mentioned above	Award 0 marks if 1 or 3 negative consequences are mentioned

22 The writer mentioned that 'new research is giving us a clearer understanding of the link between stress and performance and allowing experts to develop specific strategies for helping children manage their fears' (lines 5-7) What is the primary reason that necessitates such interventions? (1m)
(Literal Comprehension)
(LO2 Scan for details & distinguish between cause and effect)

This anxiety can expand over time into any situation in which a student is conscious of being evaluated

Acceptable Answer	Unacceptable Answer/ Remark

23 The writer mentioned that 'anxious children can perform below their true abilities' (line 5) if they are anxious With reference to paragraph 3, explain **in your own words** why this can happen (2m)
(Vocabulary)
(LO2 Deduced meaning of words from how they are used in context)

When students are anxious, their mental holding space is occupied by their concerns (1m), and hence, their capacity to think clearly is reduced (1m)

Acceptable Answer	Unacceptable Answer/ Remark
Answers rephrased based on	Do not accept copied answers

• their **worries use up** some of their working memory • leaving **fewer cognitive resources** to devote to the test	

24 'Writing about their worries had the effect of offloading them onto the page' (lines 21-22) What does the underlined word tell us about the effect of writing about their worries? (1m)
(How language achieves impact)
(LO3 Recognise writer's intention through their use of words)

It suggests that doing so can help **relieve** them of their worries

Acceptable Answer	Unacceptable Answer/ Remark

25 Here is part of a conversation between two students who have read the article
Alex Minority and female students are prone to test anxiety
Natalie Yes, but there are also some strategies that target specific groups
(Literal Comprehension)
(LO2 Scan for details & provide evidence to support understanding)

(i) Explain how Alex would justify his position, with reference to paragraph 5 (1m)

The prospect of evaluation poses stereotype threat

Acceptable Answer	Unacceptable Answer/ Remark

(ii) With reference to paragraphs 5, identify two methods that Natalie can use to support her argument (1m)

Values-affirmation exercise and stereotype boost

Acceptable Answer	Unacceptable Answer/ Remark

26 According to paragraph 6, why are students not able to perform in their tests? (1m)
(Inferential)
(LO2: Make inferences to draw conclusions from contextual information)

They tend to feel nervous because they are not adequately prepared for their tests and don't know how to do so

Acceptable Answer	Unacceptable Answer/ Remark

27 The writer says that 'a test is more like a play' (line 43) Explain what the writer is trying to convey by this (1m)

(Inferential)
(LO2 Make inferences to draw conclusions from contextual information)

In order to be ready for a test, one needs to practice doing what he/she will have to do in the test-taking situation, (just as one would rehearse for a play)

Acceptable Answer	Unacceptable Answer/ Remark
Practice doing what the test is asking them to do Need to highlight the idea of "rehearsing" for a play and then linking to the idea of "practising" to prepare for a test test-taking situation – replicate format and time limit of the test	

28 **Using your own words as far as possible**, summarise the techniques students are able to use to overcome anxieties and how these techniques help them improve their performance in tests (15m)
(Summary)
(LO2 Summarise & paraphrase ideas)

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)

Tests can create crippling anxiety in students, but they can ease these concerns

From Passage	Own Words
1 expressive writing (writing about their thoughts and feelings)	expressive writing, which
2 has the effect of offloading their worries onto a page	reduces negative thoughts in students
3 so that they have more cognitive horsepower available to apply to solving problems on the test	and increases their capacity to think clearly and solve problems accurately
4 Values-affirmation exercise especially for the minority and female students	Stereotyped groups can use the values-affirmation exercise,
5 Gets students to focus on something they value and why it matters to them	which increases self-clarity,
6 Stereotype boost especially for girls	or stereotype boost,
7 Embrace a positive stereotype	which exposes them to positive stereotypes about their social group

8	Gives people more confidence in their own identity	These strategies give people in the stereotyped groups the assurance in their individuality
9	Being adequately prepared for a test	Students can also sufficiently get themselves ready for their tests
10	Practice doing what the test is asking them to do	by going through the routine in the test-taking situation

END OF SECTION C

GAN ENG SENG SCHOOL
Preliminary 2 Examination 2014

CANDIDATE NAME	
CLASS	
INDEX NUMBER	

ENGLISH LANGUAGE 1128/01

Paper 1 Writing

Sec 4 Express / Sec 5 Normal Academic

27 August 2014
1 hour 50 minutes

Marks 70

Additional Materials Writing Paper
Insert

READ THESE INSTRUCTIONS FIRST

Write your index number and name on all 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 on the Insert
For **Section B** and **Section C** write your answers on the separate Answer Paper provided
At the end of the examination, fasten all your work securely together

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

	For Examiner's Use
Section A	
Section B	
Section C	
Total	

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 a webpage on page 3, study the information carefully and plan your answer before beginning to write

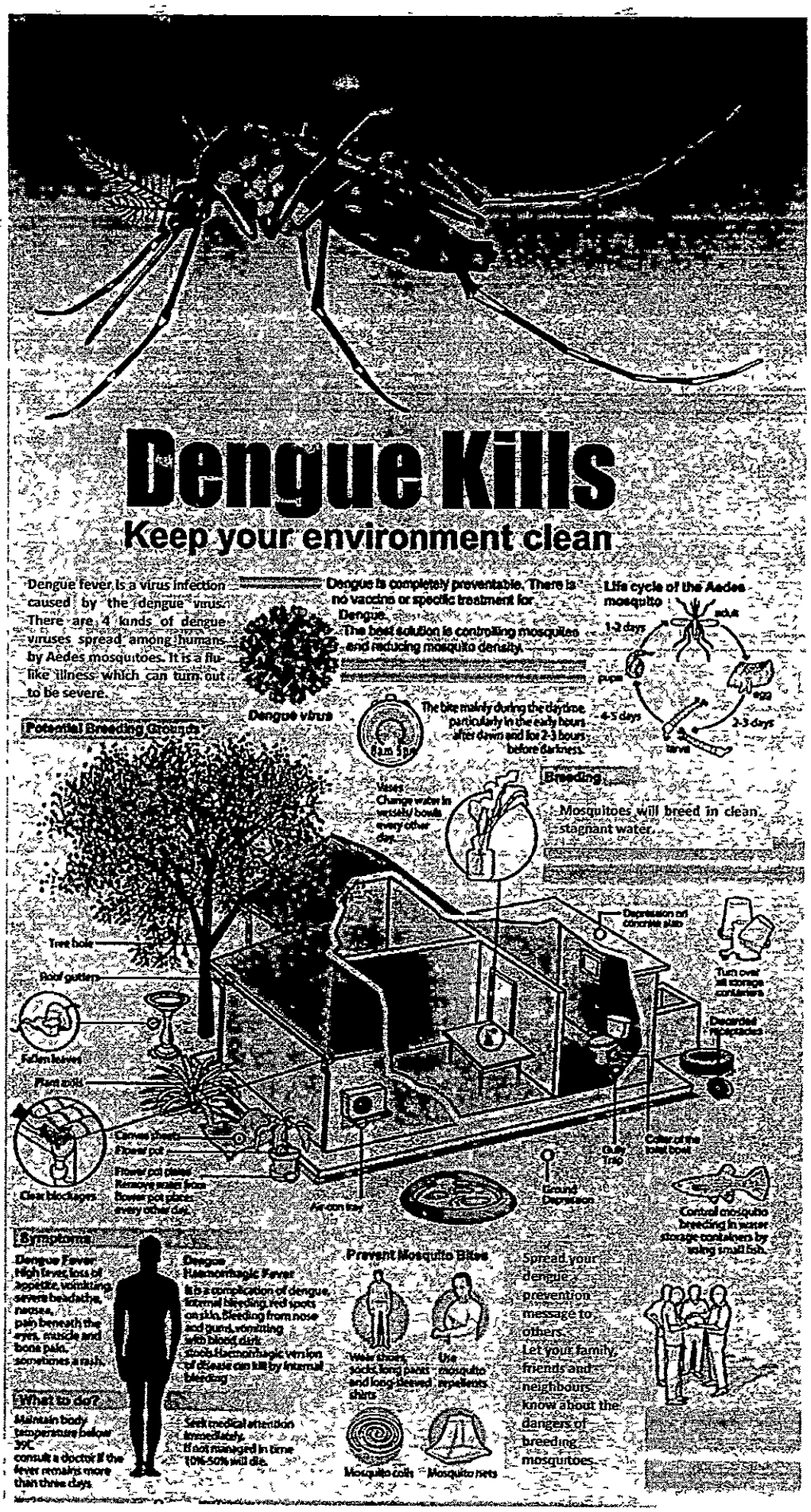
You are the student leader in charge of student-initiated Values-in-Action (ViA) programme which impact the school or community With the recent rise in dengue cases in Singapore, you have decided to propose a ViA programme for the Secondary Four cohort that will help in the campaign against dengue You have to plan a meaningful one-day programme with activities that will impact either the school or the community

Write a proposal to your Head of Department of Student Development, suggesting

- two activities you designed based on the printout that you feel will be effective and relevant
- another means to get the public involved in the fight against dengue
- why you think it would be a meaningful and impactful ViA

Write your report in clear, accurate English and in a convincing tone, to persuade the Head of Department of the benefits and value of your programme

You should use your own words as much as possible


Dengue Kills
Keep your environment clean
Dengue fever is a virus infection caused by the dengue virus. There are 4 kinds of dengue viruses spread among humans by Aedes mosquitoes. It is a flu-like illness which can turn out to be severe.
Dengue is completely preventable. There is no vaccine or specific treatment for Dengue. The best solution is controlling mosquitos and reducing mosquito density.
Dengue virus
Life cycle of the Aedes mosquito
adult
1-2 days
pupa
egg
4-5 days
2-3 days
larva
The bite mainly during the daytime, particularly in the early hours after dawn and for 2-3 hours before darkness.
6am 5pm
Potential Breeding Grounds
Vases
Change water in vases/ bowls every other day.
Breeding
Mosquitoes will breed in clean, stagnant water.
Depression on concrete slab
Tree hole
Roof gutter
Turn over all storage containers
Discarded receptacles
Fallen leaves
Plant axils
Clear blockages
Clogged drain
Flower pot
Flower pot plates
Remove water from flower pot plates every other day.
Air-con tray
Clay Trap
Collar of the toilet bowl
Ground Depression
Control mosquito breeding in water storage containers by using small fish.
Symptoms
Dengue Fever
High fever, loss of appetite, vomiting, severe headache, nausea, pain behind the eyes, muscle and bone pain, sometimes a rash.
Dengue Haemorrhagic Fever
is a complication of dengue, internal bleeding, red spots on skin, bleeding from nose and gums, vomiting with blood, dark stools. Haemorrhagic version of disease can kill by internal bleeding.
What to do?
Maintain body temperature below 39C, consult a doctor if the fever remains more than three days.
Seek medical attention immediately. If not managed in time 10%-50% will die.
Prevent Mosquito Bites
Wear shoes, socks, long pants and long-sleeved shirts
Use mosquito repellents
Mosquito coils
Mosquito nets
Spread your dengue prevention message to others. Let your family, friends and neighbours know about the dangers of breeding mosquitoes.

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 Describe some of the celebrations you have experienced How significant are these celebrations in your life as a teenager living in Singapore?

2 What do you consider to be your most important lesson in life? Why does it mean so much to you?

3 'Social media doesn't create negativity, it uncovers it ' What are your views?

4 'Home sweet home ' Discuss the physical and emotional importance on the idea of home

GAN ENG SENG SCHOOL
Preliminary Examination 2 2014

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE

1189/01

Paper 1

27 August 2014
1 hour 50 minutes

Sec 4 Express / 5 Normal Academic

Total : 10 marks

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A**

Write your answers in the spaces provided

Submit the completed **Section A** separately

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about fats in the human body 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 ___√___

	Column for corrections
When we lose weight, where does the fat go? Most fat ends up as	
carbon dioxide and water, and only after many transformations In the	1
human body, fat is stored as fatty acids call triglycerides These can	2.
be release to provide energy when needed You lose weight when	3
the food you eat do not provide all the energy your body needs, so	4
some of this fatty acids are released into the bloodstream and taken	5
up by the cells that need energy Here, they are converted to carbon	6
dioxide, water and adenosine triphosphate (ATP)—the source of	7
energy for power cells Since most of the components of ATP are	8
reused inside the cell to make new ATP, a end product of all this	9
activity is that the atoms that once made up your fat leaves your body	10
as breath, sweat and urine.	

Adapted from "When we lose weight, where does the fat go?" BBC Knowledge Asia Edition Vol 3 Issue 4.

Section A [5 marks]

For Examiner's Use

Text 1

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

1 In which way does the illustration on the left highlight the message found under the heading **Green Corridor**?

..... [1]

2 Refer to the text in the boxes next to the illustration. In what **two** ways does the creator of the poster use language effectively to involve the intended audience?

.....[2]

3 With reference to the text box **Be defined not by.. refuse to destroy**, quote another word in the section under the heading Green Corridor that has a similar message

..... [1]

4 What do you think is the purpose of the poster?

..... [1]

GAN ENG SENG SCHOOL
Preliminary 2 Examination 2014

CANDIDATE NAME	
CLASS	
INDEX NUMBER	

ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension

Sec 4 Express / Sec 5 Normal Academic

27 August 2014
1 hour 50 minutes

Marks . 50

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 ink 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	
Section B	
Section C	
Total	

This document consists of **9** printed pages and **1** insert

BLANK PAGE

Section C

Text 3

The article below is about Ebola. Read it carefully and answer Questions 15-19 in the Question Paper Booklet

1 Ebola is not known to infect people through the air – you must come into contact with the virus somehow in order to be at risk for infection It is transmitted through exposure to an animal such as a bat or primate that carries the virus, through exposure to the bodily fluids of a human who is infected and symptomatic, and through exposure to items that have been contaminated with the virus People who are providing care for a household member when they are cleaning up vomit or diarrhea come into contact with the virus in the fluids That virus gets into the caregiver's body through the nose, mouth and such

2 Ebola can also survive outside the host for a significant period of time – as long as a couple of days – at room temperature That is why infection control plays such a huge part If there was sterilization of equipment, availability of disinfectant, things like intravenous therapy and the ability to clean all those environments and isolate patients effectively, the outbreak would never take a foothold This is why places with good infection control and medical infrastructure face absolutely no risk for outbreaks from this pathogen

3 The Ebola virus is also a master of evading the body's natural defenses It blocks the signaling to cells called neutrophils, which are white blood cells that are in charge of raising the alarm for the immune system to come and attack In fact, Ebola will infect immune cells and travel in those cells to other parts of the body including the liver, kidney, spleen and brain.

4 Ebola generally starts with flu-like symptoms Though it is known for the extreme hemorrhagic symptoms -- the bleeding out of the eyes -- not everyone will experience these The flu-like symptoms typically occur in the first stages of the illness, before the person gets sicker and starts to experience more severe symptoms such as vomiting, diarrhea and low blood pressure The extreme bleeding occurs toward the end of the illness People who die from infection with Ebola virus usually end up dying from multi-organ failure and shock The shock is from the bleeding in different parts of the body, and the blood is leaking out of the blood vessels

5 This happens because once the Ebola virus infects the body's cells and replicates itself, it produces this protein that wreaks havoc on the body The protein attaches to the cells on the inside of the blood vessels This increases permeability of the blood vessels, leading to blood leaking out of the vessels The virus causes derangement in the body's ability to coagulate and thicken the blood Even people who do not show hemorrhagic symptoms will experience this leaking of blood from the vessels, which can eventually lead to shock and, ultimately, death

6 Ebola research is still very much in its infancy, and knowledge about how the virus behaves is still evolving Still, findings like these do pave the way for potential treatments Right now, research is being done to develop treatments that work in several different ways One of the ways is to block the virus from replicating itself once it's inside the cell It basically provides a full stop and does not let the virus copy its genetic material over and over again to create the new viruses. Another way is to help the body's immune system create an effective response to Ebola by exposing the immune system to an attenuated version of the virus That way it can create an effective response so when the real virus comes around, the immune system does not get evaded the way it does regularly And yet another way is to actually create antibodies specifically against the virus, giving the immune system a boost from the outside

Adapted from *What Actually Happens When A Person Is Infected With The Ebola Virus* by Amanda L Chan

5 On a steep path up the hillside a line of dusty scavengers, finishing their daytime shifts, stumble down with bulging plastic sacks on their heads. The smell increases as I climb, a miasma of rotting food and burning tires, but before long my sense of smell, apparently defeated, ceases to register the full force of the stench. The found underneath my boots is spongy, and as I climb, black rivulets of leachate flow down the access road A black puddle releases methane bubbles like a primordial swamp, and the ground itself shakes when a loaded truck rumbles by A road cut reveals a gray cross section of oozing agglomerate, shredded plastic bags the only recognizable remnants in the hyper-compressed pile

Adapted from The Magic Mountain by Matthew Power Haper's Magazine December 2006

Section B

Text 2

The text below is about a journalist, who heard about the Payatas dumpsite in the Philippines and wanted to see the place for himself Read it carefully and answer Question 5-14 in the Question Paper Booklet.

The Payatas Dumpsite

1 Johnny Ramone squeaks his taxi through a gap, and we turn right down a narrow street between rows of tin-roofed shacks, alleys crowded with fruit sellers sitting by heaps of oranges and flapping roosters straining against their tethers A row of junk shops lines the street, their proprietors living among house-high piles of bottles and sacks of aluminum cans clouded by flies A parade of dripping garbage trucks jounces along the pot-holed street, workers clinging to the roofs and young boys chasing after them, hoping something salvageable might fall off

2 Coming over a rise, my first glimpse of Payatas is hallucinatory. a great smoky-gray mass that towers above the trees and shanties creeping up to its edge On the rounded summit, almost the same color as the thunderheads that mass over the city in the afternoons, a tiny backhoe crawls along a contour, seeming to float in the sky. As we approach, shapes and colors emerge out of the gray What at first seemed to be flocks of seagulls spiraling upward in a hot wind reveal themselves to be cyclones of plastic bags The huge hill itself appears to shimmer in the heat, and then its surface resolves into a moving mass of people, hundreds of them, scuttling like termites over a mound From this distance, with the wind blowing the other way, Payatas displays a terrible beauty, inspiring an amoral wonder at the sheer scale and collective will that built it, over many years, from the accumulated detritus of millions of lives

3 I alight and walk through the gate and down the hill Truck after truck rumbles by, piled high with household and commercial waste from across Quezon In the tropical heat the smell of rot and smoke is everywhere, it seeps into the pores and clings to the back of your throat My clothes soak through with sweat I cut through a maze of narrow alleys filled with uniformed schoolkids and men playing billiards, dogs collapsed under the shade of the feltless tables The neighbourhood architecture is cobbled together out of chicken wire, cinderblocks, rusted tin One rooftop is made entirely out of liberated street signs. I walk down a narrow trail through the jungle, which in places still edges the slum I walk across a narrow bamboo bridge and up a steep hill, where a group of people—mothers with babies, men with arms crossed—sit in the shade of a military-style tent, in which a cooking class in under way.

4 At the foot of the hill lies a half-acre of vegetables beautifully tended rows of lettuce, tomatoes, carrots, squash, corn A few people rest under a giant star-apple tree by a small creek A pregnant woman with a little boy works her way down a row of tomato plants, pulling weeds Tropical butterflies flit about It would be an utterly rural and bucolic scene if it weren't for the rusty jumble of houses that begin at the field's edge, towered over by the gray hill of Payatas The rumble of the bull-dozers and the trucks circling the road up its side is a dull grind, and periodically a plastic bag caught in an updraft drifts towards me and descends, delicate as a floating dandelion seed, into the branches of the tree

Section A

Text 1

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

GAN ENG SENG SCHOOL
Preliminary 2 Examination 2014

CANDIDATE NAME	
CLASS	
INDEX NUMBER	

ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension

Sec 4 Express / Sec 5 Normal Academic

INSERT

27 AUGUST 2014
1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

This insert contains Text 1, Text 2 and Text 3

	Column for corrections
When we lose weight, where does the fat go? Most fat ends up as carbon dioxide and water, **and** only after many transformations. In the human body, fat is stored as fatty acids **call** triglycerides These can be **release** to provide energy when needed You lose weight when the food you eat **do** not provide all the energy your body needs, so some of **this** fatty acids are released into the bloodstream and taken up by the cells that need energy Here, they are converted to carbon dioxide, water and adenosine triphosphate (ATP)—the source of energy for **power** cells Since most of the components of ATP are reused inside the cell to make new ATP, **a** end product of all this activity is that the atoms that once made up your fat **leaves** your body as breath, sweat and urine	1 but (conj) 2 called (T) 3 Released (passive voice 4 Does (sva) 5 These (plural n) 6 √) 7. √ 8 Powering (verb) 9 The (article) 10 Leave (sva)

Section B [20 marks]

For Examiner's Use

Refer to Text 2 on page 3 of the Insert for Questions 5-14.

5 At the beginning of this text, the writer was experiencing the area while travelling in a taxi Explain how the language used in paragraph 1 makes the area appear cluttered

Support your ideas with three details from paragraph 1

.....

.....

.....

.....

.....

.....

.....

.....

.....[3]

6 ' young boys chasing after them, hoping something salvageable might fall off' (lines 6-7) Why do you think the boys did that?

.....

.....[1]

7 The writer describes the people as 'scuttling like termites over a mound' (lines 15-16) What does this description suggest how the people appear to him?

Description	How the people appear to the writer
'scuttling'	
' like termites over a mound'	

[2]

For Examiner's Use

8 In paragraph 2 'Payatas displays a terrible beauty '

What is unusual and effective about the phrase 'terrible beauty'?

.....

.....

.....

.....[2]

9 **(i)** What does the phrase "cobbled together" (line 26) tell us about the architecture in the neighbourhood?

.....

.....[1]

(ii) In paragraph 3, pick out two phrases which suggest that the writer was deeply affected by the smell he encountered

.....

.....[1]

10 What do you think the writer mean by 'liberated street signs' (line 27)?

.....

.....[1]

11 Paragraph 4 'It would be an utterly rural and bucolic scene if it weren't for the rusty jumble of houses that begin at the field's edge, towered over by the gray hill of Payatas ' (lines 35-37)

Identify the words or phrases in the given sentence which suggest

(i) Simple and peaceful.....[1]

(ii) dwarfed .....[1]

For Examiner's Use

12 In paragraph 5 ' , but before long my sense of smell, apparently defeated, ceases to register the full force of the stench . '(lines 43-45)

(i) Which word suggests the sense of smell is a person?

. .. .[1]

(ii) Why does the writer describe the sense of smell in this way?

. .. . [1]

13 In paragraph 5, we are told that as the writer climbs, 'black rivulets of leachate flow down' (line45) Find two **consecutive** words in this paragraph which has similar meaning

. . ..[1]

14 The structure of the text reflects the view of Payatas dumpsite from the perspective of the writer Complete the flow chart by choosing one word from the box to summarise how the dumpsite appear to the writer in each part of the text There are some extra words in the box you do not need to use

How the areas appear to the writer

Busy	gloomy	idyllic	tense	hazardous	desolate	awe-inspiring

Flow chart

Paragraph1 **(i)** . . ..

↓

Paragraph 2 **(ii)** .. ..

↓

Paragraph 3 **(iii)** . .. .

↓

Paragraph 4 **(iv)** .. ..

[4]

Section C [25 marks]

For Examiner's Use

Refer to Text 3 on pages 4 and 5 of the insert for Questions 15-19

15 (i) According to paragraph 2, 'Ebola can also survive outside the host for a significant period of time' What implications does this have on the spread of Ebola as well as the prevention?

Transmission	
Prevention	

[2]

(ii) Why do you think it is important to ensure that 'the outbreak would never take a foothold' (lines 11-12)

. . ..

.. . .

. ... [1]

16 How does the Ebola virus attack on the human body show that it is a "*master* of evading the body's natural defenses" (line 14)? **Answer in your own words.**

.. . .

. . . .

. .. .

....[2]

17 The writer states that 'Still, findings like these do pave the way for potential treatments' (line 32)

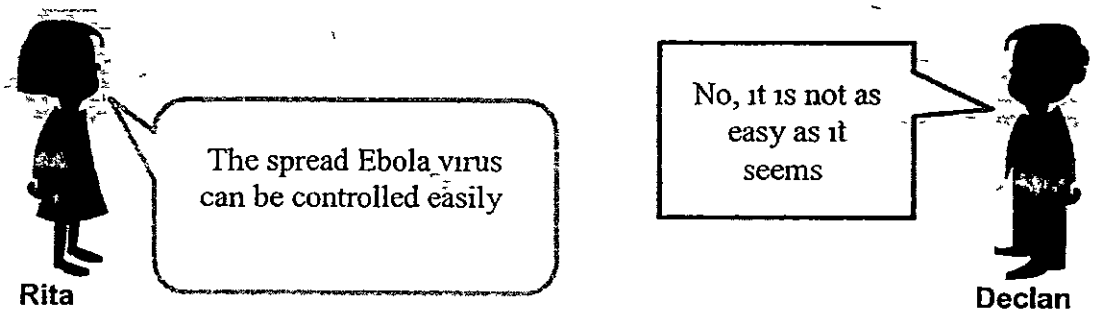
Explain clearly the writer's tone and his opinion of the research

. ...

.. ..[2]

For Examiner's Use

18 Here is a part of a conversation between two students, Declan and Rita who have read the article



(i) Identify any two examples from paragraph 2 that Rita can give to support her view

..... [2]

(ii) How would Declan explain his position with reference to lines 31-32?

..... [1]

19 **Using your own words as far as possible**, summarise how the body reacts to the Ebola virus and the potential ways to treat it

For Examiner's Use

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)

As soon as the Ebola virus infects a human host . .. .

. . . .

. . . .

....

... .

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. . . .

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For Examiner's Use

No of words: [15]

END OF PAPER

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GAN ENG SENG SCHOOL
Preliminary 2 Examination 2014

CANDIDATE NAME

CLASS

INDEX NUMBER

ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension

Sec 4 Express

27 August 2014
1 hour 50 minutes

Marks 50

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 ink 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	
Section B	
Section C	
Total	

This document consists of **8** printed pages and **1** insert

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Section A [5 marks]

For Examiner's Use

Text 1

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

1 In which way does the illustration on the left highlight the message found under the heading **Green Corridor**?

The railway track is depicted as part of the tree trunk showing that it is now part nature/it is now a green area. OR
The tree with the track along its trunk and branches show that it is part of nature; making up the green corridor. OR
The symbol is linked to conservation and thus supports the Green Movement to preserve green areas

..... [1]

2 Refer to the text in the boxes next to the illustration In what **two** ways does the creator of the poster use language effectively to involve the intended audience?

- **Imperatives "show", "spread" "share" "support" creates a sense of urgency/drives people to action**
- **Pronoun "we" brings the audience together for a cause/creates a group so that the audience complies with the group values/creates a connection in thoughts and feeling**

.....[2]

3 With reference to the text box **Be defined not by . refuse to destroy**, quote another word in the section under the heading Green Corridor that has a similar message

"preserve"

.....[1]

4 What do you think is purpose of the poster?

It is to create awareness of the need to preserve the green corridor.
To encourage reader to be more actively involved in preserving the green corridor.
To encourage readers to show their support, spread the message and share the stories about the green corridor.
[NO MARKS without "about the green corridor"]

.....[1]

Section B [20 marks]

	Refer to Text 2 on page 3 of the Insert for Questions 5-13.	*For Examiner's Use*
5	At the beginning of this text, the writer was experiencing the area while travelling in a taxi Explain how the language used in paragraph 1 makes the area appear cluttered Support your ideas with three details from paragraph 1	
	• **"alley crowded with fruit seller"- many people in a narrow street** • **"flapping roosters straining against their tethers"- animal and humans co-exist in the narrow space** • **"house-high piles of bottles and sacks of aluminium cans clouded by flies'- living among huge piles rubbish** • **"a parade of dripping garbage trucks"- the area is packed with garbage trucks/continuous flow of truck coming in** . . .. [3]	
6	' young boys chasing after them, hoping something salvageable might fall off' (lines 6-7) Why do you think the boys did that?	
	They are hoping to pick up something which might still be of use/value to them. . . . . [1]	
7	The writer describes the people as 'scuttling like termites over a mound' (lines 15-16) What does this description suggest how the people appear to him?	
	Description: 'scuttling' — How the people appear to the writer: Moving around quickly/busily/hastily; Darting around Description: ' like termites over a mound' — How the people appear to the writer: Small and moving in large number/small and covering the hill/small and moving in unison [2]	

8	In paragraph 2 'Payatas displays a terrible beauty ' What is unusual and effective about the phrase 'terrible beauty'?	*For Examiner's Use*
	It is unusual because beauty is normally associated with something positive but here, it is considered as terrible/dreadful OR normally you would not describe rubbish as beautiful, but here it is considered a beauty. [1] **It is effective because it emphasizes the sheer scale and mass of rubbish that was accumulated. [1]** ....[2]	
9	(i) What does the phrase "cobbled together" (line 26) tell us about the architecture in the neighbourhood?	
	There is no planning/ The architecture was haphazard/ chaotic. The neighbourhood was put together randomly .... [1]	
	(ii) In paragraph 3, pick out two phrases which suggest that the writer was deeply affected by the smell he encountered	
	• **"it seeps into the pores"** • **"clings to the back of the throat"** . .. . [1]	
10	What do you think the writer mean by 'liberated street signs' (line 27)?	
	The street signs were stolen. ....[1]	
11	Paragraph 4 'It would be an utterly rural and bucolic scene if it weren't for the rusty jumble of houses that begin at the field's edge, towered over by the gray hill of Payatas ' (lines 35-37) Identify the words or phrases in the given sentence which suggest	
	(i) Simple and peaceful . ..... **rural and bucolic** . ...[1]	
	(ii) dwarfed .. .. **towered over** ....[1]	

12	In paragraph 5 ' ,but before long my sense of smell, apparently defeated, ceases to register the full force of the stench . '(lines 43-45)	
	(i) Which word suggests the sense of smell is a person?	
	defeated .... [1]	
	(ii) Why does the writer describe the sense of smell in this way?	
	The sense of smell seems to be defeated because he couldn't sense that the smell was getting stronger. .... [1]	
13	In paragraph 5, we are told that as the writer climbs, 'black rivulets of leachate flow down' (line45) Find two **consecutive** words in this paragraph which has similar meaning	
	"oozing agglomerate"	

14	The structure of the text reflects the view of Payatas dumpsite from the perspective of the writer. Complete the flow chart by choosing one word from the box to summarise how the dumpsite appear to the writer in each part of the text There are some extra words in the box you do not need to use.	*For Examiner's Use*

How the dumpsite appear to the writer

busy	gloomy	idyllic	complicated
hazardous	desolate	awe-inspiring	

Flow chart

Paragraph1 **(i) busy**

↓

Paragraph 2 **(ii) awe-inspiring**

↓

Paragraph 3 **(iii) hazardous**

↓

Paragraph 4 **(iv) idyllic**

[4]

Section C [25 marks]

For Examiner's Use

Refer to Text 3 on pages 4 and 5 of the insert for Questions 15-19.

15 (i) According to paragraph 2, 'Ebola can also survive outside the host for a significant period of time' What implications does this have on the spread of Ebola as well as the prevention?

Transmission	**It has the ability to infect many people**
Prevention	**An outbreak can be prevented if action is taken fast**

[2]

(ii) Why do you think it is important to ensure that 'the outbreak would never take a foothold' (lines 11-12)

It is important because once it starts, it will be very difficult to contain/stop/curb

. . . .

. .. .

... .[1]

16 How does the Ebola virus attack on the human body show that it is a "*master* of evading the body's natural defenses" (line 14)? **Answer in your own words.**

It prevents neutrophils which are supposed to trigger the immune system to work [1] and instead, ride on the immune cells to spread to other organs.[1]

. . ..

TABOO. It **blocks** the **signaling** to cells called neutrophils, which are white blood cells that are in **charge of raising the alarm** for the immune system to come and attack In fact, Ebola will **infect** immune cells and **travel** in those cells to other parts of the body including the liver, kidney, spleen and brain

.. ..[2]

17 The writer states that 'Still, findings like these do pave the way for potential treatments' (line 32)

Explain clearly the writer's tone and his opinion of the research

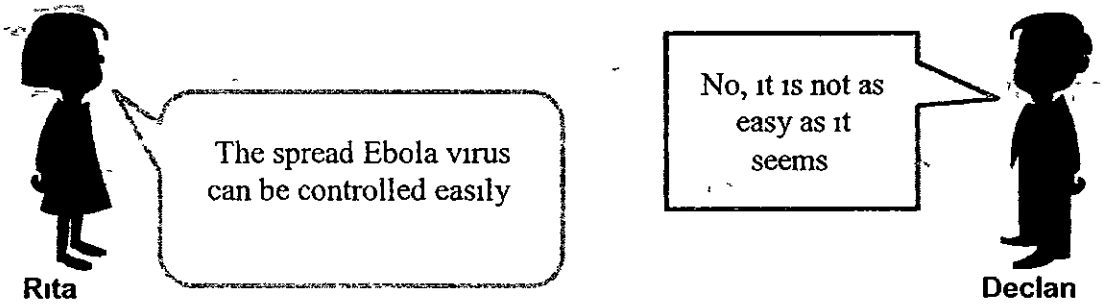
The writer was optimistic/hopeful[1]. He feels that the research will lead to/provide possible cures in the future [1]

....

