

# 2016

## ENGLISH

1	Nanyang Girls' High School
2	Crescent Girls' School Prelim
3	CHIJ Saint Nicholas Girls' School
4	Singapore Chinese Girls' School
5	St. Joseph's Institution
6	Cedar Girls' Secondary School
7	Bukit Panjang Government High School
8	Crescent Girls' School Mid Year
9	Anglo-Chinese School (Barker Road)
10	Tanjong Katong Girls' School
11	Dunman Secondary School
12	CHIJ Saint Theresa's Convent
13	Temasek Secondary School
14	Bedok South Secondary School
15	Bukit Merah Secondary School

Class	Register Number	Name
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南洋女子中學校  
NANYANG GIRLS' HIGH SCHOOL

**Mid Year Examination 2016  
Secondary Four (Ordinary Level)**

**English Language Paper 2**

**1 hour 50 min  
50 marks**

**Comprehension**

**INSERT**

**Friday**

**6 May 2016**

**1045 – 1235**

**READ THESE INSTRUCTIONS FIRST**

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

**Setters:** LTeo

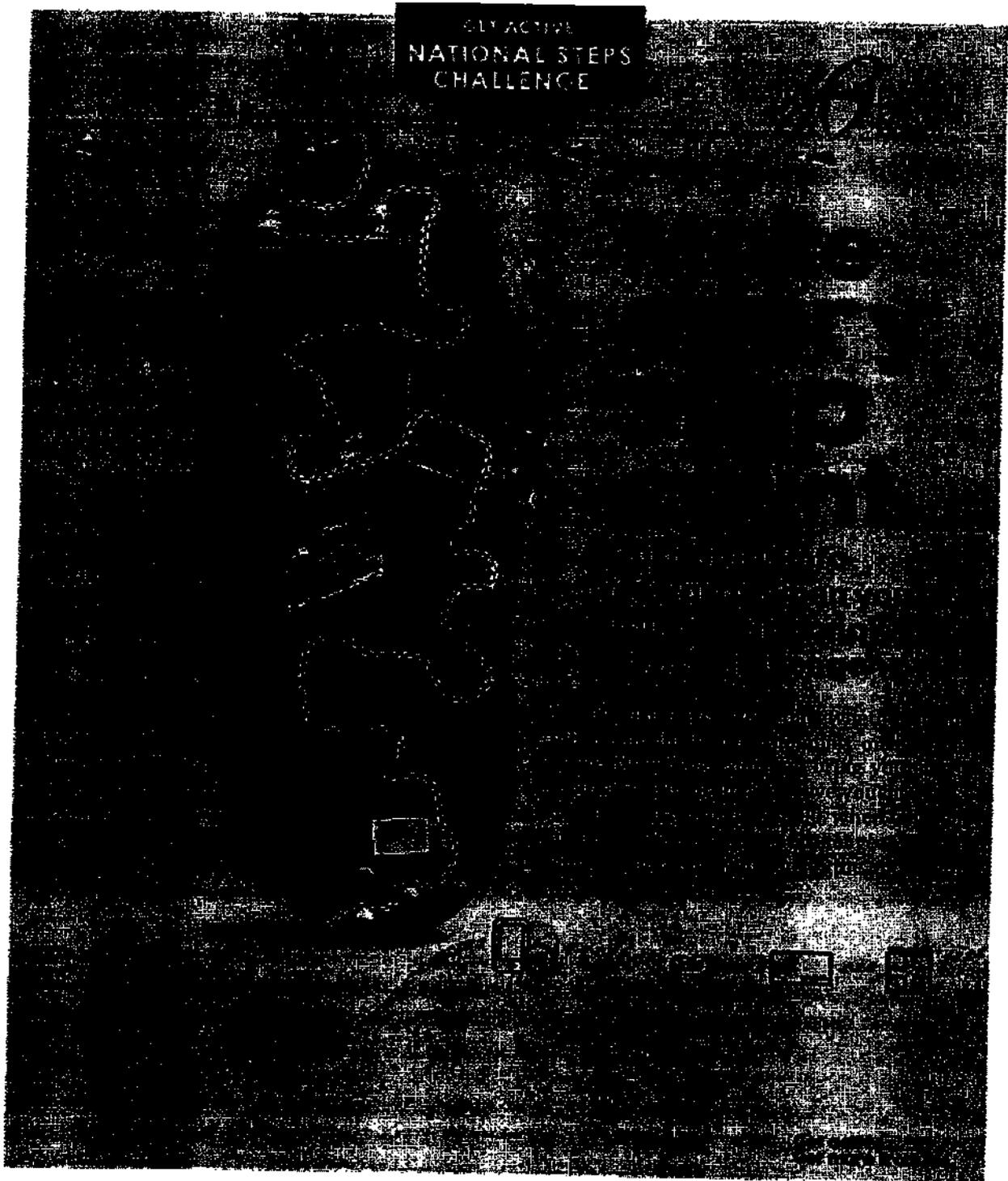
This document consists of 6 printed pages,  
including this cover page.

**[Turn over]**

**Section A [5 marks]**

Text 1

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



**National  
Steps™  
Challenge**

Main Partners



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## Section B [20 marks]

### Text 2

*The text below is about a young Chinese girl living in America. Read it carefully and answer Questions 5–14 in the Question Booklet.*

- 1 I studied each chess piece, trying to absorb the power each contained. I learnt why it is of utmost importance to control the game early on. I learnt about the tactics between two adversaries. I learnt why it is essential to have foresight. All weaknesses and advantages become evident to a strong adversary and are obscured to a tiring opponent. I discovered that for the whole game one must gather invisible strengths and see the endgame before the game begins. I also found out that I should never reveal “why” to others. That is the power of chess. 5
- 2 I was six when my mother taught me the art of invisible strength. It was a strategy for winning arguments, respect from others, and eventually, though neither of us knew it at the time, chess games. 10
- 3 “Bite back your tongue,” scolded my mother when I cried loudly, yanking her hand toward the store that sold bags of salted plums. At home, she said, “Wise guy, he not go against wind. In Chinese we say, Come from South, blow with wind-poom!-North will follow. Strongest wind cannot be seen.” 15
- 4 The next week I bit back my tongue as we entered the store with the forbidden candies. When my mother finished her shopping, she quietly plucked a small bag of plums from the rack and put it on the counter with the rest of the items.
- 5 My mother imparted her daily truths so she could help my older brothers and me rise above our circumstances. We lived in San Francisco's Chinatown. Like most of the other Chinese children who played in the back alleys of restaurants and curio shops, I didn't think we were poor. My bowl was always full, three five-course meals every day, beginning with a soup of mysterious things I didn't want to know the names of. 20 25
- 6 We lived on Waverly Place. At the end of our two-block alley was a small sandlot playground with swings and slides well-shined down the middle with use. The best playground, however, was the dark alley itself. It was crammed with daily mysteries and adventures.
- 7 At the corner of the alley was Hong Sing's. Tourists never went to Hong Sing's, since the menu was printed only in Chinese. A Caucasian man with a big camera once posed me and my playmates in front of the restaurant. He had us move to the side of the picture window so the photo would capture the roasted duck with its head dangling from a juice-covered rope. After he took the picture, I told him he should go into Hong Sing's and eat dinner. When he smiled and asked me what they served, I shouted, “Guts and duck's feet and octopus gizzards!” Then I ran off with my friends, shrieking 30 35

with laughter as we scampered across the alley and hid, my heart pounding with hope that he would chase us.

- 8 My older brother Vincent was the one who actually got the chess set. We had gone to the annual Christmas party held at the First Chinese Baptist Church at the end of the alley. The missionary ladies had put together a Santa bag of gifts donated by members. None of the gifts had names on them. There were separate sacks for boys and girls of different ages. One of the Chinese parishioners had donned a Santa Claus costume and a stiff paper beard with cotton balls glued to it. I think the only children who thought he was the real thing were too young to know that Santa Claus was not Chinese. When my turn came up, the Santa man asked me how old I was. He then asked if I had been a very, very good girl this year and did I believe in Jesus Christ and obey my parents. I knew the only answer to that. I nodded back with solemnity. 40 45 50
- 9 Having watched the older children opening their gifts, I already knew that the big gifts were not necessarily the nicest ones. One girl my age got a large colouring book of childish characters, while a less greedy girl who selected a smaller box received a glass vial of precious lavender perfume. The sound of the box was also important. A ten-year old boy had chosen a box that jangled when he shook it. It was a tin globe of the world with a slit for inserting money. He must have thought it was full of dimes and nickels, because when he saw that it had just ten pennies, his face fell with undisguised disappointment. 55 60
- 10 Vincent got the chess set, which would have been a very decent present to get at a church Christmas party, except it was obviously used and, as we discovered later, it was missing a black pawn and a white knight. My mother graciously thanked the unknown benefactor, saying, "Too good. Cost too much." At which point, an old lady with fine white, wispy hair nodded toward our family and said with a whistling whisper, "Merry, merry Christmas." 65
- 11 When we got home, my mother told Vincent to throw the chess set away. "If she doesn't want it, we do not want it," she said, tossing her head stiffly to the side with a tight smile.

Adapted from "Rules of The Game" by Amy Tan

## Section C [25 marks]

### Text 3

*This passage is about millennials. Read the text and answer Questions 15–21 in the Question Booklet.*

- 1 In general, ageing does not have much going for it, except a privilege to speak about the younger generation with a mixture of horror and contempt.
- 2 “They’re so soft,” you say, having endured the ravages of time without so much as a squeak.
- 3 “Do those narcissists ever stop talking about themselves?” you cry as you click through your nephew’s selfie-clogged Facebook feed. And so on. 5
- 4 These days, you have probably slipped in another word in such conversations: Millennial.
- 5 Used interchangeably as both a noun and an adjective, the term has gained traction, whether in an academic tome such as *Millennials Rising: The Next Great Generation* (2000), which is widely credited with coming up with the label, or the parody blog *Millennials Of New York*, which chronicles the struggles of these 20-something-year-olds in the Big Apple – think being unable to afford feather headdress-making lessons and Saturday brunches. 10
- 6 So what is a millennial? Definitions vary, but millennials are largely identified as those born between 1980 and 2000. The youngest millennial would, therefore, turn 15 this year, while the oldest would be just shy of 35. They also go by other names such as Generation Y, Generation Me or, in Asia, the Strawberry Generation – referring to how they are easily bruised and require constant attention and praise. 15  
20
- 7 So how does one spot a millennial in the wild?
- 8 Look for callused fingers, for one, from texting and gaming. They are also the ones fixated on a screen while simultaneously anxious with #Fomo – otherwise known as the fear of missing out. Another identifying trait is high self-esteem from being coddled by baby-boomer parents and being raised in a post-war era of curiosity and possibilities. This also makes them more likely to pursue passion than a fat pay cheque – hence the professional bloggers, Instagram photographers and social media influencers. 25
- 9 On the flipside of this upbringing is a certain lack of resilience. They are less able to withstand pressure and can be sluggish, insubordinate or spoilt at work. (Yup, the poor little strawberries.) 30
- 10 One thing to note about millennial youth is that they are more alike than any generation before them, having grown up amid globalisation, the push of Western culture and the advent of the Internet and social media.

- 11 Having lots of options available has impacted the way millennials navigate their careers as well. Because they are tech-savvy, they are clued in to new opportunities and are mobile. Human resource professionals also say millennials tend to be more emotional compared with their parents, who are more pragmatic and stoic. 35
- 12 Emotional millennials may job-hop, but they are more likely to be loyal to good leaders who value their input and when it comes to managing them, it helps to give frequent bursts of encouragement to keep them motivated. They are also redefining what classifies a career. A nine-to-five job in a cubicle? Sorry, that is so last millennium. With laissez-faire start-ups and social media consultancies these days, much of the work occurs in co-sharing spaces and coffee joints now. Thanks to technology, Gen Ys no longer want to be boxed in by perceptions such as work being confined to the walls of an office. They are now open to a wide array of career options – some of which did not exist a mere 10 years ago. 40 45

Adapted from "What Makes Gen Y Tick" by Ankita Varma

Class	Register Number	Name
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南洋女子中學校  
NANYANG GIRLS' HIGH SCHOOL

**Mid Year Examination 2016  
Secondary Four (Ordinary Level)**

**English Language Paper 2**

**1 hour 50 min  
50 marks**

**Comprehension  
QUESTION BOOKLET  
Friday**

**6 May 2016**

**1045 – 1235**

**READ THESE INSTRUCTIONS FIRST**

Write your name and index number on the work you hand in.  
Write in dark blue or black ink on both sides of the answer 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.

**Setters:** LTeo

This document consists of 8 printed pages,  
including this cover page.

**[Turn over]**

**Section A [5 marks]**

Text 1

Refer to the poster on page 1 of the insert for Questions 1–4.

1 Who is the target audience of this poster? [1]

.....  
.....

2 How does the illustration support the message of the poster? [2]

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

3 “Make every step count.”  
Explain the pun used. [1]

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

4 “... or even at home.”  
What is the intended effect of using the word “even”? [1]

.....  
.....

**Section B [20 marks]**

Text 2

Refer to Text 2 on Page 2–3 of the Insert for Questions 5–14.

- 5 Explain how the language used in Paragraph 1 highlights what the speaker learnt about playing chess. Support your ideas with three details from the paragraph. [3]

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.....

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- 6 i) "Strongest wind cannot be seen" (line 15)  
What does this phrase mean? Answer in your own words. [2]

.....

.....

- ii) Why did the speaker's mother "quietly" (line 17) pluck a small bag of candies and put it on the counter with the rest of the items? [1]

.....

.....

- 7 Choose a phrase in Paragraph 5 that tells you that the speaker and her siblings were coping well with their situation. [1]

.....

- 8 "The best playground, however, was the dark alley itself." (line 30-31)  
What is ironic about this statement? [2]

.....

.....

9 Why did tourists not patronise Hong Sing café? [1]

.....  
.....

10 Why do you think that the speaker wanted the Caucasian man to chase them? [1]

.....  
.....

11 Identify a word in Paragraph 8 that has the same meaning as seriousness. [1]

.....

12 Give two factors in Paragraph 9 that the speaker took into consideration when choosing her present. [2]

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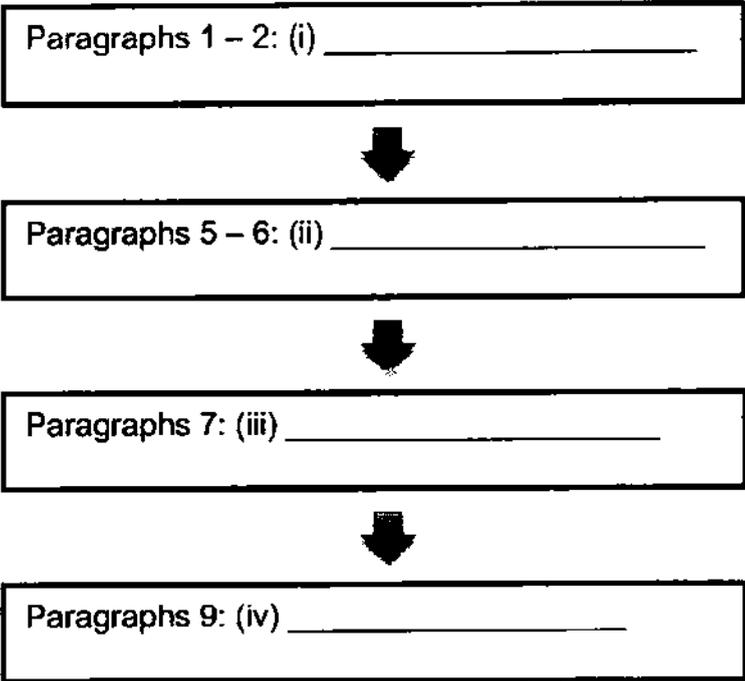
13 Why did the speaker's mother ask Vincent to throw the chess set away? [2]

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.....

14 The structure of the text reflects the stages of the speaker's childhood. 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. [4]

defiance	knowledge	cynicism	mischief
anticipation	anxiety	innocence	

Flow Chart



**Section C [25 marks]**

Text 3

Refer to Text 3 on Page 4–5 of the Insert for Questions 15–21.

- 15 According to the writer in Paragraph 1, what attitude does the older generation have towards the younger generation? Answer in your own words. [2]

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

- 16 Suggest why the writer feels as if she has “endured the ravages of time without so much as a squeak” (lines 3-4). [2]

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

- 17 Which word in Paragraph 5 has the same meaning as satire? [1]

.....

- 18 Here is part of the conversation between two students, Sophie and Shane, who have read the article.



Sophie

Millennials are like strawberries.

Shane



Well, I think millennials are passionate.

- i) Identify a piece of evidence from Paragraph 6 to support Sophie's view. [1]

.....  
.....

ii) In your own words, explain how Shane would justify his position, with reference to Paragraph 8. [2]

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

19 Look for callused fingers, for one, from texting and gaming. (line 22) [1]  
What tone is the writer creating in this statement?

.....  
.....

20 What is the effect of the words in parenthesis in Paragraph 9? [1]

.....  
.....

21 Using your own words as far as possible, summarise the characteristics of millennials.

Use only information from paragraphs 10–12.

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]

One characteristic of millennials is .....

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**Section A [5 marks]**

Text 1

Refer to the poster on page 1 of the insert for Questions 1–4.

- 1 Who is the target audience of this poster? (1)  
People who want to have a healthy lifestyle / people who want to keep fit (accept any answer that alludes to health)
- 2 How does the illustration support the message of the poster? (2)  
The shoe and the different places with the number of steps on the shoe shows that how many foot steps can be accumulated in everyday life [1] and how every step taken contributes to personal well-being [1].
- 3 "Make every step count."  
Explain the pun used. (1)  
- Literal: to keep fit / stay healthy  
- Figurative: to win attractive prizes
- 4 "... or even at home."  
What is the intended effect of using the word "even"? (1)  
It gives the reader a sense of surprise as steps can be taken at home.

**Section B [20 marks]**

Text 2

Refer to Text 2 on Page 2–3 of the insert for Questions 5–14.

- 5 Explain how the language used in Paragraph 1 highlights what the speaker learnt about playing chess. Support your ideas with three details from the paragraph. (3)  
it is of utmost importance to control the game early on → have have power at the start  
the tactics between two adversaries → strategies of opponents  
it is essential to have foresight → to have planning
- 6 i) "Strongest wind cannot be seen" (line 15)  
What does this phrase mean? Answer in your own words. (2)  
The most powerful / intense force [1] is invisible [1].  
ii) Why did the speaker's mother "quietly" (line 17) pluck a small bag of candies and put it on the counter with the rest of the items? (1)  
She wanted the speaker to know that she had learnt a good lesson.
- 7 Choose a phrase in Paragraph 5 that tells you that the speaker and her siblings were coping well with their situation. (1)  
rise above our circumstances
- 8 "The best playground, however, was the dark alley itself." (line 30–31)  
What is ironic about this statement? (2)  
A playground is meant to be a safe place for children to have fun [1] but the children preferred that dark alley which could be dangerous [1].
- 9 Why did tourists not patronise Hong Sing café? (1)  
They could not read or understand the Chinese words on the menu to order a meal.
- 10 Why do you think that the speaker wanted the Caucasian man to chase them? (1)  
She wanted the excitement / thrill of the chase.
- 11 Identify a word in Paragraph 8 that has the same meaning as seriousness. (1)



**Section C [25 marks]**

Text 3

Refer to Text 3 on Page 4–5 of the Insert for Questions 15–21.

- 12 Give two factors in Paragraph 9 that the speaker took into consideration when choosing her present. [2]

The bigger the size of the present did not necessarily mean a better present. The sound of the present was also important.

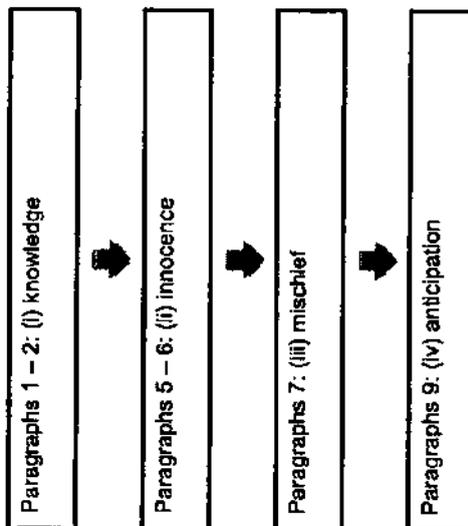
- 13 Why did the speaker's mother ask Vincent to throw the chess set away? [2]

She had pride [1] and did not want something that was considered unwanted [1].

- 14 The structure of the text reflects the stages of the speaker's childhood. 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. [4]

defiance   knowledge   cynicism   mischief anticipation   anxiety   innocence
--

Flow Chart



- 15 According to the writer in Paragraph 1, what attitude does the older generation have towards the younger generation? Answer in your own words. [2]

From the passage: to speak about the younger generation with a mixture of horror and contempt

The older generation views the younger generation with dread / fear [1] and scorn / disdain / disrespect [1].  
 NB: words have to suit the context of the passage

- 16 Suggest why the writer feels as if she has "endured the ravages of time without so much as a squeak" (lines 3–4). [2]

She feels that she has survived through the ill effects of time [1] unscathed / without a scratch / silently [1].

- 17 Which word in Paragraph 5 has the same meaning as satire? [1]

parody

- 18 Here is part of the conversation between two students, Sophie and Shane, who have read the article.



Sophie

Millennials are like strawberries.
------------------------------------

Shane



Well, I think millennials are passionate.
---

- i) Identify a piece of evidence from Paragraph 6 to support Sophie's view. [1]

They are easily bruised and require constant attention and praise.

- ii) In your own words, explain how Shane would justify his position, with reference to Paragraph 8. [2]



From the passage: makes them more likely to pursue passion than a fat pay cheque

Millennials would rather do something they are interested and excited about [1] than to do it for the money [1].

19 Look for callused fingers, for one, from texting and gaming. (line 22) [1]  
What tone is the writer creating in this statement?

Mocking / sarcastic

20 What is the effect of the words in parenthesis in Paragraph 9? [1]

The writer does not actually feel sorry for the millennials.

21 Using your own words as far as possible, summarise the characteristics of millennials.

Use only information from paragraphs 10–12.  
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]

	From the passage	Rephrased
1	they are more alike than any generation before them	homogenous
2	having grown up amid globalisation, the push of Western culture and the advent of the Internet and social media	influenced by Western culture and globalisation
3	clued in to new opportunities and are mobile	privity to career choices
4	more emotional	More feeling / temperamental
5	may job-hop	may change jobs frequently
6	likely to be loyal to good leaders who value their input	true to bosses who regard them well
7	frequent bursts of encouragement to keep them motivated	they need positive strokes to spur them on
8	no longer want to be boxed in by perceptions such as work being confined to the walls of an office	different perspective of what work means
9	much of the work occurs in co-sharing spaces and coffee joints	work can be done in non-traditional spaces
10	open to a wide array of career options	new and innovative job choices



Name: \_\_\_\_\_ (      )

Class: \_\_\_\_\_



**BUKIT MERAH SECONDARY SCHOOL  
PRELIMINARY EXAMINATION 2016**

**SECONDARY FOUR EXPRESS / FIVE NORMAL ACADEMIC**

**ENGLISH LANGUAGE**

**1128/02**

Paper 2 Comprehension

1 hour 50 minutes

29 August 2016

Insert

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**READ THESE INSTRUCTIONS FIRST**

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

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This document consists of 6 printed pages.

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## Section A

## Text 1

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



People's Association

[SITEMAP](#) [CONTACT US](#) [FAQ](#) [FEEDBACK](#)


HOME	ABOUT US	<b>OUR PROGRAMMES</b>	VOLUNTEER	NEWSROOM
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## Active Ageing

PA Senior Citizens' Executive Committees (SCECs) is the largest seniors' network in Singapore. Through this network, the SCEC plans and organises a wide array of activities and courses to engage and empower seniors to remain mentally, physically and socially active. There are scores of activities that are specially designed to help participants stay fit and also courses that fulfil the pursuit of lifelong learning.



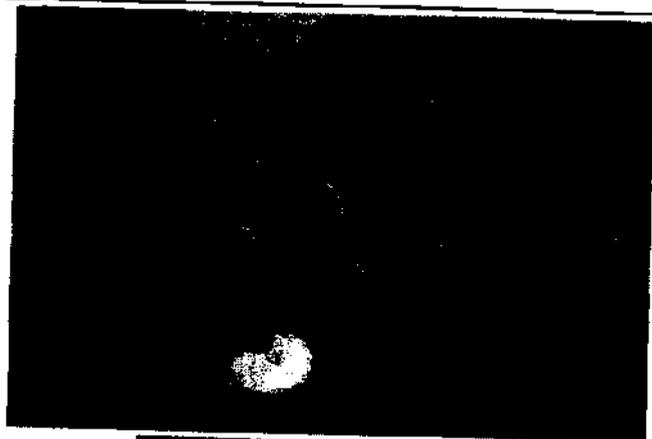
### PA Wellness Programme

The PA Wellness Programme aims to get seniors aged 50 and above to take charge of their own health by participating in the myriad of enriching programmes and activities in the Community Club (CC), Residents' Committee (RC) and Neighbourhood Committee (NC) so that more seniors can continue to enjoy a high quality of life for as long as possible.

The PA Wellness Programme's focus is helping seniors of all health conditions.

Residents found to be with risk conditions will be encouraged to see their General Practitioner and take part in the various low impact programmes, while those without risk conditions can maintain their good health by participating in the many activities and interest groups, all organised by the PA Wellness Programme.

It is also important that seniors are given opportunities to form strong social networks with other seniors so that they will look out for one another.



## Section B

## Text 2

*The text below describes the experiences of a boy who lives on a lunar colony when he looks at the earth for the first time after it is destroyed in a nuclear war. Read it carefully and answer Questions 5 – 13 in the Question Paper Booklet.*

- 1 When Marvin was ten years old, his father took him through the long, echoing corridors that led up through Administration and Power, until at last they came to the uppermost levels of all and were among the swiftly growing vegetation of the Farmlands. Marvin liked it here: his eyes lit up as he watched the great, slender plants creeping with almost visible eagerness toward the sunlight as it filtered down through the plastic domes to meet them. The smell of life was everywhere, awakening inexpressible longings in his heart: no longer was he breathing the cold and artificially sanitised air of the residential levels, purged of all smells but the faint tang of ozone. He wished he could stay here for a little while, but Father would not let him. They went onward until they had reached the entrance to the Observatory, which he had never visited: but they did not stop, and Marvin knew with a sense of rising excitement that there could be only one goal left. For the first time in his life, he was going Outside. 5
- 2 There were a dozen of the surface vehicles, with their wide balloon tires and pressurized cabins, in the great servicing chamber. Tense with expectancy, Marvin settled himself down in the cramped cabin while his father started the motor and checked the controls. The inner door of the lock slid open and then closed behind them: he heard the roar of the great air pumps fade slowly away as the pressure dropped to zero. 15
- 3 Then the "Vacuum" sign flashed on, the outer door parted, and before Marvin lay the land which he had never yet entered. He had seen it in photographs, of course: he had watched it imaged on television screens a hundred times. But now it was lying all around him, burning beneath the fierce sun that crawled so slowly across the jet-black sky. He stared into the west, away from the blinding splendour of the sun—and there were the stars, as he had been told but had never quite believed. He gazed at them for a long time, marvelling that anything could be so bright and yet so tiny. They were intense scintillating points, and suddenly he remembered a rhyme he had once read in one of his father's books: "Twinkle, twinkle, little star, How I wonder what you are." 20 25
- 4 Soon they were racing across a level plain at almost a hundred miles an hour, the great balloon tires sending up little spurts of dust behind them. There was no sign of the Colony: in the few minutes while he had been gazing at the stars, its domes and radio towers had fallen below the horizon. In a few minutes they had reached the edge of the plateau on which the Colony had been built. The ground fell sharply away beneath them in a dizzying slope whose lower stretches were lost in shadow. Ahead, as far as the eye could reach, was a jumbled wasteland of craters, mountain ranges, and ravines. The crests of the mountains, catching the low sun, burned like islands of fire in a sea of darkness: and above them the stars still shone as steadfastly as ever. There could be no way forward – yet there was. Marvin clenched his fists as the car edged over the slope and started the long descent. Then he saw the barely visible track leading down the mountainside, and relaxed a little. Other men, it seemed, had gone this way before. 30 35 40
- 5 The sun was now low behind the hills on the right: the valley before them should be in total darkness. Yet it was awash with a cold white radiance that came spilling over the crags beneath which they were driving. Then, suddenly, they were out in the open plain, and the source of the light lay before them in all its glory. Yet no warmth at all

radiated from the great silver crescent that floated low above the far horizon and flooded all this land with pearly light. It was so brilliant that minutes passed before Marvin could accept its challenge and look steadfastly into its glare, but at last he could discern the outlines of continents, the hazy border of the atmosphere, and the white islands of cloud. Even at this distance, he could see the glitter of sunlight on the polar ice. It was beautiful, and it called to his heart across the abyss of space. There in that shining crescent were all the wonders that he had never known—the hues of sunset skies, the moaning of the sea on pebbled shores, the patter of falling rain, the unhurried benison<sup>1</sup> of snow. These and a thousand others should have been his rightful heritage, but he knew them only from the books and ancient records, and the thought filled him with the anguish of exile.