.... [2]

18 Here is a part of a conversation between two students, Declan and Rita who have read the article

For Examiner's Use



(i) Identify any two examples from paragraph 2 that Rita can give to support her view

With good medical care and **isolation of patients[concept of containing the virus]**, the virus will not spread easily [1]
The **virus can be killed [concept of controlling the virus] with sterilization** of equipment and the availability of disinfectant to keep the environment sterile[1]
with **good infection control and medical infrastructure [concept of controlling the virus]** face absolutely no risk for outbreaks from this pathogen [1]
ANY TWO [2]

(ii) How would Declan explain his position with reference to lines 31-32?

Research is still very much in its early stages and not much is known about the **virus making it difficult to control it** [ANSWER MUST LINK TO HIS POSITION]
....

.. . .[1]

For Examiner's Use

19 **Using your own words as far as possible**, summarise how the body reacts to the Ebola virus and the potential ways to treat it

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)

As soon as the Ebola virus infects a human host ....

	From Text	Own Words
1	Ebola virus infects the body's cells and	**it reproduces itself and**
2.	replicates itself produces this protein	**generates a protein**
3.	protein attaches to the cells on the inside of the blood vessels	**That joins to the cells on the inside of the blood vessels.**
4	increases permeability of the blood vessels	**This causes the blood vessels to be more permeable**
5	virus causes derangement in the body's ability to coagulate and thicken the blood	**The virus will confuse the body's ability to clot and thicken the blood**
6	flu-like symptoms	**Develop flu-like symptoms**
7.	experience more severe symptoms	**Developed severe indications**
8.	end up dying from multi-organ failure and shock	**Death may occur due to multi-organ failure and shock**
9	Caused by extreme bleeding	**Caused by severe bleeding**
10	One of the ways is to block the virus from replicating itself once it's inside the cell	**One possible solution is to prevent the virus from reproducing once it enters the cell**
11	Another way is to help the body's immune system create an effective response to Ebola by exposing the immune system to an attenuated version of the virus	**Another is to generate immunity in the body by exposing the immune system to a weakened version of the virus**
12.	to actually create antibodies specifically against the virus, giving the immune system a boost from the outside	**Lastly, it is to invent antibodies to support the immune system to fight the virus**

For Examiner's Use

As soon as the Ebola virus infects a human host, **it reproduces and generates a protein that joins to the cells on the inside of the blood vessels causing them to be more permeable. This affects the body's blood clotting ability (From flu-like symptoms, one can deteriorate to severe indications.) Death may result from multi-organ failure and shock caused by severe bleeding. One possible treatment is preventing the reproduction of the virus in the cells. Another way is generate immunity in the body by introducing a weakened version of the virus. Lastly, to invent antibodies to fight the virus.**

.....

.....

.....

.....No of words· [15]

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Name_____ [ ] **Sec 4**___ **Marks.**_____/ **10**

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about Google 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 √_____

Google seems like the last employer on earth that would promote slowness at work

After all, this is a company that went from a twinkle in it's founders' eyes to global **1** _____

supremacy in just a few years It pump out new products at a dizzying rate It is **2** _____

the reigning superpower on the speed-obsessed Web Yet Google also **3** _____

understands the need to step of the spinning hamster wheel in the workplace **4** _____

The company famously encourages the staffs to devote twenty percent of their **5** _____

time to personal projects That does not mean brushing up in World of Warcraft **6** _____

or updating Facebook pages or flirt with that hot new manager in Accounts **7** _____

It means getting the creative juices flowing by stopping the usual barrage of **8** _____

targets, datelines and distractions The idea is that Google employees can **9** _____

tackle problems that really interest them with their own pace, are free to think **10** _____

and make mistakes so as to illuminate a better route forward

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Answers

Google seems like the last employer on earth that would promote slowness at work	
After all, this is a company that went from a twinkle in it's founders' eyes to global	**1 its**
supremacy in just a few years It pump out new products at a dizzying rate It is	**2** pumps
the reigning superpower on the speed-obsessed Web Yet Google also	**3** ✓
understands the need to step of the spinning hamster wheel in the workplace	**4** off
The company famously encourages the staffs to devote twenty percent of their	**5** staff
time to personal projects That does not mean brushing up in World of Warcraft	**6** on
or updating Facebook pages or flirt with that hot new manager in Accounts	**7** flirting
It means getting the creative juices flowing by stopping the usual barrage of	**8** ✓
targets, datelines and distractions The idea is that Google employees can	**9** deadlines
tackle problems that really interest them with their own pace, are free to think	**10** at
and make mistakes so as to illuminate a better route forward	

Google seems like the last employer on earth that would promote slowness at work After all, this is a company that went from a twinkle in its founders' eyes to global supremacy in just a few years It pumps out new products at a dizzying rate It is the reigning superpower on the speed-obsessed Web Yet Google also understands the need to step off the spinning hamster wheel in the workplace The company famously encourages its staff to devote twenty percent of their time to personal projects That does not mean brushing up on World of Warcraft or updating Facebook pages or flirting with that hot new manager in Accounts It means getting the creative juices flowing by stopping the usual barrage of targets, deadlines and distractions In other words, allowing staff to slow down The idea is that Google employees can tackle problems that really interest them at their own pace, free to think deeply, pursue hunches and flights of fancy, make mistakes, meander down dead ends that may ultimately illuminate a better route forward

Name_____ [ ] **Sec 4**___ **Marks.**_____ / **10**

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about Google 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 √_____

Google seems like the last employer on earth that would promote slowness at work

After all, this is a company that went from a twinkle in it's founders' eyes to global **1** _____

supremacy in just a few years It pump out new products at a dizzying rate It is **2** _____

the reigning superpower on the speed-obsessed Web Yet Google also **3** _____

understands the need to step of the spinning hamster wheel in the workplace **4** _____

The company famously encourages the staffs to devote twenty percent of their **5** _____

time to personal projects That does not mean brushing up in World of Warcraft **6** _____

or updating Facebook pages or flirt with that hot new manager in Accounts **7** _____

It means getting the creative juices flowing by stopping the usual barrage of **8** _____

targets, datelines and distractions The idea is that Google employees can **9** _____

tackle problems that really interest them with their own pace, are free to think **10** _____

and make mistakes so as to illuminate a better route forward

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 web page on page 4, study the information carefully and plan your answer before beginning to write

The school management is planning to construct a new facility in order to provide a holistic education and better prepare students for the future

You are the Class Chairperson and you have been tasked by your Principal to submit a proposal on the facility that would serve the objectives

The Principal has asked you to choose one of the facilities from the web page All facilities shown would benefit the student population

Write a proposal to your Principal to

- state clearly the facility you have chosen
- say how the students could make use of this facility
- explain why it will provide a holistic education
- explain why it is the best facility to prepare the students for the future

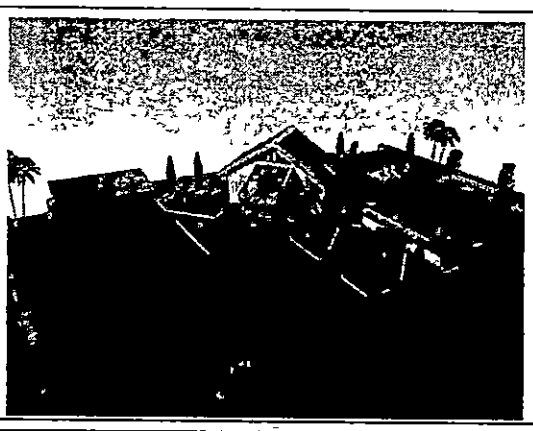
Write your proposal in clear, accurate English and in a confident and persuasive tone, to convince your Principal that your suggestion would benefit the student population

You should use your own words as far as possible

http //www facilities ourschool com

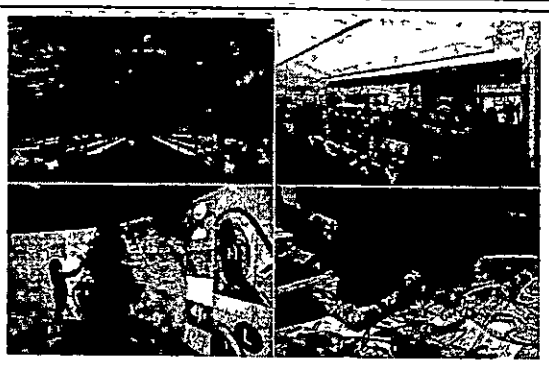
X Convert Select

Proposed Facilities in our School



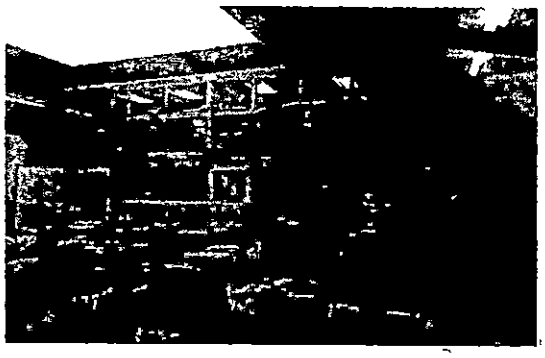
Sports Complex

- basketball/badminton courts and indoor swimming pool
- opportunities to participate in sports and games
- opportunities for community participation in sports



State-of-the-art Library

- space for teaching, exhibits, and public programmes
- access to new technologies
- digital collection of resources



Solar Building & Learning Centre

- provides "hands-on" technical training for Solar Technology and Building Science
- teaches best practices for building own solar panel kits
- provides authentic opportunities for field training

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 'It is easy to be wise after the event ' Describe some lessons you have learnt on hindsight

2 'The young should be familiar with their cultural roots ' Do you agree?

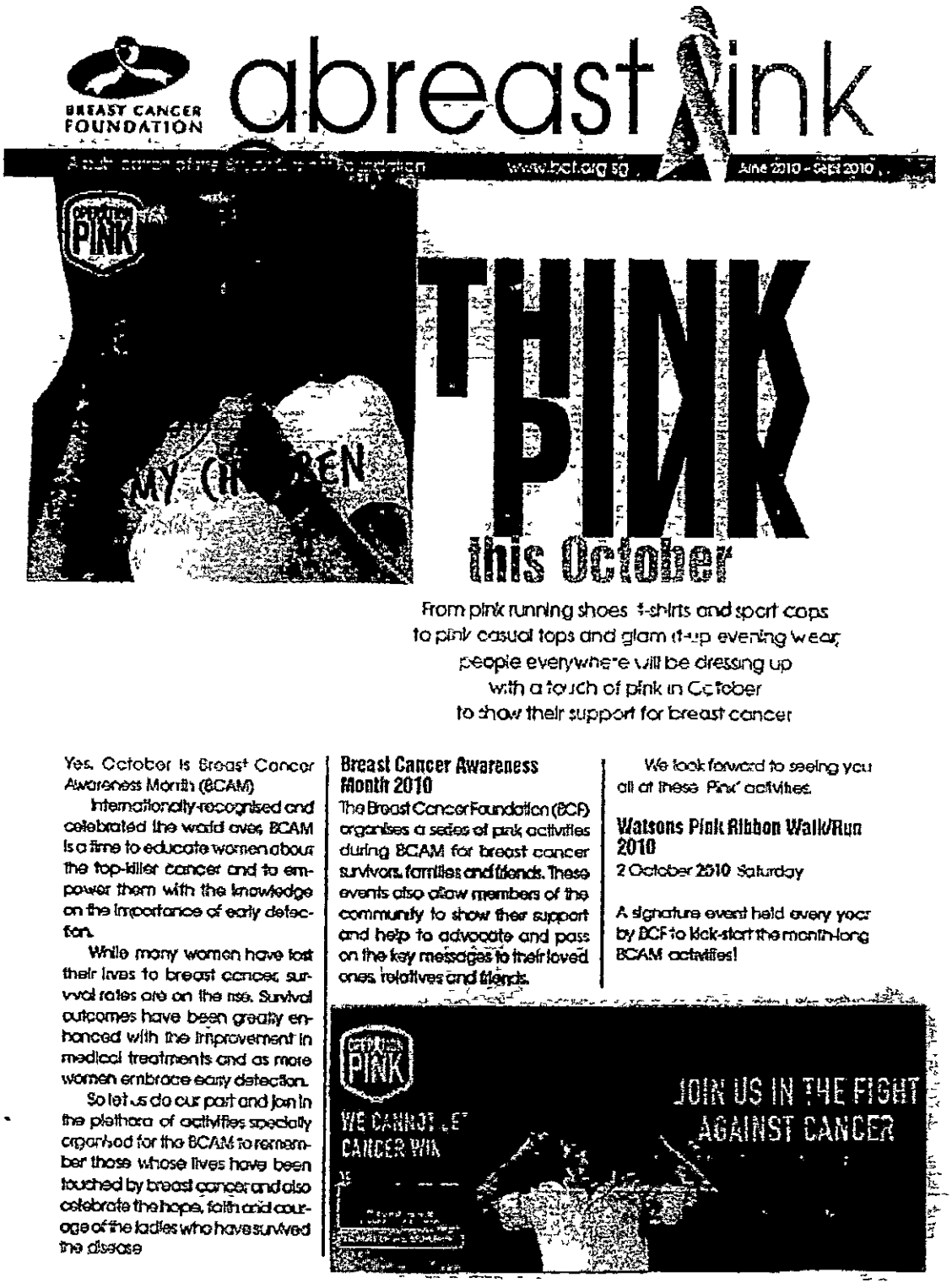
3 What is your idea of a good education?

4 'A home is more than just a physical space ' What are your views?

Section A

Text 1

Study the cover page of a publication below and answer Questions 1- 4 in the Question Paper Booklet



BREAST CANCER FOUNDATION

abreast Pink

www.bcf.org.sg June 2010 - Sept 2010

THINK PINK this October

From pink running shoes t-shirts and sport caps to pink casual tops and glam dress-up evening wear, people everywhere will be dressing up with a touch of pink in October to show their support for breast cancer

Yes, October is Breast Cancer Awareness Month (BCAM)

Internationally-recognised and celebrated the world over, BCAM is a time to educate women about the top-killer cancer and to empower them with the knowledge on the importance of early detection.

While many women have lost their lives to breast cancer, survival rates are on the rise. Survival outcomes have been greatly enhanced with the improvement in medical treatments and as more women embrace early detection.

So let us do our part and join in the plethora of activities specially organised for the BCAM to remember those whose lives have been touched by breast cancer and also celebrate the hope, faith and courage of the ladies who have survived the disease

Breast Cancer Awareness Month 2010

The Breast Cancer Foundation (BCF) organises a series of pink activities during BCAM for breast cancer survivors, families and friends. These events also allow members of the community to show their support and help to advocate and pass on the key messages to their loved ones, relatives and friends.

We look forward to seeing you all at these 'Pink' activities.

Watsons Pink Ribbon Walk/Run 2010

2 October 2010 Saturday

A signature event held every year by BCF to kick-start the month-long BCAM activities!

PINK

WE CANNOT LET CANCER WIN

JOIN US IN THE FIGHT AGAINST CANCER

Section B

Text 2

It was 1934 and a young Laurie Lee walked to London from the security of the Cotswolds to make his fortune. Then, knowing one Spanish phrase, he decided to see Spain For a year he tramped through a country in which the signs of impending civil war were clearly visible Soon after war broke out in 1936, Lee found his way back to Spain to offer active support to the Republicans in their struggle to overthrow the fascist regime of Francisco Franco
Read the extract closely and answer Questions 5 to 13 in the Question Booklet

1 I don't know why they decided to trust me, or why they thought me worth the trouble, but clearly the cosy community of frontier anarchists had made up their mind The thin one looked at his watch and nodded, "It'll take us an hour," he said, "so as soon as you're ready, better go before the moon comes up " And we left the cafe to a murmur of benevolent farewells and a flourish of political salutes

2 Once in the street, my companion glanced quickly at the sky, put out his cigarette and rolled up his collar "Stay close and say nothing," he muttered briefly, then shot off up a narrow lane I hurried after him, and we were out of the village immediately, climbing a steep and brutish path The man raced on ahead of me, dodging nimbly from rock to rock He never bothered to check that I was still behind him

3 Easy enough for him I thought he was built for these mountains while I'd been raised on very low hills, and I was carrying a twenty pound load I did my best to keep up with him, but he soon outstripped me, and I fell farther and farther back I wanted to shout, "Wait a minute!" but it didn't seem the thing to do Instead I began to indulge in a bit of carefree whistling

4 That stopped him I found him perched on a rock waiting impatiently for me to catch up "Stop whistling," he growled "Save it for the other side This is no time for trivialities " At least I was grateful for the halt, and the conversation I asked him if he did this often I must be mad, he said, this was the very first time, and by God he was sorry already

5 He started climbing again while I went panting after him, sweat trickling down my arms and legs Brittle gusts of dry snow swept by on the wind, striking the face like handfuls of rice I felt engulfed by a contest that was growing too large for me, something I had asked for but doubted I could carry through My companion ignored this, pushing forward more relentlessly than ever, as though wishing to put me to the final test The last half-hour was the worst for me, casually unprepared as I was ill-shod, badly clothed and lumbered with junk, clawing my way up the icy slopes

6 Finally, we reached the top of the rise. We were in a narrow pass flanked by slabs of rock which stood metallic and blue in the starlight. I sensed a change in the air, a curious lifting of pressure before me as though some great obstacle had been rolled away There was a faint smell of charcoal, wood-smoke and mules, and an indefinable whiff of pepper My guide drew me into the shadows and gestured me to silence, sticking out his neck and sniffing the sky We crouched in the darkness, listening We heard the wind, falling water, and what sounded like a distant gunshot

7 "This is where I leave you," said the Frenchman. He appeared a little cheerful now "The frontier is between those rocks Follow the path for half a kilometre and you'll come to a little farm Knock on the door and you'll be among your friends."

8 Suddenly it seemed too simple – after weeks of speculation and doubt, and two exhausting days – just a gap in the rocks a few hundred yards ahead of me, the tiny frontier between peace and war

9 "Move slow and easy There may be a few guards about, but they shouldn't be too lively on a night like this If you are challenged, drop everything and run like hell Good luck I can do no more "

10 But there was no opposition; I just walked towards the rocks and slipped between them as though on an evening stroll A narrow path led downwards among the boulders Then, after about half a kilometre, just as the Frenchman had said, there was a little farmhouse I knocked on the door It was opened by a young man with a rifle and who held up a lantern to my face I noticed he was wearing the Republican armband

"I've come to join you," I said

"*Pase usted*," he answered

I was back in Spain, with a winter of war before me

From As *I Walked Out One Midsummer Morning*
Laurie Lee

Note *Pase usted* in Spanish means, You pass

Section C

Text 3

The text discusses the life of women in warring nations during World War I. Read it carefully and answer the Questions 14-19 in the Question Booklet

1 Some 100 years ago, a woman in Pittsburg in France or Petrograd, Russia, might have awakened at dawn, while her young children slept, to prepare for her first shift at a nearby munitions* factory Her husband, off fighting in World War I, had left her to test the limits of her own physical ability as she provided food, shelter, warmth for her family, and sometimes confronted great physical danger at work – perhaps, for example, hanging suspended to load powerful explosives into the shells that other women had produced When her work day was done, she went looking for food to buy, often standing in line for hours for scarce basic goods, scrounged for hard-to-come-by fuel to feed the furnace and cooked dinner She washed the children, put them to bed, cleaned up and wrote a letter to her husband, keeping her worry off the page, before sleeping a few hours And then she got up and did it again

2 In 1914, women were not new to the paid workforce Individual industrial jobs were often considered as specifically for women or for men, entire industries, such as textiles, were "women's industries", while men dominated in metal forges and machine factories By the turn of the century, lower-middle-class women had begun moving heavily into positions as clerks and secretaries But with the declaration of war, economic shifts and official pressure pushed women increasingly into war production and into "men's jobs" As nations and empires began mobilizing to send 65 million men to war, millions of women across the globe moved to fill in the holes created in civilian society From Britain to Bosnia to Baghdad, across the United States and Europe and India and Africa, women became single heads of households in unprecedented numbers They had to keep their nations' home fronts running, moving into jobs from smelting iron to driving streetcars, to plowing fields – as well as working to administer new public and private organisations in support of war If only 170,000 women in Britain worked in metal factories on the eve of the war, by its end in 1918, there were nearly 600,000

3 As women took on jobs outside the home, many relied on irregular child care or were forced to leave children without care Women munitions workers faced heavy labour and harsh conditions, along with danger, such as the Bambow National Factory explosion of 1916 near Leeds, England, that killed 35 Others faced condemnation for the relatively high wages they earned It was a reflection of class tensions exacerbated by the restructured wartime economy and women's role in it

4 In continental Europe, where the war was actually fought, conditions on the home front were even more challenging Many women took on "men's work" to support the war effort and to ensure their families' survival, but also found themselves subject to still more controlling government policies that came with the war Women living in captured territories suffered added misery, billeting and serving often abusive foreign soldiers In European cities, women often stood in line for hours for a chance to purchase spoiled potatoes Together with their barefooted children, they tried to scavenge food and fuel from public parks, a practice that had become a full-time job in itself

5 By the end of the hostilities, the war had transformed women's lives

6 In many warring nations, acknowledging women's contributions became critical to warding off challenges to politicians' own power in the tumultuous postwar conditions, across Europe especially Women won voting rights in the United States, Canada, Great Britain, the German

Republic and the new Soviet republics Economic rights, however, were a different matter Demobilising soldiers and labour groups pressured officials and factory owners alike to make room in the workforce for returning men by laying off all women, even though women frequently remained the only potential earners in their households Battles ensued across European and North American societies over how to otherwise recognize women's work during the war. In Britain, authorities shunned the arguments of women's groups and deferred rather to claims of the need to put men back in their proper role of economic power, retaining the wartime notion of benefits being derived only through the husband

7 The flood of some 50,000,000 men back home at the war's end also brought new tensions into family life When men returned from war, they inevitably tried to reassert their dominance in family and society Returning soldiers imagined home as a refuge of normality after the nightmare of war Yet, men's physical and psychological injuries often precluded any return to their prewar existences, as did the social and economic upheaval of these years What was "normal" had of course changed for the women left behind With their new roles and autonomy, they were often blamed for this world turned upside down. Such gender conflicts lasted through the 20th century and beyond, like many other legacies of World War I

Adapted from 'The Mighty Women of World War I' by Belinda Davis
CNN Opinion

*munitions – war material, especially weapons and ammunition

Name_____ [ ] Class_____

Section A [5 Marks]

Refer to the cover page (Text 1) in your insert and answer questions 1 – 4

1 The use of the word 'abreast' in the heading is a pun Identify the intended meanings behind the word

[2]

2 'Join us in the fight against cancer ' How do the photographs in the cover page support this idea?

[1]

3 Refer to the paragraph under the heading 'Breast Cancer Awareness Month 2010' Identify ONE objective of attending the pink activities organised by Breast Cancer Foundation

[1]

4 Watsons Pink Ribbon Walk is a 'signature event' What does the word 'signature' suggest about this event in relation to Breast Cancer Awareness Month?

[1]

Name_____ [ ] Class_____

Section B [20 Marks]

Refer to Text 2 on Pages 3 and 4 of the Insert for Questions 5-13

5 The writer explains that they left the café to "a **murmur** of benevolent farewells and **a flourish** of political salutes" (lines 4-5) Explain what is implied by the words in bold

[2]

6 With reference to paragraphs 3 and 4, explain why it was not "the thing to do" to shout, "Wait a minute!" when his guide left the writer far behind?

[1]

7 In your own words, explain why the guide stopped the writer from 'whistling' (line 15)?

[2]

8 How did the guide feel about taking Laurie Lee to his destination?

[2]

9 Midway through the journey, the writer felt that he was "engulfed by a contest that was growing too large" (line 21) for him

(i) What 'contest' was he was referring to?

[1]

(ii) In what way was the contest "growing too large for him"?

[2]

10 In paragraph 5 the writer shares that "the last half-hour was the worst for me " Show how each of the following facts made that the most difficult time in his journey

He was ill-shod ...	
lumbered with junk	
clawing his way up the icy slopes	

[3]

11 "There was a faint smell of charcoal, wood-smoke and mules, and an indefinable whiff of pepper ' (lines 28-29) What did all these mean to the writer at that point of time?

[1]

12 The writer was assured that he was among "friends" when the door of the farmhouse was opened Identify two pieces of evidence from paragraph 10 to support this statement

[2]

13 Laurie Lee experienced mixed feelings as he made his way, with the help of someone from "a cosy community of anarchists", back into Spain

Complete the flow chart that shows his feelings as he made that journey by foot, to lend support to his 'friends' during the Spanish Civil War

Choose one word from the box to summarise his feelings from stage to stage In the same box, there are extra words that you do not need to use

anxious	wary	angry	comforted	overwhelmed	upset	weary

Flow Chart

Paragraph 2 (i)
↓
Paragraph 5 (ii)
↓
Paragraph 6 (iii)
↓
Paragraph 8 (iv)

[4]

Name_____ [ ] Class_____

Section C [25 Marks]

Refer to Text 3 on Pages 5 and 6 of the Insert for Questions 14–19.

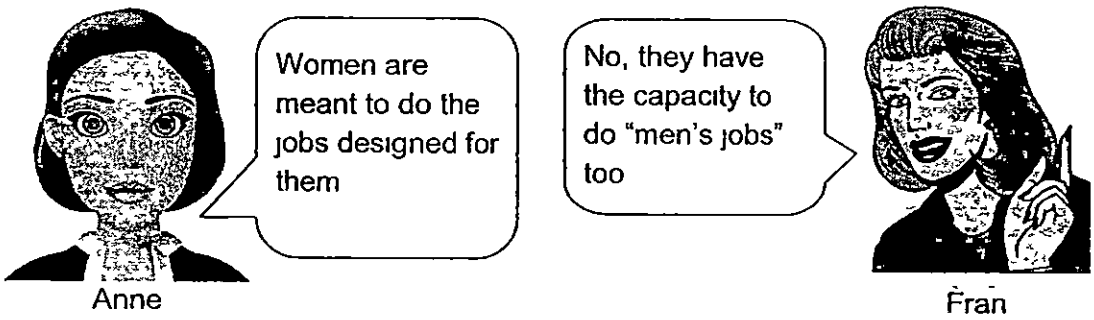
14 (i) Identify an expression from paragraph 1 which suggests that a woman's life was very challenging

[1]

(ii) Using your own words, give two reasons from paragraph 1 to explain why her life was so challenging

[2]

15



(i) With reference to paragraph 2, what evidence can Anne use to support her argument?

[1]

(ii) With reference to paragraph 2, explain how Fran would justify her position

[2]

16 What were the 'holes' (line 18) created in civilian society?

[1]

17 What does the word 'exacerbated' (line 28) tell you about class tensions during the time of war?

[1]

18 Give two reasons for the 'new tensions' (line 50) that arose in family life after men returned from the war

[2]

19 **Using your own words as far as possible, summarise the problems and changes that the war brought to women's lives.**

Use only information from paragraphs 4 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.

The war brought many problems and changes to women's lives

[15]

Number of words: _____

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ANSWERS

Name_____ [ ] Class_____

Section A [5 Marks]

Refer to the cover page (Text 1) in your insert and answer questions 1 – 4

1 The use of the word 'abreast' in the heading is a pun Identify the intended meanings behind the word

The publication is about breast cancer awareness therefore the use of the word 'abreast' (literal reference to the breast)

'Abreast' is to be kept updated/to be aware of the current situation as far as breast cancer is concerned. [2]

2 'Join us in the fight against cancer ' How do the photographs in the cover page support this idea?

The woman is wearing boxing gloves and the boy is wearing a bandana – both getting ready to fight the battle against cancer

[1]

3 Refer to the paragraph under the heading 'Breast Cancer Awareness Month 2010' Identify ONE objective of attending the pink activities organised by Breast Cancer Foundation

- ***To provide support for survivors, families and friends***
- ***To allow members of the community to show their support***
- ***To help to advocate and pass the key message to others (loved ones, relatives, friends***

[1]

Any 1

4 Watsons Pink Ribbon Walk is a 'signature event' What does the word 'signature' suggest about this event in relation to Breast Cancer Awareness Month?

It is a distinctive highlight of the Breast Cancer Awareness Month/characteristic of BCAM.

It is one of the main highlights of the Breast Cancer Awareness Month

[1]

Any 1

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ANSWERS

Name_____ [ ] Class_____

Section B [20 Marks]

Refer to Text 2 on Pages 3 and 4 of the Insert for Questions 5-13

5 The writer explains that they left the café to "a **murmur** of benevolent farewells and a **flourish** of political salutes" (lines 4-5) Explain what is implied by the words in bold

Murmur = quiet or subdued, almost inaudible [1]

Flourish = bold, extravagant/elaborate show of respect to acknowledge what Lee was doing for their political cause (much like a fanfare) [1]

[2]

6 With reference to paragraphs 3 and 4, explain why it was not "the thing to do" to shout, "Wait a minute!" when his guide left the writer far behind?

Inappropriate – display of disrespect (and lack of trust); not right to antagonise/annoy/offend his guide/benefactor [1]

[1]

7 In your own words, explain why the guide stopped the writer from 'whistling' (line 15)?

"This is no time for trivialities "
Trivialities = that which show a lack of seriousness or importance/insignificance; [1]
the guide was annoyed/unhappy that Lee thought so little of their mission to cross the border into Spain [1] [2]

8 How did the guide feel about taking Laurie Lee to his destination?

"I must be mad, this was the very first time, and by God he was already sorry." (line 19)

I must be mad – typically British English = <u>very stupid</u>; not at all sensible [1]
By God he was already sorry = <u>full of regret</u>; obviously he wouldn't have taken on the responsibility of his own accord; was <u>unhappy/distressed</u> about the burden [1] [2]
(any 2)

9 Midway through the journey, the writer felt that he was "engulfed by a contest that was growing too large" (line 21) for him

(i) What 'contest' was he was referring to?

Contest = keeping pace/up with the guide [1]

(ii) In what way was the contest "growing too large for him"?

Panting/physically spent; sweat trickling down arms and legs (despite the cold), snow striking his "face like handfuls of rice" – discomfort and pain [1]

Doubts about his capacity to persist in the contest, especially when his companion ignored him and pushed forward relentlessly [1] [2]

10 In paragraph 5 the writer shares that "the last half-hour was the worst for me . " Show how each of the following facts made that the most difficult time in his journey

He was ill-shod ..	**Inappropriate footwear = severe discomfort and possible injuries eg. Blisters (and even frostbite), perhaps slowed him down too**
lumbered with junk	**Lumbered with junk = thrust/burdened with what you do not want and cannot get rid of; unnecessary baggage/possession which made it difficult/impossible for him to move easily and freely**
clawing his way up the icy slopes	**Clawing his way = making his way, with difficulty by hauling himself forward with his hands, painful and slow; made worse by the icy slopes = slippery and dangerous, tricky...**

[3]

11 "There was a faint smell of charcoal, wood-smoke and mules, and an indefinable whiff of pepper ' (lines 28-29) What did all these mean to the writer at that point of time?

Civilisation at last = comfort/safety, charcoal and wood-smoke = warmth; mules = activity/life, pepper = food/people [1]

12 The writer was assured that he was among "friends" when the door of the farmhouse was opened Identify two pieces of evidence from paragraph 10 to support this statement

The Republican armband that the young man wore [1]
When he said, "I have come to join you" and the young man replied, "<u>You pass</u>". [1] [2]

13 Laurie Lee experienced mixed feelings as he made his way, with the help of someone from "a cosy community of anarchists", back into Spain

Complete the flow chart that shows his feelings as he made that journey by foot, to lend support to his 'friends' during the Spanish Civil War

Choose one word from the box to summarise his feelings from stage to stage In the same box, there are extra words that you do not need to use.

anxious	wary	angry	comforted	overwhelmed	upset	weary

Flow Chart

Paragraph 2 (i) **Upset**
↓
Paragraph 5 (ii) **Weary**
↓
Paragraph 6 (iii) **Comforted**
↓
Paragraph 8 (iv) **Wary** [4]

Name_____ [ ] Class_____

SECTION C [25 MARKS]

Refer to Text 3 on Pages 5 and 6 of the Insert and answer Questions 14-19.

14 (i) Identify an expression from paragraph 1 which suggests that a woman's life was very challenging

'Test the limits of her own physical ability' [1] [1]

Unacceptable answers 'test the limits' – does not address the 'woman's life' portion
'left her to test the limits of her own physical ability' – too much!