- 6 Why could they not return? It seemed so peaceful beneath those lines of marching cloud. Then Marvin, his eyes no longer blinded by the glare, saw that the portion of the disk that should have been in darkness was gleaming faintly with an evil phosphorescence: and he remembered. He was looking upon the funeral pyre of a world – upon the radioactive aftermath of Armageddon<sup>2</sup>. Across a quarter of a million miles of space, the glow of dying atoms was still visible, a perennial reminder of the ruinous past. It would be centuries yet before that deadly glow died from the rocks and life could return again to fill that silent, empty world.

*Adapted from 'If I forget thee, O Earth' by Arthur C Clarke© 1951*

*benison<sup>1</sup> - blessing*

*Armageddon<sup>2</sup> - a catastrophic battle, especially one seen as likely to destroy the world and the human race.*

## Section C

## Text 3

*The article below is about China's efforts at conserving the Giant Pandas. Read it carefully and answer Questions 14 – 21 in the Question Paper Booklet.*

- 1 Adorability is one reason the giant panda is an international sensation as well as a cultural icon, an economic gold mine, and a source of national pride in China—the only country in which these Asian bears still survive. Now the whole world is watching China's dogged attempt to keep pandas on the map—which in some ways has been an unprecedented success. 5
- 2 Like many endangered species, giant pandas have declined as a growing human population has grabbed wild lands for human uses. That problem hasn't gone away since the species was labelled endangered in 1990. But the Chinese have spent the past quarter century perfecting breeding methods and building a captive population hundreds strong—and leveraging it to bring in millions of tourist dollars. It's one thing to raise animals in captivity before adoring crowds and another to ensure a species' survival in nature. Whatever comes next in this bear's conservation may decide whether the giant panda becomes a relic behind bars or roams free in the wild. 10
- 3 How many wild pandas are out there? Researchers have been trying to count them since the 1970s, when it is thought there were roughly 2,500 animals. That dropped dramatically in the 1980s, in part because of a periodic natural die-off of bamboo. Normally pandas can survive such natural ecological events by shifting to more fruitful habitat, but if there's nowhere to move, they'll starve. 15
- 4 Adequate habitat for the bears' release is another concern. Since the 1970s the Chinese have gone from 12 panda reserves to 67, making the bears, on paper, the most protected animal on the planet. But many of these reserves are very small, populated by villagers, and cut up by roads, farms, and other human constructions. More than a third of wild pandas live or venture beyond reserves' invisible boundaries anyway, says the Smithsonian's McShea, where habitat may be marginal. Because of the emphasis on regional economic development, "officials may say yes to hydroelectric dams, highways, and mining operations" inside panda habitat with no thought of long-term effects, he says. On a positive note, "poaching isn't a problem here: Nobody is touching pandas," McShea says. "They're the third rail for poachers." 20 25
- 5 Other troubles remain, such as livestock grazing in panda habitat. "Horses and pandas both like gentle slopes and bamboo forests; horses also eat bamboo. So the impact of horses on panda conservation is significant," says China West Normal University's Zhang Jindong. In 2012 the local government ordered horses removed from the forests and urged people "to raise yaks and other animals instead," he says. But those animals' presence also spurs pandas to move, he says—"and where can they go?" 30
- 6 A massive earthquake in 2008 killed tens of thousands of people and turned mountain homes to waste. The disaster, which destroyed part of Hetaoping, gave the government fodder to persuade villagers living in bear habitat to move. Officials built a series of lowland villages to house many of the displaced and declared a victory for panda conservation. To turn the reclaimed land into bear habitat, locals are hired to plant seedlings where forests were diminished by logging or quake damage. The Chinese have focused on quick-growing tree species, whose roots inhibit erosion. But those species don't make good panda habitat: The most nutritious bamboos grow in the understory of old-growth forests, which take decades to mature. The mountainous terrain makes it hard to plant on a large scale—so the landscape remains fragmented, 35 40

which means the panda populations do too.

45

- 7 Barney Long, director of species conservation at Global Wildlife Conservation, says that only nine of some 33 panda subpopulations "are really viable," with enough animals to persist long term. Climate change is bound to make this worse: Scientific models warn that in the next 70 years, warming could reduce the remaining giant panda habitat by nearly 60 percent. At least for now, rebuilding, connecting, and protecting habitat may be the best focus for panda conservation. More important than sheer numbers of cubs produced, says Marc Brody, is "the chance to give those young pandas a home." 50

Name: \_\_\_\_\_ ( )

Class: \_\_\_\_\_



## BUKIT MERAH SECONDARY SCHOOL PRELIMINARY EXAMINATION 2016

**SECONDARY FOUR EXPRESS / FIVE NORMAL ACADEMIC**

**ENGLISH LANGUAGE**

**1128/02**

Paper 2 Comprehension

1 hour 50 minutes

29 August 2016

Candidates answer on the Question Booklet

Additional Materials:      Insert

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### READ THESE INSTRUCTIONS FIRST

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

Answer 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	

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This document consists of 8 printed pages and 1 Insert.

**[Turn over**

**Section A [5 marks]***For  
Examiner's  
Use***Text 1****Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1 – 4.**

- 1** The PA Wellness Programme offers a "myriad of enriching programmes and activities" for seniors. Identify two words or phrases in the first paragraph that have the same meaning as "myriad".

[1]

- 2** Explain how the photographs in the webpage help illustrate two of the Senior Citizens' Executive Committee's objectives.

(i) Helping seniors stay mentally active

[1]

(ii) Helping seniors stay physically active

[1]

- 3** In what ways does the PA Wellness Programme cater to seniors of all health conditions?

[1]

- 4** Suggest one other reason why seniors should "form strong social networks with other seniors".

[1]

**Section B [20 marks]**

For  
Examiner's  
Use

Refer to Text 2 on page 3 of the Insert for Questions 5 – 13.

5 (i) What is so unusual about the location of the Farmlands?

[1]

(ii) Why do you think they are located there?

[1]

6 In paragraph 1, Marvin's father took him to the Farmlands.

Explain how the language used suggests that Marvin liked being in the Farmlands and disliked the residential areas in the Colony.

Support your ideas with three details from the paragraph.

[3]

7 'For the first time in his life, he was going Outside.' (line 12)  
Why do you think the writer begins the word 'Outside' with a capital letter?

[1]

8 In paragraph 3, give **two** reasons for Marvin's fascination with the stars.

[2]

- 9 How did the terrain change in the short period of time while Marvin was 'gazing at the stars' (line 30)? **Answer in your own words.**

---

---

[1]

- 10 (i) 'Other men, *it seemed*, had gone this way before.' (lines 30-40)  
What does the phrase '*it seemed*' suggest about the information in this sentence?

---

---

[1]

- (ii) Pick an expression earlier in this paragraph which conveys the same idea.

---

---

[1]

- 11 (a) (i) What does 'the great silver crescent' (line 45) refer to?

---

[1]

- (ii) What caused Marvin to be puzzled about this 'great silver crescent'?

---

---

[1]

- (b) The writer says that the beautiful things on the shining crescent that Marvin only saw in the books 'should have been his *rightful heritage*' (lines 53-54)

Explain what the writer means by this expression.

---

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[1]

12 (i) Why do you think the writer began paragraph 6 with a question?

..... [1]

(ii) 'He was looking upon the *funeral pyre* of a world...' (lines 61-62)  
Explain how this phrase is a suitable description of what Marvin saw.

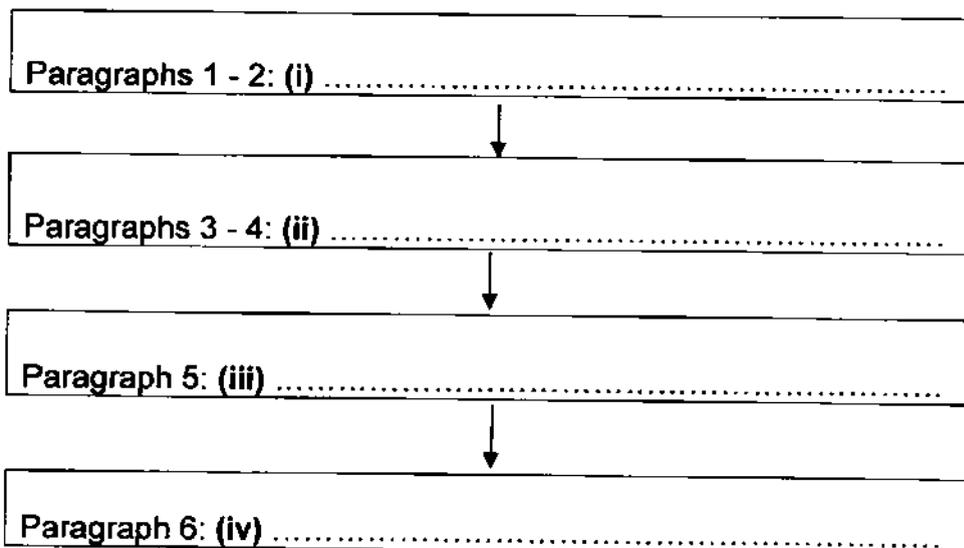
..... [1]

13 The structure of this text shows the different stages of a boy's journey in a science-fiction story. Complete the flow chart by choosing one phrase from the box to summarise the stage of the journey described in each part of the text. There are some extra phrases in the box you do not need to use

**Stages of Marvin's journey**

the remains of a destroyed earth	an unexpected discovery
a wondrous scene	a difficult terrain to travel on
a dream come true	leaving the colony
anticipation of a new experience	

**Flow Chart**



[4]

## Section C [25 marks]

For  
Examiner's  
Use

Refer to Text 3 on page 5 of the Insert for Questions 14 – 21.

- 14 For each of the following phrases, find a word in paragraph 1 which suggests that the giant pandas

cause a stir	
are a symbol	

[1]

- 15 According to paragraph 2, how have the Chinese managed to turn the giant pandas' endangered status into an advantage?

---



---

[1]

- 16 The Chinese have perfected breeding methods and built "a captive population hundreds strong" (lines 9 - 10).

**In your own words**, explain the problem that the Chinese still face in their bid to conserve the giant panda population.

---



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[2]

- 17 "Since the 1970s the Chinese have gone from 12 panda reserves to 67, making the bears, on paper, the most protected animal on the planet" (line 19 - 21).

What idea is being suggested by the phrase "on paper"?

---



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[1]

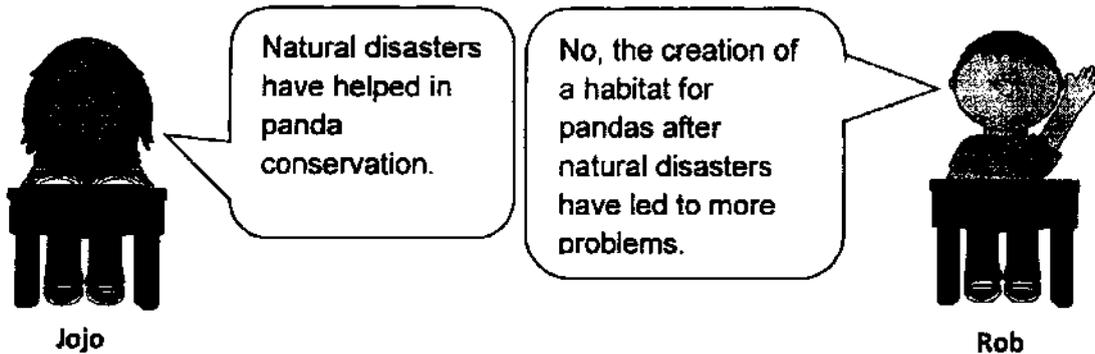
18 Why do you think poaching of pandas is not a problem in China?

---

---

[1]

19 Here is part of a conversation between two students, Jojo and Rob, who have read the article.



(i) Identify an example from paragraph 6 that Jojo can use to support her argument.

---

---

[1]

(ii) Explain how Rob would justify his position with reference to lines 43 - 45.

---

---

---

---

[2]

20 What contrasting attitudes do Long and Brody demonstrate in paragraph 7?

---

---

[1]



**Section A [5 marks]**  
Text 1

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

1. The PA Wellness Programme offers a "myriad of enriching programmes and activities" for seniors. Identify two words or phrases in the first paragraph that have the same meaning as "myriad". [1] (Literal)

"wide array" and "scores"

2. Explain how the photographs in the webpage help illustrate two of the SCEC's objectives. [2] (Inference)

(i) Helping seniors stay mentally active

They can learn to play a musical instrument or how to use a computer which helps keep their minds actively learning and remembering new information.

(ii) Helping seniors stay physically active

The seniors can take part in a jog or walk to ensure they keep moving about.

3. In what ways does the PA Wellness Programme cater to seniors of all health conditions? [1] (Literal)

There are low impact programmes for the seniors with risk conditions as well as activities and interest groups for the healthier seniors.

4. Suggest one other reason why seniors should "form strong social networks with other seniors"? [1] (Inference)

Any Two

- To prevent loneliness / social isolation which can lead to depression
- Contributes to emotional well-being of the elderly
- Contributes to mental well-being of the elderly

**Section B [20 marks]**

Refer to Text 2 on page 3–4 of the Insert for Questions 5 - 13.

5(i) What is so unusual about the location of the Farmlands? [Inferential]

They were located on the upper levels of the Colony instead on the ground levels [1] (Both parts required for 1 mark)

(ii) Why do you think they are located there? [Inferential]

The vegetation has greater access to sunlight. [1]

6 In paragraph 1, Marvin's father took him to the Farmlands. Explain how the language used suggests that Marvin liked being in the Farmlands and disliked the residential areas in the Colony. Support your ideas with three details from the paragraph. [Lang Impact]

"his eyes lit up" suggests that he was happy to be in the Farmlands.

'The smell of life was everywhere' suggests that he enjoyed the fresh air/ being surrounded by the natural vegetation there.

'awakening inexpressible longings in his heart' suggests that he had a strong desire to be there among the plants (in the Farmlands)

'cold and artificially sanitised air' suggests that he disliked the smell that he breathed in in the residential areas.

Any 2 of the first 3 ideas for 2 marks and the last idea must be included to address the part about Marvin's dislike of the residential areas for the 3rd mark.

7 'For the first time in his life, he was going Outside.' (line 12)

Why do you think the writer begins the word 'Outside' with a capital letter? [Inferential. Requiring knowledge of lang impact]

He wants to emphasise that it was a name called by the people there to refer to the areas beyond the borders of the Colony. [1]

8 In paragraph 3, give two reasons for Marvin's fascination with the stars. [Literal]

Firstly, he had never seen stars before though he had heard and read about them. [1]

Secondly, he was amazed that such a tiny thing could be so bright. [1]

- 9 How did the terrain change in the short period of time while Marvin was 'gazing at the stars' (line 30)? Answer in your own words. [Paraphrasing]  
 From the text:  
 Before: *'they were racing across a level plain' (line 26)*  
 After: *'the ground fell sharply away in a dizzying slope' (lines 32-33)*
- The terrain had changed from a flat land to a steep descending incline. [1]  
 (Both ideas of 'flatness' and 'steep slope downwards' are required for 1 mark.)
- 10 (i) 'Other men, it seemed, had gone this way before.' (lines 39)  
 What does the phrase 'it seemed' suggest about the information in this sentence?  
 The phrase points out the uncertainty of the information. [1]  
 (ii) Pick an expression earlier in this paragraph which conveys the same idea.  
 "There could be no way forward – yet there was." [1]
- 11(a) (i) What does 'the great silver crescent' (line 45) refer to? [Inferential]  
 the earth [1]  
 (ii) What caused Marvin to be puzzled about this 'great silver crescent'? [Literal]  
 It was bright and glowing; yet it was not radiating any warmth. [1]  
 (b) The writer says that the beautiful things on the shining crescent that Marvin only saw in the books 'should have been his rightful heritage' (lines 53-54)  
 Explain what the writer means by this expression. [Vocabulary]  
 He means Marvin is entitled to enjoy these beautiful natural phenomena on earth should have been preserved well for future generations. [1]  
 (The two key ideas that must be communicated in the answer are 'entitlement' and 'preservation for the descendants'.)
- 12(i) What do you think the writer began paragraph 6 with a question? [Lang Use/Impact]  
 He wants the readers to know what Marvin is thinking in his heart. [1]  
 (ii) 'He was looking upon the funeral pyre of a world...' (lines 59)  
 Explain how this phrase is a suitable description of what Marvin saw. [Vocabulary]  
 funeral pyre – pile of wood where a corpse is burned  
 A funeral pyre speaks of the charred remains of someone who has died which is a suitable description of the burned-out ruins of earth which Marvin was looking at. [1]

13 The structure of this text shows the different stages of a boy's journey in a science-fiction story. Complete the flow chart by choosing one phrase from the box to summarise the stage of the journey described in each part of the text. There are some extra phrases in the box you do not need to use.  
 [Global understanding of the text structure]

**Stages of Marvin's journey**

remains of a destroyed earth	an unexpected discovery
a wondrous scene	a difficult terrain to travel on
a dream come true	leaving the Colony
anticipation of a new experience	

**Flow chart**

```

    Paragraphs 1-2: (i) anticipation of a new experience
    ↓
    Paragraphs 3-4: (ii) leaving the Colony
    ↓
    Paragraph 5: (iii) a wondrous scene
    ↓
    Paragraph 6: (iv) remains of a destroyed earth
    
```

[4]

**Section C [25 marks]**  
**Text 3**

Refer to Text 3 on page 5 of the insert for Questions 14 - 21.

- 14 For each of the following phrases, find a word in paragraph 1 which suggests that the giant pandas (Language Use)

cause a stir	sensation	[1]
are a symbol	icon	

(Both answers are required to earn the 1 mark)

- 15 According to paragraph 2, how have the Chinese managed to turn the giant pandas' endangered status into an advantage? [1] (Literal)

They have leveraged the situation to bring in millions of tourist dollars.

- 16 The Chinese have perfected breeding methods and built "a captive population hundreds strong" (lines 9 - 10). In your own words, explain the problem that the Chinese still face in their bid to conserve the giant panda population. [2] (Paraphrasing)

From text: to ensure a species' survival in nature.

They are able to raise animals in captivity but making sure/certain [1] that the panda stays alive in the wild [1] is a problem.

- 17 "Since the 1970s the Chinese have gone from 12 panda reserves to 67, making the bears, on paper, the most protected animal on the planet" (line 19 - 21). What idea is being suggested by the phrase "on paper"? [1] (Language Use)

That in reality, this idea that the bears are the most protected animal on the planet may not be true.

- 18 Why do you think poaching of pandas is not a problem in China? [1] (Inference)

No one wants to take the risk / face the danger of getting caught and being heavily punished.

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

- (i) Identify an example from paragraph 6 that Jojo can use to support her argument. [1] (Literal)

An earthquake in 2008 destroyed part of a village and gave the government a reason to persuade people to move out of the bear habitat.

- (ii) Explain how Rob would justify his position with reference to lines 43 - 45. [2] (Literal)

Locals planted seedlings which do not make good panda habitat as the mountainous terrain makes it hard to plant on a large scale [1] and so the landscape and panda populations remain fragmented [1].

- 20 What contrasting attitudes do Long and Brody demonstrate in paragraph 7? [1] (Language Use)

Long's attitude is one of pessimism and gloom while Brody shows a sense of hope and optimism.

- 21 Using your own words as far as possible, summarise the problems the Chinese government face in ensuring the giant panda survives in the wild.

**Use only information from paragraphs 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).

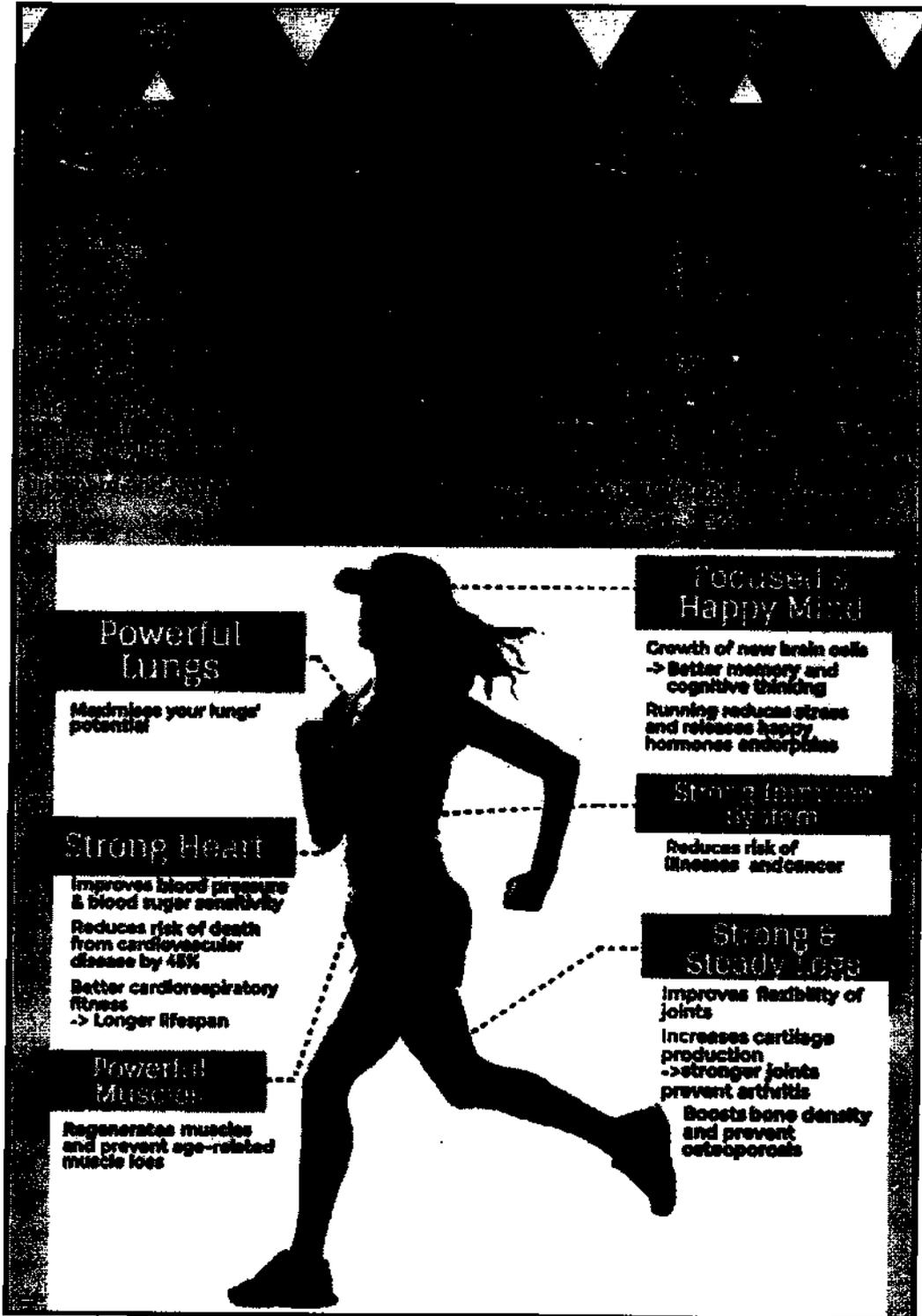
*Many panda reserves exist in China to support bear release ...*

From Text	Own Words	[15]
1 many of these reserves are very small, populated by villagers, and cut up by roads, farms, and other human constructions.	but many are tiny, occupied by villagers and segmented by urban developments.	
3 More than a third of wild pandas live or venture beyond reserves' invisible boundaries anyway ... where habitat may be marginal.	Many pandas wander past the reserves' hidden borders where habitat is negligible.	
4 Because of the emphasis on regional economic development, "officials may say yes to hydroelectric dams, highways, and mining operations" inside panda habitat with no thought of long-term effects.	Stress on regional economic growth has led to various developments inside panda habitats, ignoring repercussions.	
5 livestock grazing in panda habitat ... Horses and pandas both like gentle slopes and bamboo forests; horses also eat bamboo.	Livestock such as horses graze in panda habitat, eating bamboo	
6 But those animals' presence also spurs pandas to move ... and where can they go?	which in turn drives pandas to migrate. But they have nowhere to go.	
7 After disasters, reclaimed land is turned into bear habitat. 7a) locals are hired to plant seedlings where forests were diminished by logging or quake damage.	Seedlings are planted to transform quake-damaged land into bear habitat	
7a) The Chinese have focused on quick-growing tree species ... 8) But those species don't make good panda habitat. The most nutritious bamboos grow in the understory of old-growth forests, which take decades to mature.	are unsuitable as the most nourishing bamboo grow in mature forests.	
9 The mountainous terrain makes it hard to plant on a large scale—	It is also difficult to plant extensively on a mountainous landscape	
10 so the landscape remains fragmented, which means the panda populations do too.	as such, both the landscape and panda populations stay segmented.	

**Section A**

**Text 1**

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



## Section B

### Text 2

*The text below describes the writer's journey across the Mongolian plains. Read it carefully and answer Questions 5-15 in the Question Booklet.*

- 1 The sun was an hour high when we clattered over the slippery paving stones to the north gate of Kalgan built hard against the Great Wall of China. Beyond it, there was nothing between us and the great plateau. After our passports had been examined, we rode through the gloomy chasm-like gate, turned sharply to the left, and found ourselves standing on the edge of a half-dry river bed. Below us stretched line after line of double-humped camels, some crowded in yellow-brown masses and some kneeling quietly on the sand. From around a shoulder of rock came hundreds of them, treading slowly and sedately, nose to tail, towards the gate in the Great Wall. To me there was something majestic about the camels. Perhaps they seemed to typify the great waste spaces which I loved and I was never tired of watching them swing silently, and seemingly with resistless power, across the desert. 5 10
  
- 2 Our way to Hei-ma-hou led us up to a dry river bed where farther up, the low hills were all of loess - brown, wind-blown dust. Deserted though they seem from a distance, they really teemed with human life. Whole villages were half-dug, half-built into the hillsides but were virtually invisible, for every wall and roof was of the same brown earth. 15
  
- 3 Ten miles or so from Kalgan, we began on foot the long climb up the pass which gave entrance to the great plateau. When, a few moments later, we reached the very summit of the pass, I felt that no spot I had ever visited satisfied my preconceived conception quite so thoroughly. Behind and below us lay that stupendous map of ravines and gorges; in front was a limitless stretch of undulating plain. I knew then that I really stood upon the edge of the greatest plateau in the world and that it could be only Mongolia. 20 25
  
- 4 We took a short break at a tiny Chinese inn beside the road before trotting on towards Hei-ma-hou between waving fields of wheat, buckwheat, millet and oats as thick and 'meaty' as any horse could wish to eat. Coltman and Lucander rode rapidly ahead while I trotted my pony along more slowly in the rear. It was nearly seven o'clock, and I was enjoying a gorgeous sunset sky splashed with gold and red, lazily watching the black silhouettes of a camel caravan swinging along the summit of a nearby ridge. 30
  
- 5 Suddenly, from behind a little rise, I heard the whir of a motor engine and the raucous voice of a Klaxon horn. Before I realised what it meant, I was in the midst of a mass of plunging, snorting animals, shouting carters, and kicking mules. In a moment, the caravan scattered wildly across the plain and the road was clear, save for the author of the mayhem - a black 35

automobile.