(ii) Using your own words, give two reasons from paragraph 1 to explain why her life was so challenging

She had <u>many tasks</u> to take care of in a day / hectic schedule [1]

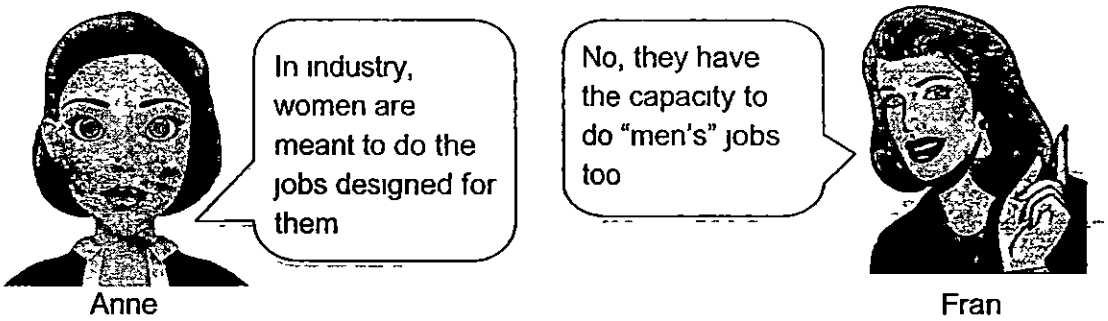
She had to perform jobs which <u>put her life at risk / life-threatening / hazardous work</u> [1] [2]

Did not get enough rest

<u>Struggle</u> to <u>single-handedly</u> provide <u>all</u> the needs of her family

Unacceptable answers Anything that uses the root words from the passage eg Great physical danger
'Had to take care of her family alone' – does not tell me how it was challenging
'Her job was risky' – vague

15



(i) With reference to paragrah 2, what evidence can Anne use to support her argument?

In the past, certain industrial jobs were considered as specifically for women, for example, textiles. [1] [1]

Unacceptable answers 'women dominated the textile industry' – does not address the 'jobs designed for them' portion of the quote

[2]

(ii) Explain how Fran would justify her position, with reference to paragraph 2?

During the war, women moved into war production and "men's jobs". [1]
They were the ones who kept the home fronts running/took over as head of the household while the men were away fighting the war. [1]

16 What were the 'holes' (line 18) created in civilian society?

The jobs that men had left behind / job vacancies created as a result of the men leaving to fight the war [1] [1]

Unacceptable answers 'absence of men', 'lack of men' – it is not the men!
'the jobs the men occupied before the war' – does not address the idea of job vacancies
'the jobs in the machine factories and metal forges' – not just these jobs

17 What does the word 'exacerbated' (line 28) tell you about class tensions during the time of war?

It made the problem of class tensions worse / it worsened/intensified class tensions [1] [1]

Unacceptable answers 'more outstanding', 'emphasized', 'even more pronounced'

18 Give two reasons for the 'new tensions' (line 50) that arose in family life after men returned from the war

Men's physical and psychological injuries [1]
Women's new roles and autonomy [1]
They tried to reassert their dominance in the family [1] [2]
(Any 2)

Unacceptable answers A different idea of what was "normal" – vague
'The norm had changed' – it was the attitudes and expectations that had changed

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19 **Summary Question**

Using your own words as far as possible, summarise the problems and changes that the war brought to women's lives.

Use only information from paragraphs 4 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

	Passage	Own Words
1a	Many women took on "men's work" to support the war effort	Women took on jobs previous performed by men
1	Found themselves subject to still more controlling government policies that came with the war Note. must mention the 'controlling' aspect This is not the same as 'controlled by government policies' x slavery, tortured, abusement (abuse!)	They had to obey restrictive laws
2	Women living in captured territories suffered added misery, billeting and serving often abusive foreign soldiers	And were mistreated by foreign soldiers
3	Women often stood in line for hours for a chance to purchase spoiled potatoes	They had to queue up for long hours to buy rotten food
4	They tried to scavenge food and fuel from public parks	And had to search for food and fuel from public parks
5	After the war, women won voting rights	After the war, women earned the right to vote
6	Economic rights, however, were a different matter	But were not granted economic rights
7	Make room in the workforce for returning men by laying off all women	Women lost their jobs / Women were fired from their jobs to make way for returning men
8	Even though women frequently remained the only potential earners in their households	Despite women often being the only breadwinner in their families
9	In Britain, authorities shunned the arguments of women's groups	In Britain, authorities rejected / did not listen to women's appeals
10	The war's end also brought new tensions into family life.	There was also new friction in the family with the return of the men

[15]

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11.	Men tried to reassert their dominance in family and society	Who wanted to take back their positions as the head in both the family and society
12	With their new roles and autonomy	Women had newfound independence
13	They were often blamed for this world turned upside down	They were blamed for causing the changes in society x chaos

Content – 8m
Language – 7m
Total· 15m

Paya Lebar Methodist Girls' School (Secondary)
Preliminary Examinations 1 2014
Secondary 4 (Express) / 5 Normal (Academic)

Subject English Language Date 6 May 2014

Subject Code 1128/01 Duration 1h 50min

Name _____ ( )

Class _____

Instructions to candidate:

Do not open this booklet until you are told to do so

Write your name, class and register number on the work you hand in
Write in dark blue or black ink

Answer all questions
Write your answers in the spaces provided for Section A

Detach Section A from Section B and C of this paper

Hand in answers to Section A, B, C AND Question Paper **separately**

Information for candidate:

The number of marks is given in brackets [ ] for each of the sections

The total marks for this paper is **70**

This paper consists of **5** printed pages including the cover page

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about a possible link between calcium and heart trouble 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 — √ _____

When it comes to predicting heart trouble, doctors essentially play a
guess game Among all the factors they consider – such as a person's 1
age, weight, family medical history and cholesterol levels – it turns out 2
that one of the most reliable indicator may also be a bit unexpected 3
calcium. According to the latest research, learn by scientists from 4
Baptist Health South Florida medical centre in Miami, at least 35% of 5
people who having calcium buildup in their blood vessels but no other 6
heart-disease risk factors are almost four times as like to have a heart 7
event in seven years, compared by those who have zero calcium and 8
some risk factors There is no evidence connecting this calcium 9
deposits with the calcium we ingest from dairy products Unless, as 10
studies like Baptist's gain traction, doctors are taking it more seriously

Adapted from *A Smarter Heart – Health Test Screening,*

Time Magazine Vol 183 Issue 10

Name _____ ( )

Class _____

Section B [30 marks]

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

You should look at the poster on page 4, study the information carefully and plan your answer before beginning to write

In 2013, a couple of child abuse cases at childcare centres in the news headlines had raised questions over the competencies of childcare teachers

While the incidence of child abuse in Singapore is relatively low compared to other countries, there has been an overall increase in reported cases since 2009

Internationally, it is reported that 681,000 children in the world annually suffer from some form of child abuse The two main forms of child abuse are neglect (78 5%) and physical abuse (17 6%)

As the head prefect of your school, you have been asked by your prefect mistress to craft a speech, to be delivered to the school during assembly

Write a speech that you will deliver to students and teachers, to raise awareness of child abuse and how to prevent it

Your speech should include

- Some examples of child abuse
- Ways to prevent child abuse
- Two activities in which you and your prefectorial board members will be organising to further spread the message
- What each student can do to encourage their friends to help victims of child abuse

Write your speech in clear, accurate English and in a serious tone to spread the message

You should use your own words as much as possible

YOU WON'T AMOUNT TO ANYTHING

What do you know

You're only a kid

You're *only* a kid

You're a slacker just like your father

THERE'S NO POINT IN TRYING YOU CAN'T DO IT

I don't believe you

LIAR

NO

Don't Be Stupid

grow UP

Your Fault

Why can't you be more like your sister?

Ashley does her best to make her parents proud.
But it's never enough.

Words scar.

If you have concerns about a child, please call 416 - 924 - 4646.

CHILDREN'S AID SOCIETY of TORONTO

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 Some people believe that technology is making us an increasingly alienated society Do you agree?

2 Describe some of your experiences in a local or overseas community involvement project What is the value of these experiences to you as a student in Singapore?

3 'There is no point in preserving the past We should be looking to the future ' What are your views on this?

4 What are some lessons in life that cannot be learnt in the classroom? Why are these lessons important?

------ **END OF PAPER** -------

Section A [10 marks]

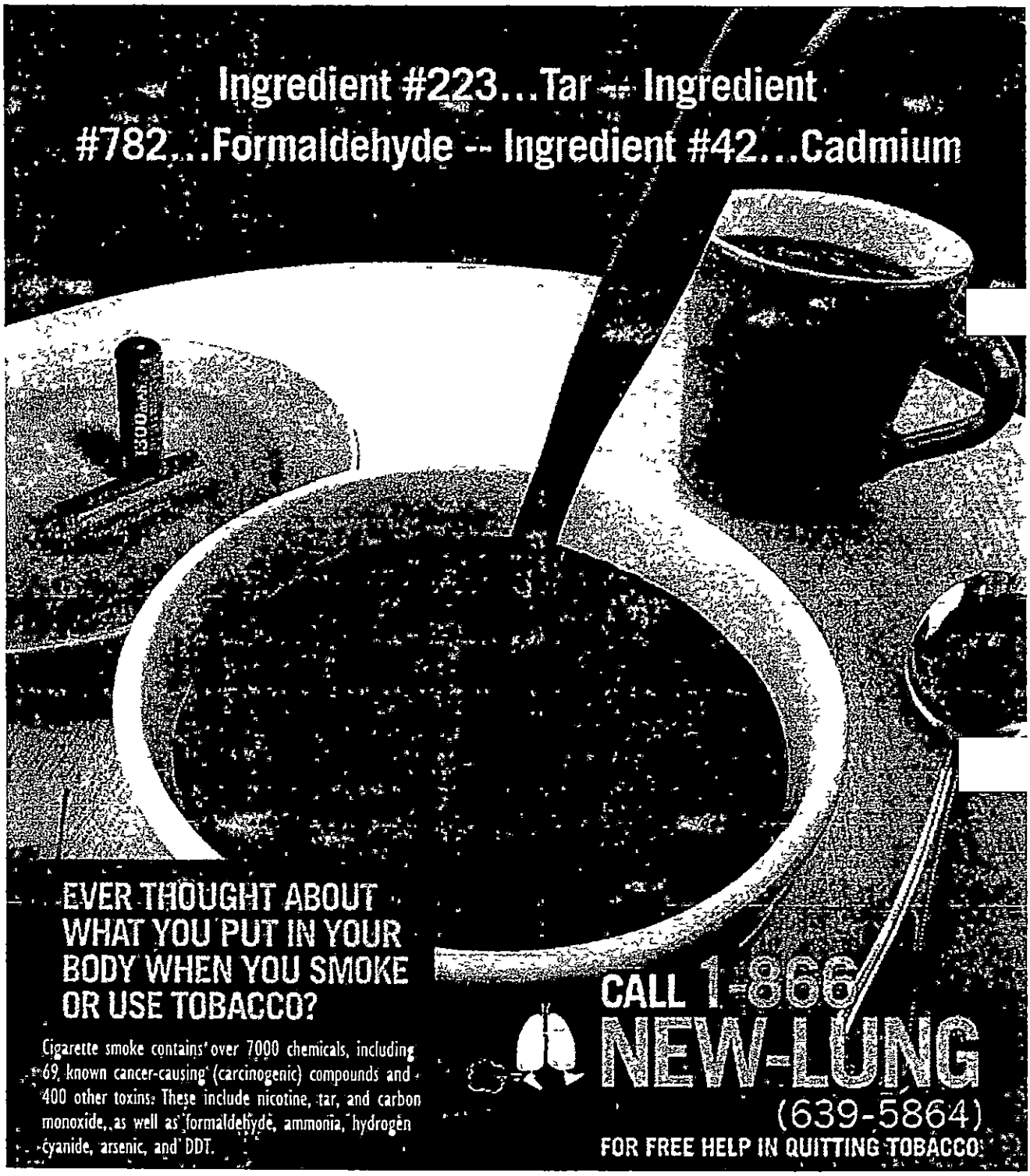
ANSWERS

When it comes to predicting heart trouble, doctors essentially play a **guess** game Among all the factors they consider – such as a person's age, weight, family medical history and cholesterol levels – it turns out that one of the most reliable **indicator** may also be a bit unexpected calcium According to the latest research, **lead** by scientists from Baptist Health South Florida medical centre in Miami, at least 35% of people who **having** calcium buildup in their blood vessels but no other heart-disease risk factors are almost four times as **like** to have a heart event in seven years, compared **by** those who have zero calcium and some risk factors There is no evidence connecting **this** calcium deposits with the calcium we ingest from dairy products **Unless**, as studies like Baptist's gain traction, doctors are taking it more seriously Adapted from *A Smarter Heart – Health Test Screening, Time Magazine* Vol 183 Issue 10	1 **guessing** 2 √ 3 **indicators** 4 **led** 5 √ 6 **have** 7 **likely** 8 **with** 9 **these** 10 **However**

Section A

Text 1

Study the advertisement below and answer Questions 1 – 4 in the Question Booklet



Section B

Text 2

The text below is about why Crimea has been a place at which violence may be expected to begin between Russia and Ukraine for decades Read the text carefully and answer Questions 5 – 13 in the Question Booklet

1 The past is never past in Sevastopol It waves from flagpoles and drapes the parade stand on patriotic holidays It finds sanctuary in war monuments and is posted on signs Lenin Square, Heroes of Stalingrad Street, Cinema Moscow It even simmers in a pot of borscht Take Galina Onischenko's version of the eastern European staple "This is Russian borscht," she said, setting down a porcelain bowl of "green" or summer borscht with its dill-flecked mosaic of beets, carrots, and potatoes "No lard with garlic like they put in Ukrainian borscht "

2 Galina, a 70-year-old grandmother with a cumulous cloud of white hair and stern, cornflower blue eyes, had returned to her fifth-floor walk-up from marching down Lenin Street waving a Soviet Navy flag in support of her beloved Black Sea Fleet "Sevastopol is a Russian city We will never put up with the fact that Ukraine is in charge," she said

Though Galina would protest, borscht, according to Russian food historian, is originally Ukrainian Though Galina protests, Sevastopol, a city in Crimea, is Ukrainian too

3 The Crimean Peninsula is a diamond suspended from the south coast of Ukraine by the thin chain of the Perekop Isthmus, embraced by the Black Sea, on the same latitude as the south of France Warm, lovely, lush, with a voluptuously curved coast of sparkling cliffs, it was a jewel of the Russian Empire, the retreat of Romanov tsars[1], and the playground of Politburo[2] fat cats Officially known as the Autonomous Republic of Crimea, it has its own parliament and capital, Simferopol, but takes its orders from Kiev[3]

4 Physically, politically, Crimea is Ukraine, mentally and emotionally, it identifies with Russia and provides, a journalist wrote, 'a unique opportunity for Ukrainians to feel like strangers on their own territory ' Crimea speaks to the persistence of memory - how the past lingers and subverts

5 In 1954, Nikita Sergeyevich Khrushchev, First Secretary of the Communist Party of the Soviet Union, signed Crimea over to Ukraine as a gesture of goodwill Galina was 14 at the time

"Illegal," she said, when asked about the hand-over "There was no referendum No announcement It just happened "

What was Khrushchev thinking?

"He wasn't," she snapped "Khrushchev had roaches in his head "

---

[1] tsar – the emperor of Russia
[2] politburo – the executive committee and chief policymaking body of a Communist Party
[3] Kiev – the capital of Ukraine

6 Crimea was a lovely present, but the box was empty Ukraine was part of the Soviet Union anyway "My parents discussed the transfer, but we weren't concerned," Galina said Moscow was still in charge No one could have ever imagined the 1991 collapse of the Soviet Union, when Crimea would be pulled out of the orbit of Russian rule along with an independent Ukraine

7 Do you miss the Soviet Union? I asked Galina, as she reminisced about the stability of life under the Soviets Prices were artificially low "You could get a kilo of sugar for 78 kopeks," she said "Butter, only 60! Now, I don't even buy it" Education and medical care were free As for a vacation "I could go to a resort" - now completely out of the question on her monthly pension of $130

"Yes, we have a longing for the Soviet Union," she said "But it cannot come back, no matter how much we wish "

Adapted from "Inside Crimea A Jewel in Two Crowns" by Cathy Newman *National Geographic* 28 February 2014

Section C

Text 3

The article below is about poachers sawing off the burls of redwood trees in California's parks Read the text carefully and answer Questions 14 – 19 in the Question Booklet

1 They sneak into the park at night They are out to saw off a block of wood from a redwood that contains a burl—a knobby growth that contains a dormant seed bud, and the damage they are doing is so serious that starting March 1, the Redwood National and State Parks in coastal northern California have closed and gated off popular Newton B Drury Parkway, which winds through the protected lands, from sunset to sunrise 5

2 Wood poachers have done increasing harm to the redwoods in recent months Park law enforcement ranger, Laura Denny, told the Associated Press Tuesday that she could only recall 'two or three' arrests over the past 12 years She pointed to the vast amounts of territory that rangers must cover and the fact that poachers quickly move from tree to tree Those caught stealing wood from the parks may face felony charges and prison time, though most 10 recent convictions have been misdemeanour fines

3 Woodworkers prize the burls, which tend to cluster near the base of the tree but can appear farther up the trunk They like the swirling grain patterns, particularly the circular shapes called 'eyes', and turn the burls into furniture, bowls, clocks, and knick knacks

4 "We are often asked, 'What is the price of a burl?' " says park spokesperson, Jeff Bomke "A 15 burl is priceless if it comes from a national park that is an International Biosphere Reserve and a UNESCO World Heritage Site "

5 Local wood dealers reportedly pay $2 to $3 a pound for high-quality burl wood There are legal sources for burls, from trees on private land However, demand is high and there are fewer burls available from these legitimate sources In the parks, the poachers at first train their 20 chainsaws on fallen redwoods When they run out of fallen trees, they go after standing trees

6 Removing a burl can jeopardise the health of an individual tree - and an entire forest When a burl is cut from a living tree, it opens up a wound that can let in insects or disease If thieves fell a redwood to get a burl that is 40 feet up, they may also bring down other trees in the process, and disturb wildlife like nesting marbled murrelets, an endangered species in the region 25

7 Normally, when a tree topples over due to old age or a traumatic event, its burls sprout new growth to form a new tree "So by removing it you are potentially removing the tree's ability to reproduce," says Bomke Redwoods do also produce seeds, although they primarily reproduce by sprouting from burls

8 Bomke calls enforcement against wood poachers a high priority. However, rangers face a lot of 30 challenges Sam Hodder, the president and Chief Executive Officer of the nonprofit *Save the Redwoods League*, says that a longer-term solution to burl poaching will be to inspire a sense of ownership and pride in the redwood landscape and the communities around it Hodder says the crimes have been committed by a few bad actors acting out of desperation and he says his group hopes to work with agencies and surrounding communities to improve the economic 35 prospects of the region, so fewer people are driven to poaching

9 "The more we can do to restore the habitat and improve the visitor experience, recreational opportunities, and local lodging, the more we can inspire positive use of the park, and some of those illegal uses will be pushed out," says Hodder "More tourists spending more money would mean more job opportunities for the locals as well," he explained 40

Adapted from "Redwood Parks Battle Bold Wood Poachers" by Brian Clark Howard, *National Geographic*, 6 March 2014

For Examiner's Use

Section A [5 marks]

Refer to Text 1 of the Insert for Questions 1 – 4

1 Who might the target audience of the advertisement be?

[1]

2 What is the purpose of this advertisement?

[1]

3 Refer to the text at the top of the advertisement What is effective about the use of the numbers with the hash tags, for example, 'Ingredient #223 '?

[1]

4 With reference to the images used in the advertisement, give an example and explain how it is used to complement the tagline of the advertisement?

[2]

For Examiner's Use

Section B [20 marks]

Refer to Text 2 of the Insert for Questions 5 – 13.

5 The passage begins with the sentence 'The past is never past in Sevastopol' With reference to paragraph 1, explain why the writer came to this conclusion, giving **three** details to support your answer

[3]

6 From paragraph 1, what do you think 'the eastern European staple' refers to?

[1]

7 (i) 'marching down Lenin Street in support of her beloved Black Sea Fleet' (lines 9 – 10) What do you think Galina was doing?

[1]

(ii) With reference to paragraph 2, which **two** sentences suggest that Galina's loyalty is to Russia rather than Ukraine?

(i)

[1]

(ii)

[1]

For Examiner's Use

8 The writer describes Crimea as 'lush with a voluptuously curved coast of sparkling cliffs' (line 16) What does this description suggest about how Crimea appears to the writer?

Description	How Crimea is viewed by the writer
'lush'	
'sparkling cliffs'	

[2]

9 From paragraph 3, explain the significance of Ukraine to the former Russian Empire **Answer in your own words.**

[2]

10 In paragraph 4, a journalist wrote, ' like strangers on their own territory' (lines 21 - 22) Explain the irony of the phrase

[2]

11 In line 31, the writer writes 'Crimea was a lovely present, but the box was empty' Explain what the writer means by this statement

[2]

For Examiner's Use

12 In paragraph 7, give **two** examples of the way life has changed for Galina under Ukrainian rule

(i)

[1]

(ii)

[1]

13 The structure of the text reflects the main feelings of Galina as she reacts to the events that happen Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text There are some extra words in the box you do not need to use

Galina's feelings

contented	yearning	confused	patriotic	amused	meditative	irritated

Flow chart

Paragraphs 1-2 **(i)**

↓

Paragraph 5 **(ii)**

↓

Paragraph 7 **(iii)**

[3]

Name: _____ ( ) Class _____

For Examiner's Use

Section C [25 marks]

Refer to Text 3 for Questions 14 – 19

14 Why do the authorities choose to close the gates from sunset to sunrise?

[1]

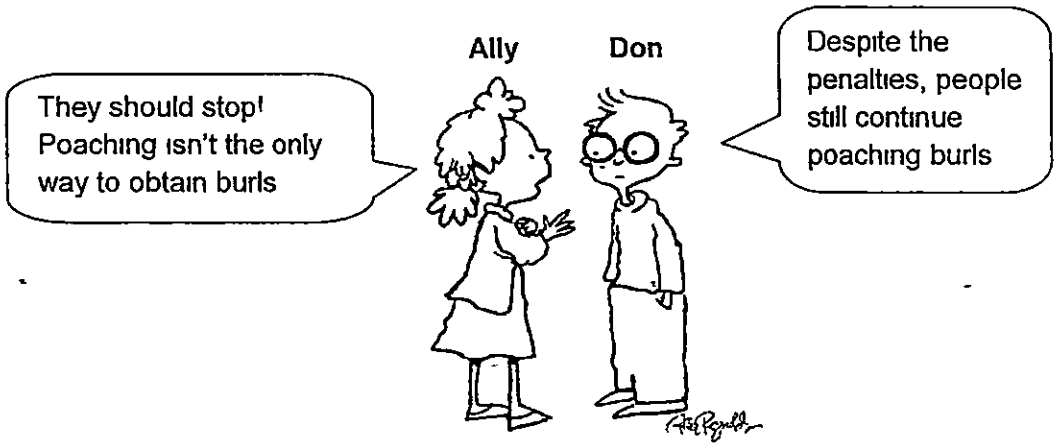
15 According to park law enforcement ranger, Laura Denny, why is it so difficult to arrest the wood poachers? **Answer in your own words**

[2]

16 Explain in detail what is ineffective about the current legislation against wood poachers

[2]

17 Here is a part of a conversation between two teenagers, Ally and Don who have read the article



For Examiner's Use

(i) How would Ally justify her position, with reference to paragraph 5?

[1]

(ii) Give **two** reasons from paragraph 5 to explain why Don came to this conclusion

[2]

18 According to the text, explain in detail how improving the 'economic prospects of the region' (lines 35 - 36) would help to decrease burl poaching

[2]

19 **Using your own words as far as possible,** summarise the harm of wood poaching and the various solutions to burl poaching

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)

Wood poaching harms

For Examiner's Use

No of words [15]

End of Paper

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Sec 4Exp/5NA Preliminary Examination (1) 2014 English Language Paper 2 Marking Scheme

For Examiner's Use

Section A [5 marks]

Refer to Text 1 of the Insert for Questions 1 – 4

1 Who might the target audience of the advertisement be? [1]

Smokers (1) OR

People who want to quit smoking (1)

2 What is the purpose of this advertisement? [1]

To highlight the dangers of smoking / persuade smokers who want to quit smoking to seek help from the organisation listed in the advertisement

3 Refer to the text at the top of the advertisement What is effective about the use of the numbers with the hash tags, for example, 'Ingredient #223 '? [1]

To emphasize the variety / large number of chemicals found in cigarettes / tobacco.

4 With reference to the images used in the advertisement, give an example and explain how it is used to complement the tagline of the advertisement? [2]

- **Tar / a poisonous substance is being poured into a (cereal) bowl,**
- **a cup of drink has a 'hazardous' sign / logo on it,**
- **a plate holds a pair of batteries**

(any one of these examples) **(1)** **AND**

The poisonous chemicals found in tobacco / cigarettes are likened to food and drink OR

The tagline wants readers to know that smoking or using tobacco is akin to ingesting these poisons into the body, in the same way we consume food and drink (1)

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For Examiner's Use

Section B [20 marks]

Refer to Text 2 of the Insert for Questions 5 – 13

5 The passage begins with the sentence 'The past is never past in Sevastopol' With reference to paragraph 1, explain why the writer came to this conclusion, giving **three** details to support your answer [3]

Details

(i) **Russian flags can still be seen, especially during national celebrations (1)**

(Lifted from "It waves from flagpoles and drapes the parade stand on patriotic holidays") – The Russian glag still flies in Sevastopal although it is not under Russian rule

(ii) **Statues and important landmarks are still named after famous Russian heroes or cities. (1)**

(Lifted from "It finds sanctuary in war monuments and is posted on signs Lenin Square, Heroes of Stalingrad Street, Cinema Moscow") – War monuments are Russian ones

(iii) **Even a local cuisine / dish / staple, borscht, is cooked / prepared in the Russian style (1)**

(Lifted from "It even simmers in a pot of borscht") – Even the food reminds the people of Russia

Both detail and explanation must be given to obtain 1m for each of the 3 points

6 From paragraph 1, what do you think 'the eastern European staple' refers to? [1]

Russian borscht (1)

7 (i) 'marching down Lenin Street in support of her beloved Black Sea Fleet' (lines 9 – 10) What do you think Galina was doing? [2]

She was joining in a protest march (1) against the Ukraine government (1).

(ii) With reference to paragraph 2, which two sentences suggest that Galina's loyalty is to Russia rather than Ukraine? [2]

For Examiner's Use

'Sevastopol is a Russian city ' (lines 10 - 11) (1) AND

'We will never put up with the fact that Ukraine is in charge ' (line 11) (1)

8 The writer describes Crimea as 'lush with a voluptuously curved coast of sparkling cliffs' (line 16) What does this description suggest about how Crimea appears to the writer? [2]

Description	How Crimea is viewed by the writer
'lush'	**Plenty of vegetation (1)**
'sparkling cliffs'	**Bright and clean cliffs (1) OR** **Cliffs that shine in the sun (1)**

9 From paragraph 3, explain the significance of Ukraine to the former Russian Empire **Answer in your own words** [2]

Ukraine was a sanctuary / place for relaxation for Russian kings (1), and later became a recreational spot for government leaders (1)

Lifted from ' the Russian Empire, the **retreat** of Romanov tsars, and the **playground** of Politburo fat cats ' (lines 17 - 18) [2]

10 In paragraph 4, a journalist wrote, ' like strangers on their own territory' (lines 21- 22) Explain the irony of the phrase [2]

The people are supposed to be part of / citizens of Ukraine (1) but yet, they do not feel at home as their hearts are with Russia (1)

Note : BOTH POINTS must be given to show irony before the 2 marks can awarded A mark cannot be given even if one point is given

For Examiner's Use

11 In line 31, the writer writes 'Crimea was a lovely present, but the box was empty' Explain what the writer means by this statement [2]

Since both Crimea and Ukraine were under Soviet rule at that time (1), the signing over of Crimea to Ukraine was a meaningless exercise / held no real significance / did not make any sense (1).

12 In paragraph 7, give **two** examples of the way life has changed for Galina under Ukrainian rule [2]

Prices of daily necessities had risen (1)

Education and medical care were no longer free. (1)

Galina could not afford to go on holiday as things are now more expensive (1)

(any 2 of the above)

Section C [25 marks]

Refer to Text 3 for Questions 14 – 19

14 Why do the authorities choose to close the gates from sunset to sunrise? [1]

Poaching is most likely to take place at night (1) OR

The general public will not venture into the park at night, only poachers will (1)

15 According to park law enforcement ranger, Laura Denny, why is it so difficult to arrest the wood poachers? **Answer in your own words** [2]

The park rangers had to cover a huge amount of land to spot poachers (1), and poachers swiftly traverse / manoeuvre from place to place to evade capture (1)

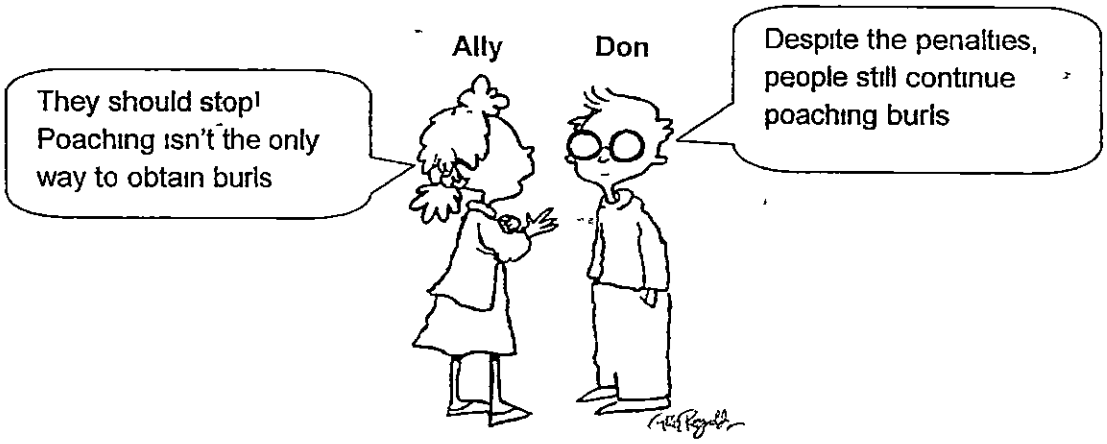
Lifted from. 'Vast amounts of territory that rangers must cover' (1) and 'poachers quickly move from tree to tree' (1)

16 Explain in detail what is ineffective about the current legislation against wood poachers [2]

Although the law promises <u>stiff penalties</u>, such as felony charges and imprisonment for wood poachers (1), the actual punishment for those caught poaching were <u>much less serious</u>, and amounted to no more than fines (1)

For Examiner's Use

17 Here is a part of a conversation between two teenagers, Ally and Don who have read the article



(i) How would Ally justify her position, with reference to paragraph 5? [1]

Burls can be obtained from legitimate sources

(ii) Give **two** reasons from paragraph 5 to explain why Don came to this conclusion [2]

There is a high demand for burls (1) and there are insufficient burls from legitimate sources to meet this demand (1)

18 According to the text, explain in detail how improving the 'economic prospects of the region' (lines 35 - 36) would help to decrease burl poaching [2]

Improving the economic prospects of the region would provide job opportunities / provide a source of income for the locals (1), so that fewer people would turn to / there is no need for poaching (1)

19 **Using your own words as far as possible,** summarise the harm of wood poaching and the various solutions to burl poaching

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) [15]

Wood poaching harms .

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No	Points from passage	Own Words
	The harm of wood poaching	
1	Removing a burl can jeopardise the health of an individual tree	the tree when a burl is cut off
2	When a burl is cut from a living tree, it opens up a wound that can let in insects or disease	The cut is an entry point for insects or disease
3	and an entire forest	and this may spread to the whole forest
4	If thieves fell a redwood to get a burl that is 40 feet up they may also bring down other trees in the process	When poachers cut down a tree to obtain an out of reach burl, other trees may be brought down too,
5	disturb wildlife like nesting marbled murrelets, an endangered species in the region	which unsettles wildlife, some which are endangered
6	primarily reproduce by sprouting from burls, so by removing it you are potentially removing the tree's ability to reproduce	Redwood mainly reproduce from burls so when the burls are poached, the tree cannot reproduce
	The various solutions to burl poaching	
7	Jeff Bomke, a park spokesperson, calls enforcement against wood poachers a high priority	A park spokesperson suggests that the law needs to prioritise wood poaching as a crime
8	Sam Hodder, the president and Chief Executive Officer of the non-profit Save the Redwoods League says that a longer-term solution to burl poaching will be to inspire a sense of ownership and pride in the redwood landscape and the communities around it	while a president of an organisation looking into saving the redwoods suggests to evoke a sense of delight in the redwood forest in the neighbouring community as a long-term solution
9	his group hopes to work with agencies and surrounding communities to improve the economic prospects of the region,	His organisation works with agencies to provide better job opportunities to the community
10	so fewer people are driven to poaching	so fewer people will poach

Content	8 points	X	1 m
Language			7 m
Total			15 m

End of Paper

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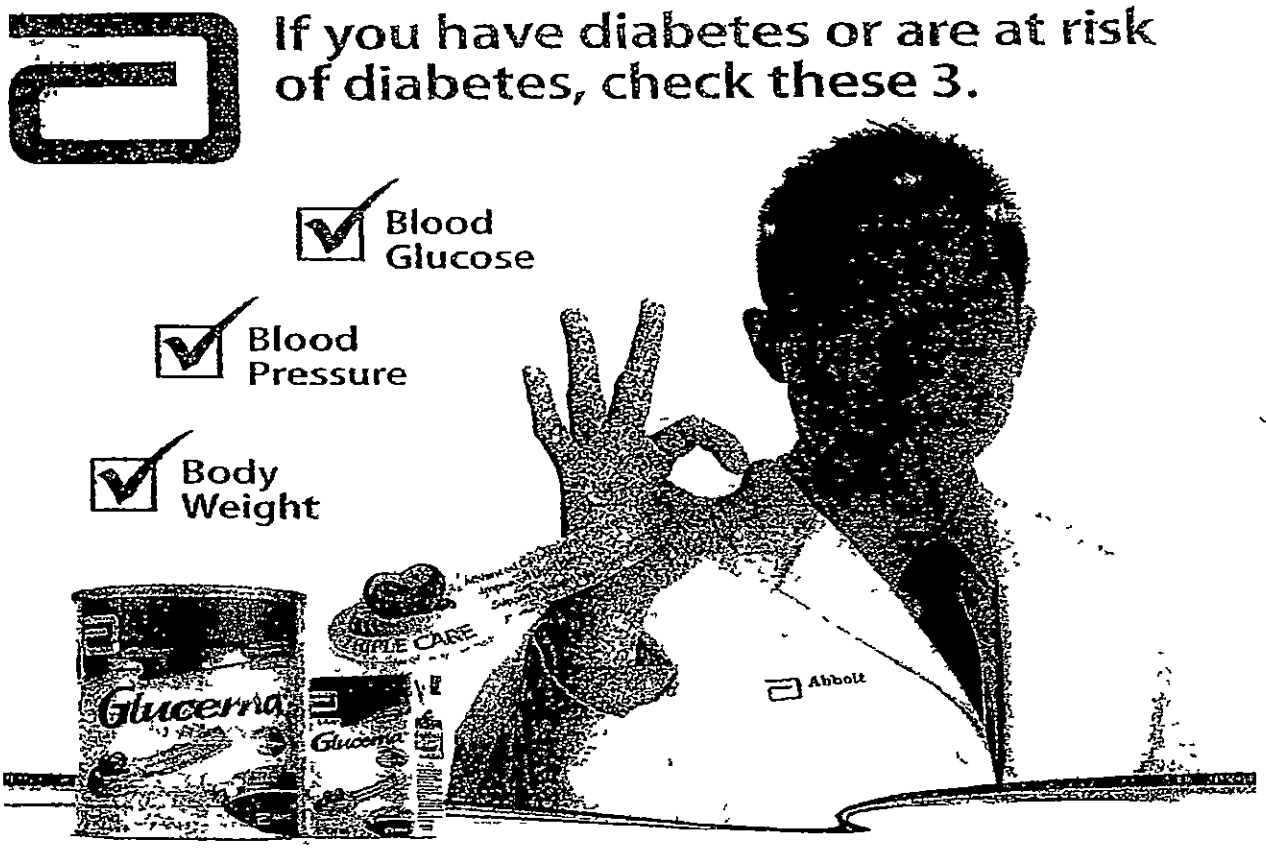
SCGS 2014

Section A

Text 1

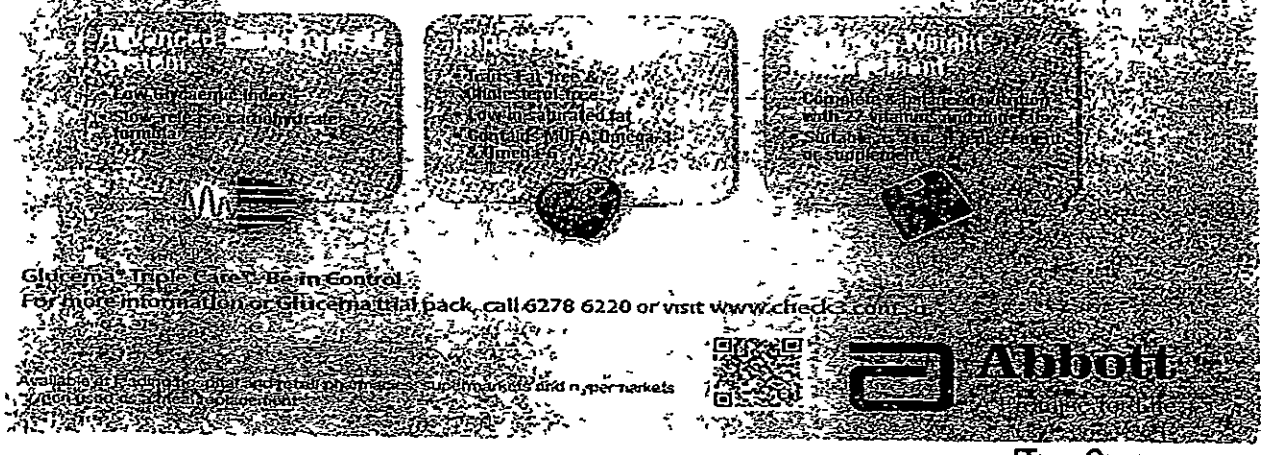
Study the webpage below and answer Questions 1 – 4



With Triple Check, supported by Glucerna Triple Care, managing diabetes and pre-diabetes can be simple

Perform the Triple Check regularly to monitor your blood glucose blood pressure and body weight to prevent complications from developing.

Take control of your health with an active lifestyle, healthy eating and Glucerna, now formulated with a unique Triple Care system of nutrients.



Section B

Text 2

The text below depicts how the narrator, as a sub-divisional police officer of a town in Moulmein, Burma, tries to adjust to living with the indigenous people and grapples with killing an elephant in this extract Read the text carefully and answer Questions 5 – 14

1 In Moulmein, in lower Burma I was hated by large numbers of people - the only time in my life that I have been important enough for this to happen to me I was sub-divisional police officer of the town, and in an aimless, petty kind of way anti-European feeling was very bitter No one had the guts to raise a riot, but if a European woman went through the bazaars alone somebody would probably spit betel juice over her dress As a police officer I was an obvious target and was baited whenever it seemed safe to do so When a nimble Burman tripped me up on the football field and the referee (another Burman) looked the other way, the crowd yelled with hideous laughter This happened more than once In the end, the sneering yellow faces of young men that met me everywhere, the insults hooted after me when I was at a safe distance, got badly on my nerves The young Buddhist priests were the worst of all There were several thousands of them in the town and none seemed to have anything to do except stand on street corners and jeer at Europeans

All this was perplexing and upsetting For at that time I had already made up my mind that imperialism was an evil thing and the sooner I chucked my job and got out of it the better Theoretically – and secretly, of course – I was all for the Burmese and all against their oppressors, the British As for the job I was doing, I hated it more bitterly than I can perhaps make clear In a job like that you see the dirty work of the Empire at close quarters. The wretched prisoners huddling in the stinking cages of the lock-ups, the grey, cowed faces of the long-term convicts, the scarred buttocks of men who had been flogged with bamboos – all these oppressed me with an intolerable sense of guilt

With one part of my mind I thought of the British Raj as an unbreakable tyranny, as something clamped down, upon the prostrate peoples, with another part I thought that the greatest joy in the world would be to drive a bayonet into a Buddhist priest's guts Feelings like these are the normal by-products of imperialism; ask any Anglo-Indian official, if you can catch him off duty

Early one morning, the sub-inspector at a police station rang me up on the phone and said that there was an elephant ravaging the bazaar Would I please come and do something about it? I did not know what I could do, but I wanted to see what was happening and I got on to a pony and started out. I took my rifle an old 44 Winchester and much too small to kill an elephant, but I thought the noise might be useful *in terrorem*[1]

Various Burmans stopped me on the way and told me about the elephant's doings It was not, of course, a wild elephant, but a tame one which had gone 'must'[2] It had been chained up, as tame elephants always are when their attack of 'must' is due, but on the previous night it had broken its chain and escaped Its mahout, the only person who

---

[1] *in terrorem* in fright or terror; by way of threat

[2] must' period of highly aggressive behavior accompanied by a large rise in reproductive hormones

could manage it when it was in that state, had set out in pursuit, but had taken the wrong direction and was now twelve hours' journey away, and in the morning the elephant had suddenly reappeared in the town The Burmese population had no weapons and was quite helpless against it It had already destroyed somebody's bamboo hut, killed a cow and raided some fruit-stalls and devoured the stock, also it met the municipal rubbish van, and, when the driver jumped out and took to his heels, had turned the van over and inflicted violence upon it.

6 The Burmese sub-inspector and some Indian constables were waiting for me in the quarters where the elephant had been seen It was a very poor quarter, a labyrinth of squalid bamboo huts, thatched with palm-leaf, winding all over a steep hillside I remember that it was a cloudy, stuffy morning at the beginning of the rains We began questioning the people as to where the elephant had gone, and as usual, failed to get any definite information I had almost made up my mind that the whole story was a pack of lies, when we heard yells a little distance away There was a loud, scandalised cry of, "Go away, child! Go away this instance!"

Adapted from 'Shooting an Elephant' by George Orwell

Section C

Text 3

The article below explains Bhutan's way of measuring prosperity Read the text carefully and answer Questions 15 – 22

1 A series of hand-painted signs dot the side of the winding mountain road that runs between the airport and the Bhutanese capital, Thimphu Instead of road hazards or signs that caution one to watch the speed limit, they offer the traveller a series of mantras 'Life is a journey! Complete it!" says one, while another urges drivers to, "Let nature be your guide" 5

2 It's a suitably uplifting welcome to visitors to this remote kingdom, a place of ancient monasteries, fluttering prayer flags and staggering natural beauty Less than 40 years ago, Bhutan opened its borders for the first time Since then, it has gained an almost mythical status as a real-life Shangri-La largely for its determined and methodical pursuit of the most elusive of concepts – national happiness 10

3 Since 1971 the country has championed a new approach to development, which measures prosperity through formal principles of gross national happiness (GNH) and the spiritual, physical social and environmental health of its citizens and natural environment For the past three decades, this belief that wellbeing should take preference over material growth has remained a global oddity. Now, in a world beset 15 by collapsing financial systems, gross inequity and wide-scale environmental destruction this tiny Buddhist state's approach is attracting a lot of interest

4 Bhutan's stark warning that the rest of the world is on an environmental and economical suicide path is starting to gain traction Last year the United Nations (UN) adopted Bhutan's call for a holistic approach to development, a move endorsed by 68 20 countries A UN panel is now considering ways that Bhutan's GNH model can be replicated across the globe

5 As other countries find ways of reaching a consensus on global emissions, Bhutan is also being held up as an example of a developing country that has put environmental conservation and sustainability at the heart of its political agenda In the last 20 years 25 Bhutan has doubled life expectancy, enrolled almost 100% of its children in primary school and overhauled its infrastructure

6 At the same time, placing the natural world at the heart of public policy has led to environmental protection being enshrined in the constitution The country has pledged to remain carbon neutral and to ensure that at least 60% of its landmass will 30 remain under forest cover in perpetuity It has banned export logging and has even instigated a monthly pedestrian day that bans all private vehicles from its roads

7 "It's easy to mine the land and fish the seas and get rich," says Thakur Singh Powdyel, Bhutan's Minister for Education, who has become one of the most eloquent spokespeople for GNH "Yet we believe you cannot have a prosperous nation in the 35 long run that does not conserve its natural environment or take care of the wellbeing of its people, which is being borne out by what is happening to the outside world "

8 Despite its focus on national wellbeing, Bhutan faces huge challenges It remains one of the poorest nations on the planet. A quarter of its 800,000 people survive on less than $1 25 a day, and 70% live without electricity It is struggling with a rise in violent 40

[Turn Over

crime, a growing gang culture and the pressures of rises in both population and global food prices

9 In Paro, an agricultural region one hour out of the capital, Dawa Tshering explains how the weather is already causing him problems The 53-year-old farmer grew up in Parp, surrounded by mountains and streams, but has found it increasingly difficult to work his two acres of rice paddy "The weather has changed a lot there is no snow in winter, the rains come at the wrong times and our plants get ruined There are violent storms," he says Around 70% of Bhutan's people are smallholder farmers like Tshering

10 Bhutan is taking action to try to protect itself Ground-breaking work is being done to try to reduce the flooding potential in its remote glacial lakes. Yet it cannot do it alone Small and developing countries like Bhutan must get more support, and the UK and other governments must start actually taking action, like pledging their share of money to the green climate fund and get it up and-running as soon as possible According to Thinley Namgyel, "We are banking on hydropower as the engine that will finance our development."

11 In Paro, teenagers in school uniform heading home from lessons are well aware of the hard times ahead for Bhutan "I want to be able to go out and see the world but then I want to come home to Bhutan and for it to be the same," says Kunzang Jamso, a 15-year-old whose traditional dress is offset with a hint of a boyband haircut "I think we must keep the outside from-coming-here too much because we might lose our culture, and if you don't have that then how do you know who you are?"

Adapted from 'Gross Happiness in Bhutan the big idea from a tiny state that could change the world' by Annie Kelly, The Observer, December 1st, 2012

END OF INSERT

SCGS 2014

Section A [5 marks]

Text 1

Refer to the print advertisement (Text 1) on page 2 of the insert for Questions 1 – 4

1 Who is the target audience for this advertisement? [1]

2 Look at the photograph of the man in the poster With reference to the advertisement, what do you think is being suggested by his attire? [1]

3 Explain two unspoken messages conveyed by the man's hand gesture in the photograph [2]

1

2

4 With reference to the tagline at the bottom of the advertisement, **Glucerna® Triple Care™ Be in Control** ' What is the intended effect of this? [1]

Section B [20 marks]

Refer to Text 2 on page 3 and 4 of the Insert for Questions 5 - 14

5 What is ironical about the situation that the writer was facing in lines 1 to 4? [1]

6 'No one had the guts to raise a riot, but if a European woman went through the bazaars alone somebody would probably spit betel juice over her dress' (lines 4 - 5)

(i) What can you infer about the attitudes of the locals towards the Europeans from this line? [2]

(ii) How was this attitude of the locals further highlighted in paragraph 1? [1]

7 Why do you think the author regarded the young Buddhist priests as 'the worst of all' (line 11)? [2]

8 Identify two examples of the 'dirty work' of the Empire in paragraph 2 and explain how they are regarded as 'dirty' to the author [2]

Examples of 'dirty work' of the Empire	Explain how each example is regarded as 'dirty' to the author
1	
2	

[Turn over

9 'With one part of my mind I thought of the British Raj as an unbreakable tyranny, as something clamped down .' (lines 22 – 23) With reference to this line how did the writer feel while working under British rule? [1]

10 'Feelings like these are the normal by-products of imperialism, ask any Anglo Indian official, if you can catch him off duty' (lines 25 – 26) What can you infer about the nature of the job of an Anglo Indian official? [2]

11 I took my rifle, an old 44 Winchester and much too small to kill an elephant, but I thought the noise might be useful *in terrorem*' (lines 30 – 32) What do you think the author planned to do? [1]

12 From paragraph 5 provide two reasons why you think the escaped elephant might seem dangerous to the locals [2]

13 From paragraph 6, identify two possible conditions and explain how they would hinder the author's search for the escaped elephant [2]

14 The structure of the text reflects the main feelings of the author as he reacts to the events of the day
Complete the flow chart by choosing one word / phrase from the box to summarise the main feeling described in each part of the text There are some extra words / phrases in the box that you do not need to use

Author's Feelings

state of confusion	dismissive	trapped	denial	hatred	irritation	frustration	helplessness

Flow chart

Paragraph 1 (i) _____

↓

Paragraph 2 (ii) _____

↓

Paragraph 3. (iii) _____

↓

Paragraph 6 (iv) _____

[4

[Turn ove

SCGS 2011

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 15 – 22.

15 In paragraph 1, explain fully why it is inconvenient for tourists to reach Thimphu? [1]

16 With reference from lines 2 to 5, compare the tone of road signs that a traveller might encounter in Bhutan with those found in other Western countries [1]

Those in Bhutan	
Those in other Western countries	

17 Why do you think the road signs are considered to be 'a suitably uplifting welcome to visitors' (line 6)? [1]

18 In Paragraph 2, which word tells us that happiness is difficult to attain? [1]

19 Bhutan's measure for progress has been described as a global oddity' (line 15) Explain this in your own words [2]

[Turn over

20 'Bhutan's stark warning that the rest of the world is on an environmental and economical suicide path' (lines 18 to 19) What is so effective about using the phrase 'suicide path'? [2]

21 Here is a part of a conversation between two friends, Amanda and Barry, who have read the article

Amanda	Bhutan is completely dependent on the environment
Barry	Not necessarily The people do have some control

(i) Identify one main reason from Paragraph 9 that Amanda can give to support her view [1]

(ii) With reference from Paragraph 10, what reason can Barry give to explain his position? [1]

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SINGAPORE CHINESE GIRLS' SCHOOL
PRELIMINARY EXAMINATION 2014

ENGLISH LANGUAGE 1128/02

Paper 2 Comprehension

Friday 25 July 2014 1 hour 50 minutes

SUGGESTED ANSWERS

ANS FOR PAPER 1 EDITING

1) a – the
2) had – have
3) ✓
4) fatigued – fatigues
5) our – my
6) by – in
7) in – with
8) ✓
9) but – and
10) survive – survived/surviving

[Turn over

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Section A [5 marks]

Text 1

Refer to the print advertisement (Text 1) on page 2 of the insert for Questions 1 – 4.

1 Who is the target audience for this advertisement?

[TARGET AUDIENCE] Those who are diabetic or pre-diabetic

2 Look at the photograph of the man in the poster With reference to the advertisement, what do you think is being suggested by his attire?

INFERENCE & IMAGE] He is wearing a white coat with a tie,
-and this causes the reader to associate him with someone in the medical profession, thus increasing credibility of the source.
-endorsing/ approving of the product.

3 Explain two unspoken messages conveyed by the man's hand gesture in the photograph

[IMAGE] The hand gesture shows 3 fingers
1 they reiterate the Triple Check of blood glucose, blood pressure and body weight
2 they refer to the Triple care system of nutrients of advanced carbohydrate system, improved lipid blend and weight management support. 1
3 product is suitable/ beneficial/ effective/ safe/ is approved for consumption for diabetics/ pre-diabetics
X good/ fine/ alright/ okay

4 With reference to the tagline at the bottom of the advertisement, 'Glucerna® Triple Care™ Be In Control ' What is the intended effect of this?

[EFFECT QTN] This is to encourage consumers to take charge in managing their diabetes (which is possible by consuming this system of nutrients).
√ can manage/ can control/ feel empowered to control condition
X can monitor/ buy product

[Turn c

Section B [20 marks]

5 What is ironical about the situation that the writer was facing in lines 1 to 2? [1]
(LANGUAGE FOR EFFECT)

- Despite being a policeman who safeguards the natives' welfare/ wellbeing/ commands respect, he was hated
- Despite being a policeman who upholds justice and who has not done anything wrong to the people, he was hated

X important therefore is being hated

6 'No one had the guts to raise a riot, but if a European woman went through the bazaars alone somebody would probably spit betel juice over her dress" (lines 4 - 6)

(i) What can you infer about the attitudes of the locals towards the Europeans from this line? [2]

[INFERENCE]

- Scared/ cautious/ did not dare to raise a riot as they did not dare to publicly create a demonstration
- Antagonistic/ filled with hatred/ contemptuous/ condemning/ rude/ mean/animosity/ disrespectful/ despised/ detest/ loathe as they would pick on single female European females and spit on her as an insult.

X bitter/ look down/ discriminatory/ disapprove/ dislike/ ill feelings/ unwelcoming

(ii) How was this attitude of the locals further highlighted in paragraph 1? [1]

[DIRECT]

- *"As a police officer I was an obvious target and was baited whenever it seemed safe to do so."* <u>or</u>
- *When a nimble Burman tripped me up on the football field and the referee (another Burman) looked the other way, the crowd yelled with hideous laughter.* <u>or</u>
- *the sneering yellow faces of young men that met me everywhere, the insults hooted after me when I was at a safe distance*

Buddhist priests were jeering

7 Why do you think the author regarded the young Buddhist priests "the worst of all" (line 11)? [1]

[INFERENCE]

- *There were thousands of them in the town and they jeered at the Europeans*
- *The author would have expected religious men to have upheld themselves with proper conduct*

8 Identify two examples of the 'dirty work' of the Empire in paragraph 2 and explain how it regarded as "dirty" to the author [2]

[INFERENCE]

Examples of "dirty work' of the Empire	Explain how it is regarded as "dirty" to the author *Should show fault of the empire.*
1. "the wretched prisoners huddling in the stinking cages of the lock-ups"	*-the Empire subjected the prisoners to unhygienic/ unsanitary living conditions They were treated like animals/ treated inhumanely/ stripped of human dignity* *Also accepted subjected to dire/ uninhabitable conditions* *Not accepted: they lived in poor/ harsh - conditions (vague, doesn't show fault of the empire)*
2. "the scarred buttocks of men who had been flogged with bamboos"	*-the inhumane beating** *- subject to brutality/ abuse/ violent beatings* *Not accepted- they were tortured (different meaning). They were treated harshly* **students should not use the same keyword (e.g. 'inhumane') in both boxes*

9 "With one part of my mind I thought of the British Raj as an unbreakable tyranny, as something clamped down ." (lines 22 - 23) With reference to this line, how did the writer feel while working under British rule? [1]

[LANGUAGE FOR EFFECT]

- *He felt that he was stifled/ oppressed/ chained/ tied to a fixed or immovable institution. (restricted)*
- *He felt conflicted (or had mixed feelings) as he felt sorry for the oppressed people*

Not accepted: He felt unhappy

10 "Feelings like these are the normal by-products of imperialism, ask any Anglo Indian official, if you can catch him off duty" (lines 25 - 26) What can you infer about the nature of the job of an Anglo Indian official? [2]

[INFERENCE]

- *The job made one sandwiched/ caught between/ experience conflicting emotions/ emotional distress due to hatred for the British empire and rage for the mean-spirited locals*
- *The job is very busy/ demanding as it seemed hard to see an official on a break*
- *The job is very strict/ requires total submission as they can only speak freely when they are off duty*

11 "I took my rifle, an old 44 Winchester and much too small to kill an elephant, but I thought the noise might be useful *in terrorem*" (lines 30 - 32) What do you think the author planned to do? [1]

- *[INFERENCE] Had only planned to scare the elephant*

12 From paragraph 5 provide two reasons why you think the escaped elephant might seem dangerous to the locals [2]

[DIRECT]

- *The escaped elephant has turned violent killing a cow (1)*
- *and overturning the van and hitting it (1)*
- *It has destroyed somebody's bamboo hut (destructive destroyed their property) (1)*

Not accepted Its handler, the only person who could tame it, has headed in a different direction (X) The locals do not have any instruments of defence against it (X) Raided some fruit-stalls and devoured the stock (X)

13 From paragraph 6, identify two possible conditions and explain how they would hinder the author's search of the escaped elephant? [2]

[INFERENCE]

- *The labyrinth of squalid bamboo huts - would limit their view when searching/ is like a maze which would confuse them*
- *The winding steep hillside – impedes movement/ is dangerous to trek on/ would block the search team's view of the elephant in the near distance*
- *The cloudy, stuffy morning at the beginning of the rains – would impede visibility or cause discomfort (due to the humidity)*
- *Locals could not give definite information (search could not be narrowed/ narrator did not know where to start)*

***Note:** Successful explanation is NOT simply paraphrasing the Q ("would impede the author's search/ made the search difficult"), much less simply lifting it!*
To successfully explain, link the evidence to the Q ("poor visibility"/ 'rain would cause delays")

14 **Main stages**

Flow chart [GLOBAL QUESTION]

Paragraph 1: irritation
Paragraph 2: hatred
Paragraph 3. trapped
Paragraph 6: frustration

Section C [25 marks]

15 In paragraph 1, explain fully why it is inconvenient for tourists to reach Thimphu?

(Requires both 1 and 2 below)

1 *Because of the winding mountain road*
2 *This is dangerous for them for those who are unfamiliar with it OR Would require a guide/ Would be lost without a local guide OR is made worse by the lack of cautionary signs about hazards to look out for*

16 With reference from lines 2 to 5, compare the tone of road signs that a traveller might face in Bhutan and a Western country

[VOCAB & COMPARE/CONTRAST]

Bhutan	***Inspirational / Motivational/ uplifting / optimistic*** *X happy/ friendly*
Western Country	***Directive / Warning / strict / cautionary*** *X Cautious / loud and bossy*

Requires both answers to get 1 mark

Instead of **[Western countr]** **road hazards** or **signs that caution** one to **watch the speed limit,** (they tell you what to do) they offer the traveller a series of mantras. **[Bhutan] "Life is a journey! Complete it!"** says one, while another urges drivers to, **"Let nature be your guide"** (They tell you inspirational quotes).

17 Why do you think the road signs are considered to be "a suitably uplifting welcome to visitors" (line 6)?

[INFERENCE] Need to look at the contextual evidence in the paragraph and not just any possible answer Any link to how it reflects the state of the country will be awarded.

[Turn

UPLIFTING → As Bhutan is known to be a largely spiritual place (clues taken from monasteries, fluttering prayer flags) [1], including motivational or inspirational phrases on the road signs is in line (suitable) with the nurturing/improves of a traveller's soul/mood when they arrive on their journey

OR Road signs are encouraging and offer series of mantras, and thus are a clear representation and introduction of Bhutan's determined pursuit of national happiness.

X phrases make people feel welcomed
X because it is uncommon

18 In Paragraph 2, what word tells us that happiness is difficult to attain? [1]
[VOCAB] elusive

Elusive hard to express or define / evasive

19 Bhutan's measure for progress has been described as "a global oddity" (line 15) Explain this in your own words [2]

EXPLAIN THIS "a global oddity" All that is needed is word substitution of 'global" and 'oddity"

OWN WORDS] Answer comes from "a global oddity" – Bhutan's measure has been considered to be one that is strange / peculiar (oddity) [1] As compared to the rest of the world (global) [1]

20 Bhutan's approach is a warning on the 'environmental and economical suicide path" (lines 18 to 19) that other countries are on What is so effective about using the phrase "suicide path"? [2]

1 Mark needs to focus on Suicide Harming of Self or Irreversible

1 Mark would be additional explanation How it is self harming because the way of measuring progress affects environment negatively and leads to financial collapse

If student writes literally "countries are killing themselves" – overall 1 mark will only be awarded due to language and expression issue

[EFFECTIVE – LANG USE] As other countries' way of measuring progress affects the environment negatively on a large scale and has resulted in financial collapse [1], it is effective as it reflects/emphasises the countries' self-harm/self-destruction [1]

21 Here is a part of a conversation between two friends, Amanda and Barry, who have read the article

[Turn over

Amanda	Bhutan is completely dependent on the environment
Barry	Not necessarily The people do have some control

[1]

(i) Identify one main reason from Paragraph 9 that Amanda can give to support her view

Need to support the view of WHY BHUTAN IS COMPLETELY DEPENDENT ON ENVIRONMENT Answers must be angled towards that It is a broad question so you cannot just use the example of one person's crops.

PERSPECTIVES] They are mostly farmers and depend on the weather / good environment to produce their crops / for their living

X they are farmers

(ii) With reference from Paragraph 10, what reason can Barry give to explain his position?

They could rely on modern techniques like hydropower to aid in their agriculture.

Needs to be specific (People do work to reduce flooding → Too vague)

22 Using your own words as far as possible, summarise the positive effects Bhutan's government has on its people and the *problems it is facing as a nation.*

Use only information from paragraphs 5 to 8

Your summary must be in continuous writing (not note form). It must not be longer than 80 words long (not counting the words given to help you begin)

Bhutan's policies have its advantages and disadvantages Mainly, the people

NOTE: Positive results should only focus on People.

A: positive effects Bhutan's government has on its people
B *problems it is facing as a nation.*

Tense. Present

	POSITIVE RESULTS (on people)	
1	"doubled life expectancy"	*Many people are living longer* *X Many people are living 100% longer*
2	"enrolled almost 100% of its children in primary school"	*Almost all of the children have basic education* *X All children*
3	'overhauled its infrastructure"	*(Transportation and communication systems) Accessibility or Infrastructure has been improved for the people* **There is no need to actually replace the word infrastructure* *X buildings (infrastructure does not just encompass buildings)/roads*
4	"wellbeing of its people" is taken care of	*There is a focus on the people's happiness / welfare* *(Those who tweaked their point on banning vehicles, etc to the positive effect on the people's wellbeing were provided with this point)*
	PROBLEMS	
5	"one of the poorest nations on the planet"	*However, they are one of the poorest countries on earth* *X They are not the poorest neither can you say as a poor nation*
6	A quarter of its 800,000 people survive on less than $1 25 a day.	*A quarter of the population survive on meagre earnings* *(Some calculated the percentage, etc but there is a need to mention that what they survive on is not just little money, but very little And not ALL of the people suffer in this way)*

[Turn over

7	and 70% live without electricity	*And most / a majority do not have basic electricity* *X Many do not have*
8	It is struggling with a rise in violent crime, a growing gang culture	*Challenged with growing violent crimes due to an increase in gangs* *(Both violent crimes & gang culture needed)*
9	"the pressures of rises in both population"	*They also face problems in increasing population*
10	"and global food prices "	*And international food prices* *X pressures in rising food price*

END OF PAPER 75 words

SJI (1)

Name _____( ) Class _____

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the life of Albert Einstein
The first and last lines are correct. For eight of the lines, there is one grammatical error in each line
There are two other 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 p m _____at_____

My mother wears fashionable clothes _____√_____

E=mc^2 is an equation familiar to every school child and adult across the
world, though not many grasps its significance, and even fewer understand its 1 _____
meaning However, everyone knows that Einstein's theories change the course of 2 _____
science forever, catapulting a shy and brilliant young scientist to everlasting fame 3 _____
He published a number of highly controversial but important research papers 4 _____
The Einstein phenomenon went true global when E=mc^2 came to life with a bang 5 _____
in 1945 and journalists, governments and the public seek his opinion on the 6 _____
threat of atomic war By then, he was 66 years old, an active voice in world peace 7 _____
and indelibly alive in the mind of the public as the world's greatest genius Until 8 _____
his death in 1955, he remains perplexed and bemused by his fame and 9 _____
considered himself a "lone traveller", believed his passionate sense of social 10 _____
responsibility was at odds with his independent spirit

Adapted from The Einstein enigma, *Time*, June 1999

SJI (2)

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 3, study the information carefully and plan your answer before beginning to write.

You are the President of the English Language and Drama Society in SJI. As part of the inaugural English Language Fiesta 2014 you have been given the task of organizing a series of activities to promote a love for the English Language.

To prepare for the project, you have been asked by your teacher-in-charge to select some of the activities from the webpage that you have come across

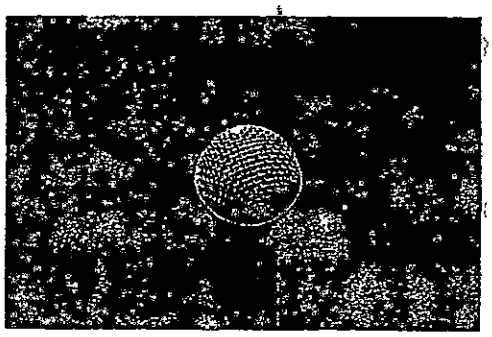
Write a report to the Head of Department, English Language stating

- The aims and objectives of the English Language Fiesta
- Two activities shown in the website that will be beneficial to SJI students
- One activity not shown in the website that both teachers and students can be actively engaged in

Write your report in clear, accurate English to convince the Head of Department that your suggestions will help to make the event a success.

You should use your own words as much as possible.

FOUR FUN ACTIVITES TO ENGAGE ENGLISH LANGUAGE LEARNERS!