- 6 I wish I could make those urbanites know how strange and out of place that motor seemed, alone there upon the open plain on the borders of Mongolia. 40  
Imagine a camel or an elephant with all its Oriental trappings suddenly appearing on Fifth Avenue! You would think at once that it had escaped from a circus or a zoo and would be curious as to what the traffic policeman would do when it did not obey his signals.
- 7 Despite all the incongruity and the fact that the automobile was a glaring anachronism, it did not prevent me from abandoning my horse and stretching out comfortably on the cushions of its rear seat. I had nothing to do but collect the remains of my shattered dream-castles as we bounced over the ruts and stones. It was a rude awakening, and as the miles sped by, I hated myself for admitting that the springy seat was far more 50 comfortable than the saddle on my Mongol pony.
- 8 That night, my heart was heavy with the newly gained realisation - for better or for worse, the sanctity of the desert was gone forever. Camels would still plod their silent way across the age-old plains, but the mystery was lost. The secrets which were yielded up to but a chosen few would not be open 55 to all, and the world would speed their noisy course across the miles of rolling prairie, hearing nothing, feeling nothing, knowing nothing of that resistless desert charm.

Adapted from *Across Mongolian Plains* by Roy Chapman Andrews

## Section C

## Text 3

*The article below is on how to farm better fish so that sustainable practices can be encouraged. Read it carefully and answer Questions 16 – 24 in the Question Booklet.*

- 1 The new “blue revolution,” which has delivered cheap, vacuum-packed shrimp, salmon, and tilapia to grocery freezers, has brought with it many of the warts of agriculture on land: habitat destruction, water pollution, and food-safety scares. Aquacultural pollution - a putrid cocktail of nitrogen, phosphorus, and dead fish - is now a widespread hazard in Asia, where 90 percent of farmed fish are located. To keep fish alive in densely stocked pens, some Asian farmers resort to antibiotics and pesticides that are banned for use in the United States, Europe, and Japan. 5
- 2 Nor have fish farms in other parts of the globe been free of problems. The modern salmon industry, which over the past three decades has plunked densely packed net pens full of Atlantic salmon into pristine fjords from Norway to Patagonia, has been plagued by parasites, pollution, and disease. A disease outbreak in 2011 virtually wiped out the shrimp industry in Mozambique. 10
- 3 The problem is not the ancient art of aquaculture per se; it's the rapid intensification of it. Chinese farmers started raising carp in their rice fields at least 2,500 years ago. But with that country's aquacultural output now at 42 million tons a year, fish pens line many rivers, lakes, and seashores. Farmers stock their ponds with fast-growing breeds of carp and tilapia and use concentrated fish feed to maximize their growth. 15 20
- 4 How to do that without spreading disease and pollution? For tilapia farmer Bill Martin, the solution is simple: raise fish in tanks on land, not in pens in a lake or the sea. In pens and lakes, you've got sea lice, disease, escapement, and death but not in tanks which are a 100 percent controlled environment. 25
- 5 Martin's fish factory, however, doesn't leave the land and air alone, and running it isn't cheap. To keep his fish alive, he needs a water-treatment system big enough for a small town. Martin recirculates about 85 percent of the water in his tanks, and the rest - high in ammonia and fish waste - goes to the local sewage plant, while the voluminous solid waste heads to the landfill. 30
- 6 So far only a few other companies are producing fish - including salmon, cobia in tanks. Eight miles off the coast of Panama, Brian O'Hanlon a third generation fishmonger is going in the exact opposite direction. O'Hanlon, a third-generation fishmonger from Long Island, operates the largest offshore fish farm in the world. He has a big hatchery onshore, and a fleet of bright orange vessels to service a dozen of the giant cages, which can hold more than a million cobia. 35

- 7 Whether you're raising fish in an offshore cage or in a filtered tank on land, you still have to feed them. They have one big advantage over land animals: You have to feed them a lot less. Fish need fewer calories, because they're cold-blooded. As they live in a buoyant environment, they don't fight gravity as much as well. As a source of animal protein they can meet the needs of nine billion people with the least demand on Earth's resources, aquaculture - particularly for omnivores like tilapia, carp, and catfish—looks like a good bet. 40 45
- 8 But some of the farmed fish that affluent consumers love to eat have a disadvantage as well: They're voracious carnivores. The rapid growth rate that makes cobia a good farm animal is fuelled in the wild by a diet of smaller fish or crustaceans which farmers need to provide. It however, has the perfect blend of nutrients - including the omega-3 fatty acids that cardiologists love. These forage fisheries are among the largest in the world but are prone to spectacular collapses. 50
- 9 Aquaculture's share of the forage-fish catch has nearly doubled since 2000. It now gobbles up nearly 70 percent of the global fish meal supply and almost 90 percent of the world's fish oil. To critics of aquaculture, the idea of vacuuming up the bottom of the food chain in order to churn out slabs of relatively cheap protein sounds like ecological insanity. However, the amount of forage fish used has fallen by roughly 80 percent from what it was 15 years ago. Now, the goal is not only to produce more food and make more profit, but to aim for quality, diversity, and sustainability. 55 60

Adapted from How to farm a better fish by Joel K. Bourne, Jr  
National Geographic, June 2014



**Section A [5 marks]**

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

- 1. The poster begins with the message 'Running - The Best Medicine for Your Body'. What effect is this intended to have on the reader?

.....  
.....[1]

- 2. What does the term 'health miracle' suggest about running?

.....  
.....[1]

- 3. Quote a phrase that shows that running is 'fairly simple to learn'.

.....[1]

- 4. Look at the photograph of the runner in the picture. What ideas are the photograph trying to establish?

.....  
.....  
.....  
.....[2]

**Section B [20 marks]**

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

5. In paragraph 1, the writer reveals his fascination about the camels. Pick out and write down two expressions from the paragraph and explain in each case the majestic nature of the camels.

(i) .....  
.....  
..... [1]

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

6. (i) In paragraph 2, what is a misconception about the hills?

.....  
..... [1]

(ii) What has brought about such a misconception?

.....  
.....  
..... [2]

7. From paragraph 3, using words of your own composition, what had motivated the writer to remark that his 'preconceived conception' had been 'satisfied ... quite so thoroughly'?

(i).....  
.....  
..... [1]

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

8. What do the sentences 'Suddenly, from behind a little rise, I heard the whir of a motor engine and the raucous voice of a Klaxon horn. Before I realised what it meant, I was in the midst of a mass of plunging, snorting animals, shouting carters, and kicking mules.' (lines 33-36) tell you about the style of language used here?

.....  
..... [1]

9. Why was the caravan 'scattered wildly across the plain' (line 36)?

.....  
.....[1]

10. In paragraph 6, what is the writer's intention of getting the reader to imagine a camel or an elephant making an unexpected appearance on Fifth Avenue?

.....  
.....[1]

11. From paragraph 7 pick a phrase of **not more than three words** which shows that the writer had an uncomfortable realisation of his attitude to the mode of desert transportation.

.....

.....[1]

12. Was the writer in total disapproval of having an automobile in the Mongolian plain? Explain your answer with evidence from paragraph 7.

.....

.....

.....

..... [2]

13. In paragraph 8, what does this expression 'my heart was heavy with the newly gained realisation' tell us about the writer's feelings at this point of the journey?

.....

..... [1]

14. The writer ends paragraph 8 with 'and the world would speed their noisy course across the miles of rolling prairie, hearing nothing, feeling nothing, knowing nothing of that resistless desert charm'. How is the expression effective in describing the modern travellers?

.....

.....

.....

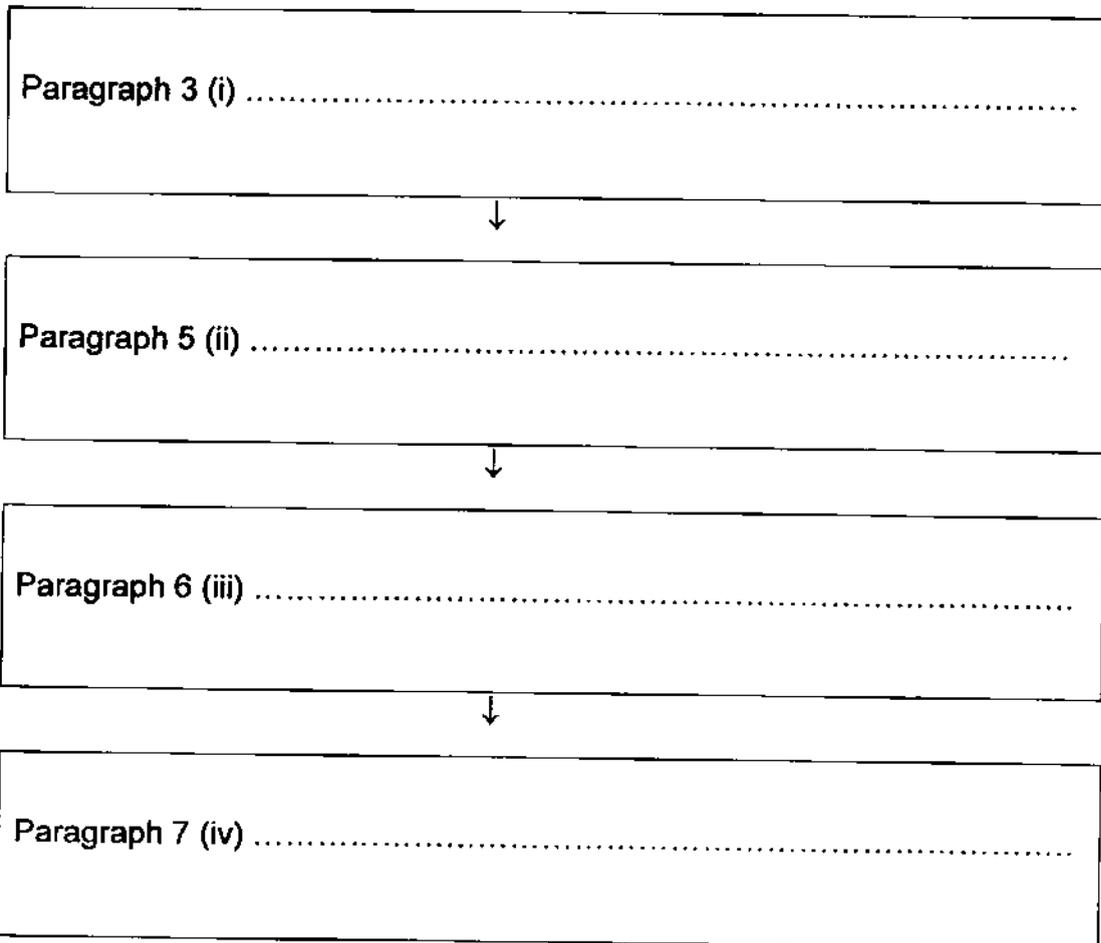
..... [2]

15. The structure of the text reflects the main feelings of the writer in the different stages of the journey. 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.

### The writer's feelings

Curiosity	Disenchantment	Guilt	Shock	Frustration	Fulfilment	Sorrow
-----------	----------------	-------	-------	-------------	------------	--------

### Flow Chart



[4]

### Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 16 - 24.

16. In paragraph 1, in what way does aquacultural pollution pose a threat to marine life?

.....  
..... [1]

17. In paragraph 1, what does the use of banned antibiotics and pesticides suggest about the farming laws in Asia?

.....  
..... [1]

18. Which **two separate** words in paragraph 2 tell us that other parts of the globe have also been *severely afflicted* by problems?

..... [1]

19. What is the main problem of aquaculture faced by the fish farmers in paragraph 3? Answer in your own words.

.....  
..... [1]

20. Here is a part of conversation between two students, Andrea and Colin, who have read the article.



It is better to rear fish in tanks on land, not pens in the lake or in sea.

Andrea

No, keeping fish in tanks on land comes with its own set of challenges.



Colin

(i) Identify two examples from paragraph 4 that Andrea can use to support her views.

.....  
.....  
..... [2]

(ii) How would Colin explain his position with reference to paragraph 5?

.....  
.....  
..... [1]

21. In what way is fishmonger O'Hanlon going in the 'exact opposite direction' (line 34)?

.....  
..... [1]

22. In paragraph 9, what is the effect of the expansion of the forage-fish catch?

.....  
..... [1]

23. What tone is the writer creating in the phrase 'ecological insanity' (line 58)?

.....  
..... [1]



## Answer Key

### Section A [5 marks]

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

1. The poster begins with the message 'Running - The Best Medicine for Your Body'. What effect is this intended to have on the reader?

Ans: The use of 'your' involves the reader personally (a). The poster to convince the reader of the benefits of running regularly (b) encourages the reader to take up running/start running to improve their health (c).

a+b = 1m

a+c= 1m

accept ~ makes the reader feel involved

Must have: Personally involve + Benefit

Reject: arouse curiosity/makes the reader feel

2. What does the term 'health miracle' suggest about running?

Ans: The term 'health miracle' suggests that the benefits gained from running are extraordinarily beneficial to one's health/ brings amazing/great health benefits/magical cure.

Also accept: Tremendous benefit to one's health/significant/miraculous and amazing to one's health.

Deny: It works like magic [1] a lot/many health benefits/cure/ a big benefit

Miraculous without the benefit must be denied.

Excess Denied when answers lifted.

3. Quote a phrase that shows that running is 'fairly simple to learn'. It's not terribly complicated' OR 'you simply keep putting one foot ahead of the other'

4. Look at the photograph of the runner in the picture. What ideas is the photograph trying to establish?

Ans: The photograph is trying to show that running regularly will make a person become fitter/healthier/stronger/benefit the body (1) and look more confident/ emotionally strong/look calm (1)

[Answer requires inference to the physical and emotional benefits.]

### Section B [20 marks]

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

5. In paragraph 1, the writer reveals his fascination about the camels. Pick out and write down two expressions from the paragraph and explain in each case the majestic nature of the camels.

Ans :

(i) 'treating slowly and sedately' [a]

- suggests that the camels were travelling or moving unhurriedly b)
- and calmly [c] like a royalty. a+b+c=1m

(ii)

'(and swing silently, and seemingly) with resistless power' [d]

- suggests that the camels are dominant/strong [e=resistless] creatures d+e = 1m

*Effortless is also accepted but there needs to be a connection to the majestic nature of the camel.*

*Example: Suggest how effortless their movements were showing their grandeur (majestic nature).*

Reject : 'powerful' = 0m [though it is meaning of 'resistless' - as 'power' is one of banned words]

Deny: strong as the students need to explain the resistless strength.