DRAMA	*Through drama you can [redacted] Plays often capture the essence of a culture. Drama will help you to be [redacted] aware of how your physical presentation can affect the way people see you*
PUBLIC SPEAKING 	*Public speaking has shown to develop a student's ability to analyze, organize and deliver presentations. This activity can help a student throughout school as well as his/her chosen career*
DEBATE	*The process of debate offers immense benefits, given its emphasis on [redacted] and [redacted] Once students have learned how to debate, they are better able to critically examine and make informed judgments about crucial issues*
MUSICAL PERFORMANCE	*Research has shown that integrating music helps with spoken interaction It is an excellent means of enabling students to memorise words and phrases and develop familiarity with the sounds, rhythms and stress of English*

Source 4funactivites@EL com snl

Section C [30 marks]

Begin your answer on a fresh page

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

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

1 'In creating opportunities for all, MOE will ensure that every school is a good school ' In your opinion, what makes a school 'good'?

2 Teenagers today are socially inept What are your views?

3 Describe a particularly pleasant experience that made you realize that Singaporeans can be compassionate

4 Discuss some ways to improve the lives of migrant workers in Singapore

End-of-Paper

(5)

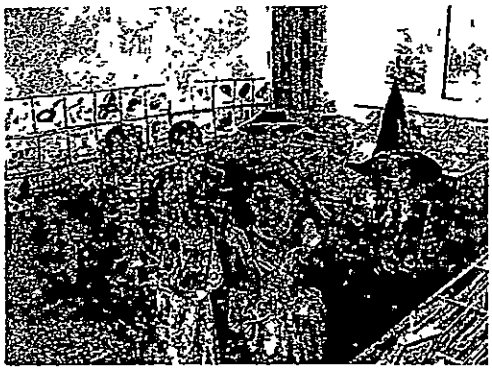
SJI

Section A

Text 1

Study the poster below and answer Questions 1 – 4 *in the Question Paper Booklet*

WORLD BOOK DAY fest



Adapted from www worldbookday com/

World Book Day is a day set aside every year to celebrate reading, books, authors and illustrators It's marked in more than 100 countries around the world. We are delighted to be celebrating the 16th World Book Day on Thursday 6th March 2014 Over the last 16 years World Book Day has become firmly established as the biggest annual event promoting the enjoyment of books and reading The main aim is to encourage children to explore the pleasure of books and reading by providing them with an opportunity to have a book of their own This may sound like a very simple idea, but unfortunately, many children do not have access to books in their homes

A key aim of World Book Day is to give every child in the country a book of their own to keep. Every nursery and pre-school that registers with us receives $1 50 World Book Day Book tokens to distribute to children, who can exchange them for one of nine exclusive $1 50 World Book Day Books – or, if they prefer, $1.50 off any book costing more than $3.99 The tokens are sponsored by National Book Tokens, publishers and booksellers.

(6)

Section B

Text 2

In this passage, a writer subjects himself to being water boarded as part of an investigation into torture methods used by the United States Military Read it carefully and answer Questions 5 – 14 in the Question Paper Booklet

1 Here is the most chilling way I can find of stating the matter. Until recently, "waterboarding" was something that Americans did to other Americans It was inflicted, and endured, by those members of the Special Forces who underwent the advanced form of training In these harsh exercises, brave men and women were introduced to the sorts of barbarism that they might expect to meet at the hands of a lawless foe who disregarded the Geneva Conventions But it was something that Americans were being trained to *resist*, not to *inflict*.

2 Exploring this narrow but deep distinction on a gorgeous day last May, I found myself deep in the hill country of western North Carolina, preparing to be "tortured" by a team of extremely hardened veterans. It goes without saying that I knew I could stop the process at any time, and that when it was all over I would be released into happy daylight rather than returned to a darkened cell. But it's been well said that cowards die many times before their deaths

3 On the night before the encounter, I got to sleep with relative ease, but woke early and knew at once that I wasn't going back to any sort of doze or snooze The first specialist I had approached with the scheme had asked my age on the telephone and when told what it was (I am 59) had laughed out loud and told me to forget it

4 Waterboarding is for Green Berets in training, or wiry young jihadists whose teeth can bite through the gristle of an old goat. It's not for wheezing, paunchy scribblers For my current "handlers" I had had to produce a doctor's certificate assuring them that I did not have asthma, but I wondered whether I should tell them about the 15,000 cigarettes I had inhaled every year for the last several decades I was feeling apprehensive, in other words, and beginning to wish I hadn't given myself so long to think about it.

5 I have to be opaque about exactly where I was later that day, but there came a moment when, sitting on a porch outside a remote house at the end of a winding country road, I was very gently yet firmly grabbed from behind, pulled to my feet, pinioned by my wrists (which were then cuffed to a belt), and cut off from the sunlight by having a black hood pulled over my face

6 I was then turned around a few times, I presume to assist in disorienting me, and led over some crunchy gravel into a darkened room Well, mainly darkened: there were some oddly spaced bright lights that came as pinpoints through my hood. And some weird music assaulted my ears. (I'm no judge of these things, but I wouldn't have expected former Special Forces types to be so fond of New Age techno-disco) The outside world seemed very suddenly very distant indeed.

7 Arms already lost to me, I wasn't able to flail as I was pushed onto a sloping board and positioned with my head lower than my heart. Then my legs were lashed together so that the board and I were one I do have a fear of drowning that comes from a bad childhood moment on the Isle of Wight, when I got out of my depth

8 As a boy reading the climactic torture scene of *1984*, where what is in Room 101 is the worst thing in the world, I realize that somewhere in my version of that hideous chamber comes the moment when the wave washes over me Not that that makes me special I don't know anyone who likes the idea of drowning. As mammals we may have originated in the ocean, but water has many ways of reminding us that when we are in it we are out of our element In brief, when it comes to breathing, give me good old air every time

9 The "board" is the instrument, *not* the method You are not being boarded You are being watered This was very rapidly brought home to me when, on top of the hood, which still admitted a few flashes of random and worrying strobe light to my vision, three layers of enveloping towel were added

10 In this pregnant darkness, head downward, I waited for a while until I abruptly felt a slow cascade of water going up my nose I held my breath for a while and then had to exhale and – as you might expect – inhale in turn The inhalation brought the damp cloths tight against my nostrils, as if a huge, wet paw had been suddenly and annihilatingly clamped over my face It was then I realized that I couldn't tell if I was breathing or not.

11 I triggered the pre-arranged signal and felt the unbelievable relief of being pulled upright and having the soaking and stifling layers pulled off me I find I don't want to tell you how little time I lasted

Adapted from Christopher Hitchens, **Believe Me, It's Torture**

8

Section C

Text 3

Read it carefully and answer Questions 15 – 20 in the Question Paper Booklet

1 Everyone tells a little white lie now and then But a Cornell professor recently claimed to have established the truth of a curious proposition We fib less frequently when we are online than when we are talking in person Jeffrey Hancock asked 30 of his undergraduates to record all of their communications -- and all of their lies -- over the course of a week When he tallied the results, he found that the students had mishandled the truth in about one-quarter of all face-to-face conversations, and in an astounding 37 percent of phone calls. But when they went into cyberspace, they turned into Boy Scouts only 1 in 5 instant-messaging chats contained a lie, and barely 14 percent of e-mail messages were dishonest

2 Wasn't cyberspace supposed to be the zone where you could not trust anyone? Back when the Internet first came to Main Street, pundits worried that the digital age would open the floodgates of deception Since anyone could hide behind an anonymous Hotmail address or chat-room moniker, Net users, we were warned, would be free to lie with impunity. Parents panicked and frantically cordoned off cyberspace from their children, under the assumption that anyone lurking out there in the ether was a creep until proved otherwise And to a certain extent, the fear seemed justified According to psychological theory, we are more likely to lie to people when there is distance between us You cannot get much more distant than an online buddy in Siberia who calls himself Ominous-1

3 Why were those fears unfounded? What it is about online life that makes us more truthful? It is simple We are worried about being caught. In real life, after all, it is actually rather easy to get away with "spin". If you tell a lie to someone at a cocktail party, you can always backtrack later and claim that you did not say such a thing

4 On the Internet, though, your words often come back to haunt you The digital age is punishing on its liars, as a seemingly endless parade of executives are learning to their chagrin Today's titans of industry are laid low not by ruthless competitors but by prosecutors gleefully waving transcripts of old e-mail, filled with suggestions of subterfuge Even Microsoft was tripped up by old e-mail messages, and you would figure its employees would know better

5 Indeed, the axiom that machines never forget is built into the very format of e-mail -- consider that many e-mail programs automatically "quote" your words when someone replies to your message. Every time I finish an e-mail message, I pause for a few seconds to reread it before I hit "send" just to make sure I have not said something I will later regret. It is as if I am constantly awaiting the subpoena And it is not only e-mail that records our deeds for future scrutiny Before going on a first date, people Google their partners to see what they can learn Mobile phones take photographs. We are facing an age in which virtually nothing will be forgotten

6 Still, it is not only the fear of electronic exposure that drives us to tell the truth There is something about the Internet that encourages us to bare our souls Psychologists have noticed for years that going online seems to have a catalytic effect on people's personalities The most quiet and reserved people may become deranged loudmouths when they sit behind the keyboard, staying up until dawn and conducting angry debates on discussion boards with total strangers You can usually spot the newbies in any discussion group because they are the ones WRITING IN ALL CAPS – they are tripped out on the Internet's heady combination of geographic distance and pseudo-invisibility

7 The Samaritans, a British crisis-line organization, has found that 50 percent of those who write in via e-mail express suicidal feelings, compared with only 20 percent of those who call in This is not because Net users are more suicidally depressed than people offline It is just that they are more comfortable talking about it – "disinhibited", as the mental-health profession would say The Net has become a vast arena for collective therapy – for a mass outpouring of what we are thinking and feeling Stripped of our bodies, it seems, we become creatures of pure opinion

Adapted from **The Honesty Virus** by Clive Thompson

(10)

Name : _____ ( ) Class : _____

Section A [5 marks]

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

1 What is the effect of using the word "Big" in the subheading?

....

. . .. [1]

2 Explain the role of National Book Tokens, publishers and booksellers in World Book Day

....

.. .. [1]

3 Other than promoting World Book Day, how else can the use of social media be beneficial to the event?

....

... ... [2]

4 How do the photos show that World Book Day can be an enjoyable event for the children?

....

.... [1]

(11)

Name : _____ ( ) Class : _____

Section B [20 marks]

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

5 What does the writer mean when he states that Americans were "trained to resist, not to inflict" (line 8)?

..... [2]

6 What is the writer trying to imply with the use of quotation marks on the word "tortured" (line 11) Give a reason for your answer

..... [2]

7 What does the word "hardened" (line 11) suggest about the veterans?

..... [1]

8 Why did the specialist "(laugh) out loud" (lines 19-20)?

..... [1]

9 From paragraph 4, what could be **two** probable causes for the writer's wheezing?

..... [2]

10 In paragraph 5, the writer mentions that his whereabouts had to be kept secret What word does he use to convey this?

..... [1]

11 Explain how the language used in paragraph 5 shows the effect of the attack on the writer

"grabbed from behind" (line 31-32)	
"pinioned by my wrists" (line 32)	
"black hood pulled over my face" (lines 33-34)	

[3]

12 What does the writer mean when he mentions "water has many ways of reminding us that when we are in it we are out of our element" (lines 52-53)?

..... [2]

(13)

13 Paragraph 10 describes the writer's experience at waterboarding What effect do the descriptions below have on the writer?

Description	Effect on the writer
"pregnant darkness" (line 60)	
"huge wet paws . clamped over my face" (lines 64-65)	

[2]

14 The structure of the text reflects the feelings of the writer as he undergoes the process of being waterboarded Complete the flow chart by choosing one word from the box to summarise his feelings as described in each part of the text There are some extra words in the box that you do not need to use

The writer's feelings

terror	melancholic	abashed	despair	uneasy	confusion	helplessness

Flow Chart

Paragraph 6 : **(i)** ....

↓

Paragraph 7 : **(ii)** . ...

↓

Paragraphs 9-10 : **(iii)** ....

↓

Paragraph 11 : **(iv)** ....

[4]

(14)

Section C [25 marks]

Refer to Text 3 on page 5 and 6 of the Insert for Questions 15 – 20.

15 "Everyone tells a white lie now and then" (line 1)

What is the writer's tone?

.... [1]

16 "When the Internet first came to Main Street, pundits worried that the digital age would open the floodgates of deception " (lines 12-13)

(a) What does the word "floodgates" suggest about the lies?

.... [1]

(b) Give two reasons for the pundits' fear **Answer in your own words**

(i) . ...

. .. .

(ii) .. . .

.. .. [2]

17 Why is it ironic that "Microsoft was tripped up by old e-mail messages" (line 32)?

.. ..

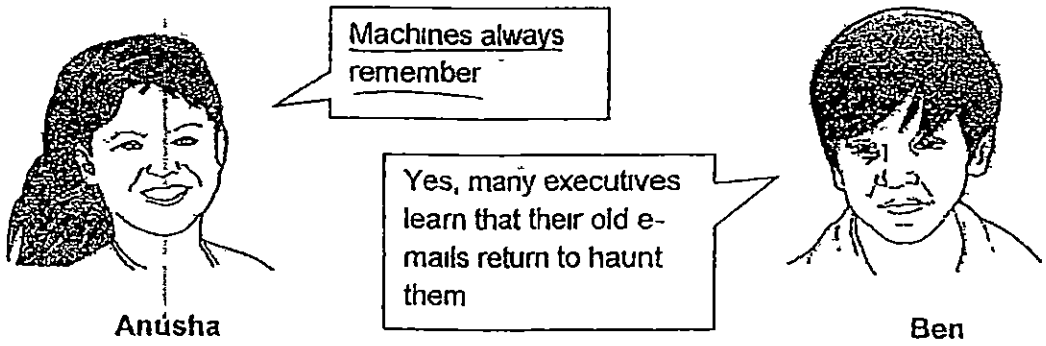
....

.....

.... [2]

(15)

18 Here is part of a conversation between two students, Anusha and Ben who have read the article



(i) Apart from e-mail "quoting" a person's words, identify another example from paragraph 5 that Anusha can give to support her view

..... [1]

(ii) How would Ben explain in detail his position with reference to paragraph 4? **Answer in your own words**

..... [2]

19 What does the word "catalytic" (line 46) suggest about the effect of the Internet on people's personalities?

..... [1]

BLANK PAGE

Please continue to complete the summary on Page 9.

(17)

Name : _____ ( ) Class . _____

20 **Using your own words as far as possible**, summarise the reasons why the Internet makes people more truthful

Use only information from paragraphs 3 to 7.

Your summary, which must be in continuous writing (not note form), must not be longer than 80 words (not counting the words given to help you begin)

Begin your summary as follows

The Internet we know of today makes people more truthful .. ..

.. ..

. ...

.. . .

. .. .

....

....

....

. .. .

.. . .

....

.. ..

.. . .

... .

....

....

.... **No of words** [ ] [15]

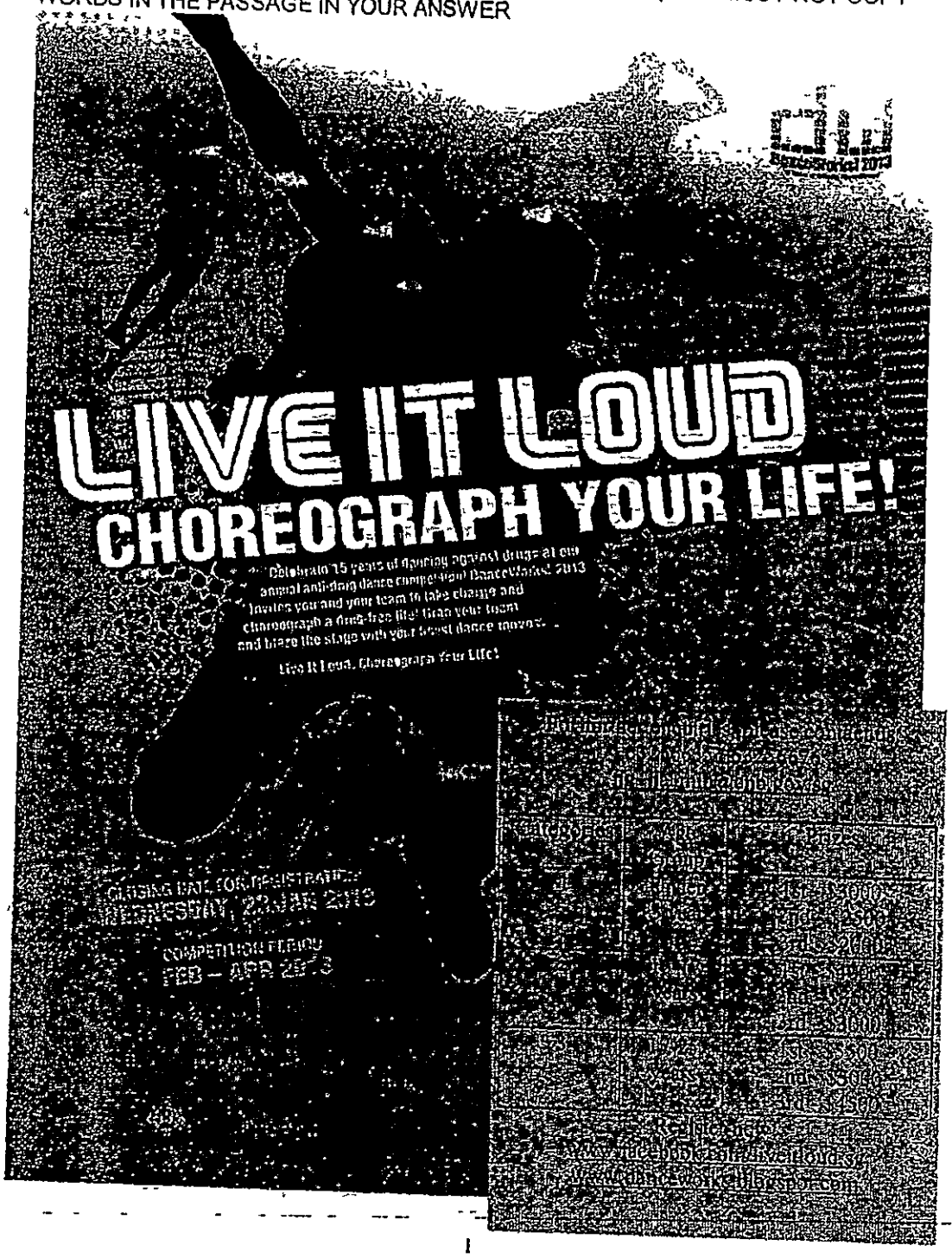
Saint Andrews Secondary School

Text 1

Study the advertisement below and answer Questions 1-4

Read Text(s) 2 and 3 and answer Questions 5-19

NOTE When a question asks you to answer in your own words, YOU MUST NOT COPY WORDS IN THE PASSAGE IN YOUR ANSWER



Text 2

(In this extract, a young woman displays her extraordinary willpower despite her rough childhood)

1 In 1997, I found myself in a situation I never thought I'd be in alone and begging for money in New York. I was 16, homeless, and desperately searching for a high school that would let me enroll after years of truancy. My father had been estranged from our family for a while, and though I knew he was in a nearby men's shelter, he was in no position to help My mother had recently died from complications related to cancer, and I'd spent the few months since her death sleeping in friends' homes or on a staircase landing in some random building in the bustling city.

2 What I remember most about such nights is lying on the cold marble floor and using my backpack for a pillow, my worn out flannel shirt draped over me to dim the unrelenting fluorescent lights. I'd listen as the sounds of families echoed up to me in the staircase – children calling out for their parents, TVs playing cartoons, dinner plates clanking – all the sounds of life that transform an apartment into a home To deal with the isolation, I escaped into daydreams. With my eyes shut, I would envision my family together again: snapshots of Ma alive and the way she'd get those little lines around her eyes whenever she laughed really hard, and the four of us – Mum, Dad, my sister Lisa, and me – safe under one roof again. But the most vivid daydreams were about my future. I would see myself sitting in school, diligently taking notes. I'd see myself walking across a university campus filled with tall stone buildings drizzled in autumn leaves, my attention focused as I walked briskly to class. The feelings of safety, belonging and hope helped soothe me to sleep.

3 My life today bears no resemblance at all to my life then. I graduated not only from high school but also from Harvard University. I no longer wear tattered clothes or sleep in hallways. Instead, I am safe each night in my own apartment in Manhattan. And my passion for the past 11 years has been to travel around the world helping people transform their own lives. In short, I am unrecognisable from my former self. Oddly enough, even after all that I've been through – and maybe because of it – I believe that a certain amount of want is healthy. In fact, "freedom from want" was never my goal. Indeed, want served as a catalyst for my dreams, not a hindrance, and my dreams have always been what motivated me

4 When I was that young homeless woman struggling to find a break, I'd spend hours trekking the footpaths of Manhattan searching for a school – any school – that would admit me. What would have been torturous for most was not for me. That's because I recognised that I was on the verge of enacting the very scenes I had imagined back on those frozen stairwell landings where I slept. These scenes even had their own soundtrack. In my pocket I carried an old, busted-up CD player on which I played inspirational tunes. Paula Cole's "Me" and Michael Cook's "The Distance" I saw my future and clearly envisioned stepping into it.

5 Even though I had lost my family and was carrying around nothing more than some music, a photo of my mother, a few articles of clothing, and some shoplifted food, dreaming about my future and then acting on it was as exciting as getting

into Harvard. Much the way a captain orients his ship to a constellation, I realised there was a place I wanted to be, and my goals guided my daily actions as I took steps to get myself there

6 While I made choices every single day to turn my life around, equally critical to my journey were the people there to see me through There was the alternative high school, Humanities Preparatory Academy that was my one 'yes' in a world filled with 'no' There was also the haven for homeless teenagers called the Door, a non-profit organisation that provided me with counselling, medical care and food, all of which kept me going while I completed my homework in train stations and under hallway lights. For me to have succeeded, there had to be people to meet me halfway, and when I searched for them – they were there.

7 Perhaps the most surprising help though, I did not seek out; it found me. After I'd spent two years as a homeless student earning 'A's in my courses, The New York Times told my story. In the weeks that followed, dozens of strangers reached out to me from all across the United States. At my high school, I began receiving handwritten letters of encouragement. Strangers showed up bearing brownies, clothes, books, and even hugs. Since the article mentioned I was applying to Harvard, one woman knitted a blanket for me. She attached this note to the box it was posted in: "It gets cold in those dorms. May you warm yourself knowing that people care about you." Before these people – some of them nameless – I just didn't realise how good people could be But now I do, and I can say that the people who helped me have forever changed me. They are the reason behind my decision to join the board at the Door so that I can be part of a small team of people opening a high school for homeless teenagers. They are the reason I dedicate my life to opening pathways for others.

Source: The New York Times

Text 3

1 It's easy to miss amid the day-to-day headlines of global economic problems, presidential campaign gossip and Middle Eastern chaos, but there is a less conspicuous kind of social upheaval underway that is fast altering both the face of the planet and the way that human beings live That change is the rapid acceleration of urbanisation, as more and more people in every corner of the world put down their farm tools and move from the countryside or the village to the city In 2008, for the first time in human history, more than half the world's population was living in towns and cities. And as a new paper published in the Proceedings of the National Academy of Sciences (PNAS) shows, the process of urbanisation will only increase in the decades to come, with an enormous impact on biodiversity and potentially on climate change.

2 The bulk of that great urban expansion will be in Asia — where more than 75% of the increase in urban cover is projected to occur — and in Africa, where urban land cover will be 590% above the 2000 level of 41,000 sq. km In China and in India, cities will balloon, especially smaller, second-tier cities like Dalian or Pune that often lack the attention and the funding of megacities like Guangzhou or Shanghai. That's worrying because much of the urbanisation wave is happening with little to no advance planning, amplifying the environmental cost of stuffing hundreds of millions of poor people into half-built metropolitan areas that often lack basic sanitation, waste management or water services "The growth is really going to be in those medium-sized cities, and that's where the planning has often been lacking," says Professor Lucy Hutyra of Boston University

3 Those areas of Asia, Africa and parts of South America that will see urban territory grow most rapidly tend to overlap with biodiversity hotspots, concentrations of exotic plants and animals. Humans are the ultimate invasive species. When we move into new territory, we often displace the wildlife that was already living there. Researchers estimate that urban expansion will encroach on or displace habitats for 139 amphibian species, 41 mammalian species and 25 bird species that are either critically endangered or endangered. And as land is cleared for those new cities — especially in the densely forested tropics — carbon will be released into the atmosphere as well. "In developing countries, there is a lot of pristine land and hotspots that could be threatened by the process of urbanisation," says Karen Seto, a professor of the urban environment at Yale University.

4 Counter-intuitive as it might be, we've usually presented urbanisation as a good thing for the environment and especially for carbon emissions. In the U.S , its residents of cities like New York that tend to have smaller carbon footprints, especially compared to their counterparts in the countryside and the suburbs. Dense urban areas reduce commute distances — saving gas — and allow residents to forgo cars altogether. That density also pushes urban residents to live in smaller homes, which in turn means less energy is needed for heating and cooling living spaces. If urbanisation tends to be good for the environment in the

U S and Europe, why wouldn't that be the case in the rest of the world?

5 It's true that as people in developing nations move from the countryside to the city, the shift may reduce the pressure on land, which could in turn be good for the environment. This is especially so in desperately poor countries like Madagascar, where residents in the countryside slash and burn forests each growing season to clear space for farming But the real difference is that in developing nations, the move from rural areas to cities often leads to an accompanying increase in income and that increase in income leads to an increase in the consumption of food and energy, which in turns produces an uptick in carbon emissions. Getting enough to eat and enjoying the safety and comfort of living fully on the grid is certainly a good thing — but it does carry an environmental price.

6 The urbanisation wave can't be stopped — and it shouldn't be. But the PNAS paper does underscore the importance of managing that transition. Seto notes that around 65% of the urban land core in 2030 has yet to be built. If we do it the right way, we can mitigate urbanisation's impacts on the environment. "There is an enormous opportunity here, and a lot of pressure and responsibility to think about how we urbanize," says Seto. "The one thing that's clear is that we can't build cities the way we have over the last couple of hundred years. The scale of this transition won't allow that " We're headed towards an urban planet no matter what, but whether it becomes a heaven or a hell is up to us.

Source. TIME Magazine

Section A (5 marks)

Refer to Text 1 for Questions 1-4:

1) The poster begins with the phrase *Live it Loud* What effect is this intended to have on the reader?

_____

_____

[1]

2) Look at the silhouettes of the dancing teenagers on the poster. How does the use of such silhouettes illustrate any one characteristic a dancer should have?

_____

_____

[1]

3) How can you tell that the poster is meant to attract different groups of participants?

_____

_____

[1]

4) Why does CNB partner the Singapore Polytechnic in this competition?

_____

_____

_____

_____

[2]

Section B (20 marks)

Refer to Text 2 for Questions 5-11:

5) Paragraph 1 describes the author's initial experience in New York.

Identify the phrases which suggest that the author

(i) was not attending school regularly - _____

(ii) had a father that was not close to his family anymore - _____

[2]

6) In paragraph 2 the author talks about her observations and feelings as a teenager Explain how the language used in paragraph 2 makes the author appear lonely

Support your ideas with three details from paragraph 2

_____

_____

_____

_____

_____

_____

[3]

7) What does the expression 'the most vivid daydreams were about my future' (line 18) reveal about the writer's situation?

_____

_____

_____

_____

[2]

8) From paragraph 3, how can you tell that the author wishes to emphasise the vast difference between her past and present state?

[2]

9) How does the author justify having a certain amount of want in her life? **Answer in your own words.**

[2]

10) 'I'd spend hours trekking the footpaths of Manhattan searching for a school – any school – that would admit me' (line 33-34).

Explain how the language used makes the search for a school appear challenging.

[2]

11) From paragraph 6, give evidence which shows that most schools in the United States are not receptive towards underprivileged teenagers.

[1]

12) 'In the weeks that followed, dozens of strangers reached out to me from all across the United States' (line 55-56)

Do you think that people in the United States are aware of the plight of underprivileged teenagers beforehand? Explain your answer.

_____

_____

_____

_____

[2]

13) Use the phrases given below to describe the experiences of the author throughout her recount, based on paragraph number(s). You may use each phrase only once

Visions of the past and future	Self-motivation through music	
Tragedy in the family	A transformed adult life	Daily fight towards success
Receiving assistance from benefactors	Receiving acceptance	

Paragraph 1	
Paragraph 3	
Paragraph 5	
Paragraph 7	

[4]

Section C (25 marks)

Refer to Text 3 for Questions 12-17:

14) (i) From paragraph 1, what does 'less conspicuous kind of social upheaval' (lines 2-3) refer to?

_____

_____

[1]

(ii) Why does the writer describe it as "less conspicuous'?

_____

_____

[1]

15) From paragraph 2, how is funding important for the expansion of cities?

_____

_____

_____

_____

[2]

16) From paragraph 3, state the dilemma faced with the conservation of biodiversity hotspots

_____

_____

[1]

17) Why do you think the author uses the expression 'counter-intuitive as it might be' (line 35) to describe the perception of urbanisation?

_____

_____

[1]

18) Given below are the comments of two respondents after reading the article

Daniel. Urbanisation signifies progress and therefore beneficial for man
Jorge We must also consider the negative impacts of urbanisation.

(i) Identify two examples from paragraph 4 that Daniel can give to support his view.

_____

_____

_____

_____

[2]

(ii) How would Jorge explain his position with reference to paragraph 5?

_____

_____

_____

_____

[2]

19) **Using your own words as far as possible**, summarise the negative effects of urbanisation

Use only information from paragraphs 2 to 5.

Your summary, which must be in continuous writing, must not be longer than 80 words (not counting the words given to help you begin). [15]

Urbanisation is often criticised for _____

_____

_____

_____

_____

_____

_____

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_____

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_____

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SAS Secondary 2014

Section A (5 marks)

Refer to Text 1 for Questions 1-4:

1) The poster begins with the phrase *Live it Loud* What effect is this intended to have on the reader?

It will evoke the interest of the reader through the allure of loud music and dancing

[1]

2) Look at the silhouettes of the dancing teenagers on the poster How does the use o such silhouettes illustrate any one characteristic a dancer should have?

The silhouettes demonstrate the need for a dancer to be trendy / flexible / modern

[1]

3) How can you tell that the poster is meant to attract different groups of participants?

There are different categories within the event catering to different age groups

[1]

4) Why does CNB partner the Singapore Polytechnic in this competition?

Singapore Polytechnic has the young people (1) that CNB wants to reach out to (1)

[2]

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Section B (20 marks)

Refer to Text 2 for Questions 5-11.

5) Paragraph 1 describes the author's initial experience in New York

Identify the phrases which suggest that the author

(i) was not attending school regularly – **'years of truancy'**

(ii) had a father that was not close to his family anymore – **'estranged from our family'**

[2

6) In paragraph 2 the author talks about her observations and feelings as a teenage
Explain how the language used in paragraph 2 makes the author appear lonely

Support your ideas with three details from paragraph 2.

'To deal with the isolation suggests that the author had to cope with a life of solitude / a solitary life.

'I escaped into daydreams' suggest that the author wanted to take his mind away from solitude

'Envision my family together again' suggests that the author missed his famil'

[3

7) What does the expression 'the most vivid daydreams were about my future' (line reveal about the writer's situation?

The writer's situation was less than ideal / unsatisfactory (1) and he sought to improve it / aimed to lead a better life. (1)

[2]

8) From paragraph 3, how can you tell that the author wishes to emphasise the vast difference between her past and present state?

The author uses two similar expressions, (1) namely 'My life bears no resemblance at all to my life then' and 'I am unrecognisable from my former self' (1)

[2]

9) How does the author justify having a certain amount of want in her life? Answer in your own words.

She believes that 'wants' encourage / inspire her in reaching her goals (1) and do not consider them obstacles. (1)

[2]

10) 'I'd spend hours trekking the footpaths of Manhattan searching for a school – any school – that would admit me' (line 33-34)

Explain how the language used makes the search for a school appear challenging

The word 'trekking' is used, usually meant to describe a long and adventurous journey on foot.

The phrase 'any school' implies that the author could not be picky regarding her choice of school.

[2]

11) From paragraph 6, give evidence which shows that most schools in the United States are not receptive towards underprivileged teenagers

The expression "one 'yes' in a world filled with 'no'" shows that most schools in the United States are not receptive towards underprivileged teenagers.

[1]

12) 'In the weeks that followed, dozens of strangers reached out to me from all acros the United States' (line 55-56).

Do you think that people in the United States in general are aware of the plight of underprivileged teenagers beforehand? Explain your answer

No. (1) The people had to read the author's story in the *New York Times* before help came. (1)

[2]

13) Use the phrases given below to describe the experiences of the author throughou her recount, based on paragraph number(s). You may use each phrase only once

Visions of the past and future	Self-motivation through music
Tragedy in the family	A transformed adult life
Daily fight towards succes	
Receiving assistance from benefactors	Receiving acceptance

Paragraph 1	**Tragedy in the family**
Paragraph 3	**A transformed adult life**
Paragraph 5	**Daily fight towards success**
Paragraph 7	**Receiving assistance from benefactors**

[4]

SAS S. [illegible]

Section C (25 marks)

Refer to Text 3 for Questions 12-17:

14) (i) From paragraph 1, what does 'less conspicuous kind of social upheaval' (lines 2-3) refer to?

It refers to the process of urbanisation, which is less readily noticeable compared to other world news.

[1]

(ii) Why does the writer describe it as "less conspicuous'?

It is less obvious than what usually appears in the headlines, drawing less attention.

[1]

15) From paragraph 2, how is funding important for the expansion of cities?

Funding enables the provision of sanitation, waste management and water services (1) which takes into account the increase in the human population (1)

[2]

16) From paragraph 3, state the dilemma faced with the conservation of biodiversity hotspots

The areas where urban territories grow most rapidly tend to overlap with biodiversity hotspots.

[1]

17) Why do you think the author uses the expression 'counter-intuitive as it might be' (line 35) to describe the perception of urbanisation?

We often perceive urbanisation as being bad for the environment but it actually has a positive effect in developed nations.

[1]

18) Given below are the comments of two respondents after reading the article

Daniel. Urbanisation signifies progress and therefore beneficial for man
Jorge We must also consider the negative impacts of urbanisation

(i) Identify two examples from paragraph 4 that Daniel can give to support his view

Dense urban areas reduce commute distances and allow residents to forgo c

(1)

High-density living results in smaller homes which use less energy for heatin and cooling (1)

Do not accept. 'Residents of cities like New York tend to have smaller carbon footprints compared to their counterparts in the suburbs ' – The idea of 'beneficial for man' is not clearly communicated

[2

(ii) How would Jorge explain his position with reference to paragraph 5?

As people's income rises, their carbon emissions rise too due to an increase the consumption of food and energy. (1)

People who live comfortably in areas supplied with electricity also impact the environment negatively. (1)

[2

19) Using your own words as far as possible, summarise the negative effects of urbanisation

Original text	Paraphrased text
amplifying the environmental cost of stuffing hundreds of millions of poor people into half-built metropolitan areas	**Heightened environmental impact due to overcrowding in cities**
often lack basic sanitation, waste management or water services	**Insufficient basic amenities add to the problem**
Those areas of Asia, Africa and parts of South America that will see urban territory grow most rapidly tend to overlap with biodiversity hotspots	**Biodiversity hotspots tend to give way to urban expansion**
When we move into newly urbanised territory, we often displace the wildlife that was already living there	**Humans outcompete existing wildlife in newly urbanised areas**
And as land is cleared for those new cities – especially in the densely forested tropics – carbon will be released into the atmosphere as well	**Carbon is emitted into the atmosphere when land is cleared**
"In developing countries, there is a lot of pristine land and hotspots that could be threatened by the process of urbanisation,"	**Developing countries have large amounts of land at risk**
that increase in income leads to an increase in the consumption of food and energy, which in turn produces an uptick in carbon emissions	**Carbon emissions rise due to an increase in food and energy consumption attributed to rising incomes.**
enjoying the safety and comfort of living fully on the grid is certainly a good thing – but it does carry an environmental price	**People living comfortably in areas with electric also impact the environment negatively**

[1

Name	Class	Register Number

1128/01

14/4P1/EL/1

ENGLISH LANGUAGE
PAPER 1

Wednesday **30 APRIL 2014** **1 hour 50 minutes**

VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL

VICTORIA SCHOOL
PRELIMINARY EXAMINATION ONE
SECONDARY FOUR

INSTRUCTIONS TO CANDIDATES

Write your name, class and register number in the spaces provided on the work you hand in

This insert contains **Section A**

Write your answers in the spaces provided

Fasten the completed **Section A** insert to your answers for **Section B** and **Section C**

For Markers Only	
Section A	**/10**
Section B	**/30**
Section C	**/30**
Total	***/70***

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This document consists of 2 printed pages **including** the cover page

[Turn Over]

Setter: Ms Quan Cher Lee

Section A [10 marks]

Carefully read the text below, containing 12 lines, about the idea of profit. The first and last lines are correct. For eight of the lines, there is <u>one</u> grammatical error in each line There are two more lines with no errors

If there is NO error in a line, put a (✓) 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 — ✓

If you perform a service or produce a commodity for others, you should be
reward for your pains So much is only fair and right. If you do it well, you 1
deserve to be rewarded well, you deserve to profit on it There is nothing 2
wrong with profit, nor with wealth, nor with any individuals or company 3
or country growing rich Profit is a enabler, because it takes people 4
beyond subsistence levels to the amenities of life, to comfort and culture, 5
to new knowledge and new possibilities However, wrong enter the picture 6
when profits were made out of others' loss or suffering That, alas, happens 7
so often that it almost seemed the norm For instance, we have seen how 8
millions of Third World people suffer and die because giant pharmaceutical 9
companies sustain the prices of its drugs at developed-world levels This is 10
a shocking example of the evil men do in the name of profit

	Class	Register Number
Name		

1128/01

14/4P1/EL/1

ENGLISH LANGUAGE
PAPER 1

Wednesday **30 APRIL 2014** **1 hour 50 minutes**

VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL
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VICTORIA SCHOOL
PRELIMINARY EXAMINATION ONE
SECONDARY FOUR

INSTRUCTIONS TO CANDIDATES

Write your name, class and register number in the spaces provided on the work you hand in
Write your answers 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 **Section C**, write your answers on the writing paper provided
Begin each section on a fresh page
At the end of the examination, fasten all your work securely together

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

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This document consists of 4 printed pages and 1 Insert

[Turn Over]

Setter Ms Quan Cher Lee

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 3 Study the information carefully and plan your answer before beginning to write

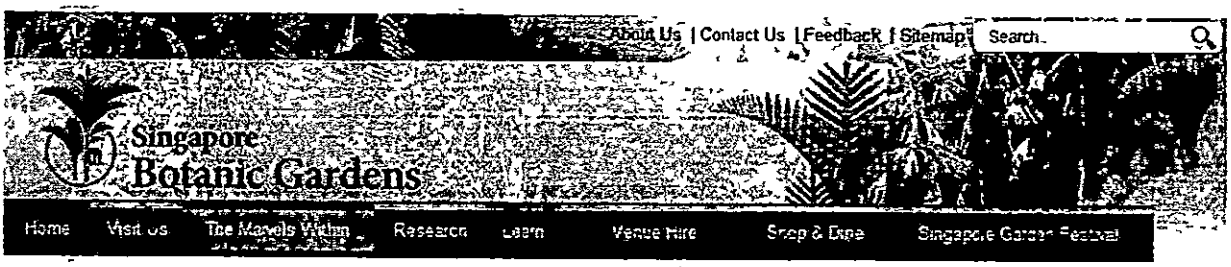
You have received an email from your aunt who lives in Australia A nature lover and arts enthusiast, she wants to visit our renowned Botanic Gardens on her trip to Singapore next month She has asked you to recommend two attractions shown on the web page that will enable her to learn more about how the Singapore Botanic Gardens protect our local plants and trees, and how the Gardens help promote the Arts

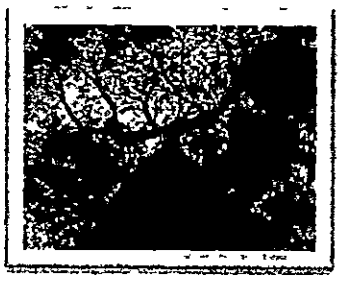
Write an email to your aunt to

- welcome her to Singapore
- explain why she will enjoy visiting the two attractions that you have chosen and how she will benefit from the visit
- suggest two meaningful activities that she can do with you and your family while she is in Singapore

Write your email in clear, accurate English and in a warm, enthusiastic tone, to make your aunt look forward to her visit

You should use your own words as much as possible



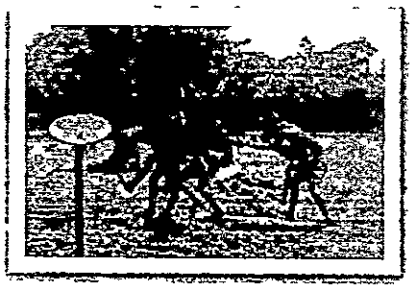


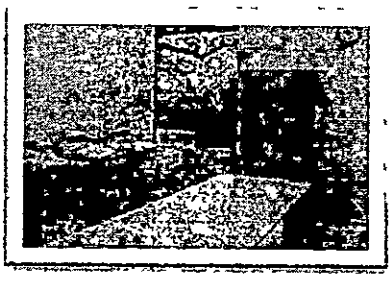
THE LEARNING FOREST

This 9 8 hectare Learning Forest showcases the best of tropical trees The interactive information kiosks there tell of Singapore's efforts to conserve them Through thematic walks, visitors can see giant trees, a conservation collection of rare fruit and nut species, and a bamboo garden Some trees were there even before the founding of modern Singapore in 1819

STUNNING SCULPTURES

Freestanding sculptures, including the Swiss Granite Fountain with its ever-revolving stone ball, add life and vigour to the Garden's natural grace They are donated by international and local artists These displays are replaced by new ones from time to time





ORCHID BREEDING & CONSERVATION BIOTECHNOLOGY LABORATORY

Novel orchid hybrid production, cloning of orchids and ornamental plants, and orchid conservation research take place here Guided tours can be arranged

THE PALM VALLEY & SYMPHONY LAKE

Here the land falls into a grand valley swept with palms Regular orchestral performances are staged at the Shaw Foundation Symphony Stage built over a lake here The green open area here is also great for picnics and outdoor games

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 activities organised by the school have left an impression on you and why?

2 "Reading fiction is a waste of time " What are your views?

3 "Instilling discipline is not the responsibility of the school or community, it should be the responsibility of the individual " How far do you agree with this?

4 "A little knowledge is a dangerous thing " Write about one personal experience when you learnt that this is true

-THE END -

Name	Class	Register Number

1128/01

14/4P1/EL/1

ENGLISH LANGUAGE
PAPER 1

ANSWERS

Wednesday 30 APRIL 2014 1 hour 50 minutes

VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL

VICTORIA SCHOOL
PRELIMINARY EXAMINATION ONE
SECONDARY FOUR

INSTRUCTIONS TO CANDIDATES

Write your name, class and register number in the spaces provided on the work you hand in

This insert contains **Section A**

Write your answers in the spaces provided

Fasten the completed **Section A** insert to your answers for **Section B** and **Section C**

For Markers Only	
Section A	**/10**
Section B	**/30**
Section C	**/30**
Total	***/70***

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[Turn Over]

Setter Ms Quan Cher Lee

Section A [10 marks]

Carefully read the text below, containing 12 lines, about the ambulance driver's experience 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 (✓) 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 — ✓

If you perform a service or produce a commodity for others, you should be	
reward for your pains So much is only fair and right If you do it well, you	1 **rewarded**
deserve to be rewarded well, you deserve to profit **on** it There is nothing	2 **from**
itself wrong with profit, nor with wealth, nor with any **individuals** or company	3 **individual**
or country growing rich Profit is **a** enabler, because it takes people	4 **an**
beyond subsistence levels to the amenities of life, to comfort and culture,	5 √
to new knowledge and new possibilities However, wrong **enter** the picture	6 **enters**
when profits **were** made out of others' loss or suffering That, alas, happens	7 **are**
so often that is almost **seemed** the norm For instance, we have seen how	8 **seems**
millions of Third World people suffer and die because giant pharmaceutical	9 √
companies sustain the prices of **its** drugs at developed-world levels This is	10 **their**
a shocking example of the evil men do in the name of profits	

Name	Class	Register Number

1128/02

14/4P1/EL/2

ENGLISH LANGUAGE
PAPER 2

Wednesday **30 APRIL 2014** **1 hour 50 minutes**

VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL
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VICTORIA SCHOOL
PRELIMINARY EXAMINATION ONE
SECONDARY FOUR

INSTRUCTIONS TO CANDIDATES

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

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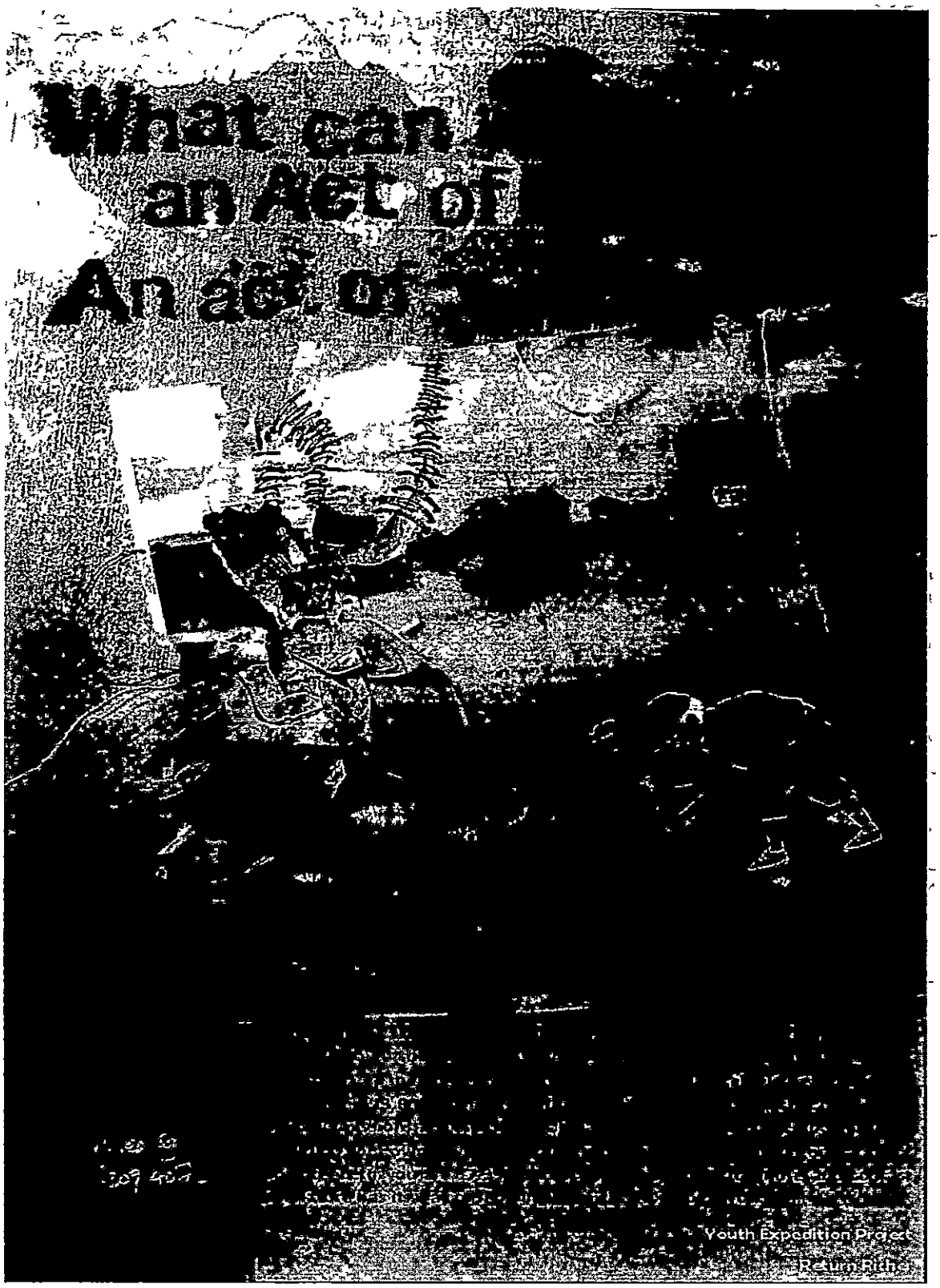
[Turn Over]

Setters Mr Raphael Ong and Ms Quan Cher Lee

Section A

Text 1

Study the poster below and answer Questions 1-3 in the Question Paper



Section B

Text 2

The text below is about one boy's recount of his family's reactions to his prominent facial birthmark Read it carefully and answer Questions 4 – 13

1 I am convinced that my father looked at me, really saw me, only once After that, he knew what was there

2 In those days, they did not let fathers into the glare of the theatre where babies were born, or into the room where the women about to give birth were stifling their cries or suffering aloud Fathers laid eyes on the mothers only once they were cleaned up and conscious and tucked under pastel blankets in the ward or in semi-private or private rooms My mother had a private room, as became her status in town, and it was just as well, actually, seeing the way things turned out

3 I don't know whether my father saw my mother before or after he stood outside the window of the nursery for his first glimpse of me I rather think that it was after and that when she heard his steps outside her door she felt the anger in them but did not yet know what had caused it After all, she had borne him a son, which was, presumably, what all men wanted I know what he said "What a chunk of chopped liver " Then, "You don't need to think you're going to bring that into the house "

4 One side of my face was—is—normal And my entire body was normal from toes to shoulders Twenty-one inches was my length, eight pounds five ounces my weight A strapping male infant, fair-skinned, though probably still red from my unremarkable recent journey

5 My birthmark was not red but purple Dark in my infancy and early childhood, fading somewhat as I got older, but never fading to a state of inconsequence, never ceasing to be the first thing people noticed about me, head on, never ceasing to shock those who had come at me from the left side I look as if someone had dumped grape juice on me, a big, serious splash that turns into droplets only when it reaches my neck Though it does skirt my nose pretty well, after dousing one eyelid. "It makes the white of that eye look so lovely and clear" was one of the idiotic but pardonable things my mother would say, in the hope of helping me to admire myself And an odd thing happened Sheltered as I was, I almost believed her

6 Of course, my father could not do anything to prevent my coming home And, of course, my presence, my existence, caused a monstrous rift between my parents I always believed that there had always been some kind of rift—some incomprehension, at least, or chilly disappointment

7 My father had gone to college, joined a fraternity, had what was referred to as a high old time, and then entered the insurance business He was as popular around our town as he had been at college. A good golfer, an excellent sailor At home, my father's most vivid quality was a capacity for hating and despising Those two verbs often went together He hated and despised certain foods, makes of automobiles, music, manners of speech and modes of dress, radio comedians, and, later on, television personalities, along with the usual assortment of races and classes it was customary to hate and despise in his day (though perhaps not as thoroughly as he did) In fact, most of his opinions would

have found little opposition in our town, among his sailing companions or his old fraternity brothers It was his vehemence, I think, that brought out an uneasiness that could also amount to admiration Calls a spade a spade That was what was said of him

8 Of course, a production like myself was an insult that he had to face every time he opened his own door He took breakfast alone and did not come home for lunch My mother ate those meals with me and part of her dinner also, the rest with him Eventually, I think, there there may have been some sort of row about this, and then, sadly, she sat through my meal with me but ate with him It is clear that I did not contribute to a comfortable marriage But how had they ever come together? She had not gone to college, she'd had to borrow money to attend the school where teachers were trained in her day She was frightened of sailing, clumsy at golf, and if she was beautiful, as some people have told me (it is hard to make that judgment of your own mother), her looks were not really of the kind that my father admired

9 What I seem to be saying, I guess, is that I may have been a pretext, a blessing even, in that I furnished them with a ready-made quarrel, an insoluble problem that threw them back into their natural differences, where they may, in fact, have been more at ease In all my years in our town, I encountered no one who was divorced, so it may be taken for granted that there were other couples living separate lives in one house, other men and women who had accepted the fact that there were words or acts that could never be forgiven, barriers between them never to be washed away

Adapted from Face by Alice Munro

Section C

Text 3

The article below is about the idea of the self-made man that has lured thousands of immigrants to American shores, all hoping for the chance to make a vast fortune by controlling their own destiny Read it carefully and answer Questions 14 – 19 in the Question Paper

1 Although typically associated with the rags to riches story, a self-made man is anyone who attains far greater success than his original circumstances would have indicated was possible The self-made man often has to overcome great obstacles to achieve his goals Self-made men attain their success through education, hard work, and sheer willpower While no man is an island, it is not external help or special relationships that make the crucial difference in the self-made man's rise

2 Nor is luck the deciding factor Society loves the story of a man whose success came to him largely by chance, from an opportunity dropped from the sky above Such stories allow unsuccessful men to excuse their failure as due to unavoidable bad luck and demerit the success of others by chalking their achievements up to chance Instead, self-made men throughout history have made their own way in life by reaching deep inside themselves and creating their own destiny While there are always many factors to success, all are subordinate to work, which is the greatest key to success Sadly, too many men today believe that lounging on the shore, waiting for their ship to come in, constitutes the best pathway to reaching their goals

3 In his rise from being the son of a candle maker to a legend among men, Benjamin Franklin became America's original self-made man Yet the concept really only took hold in American culture during the post- Civil War period The so-called Second Industrial Revolution was the result of new inventions quickly making men rich and famous, and factories that sprung from the ground, seemingly overnight While a young man's destiny had formerly been laid out for him practically at birth (he would follow his father into the family business) the possibility now existed to leave home and strike out for one's individual success

4 After the heyday of the self-made man, the concept took several hits During the 1920s, America was infatuated with the idea that a man's destiny and character were almost entirely determined by his DNA The idea of the self-made man was further weakened during the Great Depression, when men who had seemingly done all the right things saw their fortunes wiped Buffeted by grave external forces at that time, such as the fall of international cooperation leading to currency wars and protectionism, it was hard to retain faith in the idea that one's life remained in one's control

5 The modern age continued to assault our culture's belief in the self-made man Sociologists stressed the effect of poverty and culture in determining an individual's success, arguing that these factors greatly inhibited the rise of those beset by them American history textbooks supporting the angle of greater government intervention to level the playing field call the idea of the self-made man "a myth." Most recently, the immensely popular Malcolm Gladwell's new book, Outliers, posits that great achievement is largely the result of cultural background and good luck In addition, he found that highly successful people

like Bill Gates, The Beatles, and professional athletes, scientists and artists, all had people in their lives who helped them get there

6 However, some people see the self-made man as being given new life by the rise of the internet The internet provides what the frontier of 19th century once did - a seemingly level playing field in which any man with enough pluck might make a fortune Men could now appeal directly to the masses Today, however, the watchwords are not hard work and persistence, instead, the new ideal is overnight success, the dream is to create the next Facebook or post the next viral video

7 While the popularity of the self-made man may have faded in recent times, it is worthy of being revived As African-American social reformer, Frederick Douglass said there is genuine heroism in the self-made man's struggle and glory in his triumph Every instance of such success is an example and help to humanity It enables people to take hold of the hardships of life, with higher hopes and a larger courage

Adapted from http //www artofmanliness com/2008/12/28/self-made-men/

- END OF INSERT -

Name	Class	Register Number

1128/02

14/4P1/EL/2

ENGLISH LANGUAGE
PAPER 2

Wednesday **30 April 2014** **1 hour 50 minutes**

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VICTORIA SCHOOL
PRELIMINARY EXAMINATION ONE
SECONDARY FOUR

INSTRUCTIONS TO CANDIDATES

Write your name, class and register number in the spaces provided on the Question Booklet
Write your answers in dark blue or black pen on the Question Booklet
Do not use staples, paper clips, highlighters, glue or correction fluid

Read the Insert that contains Text 1, Text 2 and Text 3
Answer **all** questions

Write your answer for the summary question on the **Writing Paper** provided

The Question Booklet will be collected **separately** from the summary
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
Summary	/15
Total	/50

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[Turn Over]

Setters Mr Raphael Ong and Ms Quan Cher Lee

Section A [5 marks]

Refer to the poster (Text 1) on page 2 for Questions 1-3

For Examiner's Use

1 In which **two** ways does the illustration highlight the headline of the poster?

(i) [1]

(ii) [1]

2 (i) What do Youth Expedition Project volunteers do at scenes of destruction?

[1]

(ii) What is expected of them when they return home?

[1]

3 Which sentence gives the main purpose of the poster?

[1]

Section B [20 marks]

Refer to Text 2 on page 3 and 4 of the Insert for Questions 4 – 13.

For Examiner's Use

4 What do the following descriptions in paragraph 2 suggest about the different perceptions of the hospital?

Description	Perception of the hospital
'glare of the theatre'	
'pastel blankets in the ward'	

[2]

5 Pick out a word or phrase in paragraph 5 which suggest

(i) an unimportant status [1]

(ii) a protected environment [1]

6 Pick **two** words from paragraph 5 that aptly depict the image of the writer's birthmark as formed by the dumping of liquid

[2]

7 'It makes the white of that eye look so lovely and clear' (line 26). Why do you think the writer considered his mother's comment 'idiotic but pardonable'?

[2]

8 (i) In paragraph 7, why was the writer's father's hatred for certain groups of people acceptable in his community?

[1]

(ii) What does the phrase 'uneasiness that could also amount to admiration' (lines 44-45) suggest about the people's reaction to his father's opinion?

[2]

For Examiner's Use

9 'What does the phrase 'production like myself' (line 47) tell us about how the writer thinks his father perceives him?

[1]

10 'Eventually, I think, there may have been some sort of row about this, and then, sadly, she sat through my meal with me but ate with him' (lines 50-51) Suggest what the writer's mother was trying to accomplish

[1]

11 Explain how the writer was a 'blessing' when he contributed to his parents' 'ready-made quarrel' (lines 58-59)

[2]

12 According to paragraph 9, why did the writer assume that married couples were living harmoniously in his town?

[1]

For Examiner's Use

13 The structure of the text reflects the writer's impression about his existence. Complete the flow chart by choosing one phrase from the box to summarise his view. There are some extra phrases in the box that you do not need to use

Phrases describing writer's impression about his existence

disruptive to family relations	embarrassed of self	bringing joy
serving a purpose	quietly accepted	rejected by his parents
	endowed with inner strength	

Flow chart

Paragraph 1-3 **(i)**

↓

Paragraph 4-5 **(ii)**

↓

Paragraph 8 **(iii)**

↓

Paragraph 9 **(iv)**

[4]

Section C [25 marks]

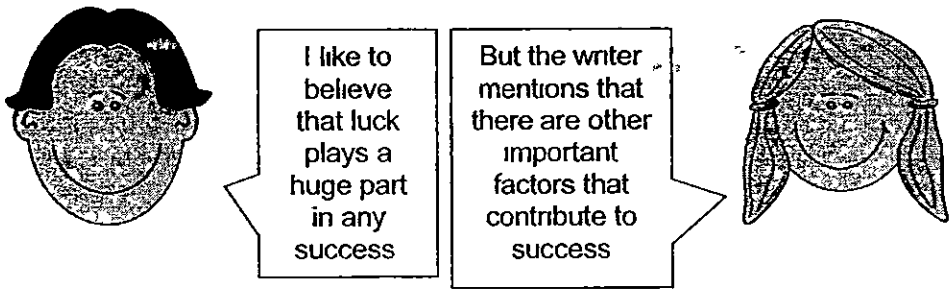
Refer to Text 3 on page 5 and 6 of the Insert for Questions 14 – 19

For Examiner's Use

14 According to paragraph 1, what is the mistake in society's perception of rise of the self-made man?

[1]

15 Here is a part of a conversation between two students, Timothy and Tina who have read the article



Timothy **Tina**

(i) Explain why Timothy feels this way, with reference to lines 10 to 12

[2]

(ii) Identify **two** examples from paragraph 2 that Tina can use to support her argument

[1]

16 What is suggested in lines 16 and 17 about people's attitude towards achieving success?

[1]

For Examiner's Use

17 (i) According to paragraph 3, identify **two** factors that led to the Second Industrial Revolution

[1]

(ii) What was the effect of the Second Industrial Revolution on the mind-set of those who were pursuing success? **Answer in your own words**

[2]

18 With reference to paragraph 7, how does humanity benefit from the revival of the self-made man? **Answer in your own words**

[2]

19 **Using your own words as far as possible,** summarise the reasons for the rise and fall in the popularity of the self-made man

Use only information from paragraph 4 – 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)

The fall of the self-made man began in the 1920s with [15]

- END OF PAPER -

Name	Class	Register Number

1128/02 **14/4P2/EL/2**

ENGLISH LANGUAGE
PAPER 2

Wednesday **30 JULY 2014** **1 hour 50 minutes**

VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL VICTORIA SCHOOL

VICTORIA SCHOOL
PRELIMINARY EXAMINATION TWO
SECONDARY FOUR

INSTRUCTIONS TO CANDIDATES

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

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This document consists of 6 printed pages including the cover page.

[Turn Over]

Setters Mr Raphael Ong and Ms Helen Chew

Section A

Text 1

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

SHARK SAVERS

HOME OUR PROGRAMS GET ACTIVE EDUCATION BLOGS/NEWS ABOUT CONTACT DONATE NOW MEDIA LIBRARY

BECOME A SHARK SAVER

I'm FINished WITH FINS

Take the pledge

OUR MISSION: TO SAVE SHARKS AND MANTAS

Shark Savers is dedicated to saving sharks and mantas through building awareness, education, and action.

Founded in 2007 by divers with a shared passion our mission is to save the world s dwindling shark and manta populations. Today, more than 25,000 members from 99 nations share that passion

Focusing on action and results, Shark Savers' programs result in more protections for sharks and mantas, locally and globally By leveraging broad professional experience and ocean expertise, Shark Savers brings this important issue to the public in many compelling forms motivating people to stop consuming sharks and shark fin soup, working for the creation of shark sanctuaries and improved regulations, and empowering divers as advocates and citizen scientists for sharks.

I'm FINished With FINS—teaser video

Shark Savers' campaign to reduce consumption of shark fin soup is called "I'm FINished with FINS". Joined by hundreds of celebrities and community leaders and our partners National Geographic Channel, WildAid, and World Wildlife Foundation, this new video is airing across Asia in 25 countries! Join our campaign, support us by pledging to not eat shark fin soup, share and promote this to friends and family!