6. (i) In paragraph 2, what is the misconception about the hills?

Ans :

- The misconception is that the hills were thought/seen/appeared to be deserted/desolate/uninhabited/void of human life (abandoned/forsaken/empty of inhabitants). [1] Seemed to be deserted

(ii) What has brought about such a misconception?

Ans :

- The whole villages were half-dug and half-built into the hillsides [a]
- with every wall and roof of the same brown earth [b]
- making them hard to be detected or seen/making them invisible to others. [c] Any 1pt=0m ; 2pt=1m ; All 3pt=2m

7.

From Paragraph 3, using words of your own composition, what had motivated the writer to remark that his 'preconceived conception' had been 'satisfied ... quite so thoroughly'?

(i)

- He saw the stunning/amazing/breathtaking/marvellous/awesome/remarkable/splendid/fantastic huge/big/gigantic [a=stupendous]
- ravines and gorges [key words, need not be changed, especially

technical/geographical terms. [b] a+b=1m

Ban : Behind and below us lay that stupendous map of ravines and gorges

- (ii) • He saw endless/very long [c=limitless]
- rolling/ rising and falling/ uneven plain ahead. [c=undulating]  
a+b=1m

Ban: in front was a limitless stretch of undulating plain.

8. In paragraph 5, what do the sentences 'Suddenly, from behind a little rise, I heard the whir of a motor engine and the raucous voice of a Klaxon horn. Before I realised what it meant, I was in the midst of a mass of plunging, snorting animals, shouting carters, and kicking mules.' (lines 33-36) tell you about the style of language used here?

Ans:

- Sensory language that appeals to the sense of hearing [1] OR
- He refers to the sense of sound/hearing [1]

9. Why was the caravan 'scattered wildly across the plain' (line 36)?

Ans:

- It was because a black automobile [a]
- had driven into the path of the caravan. [b] a+b=1m

DENY: make way/clear the way for the automobile/pave the way

10. In paragraph 6, what is the writer's intention of getting the reader to imagine a camel or an elephant making an unexpected appearance on Fifth Avenue?

Ans:

- It is to highlight to the reader the strangeness/incongruity/ out-of-place nature [a]
- of having an automobile in the open plain of Mongolian. [b] a+b=1m

Reject : It is to highlight the strangeness of having an automobile in Mongolia. = 0m  
[must be about the plain and not the country Mongolia]

11. From paragraph 7 pick a phrase of not more than three words which shows that the writer had an uncomfortable realisation of his attitude to the mode of desert transportation.

Ans: "a rude awakening" [1]

12. Was the writer in total disapproval of having an automobile in the Mongolian plain? Explain your answer with evidence from paragraph 7.

Ans:

- No, he was not in total disapproval [a=compulsory]
  - as he took a ride in the automobile/sitting in the automobile [b]
  - and finding it more comfortable than riding the pony. [c]  
a+b+c=2m ; a+b=1m ; a+c=1m
- Must be clear and all parts must be mentioned, quote relevant.

13. In paragraph 8, what does this expression 'my heart was heavy with the newly gained realisation' tell us about the writer's feelings at this point of the journey

Ans:

He was distressed/troubled/concerned/unhappy/sad/upset/sorrowful/regretful/discouraged [1]

Deny: weighed on him heavily – my heart was heavy – literal answer needed.  
No figurative answer which may become unclear.

Trying to accept the truth- an action – question asks for feeling.  
Disappointed/Dishearten/ discouraged/melancholic/ solemn

14. The writer ends paragraph 8 with 'and the world would speed their noisy course across the miles of rolling prairie, hearing nothing, feeling nothing, knowing nothing of that resistless desert charm'. How is the expression effective in describing the modern travellers?

Ans

It is effective as the repetition/reiteration of the word 'nothing' [1]  
emphasizes the modern traveler's lack of attentiveness, understanding and appreciation of the charms of the desert/oblivious of the surrounding [1]

15. The structure of the text reflects the main feelings of the writer in the different stages of the journey. 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.

The writer's feelings



Paragraph 3 (i) .....  
 Ans: Fulfilment  
 Clue : I felt that no spot I had ever visited satisfied my preconceived conceptions quite so thoroughly.

Paragraph (ii) .....  
 Ans : Shock  
 Clue : Suddenly, from behind a little rise, I heard the whir of a motor engine and the raucous voice of a Klaxon horn. Before I realized what it meant, I was in the midst of a mass of plunging, snorting animals, shouting carters, and kicking mules. In a moment, the caravan scattered wildly across the plain and the road was clear, save for the author of the mayhem - a black automobile.

Paragraph 6 (iii) .....  
 Ans : Frustration  
 Clue : I wish I could make those urbanites know how strange and out of place that motor seemed, alone there upon the open plain on the borders of Mongolia. Imagine a camel or an elephant with all its Oriental trappings suddenly appearing on Fifth Avenue! You would think at once that it had escaped from a circus or a zoo and would be curious as to what the traffic policeman would do when it did not obey his signals.

Paragraph 7 (iv) .....  
 Ans : Guilt  
 Clue : Despite all the incongruity and the fact that the automobile was a glaring anachronism, it did not prevent me from abandoning my horse and stretching out comfortably on the cushions of its rear seat. I had nothing to do but collect the remains of my shattered dream-castles as we bounced over the ruts and stones. It was a rude awakening, and as the miles sped by, I hated myself for admitting that the springy seat was far more comfortable than the saddle on my Mongol pony.

[4]

Section C 20 marks [10+15 for summary]  
 Refer to Text 3 on pages 5 and 6 of the Insert for Questions 16 - 24.

16. In paragraph 1, in what way does aquacultural pollution pose a threat to marine life?
- The putrid cocktail/harmful chemicals/poisonous substance of nitrogen, phosphorus and dead fish [a] present in Asia where 90 percent of the farmed fish are located poisons marine life and destroys it [b]
  - a+b= 1 mark
  - b is the main part of the answer but the student also needs a+b to explain or arrive at b.
17. In paragraph 1, what does the use of antibiotics and pesticides that are banned in other countries on fishes by Asian farmers suggest about the farming laws in Asia?
- It shows us that laws in Asia are not strictly laws are liberal/ lenient/not stringent.
  - Deny: flexible/relaxed
  - 1 mark
18. Which two separate words in paragraph 2 tell us that other parts of the globe have also been severely afflicted by problems?
- 'plagued' and 'outbreak'
  - 1 mark [Answer both to get 1]
19. What is the main problem of aquaculture faced by the fish farmers in paragraph 3? Answer in your own words.
- Deny: rapid intensification
- It is the speed/swiftness (a=rapid) and escalation (b=intensification) at which the fishes are harvested.
  - a+b = 1 mark
20. (i) Identify two examples from paragraph 4 that Andrea can use to support her views.
- Tilapia farmer Bill Martin says that tanks do not have sea lice, disease and escapement and death [1].
  - The environment in tanks can be controlled a 100 percent [1].
  - 1+1 = 2 marks
- Deny: Sea has sea lice, disease etc. (focus on tank not sea)  
 'In pens and lakes ....' Without mentioning the tanks is denied.
- (ii) How would Colin explain his position with reference to paragraph 5?
- To keep his fish alive in land tanks, there is a need for a water-treatment system big enough for a small town [a].
  - The voluminous solid waste from such tanks are high in ammonia and fish waste [b].
  - Running the tank is not cheap/is expensive [c].
  - a+b = 1 mark

a+c=1 mark  
c+b= 1 mark

21. In what way is fishmonger O'Hanlon going in the 'exact opposite direction' (line 34)?
- He operates an offshore fish farm (a) while only a few other companies are producing fish in tanks (b)  
a+b = 1 mark  
students must show the comparison and hence they must mention both a + b
22. In paragraph 9, what is the effect of the expansion of the forage-fish catch?
- It consumes nearly 70 percent of the global fish meal supply and almost 90 percent of the fish oil/ vacuuming up the bottom of the food chain (a) which could create ecological damage or imbalance (b) [b= optional]  
1 mark
23. What tone is the writer creating in the phrase 'ecological insanity' (line 58)?  
The writer's tone is critical/skeptical/ of disapproval/ of condemnation of the practices of aquaculture.  
Deny: sarcastic/doubtful/cynical

24. Using your own words as far as possible, summarise the benefits and challenges with aquaculture.

Use only the materials from Paragraphs 7 to 9.

Your summary must be in continuous writing (not note form). It must be no longer than 80 words (not counting the words given to help you begin).

*Aquaculture is challenging despite being easier than rearing land animals*

No.	Summary Points from the passage	Own words
1	As some of the farmed fish that affluent consumers love to eat are voracious carnivores.	As some fishes are voracious carnivores.
2	Cobia a good farm animal is fuelled in the wild by a diet of smaller fish or crustaceans that farmers need to provide.	Fish like cobia need to be fed on a diet of smaller fish and crustaceans.
3	It however, has the perfect blend of nutrients—including the omega-3 fatty acids that cardiologists love.	Nevertheless, Cobia has the valued omega 3 fatty acid.
4	The idea of vacuuming up the bottom of the food chain in order to churn out slabs of relatively cheap	Yet there are concerns that aquaculture, is vacuuming up the bottom of the food chain in order to

	protein sounds like ecological insanity.	churn out slabs of relatively cheap protein.
5	The benefits are that you have to feed them a lot less.	The benefits of are fishes don't need to be fed a lot.
6	Fish need fewer calories, because they're cold-blooded.	Cold blooded animals like fish survive on low calories.
7	As a source of animal protein.	Animal protein is derived from fish
8	They can meet the needs of nine billion people	Which can feed nine billion people.
9	with the least demand on Earth's resources.	without destroying earth's resources
10	Forage fisheries are among the largest in the world but are prone to spectacular collapses	However, forage fish can lead to big problems.
11	It now gobbles up nearly 70 percent of the global fish meal supply and almost 90 percent of the world's fish oil.	It gobbles 70 percent of the global fish meal supply and 90 percent of the world's fish oil.
12	Now, the goal is not only to produce more food and make more profit, but to aim for quality, diversity, and sustainability.	Now the aim is for sustainable farming.

**Suggested summary:**

*Aquaculture comes with a lot of challenges but fishes are easier to rear than land animals as fishes don't need to be fed a lot. Cold blooded animals like fish survive on low calories. Gravity does not affect fish as they live in water. Animal protein fish can feed nine billion people without destroying earth's resources. However, some fishes are voracious carnivores. Fish like cobia need to be fed on a diet smaller fish and crustaceans. Nevertheless, Cobia has the valued omega 3 fatty acids. Forage fisheries often run into big problems. Forage fish is not extensively used. Now the aim is for sustainable farming.*



**CHIJ ST. THERESA'S CONVENT**  
**PRELIMINARY EXAMINATION 2016**  
**SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC)**

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**ENGLISH LANGUAGE** **1128/02**

**Paper 2 Comprehension** **31 August 2016**

**INSERT** **1 hour 50 minutes**

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**READ THESE INSTRUCTIONS FIRST**

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

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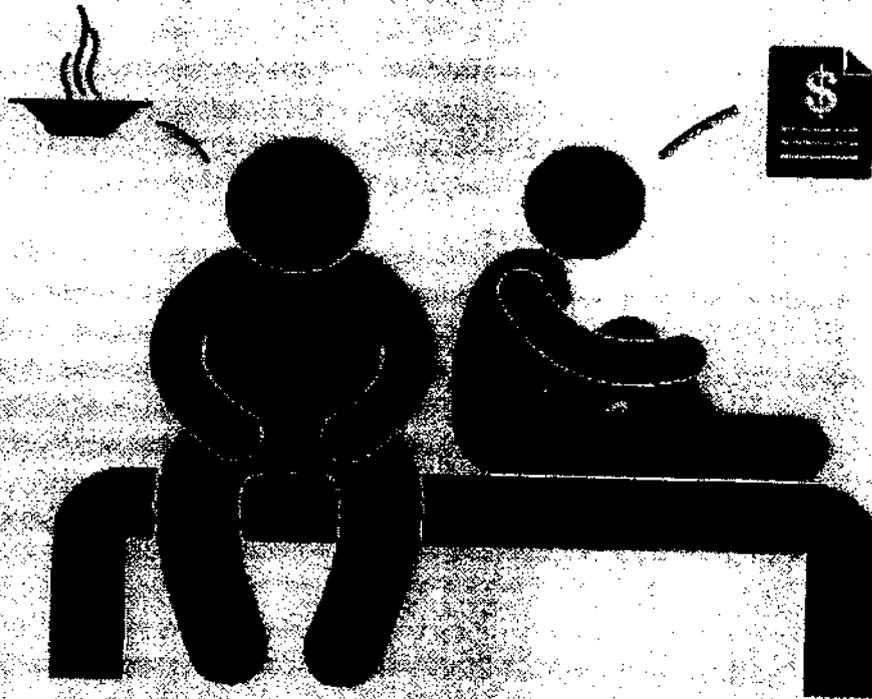
This document consists of 6 printed pages.

## Section A [5 marks]

## Text 1

Study the visual text below and answer Questions 1 – 4 in the Question Booklet.

# WHAT DOES POVERTY MEAN IN SINGAPORE?



Join us to learn more about food issues and poverty in Singapore on Wed, 12 Aug, 3pm at MLT 10.  
Register at [bit.ly/ofd-discussion](http://bit.ly/ofd-discussion) today!

**TAKE ACTION TO MAKE POVERTY HISTORY BY PARTICIPATING IN THE ONE FOOD DRIVE!**

Drop off your food donations outside The Agency at 11th floor (teaching block located one level below food court 8) from 11-14 Aug, 11:30am - 5:30pm. More information at [www.onesingapore.org/OFD-2015](http://www.onesingapore.org/OFD-2015).