GET SOCIAL WITH SHARK SAVERS TAKE PART: SIGN OUR ONLINE PETITIONS ALL SHARK SAVERS THANK OUR SPONSORS PROTECT SHARKS

Ban the Shark fin trade in the US

Donate Now

AQUALUNG

Section B

Text 2

The text below describes the experience of the English narrator, possibly Orwell himself, called upon to shoot an aggressive elephant while working as a police officer in Burma Read it carefully and answer Questions 5 – 17

1 Early one morning the sub-inspector at a police station rang me and said that a rampant elephant was ravaging the bazaar Would I please come and do something about it? I wanted to see what was happening and I got on to a pony and started out. I took my rifle, an old 44 Winchester and much too small to kill an elephant, but I thought the noise might scare it away

2 The Burmese sub-inspector and some Indian constables were waiting for me in the quarter where the elephant had been seen It was a labyrinth of squalid bamboo huts, winding all over a steep hillside We began questioning the people who said It had already destroyed somebody's bamboo hut, killed a cow and raided some fruit-stalls and devoured the stock Suddenly we saw an old woman coming round the corner of a hut, violently coaxing away a crowd of naked children. I saw a man's dead body sprawling in the mud behind the hut He was an Indian coolie As soon as I saw the dead man I sent an orderly to borrow an elephant rifle

3 The orderly came back in a few minutes with a rifle and meanwhile some people told us that the elephant was in the paddy fields below, only a few hundred yards away As I started forward practically the whole population followed me They had seen the rifle and were all shouting that I was going to shoot the elephant It was a bit of fun to them, besides they wanted the meat. I had no intention of shooting the elephant — I had merely sent for the rifle to defend myself if necessary It is a serious matter to shoot a working elephant — it is comparable to destroying a huge and costly piece of machinery I watched him beating his bunch of grass against his knees, with that preoccupied grandmotherly air that elephants have

4 Suddenly I realized that I should have to shoot the elephant after all. The people expected it of me and I had got to do it, I could feel their two thousand wills pressing me forward, irresistibly. Here was I, the white man seemingly the leading actor of the piece, but in reality I was only an absurd puppet pushed to and fro by the will of those yellow faces behind I had committed myself to doing killing it when I sent for the rifle A sahib has got to appear resolute, to know his own mind and do definite things To come all that way, rifle in hand, and then to trail feebly away, having done nothing — no, that was impossible The crowd would laugh at me And my whole life, every white man's life in the East, was one long struggle not to be laughed at

5 I shoved the cartridges into the magazine and lay down on the road to get a better aim The crowd grew very still, and a deep, low, happy sigh, as of people who see the theatre curtain go up at last When I pulled the trigger I did not hear the bang or feel the kick — one never does when a shot goes home — but I heard the devilish roar of glee that went up from the crowd In the end I could not stand it any longer and went away. I heard later that it took him half an hour to die Burmans were bringing dash and baskets even before I left, and I was told they had stripped his body almost to the bones by the afternoon

6 Afterwards, of course, there were endless discussions about the shooting of the elephant The owner was furious, but legally I had done the right thing, for a mad elephant has to be killed, like a mad dog. Among the Europeans opinion was divided. The older men said I was right, the younger men said it was a shame to shoot an elephant for killing a coolie I was very glad that the coolie had been killed It gave me a sufficient pretext for shooting the elephant. I wondered whether anybody knew that I had done it solely to avoid looking a fool

Adapted from Shooting an Elephant by George Orwell

Section C

Text 3

The article below is below is by a journalist who explores the notion of importing foreign talent is not unique to Singapore Read it carefully and answer Questions 18 – 23 in the Question Paper

1 The use of foreign workers - or "guest" workers as they are sometimes more gingerly referred to - is well-established and far more widespread than many people realise The organised, regulated importation of labour started only in the late 19th century, when borders between nations began to be stringently policed and immigration controls were introduced Unsurprisingly, the first large-scale guest-worker schemes were conceived in Europe and North America, the world's wealthiest regions then

2 In a pioneering scheme launched in 1945, France began importing Italians, Spaniards and Portuguese to compensate for its population shortfall as a result of two world wars They came [redacted] The French scheme was soon followed by the German programme which invented the concept of the "Gastarbeiter", or guest workers The first Gastarbeiter were recruited from Italy and Turkey About six million people came this way, about four million of them Turks Both schemes are remembered in Europe as failures The French programme was meant to confine the task of recruiting workers to the respective governments but, in practice, French employers imported their workers directly, and illegally, officials subsequently legalised these immigrants during the 1960s without ever getting to grips with the scheme And the Turkish "guests" who were meant to be in Germany on a temporary basis decided to stay put, as it turned out

3 But what Europe abandoned, other parts of the world took up from the late 1970s, oil-rich Middle Eastern nations and newly industrialised countries in Asia launched their own foreign-worker schemes Most of these arrangements tried to avoid the mistakes committed by the Europeans, especially by making sure that foreign-labour programmes did not end up as ill-disguised immigration schemes

4 Still, the reason such foreign-worker schemes continue to spread is that they make economic sense Industries such as construction, mining, agriculture and services can survive only by either paying prohibitively high salaries to locals, or by importing people willing to perform the so-called "3D jobs" those which are dirty, difficult and dangerous Foreign labour is a matter of necessity South Korea and Japan were eager to defend the ethnically homogeneous character of their nations by pretending that they did not need foreign-worker schemes Both, however, ended up importing labour through the back door, usually under the pretence of offering "apprenticeships" The results were high labour prices in the services industries, widespread shortages of workers and literally millions of illegal or undocumented migrants, the worst of all worlds

5 The moral of the story is that regulating the importation of foreign workers is not only a more honest way of dealing with inevitable labour shortages, but also the only way of offering these workers effective protection For while nothing justifies dawn-to-dusk work and miserable housing conditions for foreign workers, it is also a fact that, at least for some of the workers from the world's poorest states, the dorms in which they live in places such as the Middle East are better than the ones they have back home And it is also a fact that, as back-breaking as

some of their jobs are, they are still better than no job at all

6 Anything that artificially raises the price of labour - which is what NGOs effectively demand when they put forward proposals for extra free time and better working conditions for foreign labourers - will ultimately curb demand for this labour And the first to lose their jobs will be the least skilled, precisely the people intervention is supposed to help

7 This does not mean that no improvements should be considered Recreational opportunities, particularly for single young males, need to be improved everywhere. Caps on the size of commissions charged by financial intermediaries who handle the remittances of foreign workers are required, particularly in the Middle East, where they can whittle away the workers' hard-earned money The fees charged by the labour agencies recruiting workers also need looking into Notwithstanding all the problems which they generate, foreign-labour schemes still amount to the largest and most sustained transfer of resources, empowering millions of people who otherwise would have no prospects

Jonathan Eyal, The Straits Times Tuesday, Dec 17, 2013

- END OF INSERT -

Section A [5 marks]

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

For Examiner's Use

1 In what way does the main illustration next to the heading **I'm FINished** highlight the message of the webpage?

[2]

2 What is the intended effect of using celebrities and community leaders in the teaser video?

[1]

3 In the section **Our Mission: To Save Sharks and Mantas**, what can the general public do to support the campaign?

[1]

4 Based on the shaded portion at the bottom of the webpage, what can a reader do to find out more information about the campaign?

[1]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5 – 17.

For Examiner's Use

5 Find a word or phrase in paragraph 1 which suggests a lack of control

[1]

6 In paragraph 2 the old woman was 'violently coaxing away a crowd of naked children' What is unusual but appropriate about the action of 'violently coaxing?

[2]

7 'I had merely sent for the rifle to defend myself if necessary' (line 20) What does this tell us about the writer's state of mind?

[1]

8 'It is a serious matter to shoot a working elephant – it is comparable to destroying a huge and costly piece of machinery' (lines 20-21) Suggest the similarities between both objects

[2]

9 The elephant is described as having a 'preoccupied grandmotherly air' (line 23) What does this description suggest about how the elephant appears to the writer?

[1]

10 What does the phrase 'two thousand wills pressing (me) forward, irresistibly' (line 26-27) tell us about the Burmese villagers' reaction to the possible confrontation?

[1]

For Examiner's Use

11 In paragraph 4, we are told that the writer had little choice but to shoot the elephant Give two reasons why he felt he needed to do this

[2]

12 The writer describes himself as ' the white man seemingly the lead actor of the piece, but in reality I was only an absurd puppet' (lines 28-29) Explain fully the irony he is facing

[2]

13 The crowd is described ' as of people who see the theatre curtain go up at last' (lines 36 - 37) What does the phrase tell us about the feeling of the crowd at that moment?

[1]

14 'I could not stand it any longer' (line 39) Besides the death of the elephant, what else does 'it' refer to?

[1]

15 In paragraph 6, why do you think the writer compares killing the elephant to the killing of a mad dog?

[1]

16 'It was a shame to shoot an elephant for killing a coolie' (lines 46-47) What is odd about the younger men's attitude towards the killing of the elephant?

[1]

For Examiner's Use

17 The structure of the text reflects the various feelings experienced by the writer when face with the task of shooting an elephant Complete the flow chart by choosing one word from the box to represent the main feeling described in each part of the text. There are some extra words in the box that you do not need to use.

Words describing feelings

Shock	Pain	Curious
Helpless	Sadness	Rejection
	Fear	

Flow chart

Paragraph 1 **(i)** . .

↓

Paragraph 2 **(ii)**

↓

Paragraph 3-4 **(iii)** . .

↓

Paragraph 5 **(iv)** . .

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 18 – 23

For Examiner's Use

18 What does the phrase 'in droves' (line 10) tell us about the arrival of the foreign workers?

[2]

19 From paragraph 2, why were both the French and German schemes of recruiting workers considered failures?

[1]

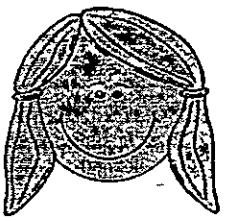
20 What attitude to foreign labour is suggested in lines 30-31?

[1]

21 Here is a part of a conversation between two students, Timothy and Tiffany who have read the article

Foreign workers need protection from employers

Yes but too much protection may backfire on the workers



Timothy **Tiffany**

(i) Identify **two** examples where workers are exploited from paragraph 6 that Timothy can use to support his argument

[2]

For Examiner's Use

(ii) Explain how Tiffany would justify her position with reference to paragraph 6 **Answer in your own words.**

[2]

22 With reference to paragraph 7, how can the lives of foreign workers be improved? **Answer in your own words.**

[2]

23 **Using your own words as far as possible,** summarise the benefits of foreign worker schemes

Use only information from paragraphs 4, 5 and 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).

The growing popularity of foreign labour schemes is due to [15]

- END OF PAPER -

	Class	Register Number
Name		

1128/02

14/4P1/EL/2

ENGLISH LANGUAGE
PAPER 2

Wednesday **30 April 2014** **1 HR 50 MIN**

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VICTORIA SCHOOL
PRELIMINARY EXAMINATION ONE
(SECONDARY FOUR)

Teacher's Copy

INSTRUCTIO

Write your nam ... tion Booklet
Write your ans
Do not use sta

Read the Inser
Answer **all** que

Write your answer for the summary question on the **Writing Paper** provided

The Question Booklet will be collected **separately** from the summary
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
Summary	/15
Total	/50

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This Question Booklet consists of 7 printed pages **including** the cover page

[Turn Over]

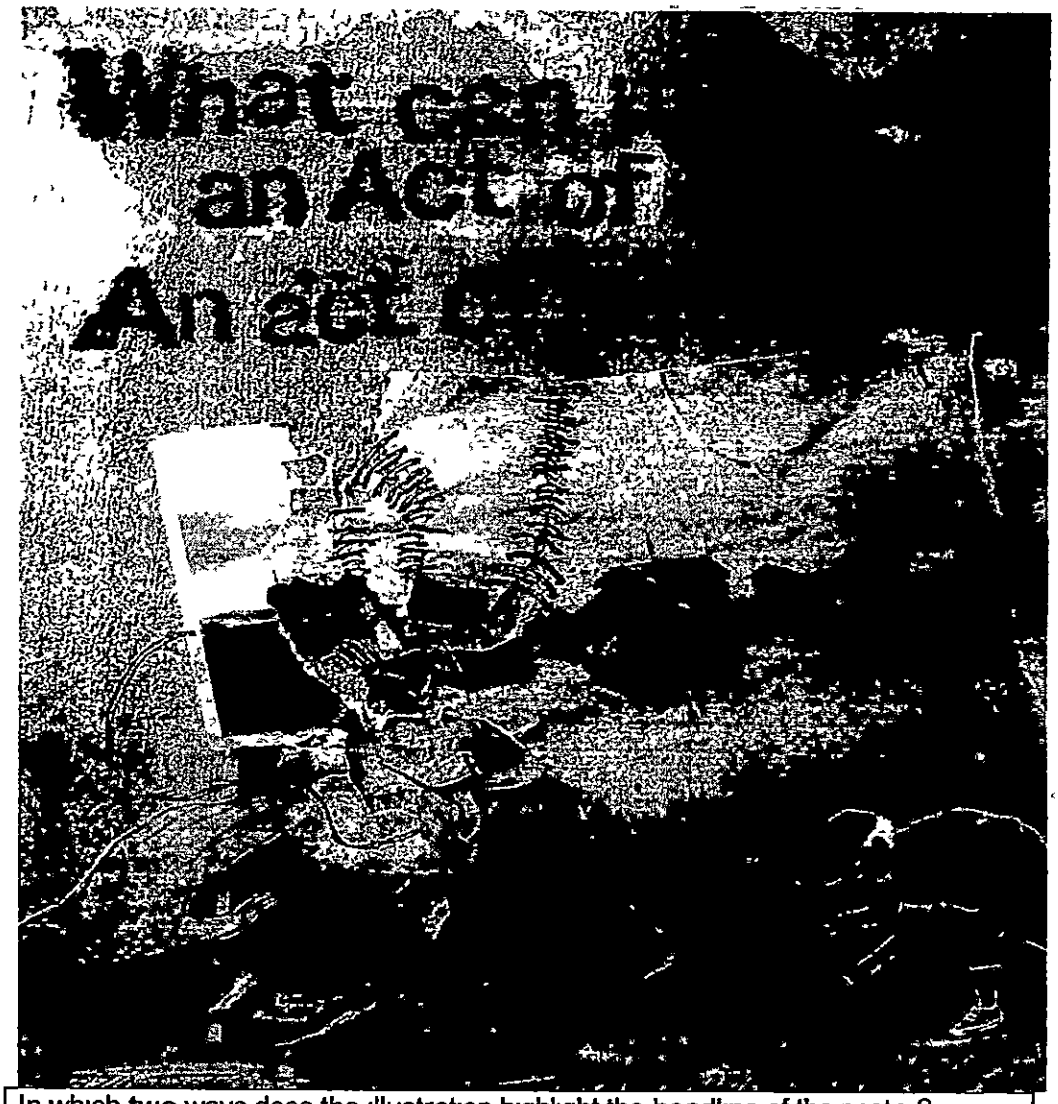
Setters Mr Raphael Ong and Ms Quan Cher Lee

Section A [5 marks]

Refer to the poster (Text 1) on page 2 for Questions 1-3

For Examiner's Use

1



In which **two** ways does the illustration highlight the headline of the poster?

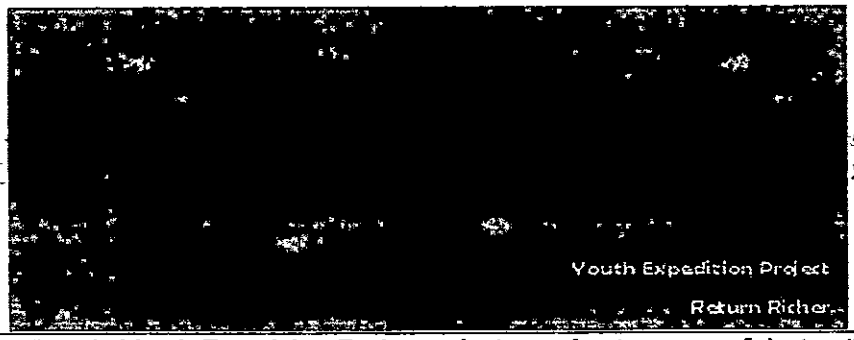
(i) **City devastated by a flood/ tsunami <u>natural</u> disaster (Act of God)** [1]

(ii) **<u>Boy/ Hands</u> trying to repair the damage (Act of Man)** [1]
X boy hammering/hand stitching a torn picture

Remarks: Remarks· Answers (i) and (ii) are repetitive.
For example. person <u>stitching a torn picture</u>/ boy is <u>hammering something to build something in a destroyed village</u>

The answer above gets only ONE mark.

2



(i) What do Youth Expedition Project volunteers do at scenes of destruction?

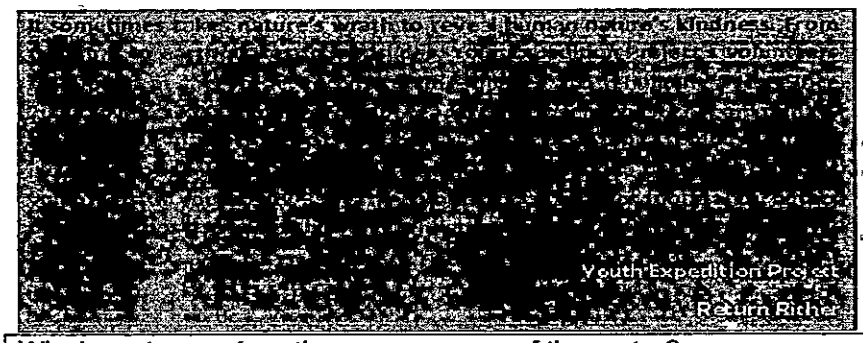
Reconstruct villages [1]

(ii) What is expected of them when they return home?

Help shape the next generation of volunteers [1]

Remarks: Many students paraphrase the answer or explain how to shape the volunteers. Students should be encouraged to use own words as precisely as possible.

3



Which sentence gives the main purpose of the poster?

If you are 17-35, gather your troops of 14 or more and contact us [1]

Remarks: Take care that your answer is a sentence or ONE sentence and not two.

Section B [20 marks]

Refer to Text 2 on page 3 and 4 of the Insert for Questions 4 – 13.

For Examiner's Use

4 In those days, they did not let fathers into the glare of the theatre where babies were born, or into the room where the women about to give birth were stifling their cries or suffering aloud Fathers laid eyes on the mothers only once they were cleaned up and conscious and tucked under pastel blankets in the ward or in semi-private or private rooms

What do the following descriptions in paragraph 2 suggest about the atmosphere of the hospital?

Description	Atmosphere of the hospital
'glare of the theatre'	**Uncomfortable/ Harsh/ Intimidating**
'pastel blankets in the ward'	**Calm/ Soothing**

[2]

Remarks· Remarks: Students should use ONE word, not list two or three words as the answer, hoping the marker will pick the right word and give the mark

5 My birthmark was not red but purple Dark in my infancy and early childhood, fading somewhat as I got older, but never fading to a state of inconsequence, never ceasing to be the first thing people noticed about me, head on, never ceasing to shock those who had come at me from the left side I look as if someone had dumped grape juice on me, a big, serious splash that turns into droplets only when it reaches my neck Though it does skirt my nose pretty well, after dousing one eyelid "It makes the white of that eye look so lovely and clear" was one of the idiotic but pardonable things my mother would say, in the hope of helping me to admire myself And an odd thing happened Sheltered as I was, I almost believed her

Pick out a word or phrase in paragraph 5 which suggest

(i) an unimportant status **(a state of) inconsequence** [1]

(ii) a protected environment **sheltered** [1]

Remarks: Remarks: Take care that the right word (S) is chosen to reflect the meaning Other words are irrelevant.

6 My birthmark was not red but purple Dark in my infancy and early childhood, fading somewhat as I got older, but never fading to a state of inconsequence, never ceasing to be the first thing people noticed about me, head on, never ceasing to shock those who had come at me from the left side I look as if someone had dumped grape juice on me, a big, serious splash that turns into droplets only when it reaches my neck Though it does skirt my nose pretty well, after dousing one eyelid "It makes the white of that eye look so lovely and clear" was one of the idiotic but pardonable things my mother would say, in the hope of helping me to admire myself And an odd thing happened Sheltered as I was, I almost believed her

Pick **two** words from paragraph 5 that aptly depicts the image of the writer's birthmark as formed by the dumping of liquid

Splash and dousing **Remarks: Take care that the right word (S) is chosen to reflect the meaning Other words are irrelevant, making answer incorrect**	[2]

7 My birthmark was not red but purple Dark in my infancy and early childhood, fading somewhat as I got older, but never fading to a state of inconsequence, never ceasing to be the first thing people noticed about me, head on, never ceasing to shock those who had come at me from the left side I look as if someone had dumped grape juice on me, a big, serious splash that turns into droplets only when it reaches my neck Though it does skirt my nose pretty well, after dousing one eyelid "It makes the white of that eye look so lovely and clear" was one of the idiotic but pardonable things my mother would say, in the hope of helping me to admire myself And an odd thing happened Sheltered as I was, I almost believed her

'It makes the white of that eye look so lovely and clear' (line 26) Why do you think the writer considered his mother's comment 'idiotic but pardonable'?

Idiotic- No one will notice the white due to his distracting birth mark/ it's not true that the birthmark will accentuate the eye / it is clearly a ridiculous remark that is untrue **Pardonable Mother is trying to comfort him/ make him feel better** **Remarks A good answer will match the parts of the answer respectively to "idiotic" and "pardonable"**	[2]

8 He hated and despised certain foods, makes of automobiles, music, manners of speech and modes of dress, radio comedians, and, later on, television personalities, along with the usual assortment of races and classes it was customary to hate and despise in his day (though perhaps not as thoroughly as he did) In fact, most of his opinions would have found little opposition in our town, among his sailing companions or his old fraternity brothers It was his vehemence, I think, that brought out an uneasiness that could also amount to admiration Calls a spade a spade That was what was said of him

(i) In paragraph 7, why was the writer's father's hatred for certain groups of people acceptable in his community?

It was customary to hate and despise in his day **(x) The writer's father was popular / he had gone to a good college, was a good golfer and sailor** **(x) The people in his community accepted his opinion [this answer merely states the given in the question]** **Remarks**	[1]

(ii) What does the phrase 'uneasiness that could also amount to admiration' (lines 44–45) suggest about the people's reaction to his father's opinion?

Phrase	People's reaction
Uneasiness	Uncomfortable / they did not like it that he was so vehement, forceful in his views (x) scared/ afraid of him / did not agree with him /
Could also amount to admiration	Respected him/ were in awe/ held in high esteem / held his views in high regard (x) looked up to his status in the community [it should be about this opinion]

[2]

(x) The people were at first uncomfortable with him, but later respect him [no evidence in the passage that time has anything to do with their opinions of the writer's father's opinion
(x) some liked his opinions, some did not

Remarks·

9 Of course, a production like myself was an insult that he had to face every time he opened his own door

For Examiner's Use

What does the phrase 'production like myself' (line 47) tell us about how the writer thinks his father perceives him?

As an object/ a manufactured goopd / not of his flesh and blood / not human

(x) father dislikes / despise / hate him [unless students explain by making reference to the given word, "production", that the writer was not considered a human being but merely an inanimate item] (x) bad movie / film [not the meaning of "production" here]

Remarks: Students should try not to use any variation of the given word "production' in their answers.

[1]

10 My mother ate those meals with me and part of her dinner also, the rest with him Eventually, I think, there there may have been some sort of row about this, and then, sadly, she sat through my meal with me but ate with him. It is clear that I did not contribute to a comfortable marriage

'Eventually, I think, there may have been some sort of row about this, and then, sadly, she sat through my meal with me but ate with him' (lines 50-51) Suggest what the writer's mother was trying to accomplish?

Appease her husband without completely abandoning her son

[1]

Remarks· Students' answer must address not just what the mother tries to achieve where her husband was concerned, but why she bothers to spend time with her son too.

11 What I seem to be saying, I guess, is that I may have been a pretext, a blessing even, in that I furnished them with a ready-made quarrel, an insoluble problem that threw them back into their natural differences, where they may, in fact, have been more at ease

Explain how the writer was a 'blessing' when he contributed to his parents' 'ready-made quarrel' (lines 58-59)

Provided them a reason to argue
Parents were never right for each other/ compatible

[2]

The writer made them more at ease as he threw them back to their natural differences which they were more at ease with

Acceptable to just lift· He "furnished them with a ready-made quarrel, an insoluble problem that threw them back into their natural differences, where they may, in fact, have been more at ease "

Remarks: What MUST be in students' answers is that in being the reason for his parents' quarrel, the writer make things more comfortable / natural for his parents

12 In all my years in our town, I encountered no one who was divorced, so it may be taken for granted that there were other couples living separate lives in one house, other men and women who had accepted the fact that there were words or acts that could never be forgiven, barriers between them never to be washed away

According to paragraph 9, why did the writer assume that married couples were living harmoniously in his town?

Evidence· "In all my years in our town, I encountered no one was divorced" suggests that he has not encountered anyone whose marriage has broken down and they had to separate

[1]

(x) there was no divorce in the writer's town [we do not know this; the writer just did see any]

Remarks

For Examiner's Use

13 The structure of the text reflects the writer's impression about his existence. Complete the flow chart by choosing one phrase from the box to summarise his view There are some extra phrases in the box that you do not need to use

Phrases describing writer's impression about his existence

disruptive to family relations	Embarrassed of self	bringing joy

serving a purpose	quietly accepted	rejected by his parents
	endowed with inner strength	

Flow chart

Paragraph 1-3 **(i) rejected by his parents**

↓

Paragraph 4-6 **(ii) quietly accepted**

↓

Paragraph 8 **(iii) disruptive to family relations**

↓

Paragraph 9 **(iv) serving a purpose**

[4]

Remarks· The commonest mistake was with answer (ii) which many students erroneously take to be "embarrassed of self" [which is but only a part of what is depicted in paragraphs 4 – 6; the paragraphs in part portrayed the writer's embarrassment of himself but more predominantly, focused on the ways in which he saw his mother and father quietly acknowledging his existence]

For some strange reason, a fair number of students wrote the incomplete "rejected" instead of the entire given phrase "rejected by his parents" in box 1

Section C [25 marks]

Refer to Text 3 on page 5 and 6 of the Insert for Questions 14 – 19

For Examiner's Use

14 The self-made man often has to overcome great obstacles to achieve his goals Self-made men attain their success through education, hard work, and sheer willpower While no man is an island, it is not external help or special relationships that make the crucial difference in the self-made man's rise

According to paragraph 1, what is the mistake in society's perception of rise of the self-made man?

External help or special relationships that make the crucial difference
Remarks.

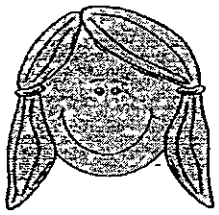
[1]

15 Nor is luck the deciding factor Society loves the story of a man whose success came to him largely by chance, from an opportunity dropped from the sky above Such stories allow unsuccessful men to excuse their failure as due to unavoidable bad luck and dement the success of others by chalking their achievements up to chance Instead, self-made men throughout history have made their own way in life by reaching deep inside themselves and creating their own destiny While there are always many factors to success, all are subordinate to work, which is the greatest key to success Sadly, too many men today believe that lounging on the shore, waiting for their ship to come in, constitutes the best pathway to reaching their goals

Here is a part of a conversation between two students, Timothy and Tina who have read the article

I like to believe that luck plays a huge part in any success

But the writer mentions that there are other important factors that contribute to success



Timothy **Tina**

(i) Explain why Timothy feels this way, with reference to lines 10 to 12

Excuse failure as due to unavoidable bad luck/ chalking their achievements up to chance	
Demerit the success of others	

[2]

Remarks· Students had no problem with the first reason but quite a number did not have second reason- 'demerit the success of others'.

(ii) Identify **two** examples from paragraph 2 that Tina can use to support her argument

Creating their own destiny and work
Remarks: Tendency was to quote the whole line instead of the specific example.

[1]

16 Sadly, too many men today believe that lounging on the shore, waiting for their ship to come in, constitutes the best pathway to reaching their goals

What is suggested in line 16 and 17 about people's attitude towards achieving success?

Laziness/ complacent
Remarks Very few had 'complacent' in their answer. Alternative answers accepted were. People feel success is achieved without effort / People are not proactive and do not strive for success.'

[1]

17 The so-called Second Industrial Revolution was the result of new inventions quickly making men rich and famous, and factories that sprung from the ground, seemingly overnight. While a young man's destiny had formerly been laid out for him practically at birth (he would follow his father into the family business) the possibility now existed to leave home and strike out for one's individual success

(i) According to paragraph 3, identify two factors that led to the Second Industrial Revolution

New inventions made men rich and famous and factories sprung from the ground
Remarks

[1]

For Examiner's Use

(ii) What was the effect of the Second Industrial Revolution on the mind-set of those who were pursuing success? **Answer in your own words.**

(1) <u>Possibility</u> now existed to (2) <u>leave home</u>	**(1) Possibility A chance** **(2) Leave home. independently/ to start initiatives**
(3) <u>Strike out</u> for one's (2) <u>individual success</u>	**(1) Strike out: strive for/ work for** **(2) Individual success: own prosperity**

Remarks

[2]

18 Every instance of such success is an example and help to humanity It enables people to take hold of the hardships of life, with higher hopes and a larger courage

With reference to paragraph 7, how does humanity benefit from the revival of the self-made man? **Answer in your own words.**

(1) Take hold of the (2) hardships of life	(1) Take hold. Face/ Approach/ Come to terms with (2) Hardships of life. struggles/ problems encountered
With (1) higher hopes and a (2) larger courage	(1) Higher hopes: With optimism/ positive attitude (2) Larger courage: confidence/ bravery

[2]

Remarks Remarks: This question was poorly done. Students failed to identify relevant answer in the passage before paraphrasing. Key words were not paraphrased e g for 'individual success' only' individual' was paraphrased and 'success' was not paraphrased.

19 **Using your own words as far as possible,** summarise the reasons for the rise and fall in the popularity of the self-made man

Use only information from paragraph 4 – 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)

The fall of the self-made man began in the 1920s with [15]

1	determined by his DNA	controlled by his DNA
2	Great Depression when men who had seemingly done all the right things saw their fortunes wiped	Great Depression when men who had seemingly done everything the correct way saw their riches erased
3	Buffeted by grave external forces Or fall of international cooperation leading to currency wars and protectionism	Attacked by serious international factors Or collapse of international collaboration resulting in currency wars and protectionism
5	Modern age, sociologists stressed the effect of poverty and culture in determining an individual's success	Modern age, sociologists emphasized the consequence of poverty and culture in influencing an individual's achievements
6	American history textbooks... call the idea of the self-made man "a myth."	American history textbooks. regard the idea of the self-made man "a myth."
7	Malcolm Gladwell's OR Outliers, posits that great achievement is largely the result of cultural background and good luck	Malcolm Gladwell's OR Outliers, suggests that great success is largely the product of cultural upbringing and good fortune
8	(Malcolm Gladwell's OR Outliers) had people in their lives who helped them	(Malcolm Gladwell's OR Outliers) had people in their lives who aided them

9	**rise of the internet**	**popularity of the internet**
10	The **internet** provides. a seemingly **level playing field**	The **internet** provides a seemingly **equal playing field**
11	**(Internet)** Men could now **appeal directly to the masses**	**(Internet)** Men could now **reach the general public**

Remarks: Intensifiers should not be taken out. Since the summary question is asking you for reasons, it is not enough to simply list the cause, students must attribute the points to individuals/ events.

Key to Summary Marking Scheme

BOLD words – essence of each point

UNDERLINED words – words that must be REWORDED to get Style mark

No of Points reworded (Maximum of 8 points)	Marks awarded for Style
[illegible]	1m-2m
[illegible]	2m-3m
[illegible]	3m-4m
[illegible]	4m-5m
[illegible]	5m-6m
5 and above	5m-7m

Students may be penalised if there are grammatical errors in the answer

- END OF PAPER -

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Section A [5 marks]

Refer to the poster (Text 1) on page 2 for Questions 1-4			For Examiner's Use
1	In what way does the main illustration next to the heading **I'm FINished** highlight the message of the webpage?		
	Describe Action: Covering his mouth (1m) Reason: Shows that he will not consume sharks (1m)	[2]	
	Comments Students deconstructed the heading rather than refer to the image		
2	What is the intended effect of using celebrities and community leaders in the teaser video?		
	Influence/ Role models/ large following OR Add credibility to the cause	[1]	
	Comments Should focus on what celebrities and community leaders provide to any campaign		
3	In the section **Our Mission. To Save Sharks and Mantas**, what can the general public do to support the campaign?		
	Stop consuming sharks and shark fin soup	[1]	
	Comments Careless errors where students included things that professionals with expertise could only do		
4	Based on the shaded potion at the bottom of the webpage, what can a reader do to find out more information about the campaign?		
	Join Shark Savers on Facebook, Twitter, Youtube and Vimeo for social updates	[1]	
	Comments Either social media sites or all of the above		

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Section B [20 marks]

	Refer to Text 2 on page 3 and 4 of the Insert for Questions 5 – 17.		For Examiner's Use
5	Find a word or phrase in paragraph 1 which suggests a lack of control		
	Rampant	[1]	
	Comments no issue		
6	In paragraph 2 the old woman was 'violently coaxing away a crowd of naked children' What is unusual but appropriate about the action of 'violently coaxing?		
	Unusual Both words represent opposing types of actions (violently is an aggressive motion VS coaxing is a gentle persuasion) OR Unusual as treatment and interaction with children often has a gentle quality (link between violence and children needs to be established) Appropriate Old woman was in a rush to prevent the children from seeing the dead body	[2]	
	Comments		
7	'I had merely sent for the rifle to defend myself if necessary' (line 20) What does this tell us about the writer's state of mind?		
	Reluctant/ hesitant to kill the elephant	[1]	
	Comments State of mind is the key phrase		
8	'It is a serious matter to shoot a working elephant – it is comparable to destroying a huge and costly piece of machinery' (lines 20-21) Suggest the similarities between both objects		
	Quote / Concept / Answer		

	Huge	Size	Both were large	[2]	
	Piece of machinery	Usefulness	Both were essential and assisted villages in completing tasks		
	Costly	Expensive			
	Comments. Should not use words that are already contained in the question				
9	The elephant is described as having a 'preoccupied grandmotherly air' (line 23). What does this description suggest about how the elephant appears to the writer?				
	Peaceful, not threatening or violent			[1]	
	Comments· Must take description as a whole				
10	What does the phrase 'two thousand wills pressing (me) forward, irresistibly' (line 26-27) tell us about the Burmese villagers' reaction to the possible confrontation?				
	Eagerly anticipating/ looking forward to			[1]	
	Comments No issue				
					For Examiner's Use
11	In paragraph 4, we are told that the writer had little choice but to shoot the elephant Give two reasons why he felt he needed to do this.				
	The people expected him to do it / He was pressurized to do it by the people (1 mark) He did not want to be laughed at/ be ridiculed / be a laughing stock / mocked (1 mark)			[2]	
	Comments-Answer must show that the people expected him to kill the elephant and reason for no choice must be that he did not want to be laughed at [Degree of humiliation must be shown i e laughed at / ridiculed / mocked / made a laughing stock. Hence X embarassed X humiliated (**by itself**) are not acceptable				
12	The writer describes himself as ' the white man seemingly the lead actor of the piece; but in reality I was only an absurd puppet' (lines 28-29) Explain fully the irony he is facing				

	Expected He had an official position and was given the authority to lead / make decisions (1 mark) Actuality He had no choice but to do what the villagers / Burmese expected of him (1 mark)	[2]	
	Comments Irony must show how he seemed to be leading / be in control and yet in reality, he was led / controlled by the villagers X He was controlled (**by itself**) is not acceptable **[Ambiguous]**		
13	The crowd is described ' as of people who see the theatre curtain go up at last' (lines 36 - 37) What does the phrase tell us about the feeling of the crowd at that moment?		
	They were excited / jubilant / eager / in anticipation / expectant / exhilarated / thrilled / full of anticipation and excited X relieved X satisfied X anxious X heaved a sigh of relief X elated X pleased X extremely delighted	[1]	
	Comment Feeling of crowd is one of anticipation and excitement		
14	'I could not stand it any longer' (line 39) Besides the death of the elephant, what else does 'it' refer to?		
	Roar of glee that went up from the crowd / sadistic glee / celebrations / noises of joy and happiness / cheering of crowd before the elephant was killed / elation of the crowd before the elephant was killed X waiting to protect pride and dignity X attention from Burmese villagers /	[1]	
	Comments It refers to the crowd's cheering and happiness before the elephant was killed		
15	In paragraph 6, why do you think the writer compares killing the mad elephant to the killing of a mad dog?		
	Any ONE of the following 1 To justify his actions 2 To justify his actions as killing a dog is seemingly a more common occurrence (and so killing a rampant elephant is an acceptable practice) 3 To show that as the mad elephant had harmed humans like a mad dog, it was acceptable to kill it / put it down / it deserved to die.	[1]	
	Comments The answer to the question is to justify his actions OR to fully explain what the elephant did to deserve to die like a mad dog In the second answer, mention should be made of the CAUSE (both mad dog and mad elephant harm humans) and the EFFECT (and so both should be killed)		

16	'It was a shame to shoot an elephant for killing a coolie' (lines 46-47) What is odd about the younger men's attitude towards the killing of the elephant?		
	They **valued the life of an animal the same / more than that/ the life of a man** **OR** It is odd that the value of the life of an elephant which is related to an animal is even compared to the value of the coolie's life which is related to a human being	[1]	
	Comments: The thing that is odd about the younger men's attitude towards the killing of the elephant is the way the young man compares and **values the life of the elephant to be worth more than the life of the coolie.** **X** The elephant is valued more than the coolie is **WRONG** as it could suggest that the elephant is valued for its strength which is greater than a human's		
			For Examiner's Use
17	The structure of the text reflects the various feelings experienced by the writer when face with the task of shooting an elephant. Complete the flow chart by choosing one word from the box to represent the main feeling described in each part of the text There are some extra words in the box that you do not need to use **Words describing feelings**		

Shock	Pain	Curious
Helpless	Sadness	Rejection
	Fear	

Flow chart

Paragraph 1 **(i) Curious**

↓

Paragraph 2 **(ii) Fear**

↓

Paragraph 3-4 **(iii) Helpless**

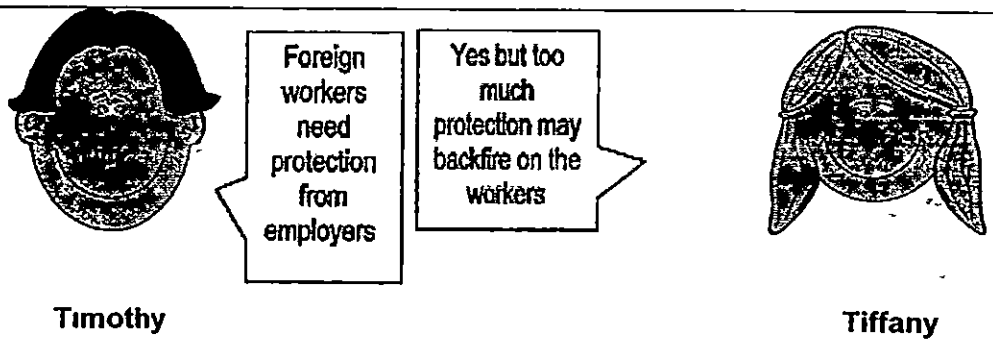
↓

Paragraph 5 **(iv) Sadness**

		[4]	
	Comments		

Section C [25 marks]

			For Examiner's Use
Refer to Text 3 on page 5 and 6 of the Insert for Questions 18 – 23			
18	What does the phrase 'in droves' (line 10) tell us about the arrival of the foreign workers?		
	Concept: Numbers — Concept: **In great numbers** Concept: Way they arrived — Concept: **In groups** OR **at the same time** X quickly	[2]	
	Comments		
19	From paragraph 2, why were both the French and German schemes of recruiting workers considered as failures?		
	The workers from both countries ended up **staying permanently**	[1]	
	Comments		
20	What attitude to foreign labour is suggested in lines 30-31?		