Organised by:

**ONE**  
SINGAPORE

Participating Institution:

SINGAPORE  
POLYTECHNIC **SP**

In support of:

**FoodBANK**  
The Food Bank Singapore Ltd

Source taken from: <http://www.onesingapore.org/onefooddrive/>

**Section B [20 marks]****Text 2**

*The text below describes how four men, who had abandoned a sinking steamship off the coast of Florida, were attempting to reach shore in a lifeboat. Read it carefully and answer Questions 5 – 13 in the Question Booklet.*

- 1 It would be difficult to describe the subtle brotherhood of men that was here established on the seas. No one said that it was so. No one mentioned it. But it dwelt in the boat, and each man felt it warm him. They were a captain, an oiler, a cook, and a correspondent, and they were friends; friends in a more curiously iron-bound degree than may be common. The hurt captain, lying against the water-jar in the bow<sup>1</sup>, spoke always in a low voice and calmly, but he could never command a more ready and swiftly obedient crew than the motley three in the dinghy<sup>2</sup>. It was more than a mere recognition of what was best for the common safety. There was surely in it a quality that was personal and heartfelt. After this devotion to the commander of the boat, there was this comradeship. Even the correspondent, who had been taught to be cynical of men, knew this was the best experience of his life. But no one said that it was so. No one mentioned it. 5 10
- 2 "I wish we had a sail," remarked the captain. "We might try my overcoat on the end of an oar and give you two boys a chance to rest." So the cook and the correspondent held the mast<sup>3</sup> and spread wide the overcoat to catch the wind. The oiler steered, and the little boat made good way with her new rig<sup>4</sup>. Sometimes the oiler had to paddle sharply to keep the waves from breaking into the boat, but otherwise sailing was a success. 15 20
- 3 Meanwhile the lighthouse had been growing slowly larger. It had now almost assumed colour, and appeared like a little grey shadow on the sky. The man at the oars could not be prevented from turning his head rather often to try for a glimpse of this little grey shadow.
- 4 At last, from the top of each wave the men in the tossing boat could see land. Even as the lighthouse was an upright shadow on the sky, this land seemed but a long black shadow on the sea. It certainly was thinner than paper. "We must be about opposite New Smyrna," said the cook, who had coasted this shore often in boats. 25
- 5 The wind slowly died away. The cook and the correspondent were now not obliged to slave in order to hold high the oar with the overcoat strung to it. But the waves continued their old impetuous swooping at the dinghy, and the little craft, no longer under way, struggled excessively over them. 30

---

<sup>1</sup> front part of a boat

<sup>2</sup> small boat

<sup>3</sup> a long pole or spar rising from the keel or deck of a ship to hold sails, rigging, booms, signals etc

<sup>4</sup> the particular way in which a sailing boat's masts, sails, and rigging are arranged

The oiler and the correspondent took the oars again.

- 6 Of the four in the dinghy, none had slept any time worth mentioning for 35  
two days and two nights previous to embarking in the dinghy, and in the  
excitement of clambering about the deck of a sinking ship they had also  
forgotten to eat heartily. For these reasons, and for others, neither the  
oiler nor the correspondent was fond of rowing at this time. The  
correspondent wondered ingenuously how in the name of all that was 40  
sane could there be people who thought it amusing to row a boat. It was  
not an amusement. It was a diabolical punishment, and even a genius of  
mental abnormalities could never conclude that it was anything but a  
horror to the muscles and a crime against the back. He mentioned to the  
boat in general how the amusement of rowing struck him, and the weary- 45  
faced oiler smiled in full empathy. Previously to the sinking, by the way,  
the oiler had worked double-watch in the engine-room of the ship.
- 7 Slowly the land arose from the sea. From a black line it became a line of  
black and a line of white, trees and sand. Finally, the captain said that he  
could make out a house on the shore. "That's the house of refuge, sure," 50  
said the cook. "They'll see us before long, and come out after us."

Adapted from *The Open Boat* by Stephen Crane

### Section C [25 marks]

#### Text 3

*The text below is about advertising. Read it carefully and answer Questions 14 – 19 in the Question Booklet.*

- 1 A naive view of advertisements might be to regard them just as ways of relaying necessary information: a sign simply reading 'Golden Lion Café – open 9 a.m. to midnight' is no more sinister than a 'Road Closed' notice to alert us to impending road-works. However, the owner of the cafe might be tempted to add 'Full three-course lunch only five dollars'. 'Full' and 'three - course' suggest we will get a lot to eat, and the phrase 'only five dollars' seems to assure us of good value. 5
- 2 We are often urged – 'Don't miss this bargain'; the almost bullying tone may well be continued by huge notices at the side of the road, often in vivid colours and with striking images, all demanding that we buy, buy, buy... Advertisements on many television channels are broadcast at a higher volume than the entertainment programmes themselves, again seeking to exert pressure on the prospective customer. 10
- 3 To convince the public that what is offered is credible and effective, a mock-scientific approach will often be used. We are assured that the yoghurt containing a specific ingredient will ensure that we are protected against all common stomach complaints; of course the vital additive has a long, scientific name and the claim is supported by an array of seemingly irrefutable evidence. The inclusion of an effective but invariably 'natural' component in a shampoo will guarantee soft, silky hair. Thus we sometimes allow ourselves to be blinded by supposed statistics. How gullible we are! 15 20
- 4 Successful advertisers will often manage to establish a link, however weak, between the product and an appropriate celebrity. A famous athlete may well be a convincing ally in selling sportswear; a beautiful female film star may prove to be an effective advocate for various cosmetic products. Moreover, advertisers take advantage of the fact that ordinary people are likely to admire celebrities and wish to emulate them, if only by wearing or using the same items. Sometimes it is young people who are particularly impressed by celebrities, and advertisers often target them in order to boost sales. By some illogical mental process, the young footballer may, for example, be convinced that wearing the same boots as his celebrity hero will make him a star on the pitch. 25 30
- 5 Using a celebrity in an advertisement is merely the beginning of a process which gathers its own momentum. Once the link is established between a celebrity and a product, advertisers use every appearance or comment by the famous person to trigger an image of the product, perhaps long after the release of the original advertisement. This development can be enhanced by simple devices like emblazoning the manufacturer's name 35

- on items worn or used by the celebrity, such as T-shirts, cricket bats and tennis-racquets. Often advertisers set up appearances of famous people at, say, theatres or football matches, in order to remind the public of the clothes they wear or the bags they carry. 40
- 6 What happens if the celebrity falls from favour, for example by losing his or her place in the team or producing a number of unsuccessful music albums? The product is then linked with failure – and the effect on sales is entirely predictable. Even worse, the celebrity may be involved in some social or moral disaster – gross rudeness to a vulnerable bystander or a scandalous broken relationship. The celebrity’s sponsorship then might work against, rather than in favour of, the product advertised. 45 50
- 7 Celebrities often have an inflated sense of their own value or importance and so they may demand vast fees for being linked with particular products. Also, they are frequently by nature volatile and unreliable. A knock-on effect of this characteristic is that celebrities are often difficult to work with and not always capable of amicable business relationships. Is there not the additional danger that many celebrities will prove more interested in enhancing their own images than in promoting the items for sale? 55
- 8 Advertising is clearly a difficult, complex and often subtle process; it can also become quite threatening. A fairly recent development – often called subliminal advertising – involves repeatedly flashing a message onto, say, a television screen, apparently too fast to be perceived by the human eye. However, there is research evidence to show that the message does reach the human brain, and so the viewer is being unconsciously persuaded to buy or act – a frightening thought. 60 65

*Adapted from University of Cambridge International Examinations 1123 Year 2010*

**-End-of-Insert-**

Name:	Class:	Reg. No.:
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**CHIJ ST. THERESA'S CONVENT**

**PRELIMINARY EXAMINATION 2016**

**SECONDARY 4 EXPRESS/ 5 NORMAL (ACADEMIC)**

**ENGLISH LANGUAGE**

**1128/02**

Paper 2 Comprehension

**31 August 2016**

**1 hour 50 minutes**

Question Booklet

Additional Materials: Insert

**READ THESE INSTRUCTIONS FIRST**

Write your name, class and register number on the work you hand in.

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

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

Work in pencil will not be marked.

*The use of correction fluid or tape will result in the deduction of one mark.*

**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.

You are reminded of the need for good English and clear presentation in your answers.

Hand in **Section A and B** together, and **Section C SEPARATELY**.

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

This document consists of 9 printed pages.

**Section A [5 marks]**

**Refer to Text 1 on page 2 of the Insert for Questions 1 – 4.**

**1** The poster begins with the question 'What does poverty mean in Singapore?'  
What effect is this intended to have on the reader?

.....  
..... [1]

**2** Look at the illustration after the question. How does the image in the middle  
complement the question in the headline?

.....  
..... [1]

**3** Which phrase gives the main message of the poster?

.....  
..... [1]

**4** Who do you think this drive is targeted at? Give a reason for your answer.

.....  
.....  
..... [2]

**Section B [20 marks]**

**Refer to Text 2 on pages 3 and 4 of the insert for Questions 5 – 13.**

**5** In the first line, the writer says 'It would be difficult to describe the subtle brotherhood of men that was here established on the seas' (lines 1-2).

Explain in your own words why this brotherhood is subtle.

.....  
..... [1]

**6** 'But *it* dwelt in the boat, and each man felt *it* warm him' (line 3).

What does 'it' refer to?

..... [1]

**7** 'They were a captain, an oiler, a cook, and a correspondent, and they were friends, friends in a more curiously iron-bound degree than may be common. The hurt captain, lying against the water-jar in the bow, spoke always in a low voice and calmly, but he could never command a more ready and swiftly obedient crew than the motley three in the dinghy' (lines 3-8).

**(a)** Explain how the language used in the above sentences show this comradeship.

Support your ideas with three details from the above sentences.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
..... [3]

**(b)** Which two words in the above sentences show that the team trusted the captain completely?

..... [1]

8 'The man at the oars could not be prevented from turning his head rather often to try for a glimpse of this little grey shadow' (lines 23-24).

(a) Who is the 'man at the oars'?

..... [1]

(b) Why did the 'man at the oars' turn 'his head rather often to try for a glimpse of this little grey shadow'?

.....  
.....  
..... [1]

9 'The cook and the correspondent were now not obliged to slave in order to hold high the oar' (lines 30-31).

(a) Explain fully why the two men were "now not obliged to slave in order to hold high the oar."

.....  
.....  
..... [2]

(b) What does 'obliged to slave' suggest about the attitude of the two men in doing this job?

.....  
..... [1]

10 'But the waves continued their old impetuous swooping at the dinghy, and the little craft, no longer under way, struggled excessively over them.' (lines 31-33)

Identify the phrases in the given sentence which suggest

(a) a violent action ..... [1]

(b) a standstill ..... [1]

- 11** '... , none had slept any time worth mentioning for two days and two nights previous to embarking in the dinghy, and in the excitement of clambering about the deck of a sinking ship they had also forgotten to eat heartily' (lines 35-38).

What does this above description suggest about the men's feelings towards sailing in the steamship before it sank?

.....  
..... [1]

- 12** In paragraph 6, it is mentioned that 'the oiler smiled in full empathy' (lines 45-46).

Explain why the oiler was 'in full empathy' using the evidence from the passage.

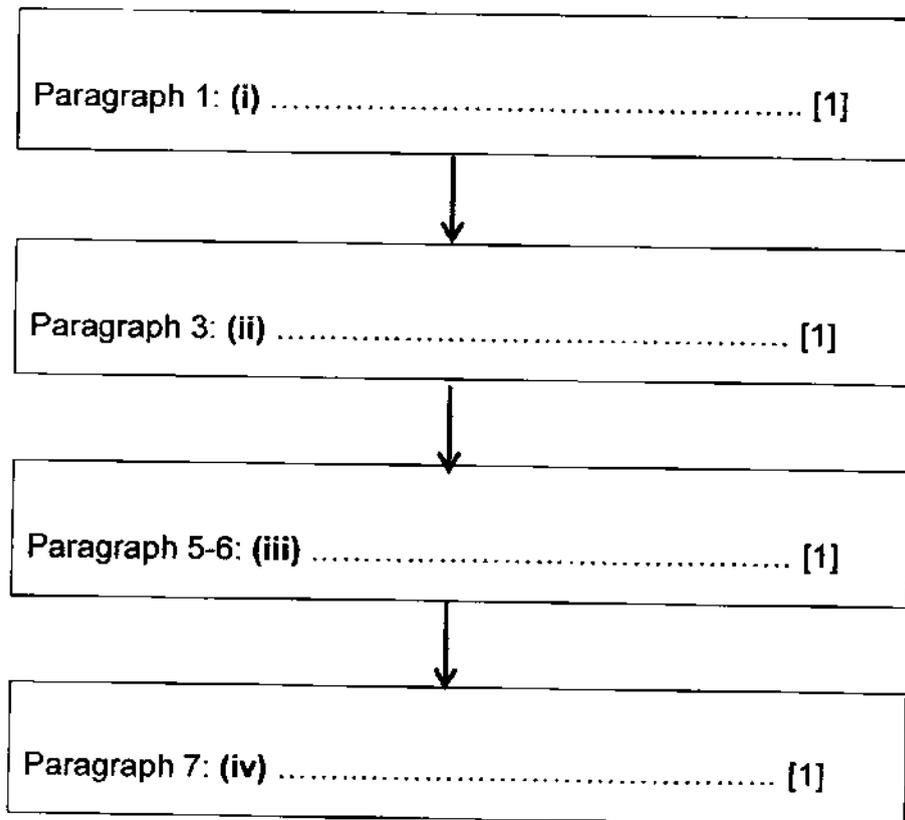
.....  
.....  
.....  
.....  
..... [2]

- 13 The structure of the text reflects the feelings of the four men on the boat as they react to the events of the day. Complete the flow chart by choosing one word from the box to summarise the feeling described in each part of the text. There are some extra words in the box you do not need to use.