	Not receptive/ unwelcoming/ rejected/ unsupportive **looked down/ inferior thing to have** X negative (vague) X arrogant/shameful/embarrassment X unnecessary Xdisgust(too strong)	[1]	
	Comments		
21	Here is a part of a conversation between two students, Timothy and Tiffany who have read the article		
			
	(i) Identify **two** examples where workers are exploited from paragraph 6 that Timothy can use to support his argument		
	Work long hours or **did not have free time/** work all-day/ work from dusk to dawn (1 mark) **Bad working conditions** (1 mark) X poor housing conditions (taking answer from the wrong paragraph!!) **X There are proposals for extra free time and better working conditions (Not answering the question!)**	[2]	
	Comments		
			For Examiner's Use
	(ii) Explain how Tiffany would justify her position with reference to lines **Answer in your own words.**		
	From Text: Reworded	[2]	

(1) Raising the (2) price of (3) labour (cause)	(1) **Increasing** the (2) **cost** of (3) **employing foreign workers** **Became more expensive** to hire workers	2/3 for 1 mark	
will (1) result in the workers (2) losing their (3) jobs (effect)	will (1) **cause** the workers (2) + (3) **dismissed/ laid-off/ retrenched/ unemployed/ fired** X jobless (same root word)	2/3 for 1 mark	

Comments

22 With reference to paragraph 7, how can the lives of foreign workers be improved?
Answer in your own words

[2]

From Text	Reworded	
(1) Recreational (2) opportunities need to be (3) improved	(1) **Leisure** (2) **facilities** need to be (3) **upgraded/developed** **More leisure activities**	2/3 for 1 mark
(1) Caps on the size of (2) commissions (3) charged by financial intermediaries	(1) **Limits/restrictions** on the amount of (2) **fees/money** (3) **required** by financial intermediaries	2/3 for 1 mark
(1) Fees (2) charged by the labour agencies need (3) looking into	(1) **Charges/Amount of money** (2) **required/imposed** by the labour agencies need (3) **to be amended/reduced/ reviewed/lowered/ checked/decreased**	2/3 for 1 mark

Comments

23 **Using your own words as far as possible,** summarise the benefits of foreign worker schemes

Use only information from paragraph 4, 5 and 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)

The growing popularity of foreign labour schemes throughout is due to [15]

1	**Make (1) <u>economic</u> (2) <u>sense</u>**	**Is (1) <u>financially</u> / <u>business</u> (2) <u>viable</u>**
2	**People (1) <u>willing</u> to (2) <u>perform</u> the so-called "3D jobs"**	**People (1) <u>keen</u> to (2) <u>do</u> the so-called "3D jobs"**
3	***Reduce*(1) <u>High</u> (2) <u>labour</u> (3) <u>prices</u> in the service industries**	**Reduce (1) <u>Expensive</u> (2) <u>employment</u> (3) <u>costs</u> in the service industries**
4	**Reduce/relieve (1) <u>Widespread</u> (2) <u>shortages</u> of workers**	**An (1) <u>extensive</u> (2) <u>lack</u> of workers**
5	**Stop /reduce Millions of (1) <u>illegal</u> or (2) <u>undocumented</u> (3) <u>migrants</u>**	**Stop/reduce Millions of (1) <u>unlawful</u> or (2) <u>unrecorded</u> (3) <u>workers</u>**
6	**(1) <u>Honest</u> way of (2) <u>dealing</u> with inevitable labour (3) <u>shortages</u>**	**(1) <u>legitimate</u> way of (2) <u>handling</u> with inevitable labour (3) <u>deficiencies</u>**
7	Offering these workers **(1) <u>effective</u> protection**	Offering these workers **(1) <u>actual</u> protection/security**
8	**Better than no <u>job</u> at all**	**Offer employment**
9	**(1) <u>Largest</u> and most (2) <u>sustained</u> (3) <u>transfer</u> of (4) <u>resources</u>**	**(1) <u>Biggest</u> and most (2) <u>constant</u> (3) <u>allocation</u> of (4) <u>assets</u>**
10	**(1) <u>Empowering</u> millions** of people	**(1) <u>offer a better life/ future for</u> millions** of people

<u>Key to Summary Marking Scheme</u>

BOLD words – essence of each point

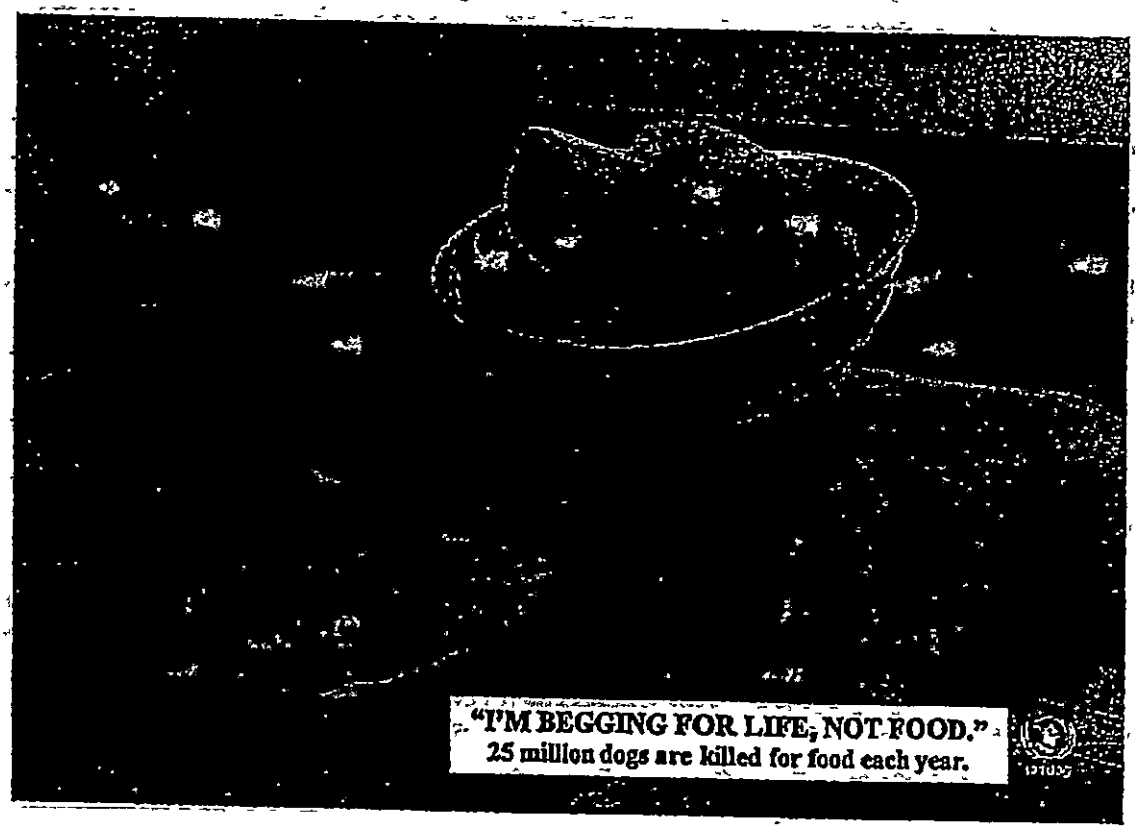
<u>UNDERLINED</u> words – words that must be REWORDED to get Style mark

No of Points reworded (Maximum of 8 points)	Marks awarded for Style
[illegible]	1m-2m
[illegible]	2m-3m

Section A

Text 1

Study the advertisement below and answer Questions 1 – 3 in the Question Booklet



Adapted from http://www.trendhunter.com

Section B

Text 2

The text below is about Max Morden, a retired art historian who attempted to reconcile himself to the deaths of those whom he loved as a child and as an adult. Read it carefully and answer Questions 4 - 13 in the Question Booklet.

1 They departed, the gods, on the day of the strange tide. All morning under a milky sky the waters in the bay had swelled and swelled, rising to unheard of heights, the small waves creeping over parched sand that for years had known no wetting save for rain and lapping the very bases of the dunes. The rusted hulk of the freighter that had run aground at the far end of the bay longer ago than any of us could remember must have thought it was being granted a re-launch. I would not swim again, after that day. The seabirds mewled and swooped, unnerved, it seemed, by the spectacle of that vast bowl of water bulging like a blister, lead-blue and malignantly agleam. They looked unnaturally white, that day, those birds. The waves were depositing a fringe of soiled yellow foam along the waterline. No sail marred the high horizon. I would not swim, no, not ever again.

2 The name of the house is the Cedars, as of old. A bristling dump of those trees, monkey-brown with a tarry reek, their trunks nightmarishly tangled, still grows at the left side, facing across an untidy lawn to the big curved window of what used to be the living room but which Miss Vavasour prefers to call, in landladyese, the lounge. The front door is at the opposite side, opening on to a square of oil-stained gravel behind the iron gate that is still painted green, though rust has reduced its struts to a tremulous filigree. I am amazed at how little has changed in the more than fifty years that have gone by since I was last here. Amazed, and disappointed, I would go so far as to say appalled, for reasons that are obscure to me, since why should I desire change, I who have come back to live amidst the rubble of the past? I wonder why the house was built like that, sideways-on, turning a pebble-dashed windowless white end wall to the road. I imagine an old seafarer dozing by the fire, landlubbered at last, and the winter gale rattling the window frames. Oh, to be him. To have been him.

3 When I was here all those years ago, in the time of the gods, the Cedars was a summer house, for rent by the fortnight or the month. During all of June each year a rich doctor and his large, raucous family infested it. We did not like the doctor's loud-voiced children, they laughed at us and threw stones from behind the unbreachable barrier of the gate and after them a mysterious middle-aged couple came, who spoke to no one, and grimly walked their sausage dog in silence.

August was the most interesting month at the Cedars, for us The tenants then were different each year, people from England or the Continent, the odd pair of honeymooners, and once even a fit-up troupe of itinerant theatre people who were putting on an afternoon show in the village's cinema And then, that year, came the family Grace

4 The first thing I saw of them was their motor car, parked on the gravel inside the gate. It was a low-slung, scarred and battered black model with beige leather seats and a big polished wood steering wheel. Books with bleached and dog-eared covers were thrown carelessly on the shelf under the sportily raked back window, and there was a touring map of France, much used and with scribbling of distances.

5 The front door of the house stood wide open, and I could hear voices inside, downstairs, and from upstairs the sound of bare feet running on floorboards and a girl laughing. Suddenly a man with a drink in his hand came out of the house. He was short and top-heavy, all shoulders and chest and big round head, with close-cut, crinkled, glittering-black hair with flecks of premature grey in it. He wore a loose green shirt unbuttoned and khaki shorts and was barefoot. His skin was so deeply tanned by the sun it had a purplish sheen. Even his feet, I noticed, were brown on the insteps; the majority of fathers in my experience were fish-belly white below the collar-line. He set his tumbler, ice-blue gin and ice cubes and a lemon slice, at a perilous angle on the roof of the car and opened the passenger door and leaned inside to rummage for something under the dashboard. The man straightened and took his glass of gin from the roof and slammed the car door. Whatever it was he had been searching for he had not found As he turned back to the house his eye caught mine and he winked. He did not do it in the way that adults usually did, at once arch and ingratiating No, this was a comradely, a conspiratorial wink, masonic, almost, as if this moment that we, two strangers, adult and boy, had shared, although outwardly without significance, without content, even, nevertheless had meaning.

Adapted from The Sea, John Banville

Section C

Text 3

The article below is about the plight of honeybees. Read it carefully and answer Questions 14 - 19 in the Question Booklet

1 For the last several years scientists have fretted over the future of bees, and although research has shed much light on the crisis, those in the bee business from hive keepers to commercial farmers say the insects remain in deep trouble as their colonies continue to struggle.

2 The current crisis arose during the fall of 2006 as beekeepers around the country reported massive losses more than a third of hives on average and up to 90 percent in some cases. Bees were flying away and simply not coming back; keepers would find boxes empty of adult bees except for a live queen. No bee corpses remained to tell the tale. The losses were unprecedented and fast.

3 Why keep worrying over the fate of a bunch of pesky stinging insects? Bees in their crucial role as pollinators are paramount. Western nations rely heavily on managed honeybees - the "moveable force" of bees that ride in trucks from farm to farm - to keep commercial agriculture productive. About a third of our foods (some 100 key crops) rely on these insects, including apples, nuts, all the favourite summer fruits (like blueberries and strawberries), alfalfa (which cows eat), and guar bean (used in all kinds of products). In total, bees contribute more than $15 billion to U S. crop production, hardly small potatoes.

4 No, we would not starve without their services, much of the world lives without managed pollinators. But we would lose an awful lot of good, healthy food, from cherries and broccoli to onions and almonds. Or we would pay exorbitant costs for farmers to use some other, less efficient pollination technique to supplement the work that healthy natural pollinators could do Plus, bee health can tell us a lot about environmental health, and thus about our own well-being

5 Today's pollinator crisis, which has also hit Europe and now parts of Asia, is unprecedented But honeybees have done disappearing acts on and off for more than a century, possibly since humans began domesticating them 4,500 years ago in Egypt. In the United States, unexplained colony declines in the 1880s, the 1920s, and the 1960s baffled farmers, and in 1995 - 1996 Pennsylvania keepers lost more than half of their colonies without a clear cause. The 1980s and 1990s saw various new parasites that hit bees hard; Varroa and tracheal mites became major killers, and they continue to plague hives and keep beekeepers up at night.

6 When Colony Collapse Disorder appeared, the US Department of Agriculture's Agricultural Research Service and the National Institute of Food and Agriculture joined forces to study and fight the assailant, but a half-dozen years later they still lack a smoking gun. Recent work reveals higher loads of pathogens in the guts of bees from collapsed colonies versus healthy ones, making viral infections a likely culprit.

7 But this is not a case of one cause, one effect. Bee expert Dennis van Engelsdorp of the University of Maryland likens the situation to HIV/AIDS in humans. "You don't die of AIDS, you die of pneumonia or some other condition that hits when your immunity is down," he says Today's bee mortalities may be behaving slightly differently. "But we're pretty sure in all these cases, diseases are the tipping point" after bees' immune systems are compromised.

8 So what makes bees vulnerable to those diseases, what is killing their immunity, continues to be the $15-billion question

Adapted from http://news.nationalgeographic com/

Section A [5 marks]

Text 1

Refer to the advertisement (Text 1) on page 2 of the Insert for Questions 1 - 3.

1 What do you think is the purpose of the poster?

. .. .

. . .. [1]

2 (i) What does the bowl collar signify?

. . . .

... . [1]

(ii) In which two ways does the illustration of the dog highlight the message of the poster?

. . ..

. . ..

.. ..

.... [2]

3 "25 million dogs are killed for food each year"
What is the reason for including the statistics?

. ...

. . . . [1]

Section B [20 marks]

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

4 In paragraph 1 Max Morden described the blustery sea. Explain how the language used in paragraph 1 makes the sea appear to be stormy.

Support your ideas with three details from the paragraph 1

. ...

.. . .

....

.. ..

....

... . [3]

5 In paragraph 2 the writer describes 'A bristling dump of those trees, monkey-brown with a tarry reek, their trunks nightmarishly tangled, still grows at the left side' (lines 15 – 17)

Identify the word(s) or phrases in the given sentence which suggest

(i) unpleasant lingering odour... .... [1]

(ii) neglected thick foliage : . ... [1]

6 (i) What does the phrase 'for reasons that are obscure to me' (line 24) suggest about Max's state of the mind?

. . . . [1]

(ii) What does the phrase 'live amidst the rubble of the past ' (line 25) tell us about Max's past?

. ... [1]

7 At the end of paragraph 2, Max yearned to be like the old seafarer, 'Oh, to be him. To have been him.' (line 29). Why do you think he wanted to be like the old seafarer?

.. .. [1]

8 Max described the rich doctor and his family had 'infested' (line 33) the summer house and how the children teased him 'from behind the unbreachable barrier of the gate' (lines 34 - 35) What do these descriptions suggest about his view of the doctor's family?

Descriptions	Max's view of the doctor's family
'infested'	
'behind the unbreachable barrier of the gate'	

[2]

9 In paragraph 3 we are also told that the tenants at the house included people who were not repeated tenants. Find two more words or phrases in this paragraph which suggest these people were just temporary travellers at this house

..... [2]

10 What does the phrase 'scarred and battered black model' (line 44) suggest about the car owner's attitude towards the care of the car?

..... [1]

11 In paragraph 4 'Books with bleached and dog-eared covers were thrown carelessly' (line 46).

Pick out a word in the given sentence which suggests that books had been left in the car for a long time

..... [1]

12 'there was a touring map of France, much used and with scribbling of distances' (lines 47 – 48). What two things does this suggest about the Grace family and their travelling style?

..... [2]

13 The structure of the text reflects the main emotions of Max as he recounted his younger days at the Cedars Complete the flow chart by choosing one word from the box to summarise the main emotion described in each part of the text. There are some extra words in the box you do not need to use

Max's emotions

fidgety	flabbergasted	violence
tumultuous	surprised	nostalgic

Flow chart

Paragraphs 1 (i) .....

↓

Paragraph 2 (ii) .....

↓

Paragraph 3 (iii) .....

↓

Paragraph 5 (iv) .....

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 14 - 19.

14 (i) What does 'struggle' (line 4) suggest about the colonies?

. . . . . .

. . . . . [1]

(ii) Why does the writer describe it as 'struggle'?

. . . . . .

. . . . . [1]

15 Explain in your own words what the author meant by 'No bee corpses remained to tell the tale' (line 9).

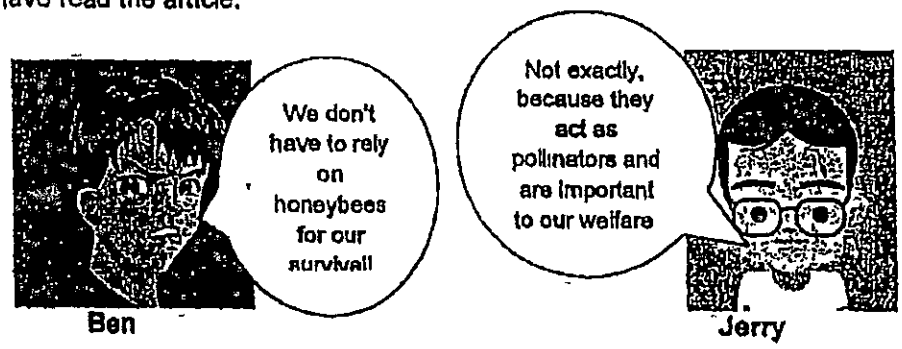
. . . . . .

. . . . . .

. . . . . .

. . . . . [2]

16 Here is a part of a conversation between two students, Ben and Jerry who have read the article.



(i) Identify one example from paragraph 4 that Ben can use to support his view.

. . . . . .

. . . . . [1]

(ii) How would Jerry explain his position with reference to lines 21 – 24?

..... [2]

17 The writer states that Varroa and tracheal mites continue to plague hives and keep beekeepers up at night (lines 35 - 36).

Explain why the writer chooses to describe the trouble brought about by the mites with this underlined phrase

..... [2]

18 '...they still lack a *smoking gun*' (line 40). With reference to the italicised phrase, explain in your own words how 'a smoking gun' can assist the scientists in solving the mystery of the declining population.

..... [2]

19 Using your own words as far as possible, summarise the importance of honeybees as well as the causes for the dwindling honeybees population.

Use only information from paragraphs 3 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)

The honeybees are important to many Western nations because .....

.....

No of words: [15]

END OF PAPER

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1128 O Level MYE 2014
Marking Scheme

Section A [5 marks]

1 What do you think is the purpose of the poster?

To get people to stop eating dog meat / to stop killing dogs for food. [1]

2 (i) What does the bowl collar signify?

A protective collar dog wears after a medical procedure [1]

(ii) In which two ways does the illustration of the dog highlight the message of the poster?

(1)) The dog in the bowl collar evokes a sense of guilt/conscience [1m] in the readers
(2) The dog appears to be very vulnerable/defenceless position [1m]. [2]

3 "25 million dogs are killed for food each year."
What is the reason for including the statistics?

It establishes the fact/credibility/reality so as to convince people to stop eating dog meat/impact on the readers to stop eating dog meat. [1]

(Both parts must be included in order to get 1 mark)

Section B [20 marks]

4 In paragraph 1 Max Morden described the blustery sea. Explain how the language used in paragraph 1 makes the sea appear to be stormy

Support your ideas with three details from the paragraph 1.

(i) 'the waters in the bay had swelled and swelled, rising to unheard of heights' suggests that the waves were gaining height and were extraordinarily tall/ the crests were extreme.

DO NOT ACCEPT *"rising to unheard of heights"* because the detail *does not indicate the waters* has risen to unheard of heights.

(ii) 'water bulging like a blister, lead-blue and malignantly agleam' suggests the size of the waves was huge and were malicious OR

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(iii) 'the freighter that had run aground, must have thought it was being granted a re-launch' suggests that waves must be very strong that they could even hurl/propel/toss the wrecked plane upwards. 3

Do not award quotation without some explanation of how stormy the sea was. 1 mark for each up to 3 marks

5 In paragraph 2 the writer describes 'A bristling dump of those trees, monkey-brown with a tarry reek, their trunks nightmarishly tangled, still grows at the left side' (lines 15 – 17)

Identify the word(s) or phrases in the given sentence which suggest

(i) unpleasant lingering odour: (a) tarry reek [1]

(ii) neglected thick foliage : (A) bristling dump (of those trees) [1]

Do not award mark if the above phrases are not exact.

6 (i) What does the phrase 'for reasons that are obscure to me' (line 24) suggest about Max's state of the mind?

He is confused / perplexed / bewildered / uncertain / unsure. [1]

(ii) What does phrase 'live amidst the rubble of the past ' (line 25) tell us about Max's past?

A unstable / turbulent / tumultuous one [1]

Rubble means wreckage hence it connotes the idea that Max's past could be a wreck.

7 At the end of paragraph 2, Max yearns to be like the old seafarer, 'Oh, to be him. To have been him.' (line 29) Why do you think he wanted to be like the old seafarer?

Max wanted to retire / be able to enjoy life / lead a relaxed life. [1]

DO NOT ACCEPT "The old seafarer is relaxed / lives peacefully." ***The focus must be on Max*** and why Max wanted to be like the old seafarer.

8 Max describes the rich doctor and his family had 'infested' (line 33) the summer house and how the children teased him 'from behind the unbreachable barrier of the gate' (lines 34 - 35). What do these descriptions suggest about his view of the doctor's family?

Descriptions	Max's view of the doctor's family

'infested'	The doctor's family was like pests/ vermin / could do much damages
'behind the unbreachable barrier of the gate'	The doctor's children/family were very well-protected / sheltered.

[2

Do not award mark if student answered 'The children were cowardly' because the idea is the barrier cannot be overcome.

9 In paragraph 3 we are also told that the tenants at the house included people who were not repeated tenants but people who travelled. Find two more words or phrases in this paragraph which tell you this.

(i) were different each year
(ii) Fit-up troupe
(iii) Itinerant
Any two of the above. [2]

AWARD 1 mark only if students lifted the whole sentence "*a fit-up troupe of itinerant theatre people*", especially when they have written another phrase.

10 What does the phrase 'scarred and battered black model' (line 44) suggest about the car owner's attitude towards the care of the car?

He could not be bothered / He could not care less / He was careless with his car. [1]

11 In paragraph 4 'Books with bleached and dog-eared covers were thrown carelessly' (line 46)

Pick out a word in the given sentence which suggests that books had been left in the car for a long time

'bleached' [1]

12 'there was a touring map of France, much used' (lines 47 – 48) What two things does this suggest about the Grace family and their travelling style?

(i) They probably did self-drive when travelling
(ii) They liked to travel free and easy instead of being in an escorted tour. [2]

DO NOT ACCEPT
1) "They travel by car." – The question asks for travelling style and not mode of

transport

2) "They plan the routes carefully/They are very detailed in their planning of the routes." The question asks for travelling style and not the how they plan their travel.
3) "They like to travel to France / travel to France many times " The question asks for travelling style and not the frequency of travel

13 paragraph 1 (i) tumultuous

paragraph 2 (ii) flabbergasted

paragraph 3 (iii) nostalgic

paragraph 5 (iv) surprised

Section C [25 marks]

14 (i) What does 'struggle' (line 4) suggest about the colonies?

The colonies have declining population / Honeybees trying to maintain their colonies [1]

(ii) Why does the writer describe it as 'struggle'?

It has been several years and yet scientists have not found the cause/reason for honeybees' declining population. [1]

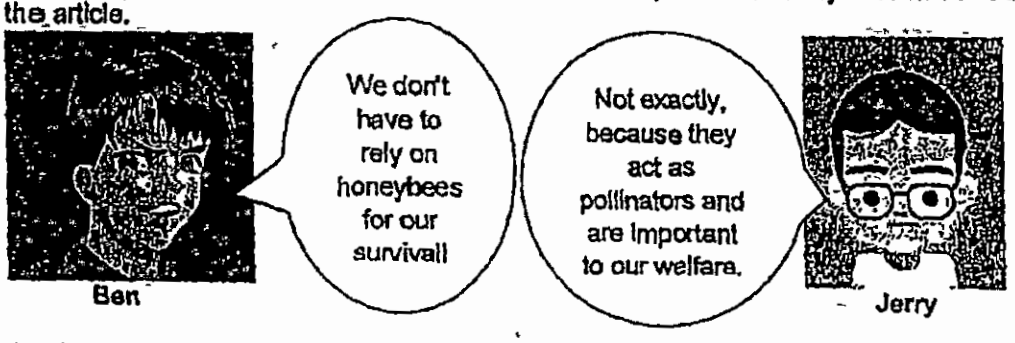
➢ *Both underlined parts must be included in order to get 1 mark*

15 Explain in your own words what author meant by 'No bee corpses remained to tell the tale ' (line 9)

There was no evidence / clue [1m] on how the bees die / why the bees fly away [1m] OR

Regardless on how/why the bees die / fly away [1m], there was nothing left in the hive for the scientists to analyse the reason. [2]

16 Here is a part of a conversation between two students, Ben and Jerry who have read the article.



(i) Identify one example from paragraph 4 that Ben can use to support his view.

'We (humans) would not starve without their services, much of the world lives without managed pollinators.' [1]

➢ Award 0 if students only wrote "*We won't starve*" or "*much of the world lives without managed pollinators*".

(ii) Explain how Jerry would justify his position with reference to lines 21 – 24.

Without honeybees, humans would *lose much more healthy food choices* [1m] and *consumers/customers would have to pay more money* since alternative *pollination techniques cost more* [1m] [2]

DO NOT ACCEPT when students lifted the sentence "*we would pay exorbitant costs for farmers to use some other, less efficient pollination technique to supplement the work that healthy natural pollinators could do*" without the explanation that people now have to pay more because the cost of alternative pollination has been transferred to the customers.

17 The writer states that Varroa and tracheal mites continue to plague hives and keep beekeepers up at night. (lines 35 - 36)

Explain why the writer chooses to describe the trouble brought about by the mites with this underlined phrase.

To **empahsise the extent/severity** [1m] of the trouble the mites are causing the beekeepers and that the beekeepers are **very worried/ vexed by the problem of mites**. [1] [2]

18 '. they still lack *a smoking gun*' (line 40). With reference to the italicised phrase, explain in your own words how 'a smoking gun' can assist the scientists in solving the mystery of the declining population.

Only with evidence/ proof [1m] on how the bees die, then can the scientists research and analyse the cause of deaths to come up with an antidote/ a remedy [1m] to the problem. [2]

19 Using your own words as far as possible, summarise the importance of honeybees as well as the causes for the dwindling honeybees population.

Use only information from paragraphs 3 to 6

	Original words from passage	Rephrased answer
1	keep commercial agriculture productive	maintained productiveness of farming / food production
2	About a third of our foods rely on these insects	30% of food production is dependent on honeybees
3	bees contribute more than $15 billion to U S. crop production	Agriculture industry earns more than $15 billion from the bees' contribution
4	we would lose an awful lot of good, healthy food	Much healthy foods would be lost
5	we would pay exorbitant costs for farmers to use some other, less efficient pollination technique	Consumers would pay a hefty price for the produce as less cost-effective pollination methods are used instead of using bees
6	bee health can tell us a lot about environmental health	Health of environment is closely linked to the health of bees
7	about our own well-being	Which in turn provides a clue to humans' welfare
8	Varroa and tracheal mites became major killers	Louses/Bugs kill the honeybees
9	viral infections a likely culprit	Bees could also be infected by virus

Content: 8 marks
Language Use – 7 marks