**The men's feelings**

fear	hopefulness	exhaustion	joy
confusion	anticipation	solidarity	

**Flow Chart**



Name:	Class:	Reg. No.:
-------	--------	-----------

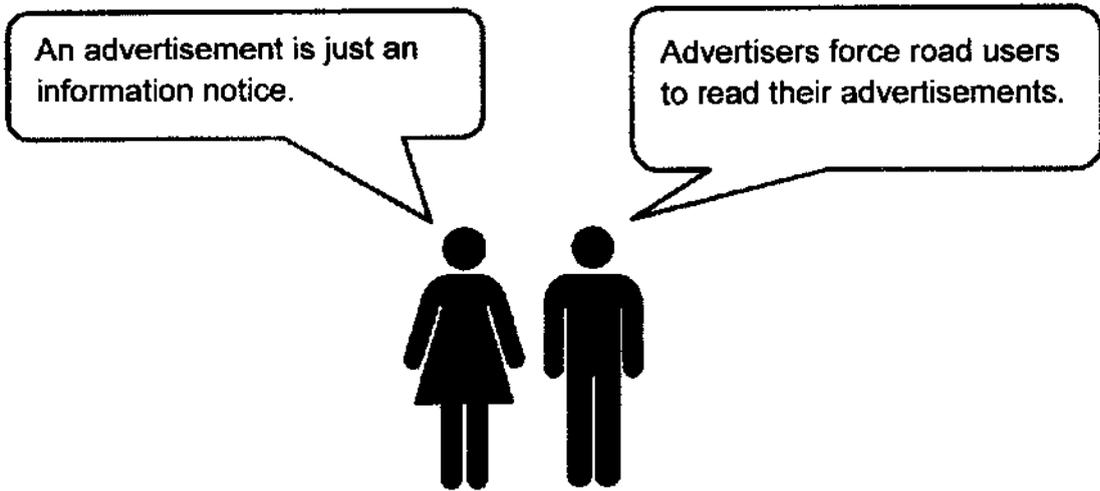
**Section C (25 marks)**

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

**14 (a)** How do we know that the writer does not regard advertisements as simply ways of "relaying necessary information" (line 2)?

.....  
..... [1]

**15** Here is a part of the conversation between Nancy and Mark who have read Text 3 on Advertising.



**(a)** What example does Nancy use and how does it support her idea?

.....  
.....  
..... [2]

**(b)** How would Mark justify his viewpoint? Use evidence from paragraph 2.

.....  
.....  
..... [1]

**16** Explain **in your own words** why “advertisements on many television channels are broadcast at a higher volume than the entertainment programmes themselves” (lines 11-12).

.....  
.....  
.....  
.....[2]

**17** In the advertisers’ “mock-scientific approach” (lines 18-19), what **TWO** strategies are used to convince people to buy their product?

.....  
.....  
.....  
.....[2]

**18** In the last paragraph, explain **in your own words** why using subliminal advertising is “a threatening thought” (line 67)

.....  
.....  
.....  
..... [2]





**Sec 4Exp 5NA Preliminary Exam 2016**

**Paper 2**

**Answer Scheme**

Text 1

1. The poster begins with the question 'What does poverty mean in Singapore?' What effect is this intended to have on the reader? [1]  
*To prompt the readers to think about poverty in Singapore / encourage them to think about poverty in Singapore so that they want to find out more/ make them more curious about poverty in Singapore [1]*
2. Look at the illustration after the question. How does it support the question? [1]  
*It shows how someone who is poor will need to bear with hunger or worry about bill payment. [1]*
3. Which phrase gives the main message of the poster? [1]  
*Take action to make poverty history [1]*
4. Who do you think this drive is targeted at? Give a reason for your answer. [2]  
*Singapore Polytechnic staff and students. [1]  
The talk and food donation venues are in Singapore Poly / it mentioned below that the participating institution is Singapore Poly. [1]*

Text 2

5. 'It would be difficult to describe the subtle brotherhood of men that was here established on the seas.' Explain in your own words why this brotherhood is subtle.  
*None of the men talked about it but they all knew/ felt it in their hearts [1]*
6. 'But it dwelt in the boat, and each man felt it warm him' (line 3). What does 'it' refer to?  
*The brotherhood [1]*
7. 'They were a captain, an oiler, a cook, and a correspondent, and they were friends, friends in a more curiously iron-bound degree than may be common. The hurt captain, lying against the water-jar in the bow, spoke always in a low

voice and calmly, but he could never command a more ready and swiftly obedient crew than the motley three of the dinghy.'

- (a) Explain how the language used in the above sentences show the extent of their brotherhood.  
Support your ideas with three details from the above sentences.  
*'curiously iron-bound degree' suggests that the relationship is as strong as metal  
'Than may be common' suggests that the relationship is stronger than usual  
'could never command a more ready and swiftly obedient crew' suggests that the three other men were extraordinarily loyal and willing/eager to follow/ obey him.  
'the motley three' suggests that even though they were all very different from one another, they were united in following the captain and working with one another. [3]*
- (b) Which two words in the above sentences show that the team trusted the captain completely?  
*Swiftly obedient [1]*

8. 'The man at the oars could not be prevented from turning his head rather often to try for a glimpse of this little grey shadow.' (lines 23-24)  
(a) Who is the 'man at the oars'?

**The oiler [1]**

- (b) Why did the 'man at the oars' turn his head rather often to try for a glimpse of this little grey shadow?  
*He was hoping that they will get shore faster/ He was trying to ascertain that the little grey shadow was the lighthouse/ He was looking forward to reaching land. [1]*

9. 'The cook and the correspondent were now not obliged to slave in order to hold high the oar.'  
(a) Explain why the two men were 'now not obliged to slave in order to hold high the oar.'

*A sail will only work if there is wind. [1] Since the wind had died down, they do not have to hold the overcoat, which is the sail, up. [1]*

(b) What does 'obliged to slave' suggest about the attitude of the two men in doing this job and the nature of this job?

*The two men felt a sense of responsibility to do this job well even though the job was a tough, strenuous/ tiring one. [1]  
 'Forced' is not accepted unless there is further explanation of them being willing to do the task.*

10. But the waves continued their old impetuous swooping at the dinghy, and the little craft, no longer under way, struggled excessively over them.' (line )

Identify the words or phrases in the given sentence which suggest

(a) a violent action : *impetuous swooping*

(b) a standstill : *no longer under way*

11. '... none had slept any time worth mentioning for two days and two nights previous to embarking in the dinghy, and in the excitement of clambering about the deck of a sinking ship they had also forgotten to eat heartily.'

What does this above description suggest about the men's feelings towards sailing in the steamship before it sank?

*They were eager to be sailing in the steamship. [1]*

12. In paragraph 6, it is mentioned that 'the oiler smiled in full empathy' (lines 45-46).

Explain why the oiler was 'in full empathy' using the evidence from the passage.

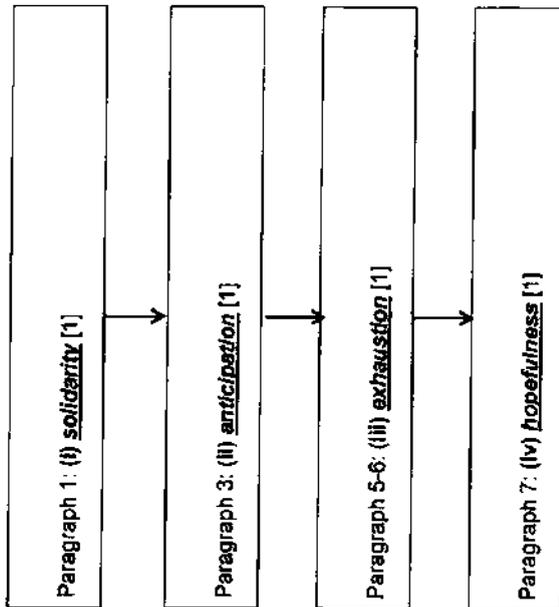
*The oiler was as exhausted as the correspondent as he had been rowing the boat for long periods of time [1] and had not enough sleep or had a got meat as he was working prior to the sinking.[1]*

13. The structure of the text reflects the feelings of the four men on the boat as they react to the events of the day. Complete the flow chart by choosing one word from the box to summarise the feeling described in each part of the text. There are some extra words in the box you do not need to use.

The men's feelings

fear	hopefulness	exhaustion	joy
confusion	anticipation	solidarity	

### Flow Chart



### Text 3

13 a) How do we know that the writer does not regard advertisements as simply ways of "relaying necessary information" (Line 2)? [1]

*He refers to the idea as a "naive view" (L 1) 1m*

14 a) Nancy's example: *like a "Road Closed" sign.[1] It is merely to inform the reader of road works ahead. The reader is not being persuaded to buy a product. [1]* [2]

b) Mark's evidence: *The notices are made very large and therefore very visible and right beside the road so when you use that road you are forced to see it (1m)* [1]  
 OR

*The bright colours on large posters makes the colours conspicuous therefore forcing the driver to notice or be attracted to it (1m)*

15 Explain in your own words why, "advertisements on many television channels are broadcast at a higher volume than the entertainment programmes themselves" (line 11 – 12). [2]

**PRESSURE:** To compel/push/persuade/influence/force (1m)  
**PROSPECTIVE CUSTOMER:** would-be buyers/someone whom might want or is thinking of buying / expecting to buy to listen more carefully(1m)

16 In the advertisers' "mock-scientific approach" (Lines 14 to 15), what TWO strategies are used to convince people to buy their product? [2]

1. the use of long sounding scientific terms/names (1m)  
 2. supposed statistics to support the production of the product. (1m)

17 In the last paragraph, explain in your own words why using subliminal advertising is "a threatening thought" (line 61) [2]

**UNCONSCIOUSLY:** Without knowing/realising/being aware/ thinking (it is happening) (1m)  
**PERSUADED:** lured/coaxed/cajoled/pressed/driven/ hypnotised (1m)

18 In your own words as far as possible, summarise the advantages and disadvantages of using celebrities to help advertisers promote their products [15]  
 Use only material from Paragraphs 4 to 7  
 Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not including the words given to help you begin.

Successful advertisers often try to establish a link between their product and a celebrity ..... [15]

From the passage	Own words
<b>Advantage</b>	
1 Ordinary people ... wish to emulate them (celebrity) (L27)	
2 Impressive youngsters think they will ... make him a star	
3 Famous person trigger(s) an image of the product (L35) long after the release of the original advertisement (L35)	

Disadvantage	
4 If the celebrity falls from favour.... product linked to failure (L42-44)	
5 Celebrity may demand vast fees for being linked with particular products (L50)	
6 Celebrities by nature are volatile and unreliable (L51) ... (will affect credibility of product too)	
7 Often difficult to work with ... not always an amicable business relationship (L52-53)	
8 Celebrities more interested in enhancing their own images than in promoting the product. (L54-55)	





**TEMASEK SECONDARY SCHOOL**  
Preliminary Examination 2016  
Secondary Four Express/Secondary Five Normal (Academic)

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**ENGLISH LANGUAGE**

**1128/02**

**Paper 2 Comprehension**

**1 hour 50 minutes**

**INSERT**

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**READ THESE INSTRUCTIONS FIRST**

**Do not open the booklet until you are told to do so.**

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

---

**This document consists of 6 printed pages and 2 blank pages**

## Section A

## Text 1

Study the webpage below and answer Questions 1-3 in the Question Paper Booklet.



**NYC**  
NATIONAL  
YOUTH  
COUNCIL  
SINGAPORE

Singapore Government  
Integrity • Service • Excellence

Contact Us | Feedback | Sitemap

ABOUT US   HAPPENINGS   INITIATIVES   CAREERS   TAGS

At NYC, we believe in a world where young people are respected and heard, and have the ability to influence and make a difference to the world. We develop an appropriate environment where young people can realise their aspirations and play a part in making Singapore an endearing home for all.

**OUR VISION**  
Confident and Resilient Youth, Vibrant and Caring Nation.

**OUR MISSION**  
To advocate youth interests, connect the youth sector and enable holistic youth development – imbuing youth with the values and skills to thrive in a globalised world while keeping a strong Singapore heartbeat.

**OUR ROLES**  
To promote active youth citizenry by developing youths and engaging them in leadership roles. They have opportunities to carry out research, implement programmes and are recognised for their efforts.

GRANTS

RESOURCES

AWARDS

Adapted from: <https://www.nyc.gov.sg>

## Section B

## Text 2

In the text below, two panthers seek for prey to feed their young. Read the text carefully and answer Questions 4-16 in Question Paper Booklet A.

- 1 One side of the ravine was in darkness. Out of a shadowy hollow behind a long white rock, came softly a great panther. In common daylight his coat would have shown a warm hue, but in the half hidden moon he seemed to wear a sort of unearthly grey. He lifted his smooth head and greeted the night with a shrill cry. That terrible cry, at once mournful and menacing, with an undertone like the fierce protests of a saw beneath metal, was a summons to his mate, telling her that the hour had come when they should seek their prey. From the lair behind the rock, where the cubs were being suckled, came no immediate answer. Only a pair of crows, that had their nest in a giant fir-tree, woke up and croaked harshly their indignation. These past three summers they had built in the same spot, and had been nightly awakened to vent the same rasping complaints. 10
- 2 The panther walked restlessly up and down, ten paces each way, along the edge of the shadow, keeping his wide-open green eyes upon the rising light. His short, muscular tail; twitched impatiently, but he made no sound. By this time the cubs had made their meal, and their mother was ready to assuage her own hunger now grown savage. These two days their hunting had been practically fruitless. What scant prey they had slain had for the most part been devoured by the female who had those small blind cubs at home to nourish. The settlements of late had been making great inroads into the forest, hunting deer and smaller game. Hence the sharp hunger of the panther parents, and hence it came that on this night they hunted together. 15 20
- 3 A lonely cabin stood some distance, perhaps a quarter of a mile, back from the highway connecting the settlements. Along this main road a man was plodding wearily. All day he had been walking, and now as he neared home his steps began to quicken with anticipation of rest. The settler passed the mouth of the wood road leading to the cabin, when his ears were pricked by the sound of a child crying in the woods. He stopped abruptly, lowered his rifle to the road, and stood still straining his ears and eyes in the direction of the sound. It was just at this time that the two panthers also stopped, and lifted their heads to listen. Their ears were keener than those of the man, and the sound had reached them at a greater distance. 25 30
- 4 Louder, shriller, more hopeless and more appealing, arose the childish voice, and the settler paused, irresolute, and with deepening exasperation. In his mind, he saw the steaming supper his wife would have awaiting him. He loathed the thought of retracing his steps, but in that wailing was a terror which would not let him go on. He thought of his own little one left in such a position, and straightway his heart melted. He turned, dropped his bundle behind some bushes, grasped his rifle, and hastily made his way back to the cabin. 35
- 5 As the hungry panthers drew near the cabin, and the cries of the lonely child 40

grew clearer, they hastened their steps, and their eyes opened to a wider circle. It would be thoughtless to say the beasts were cruel. They were simply keen with hunger, and alive with the eager passion of the chase. They were not ferocious with any anticipation of battle for they knew the voice was the voice of a child, and something in the voice told them the child was solitary. 45  
Theirs was no hideous or unnatural rage. They were but seeking with the strength, the cunning, the deadly swiftness given them to hunt. At that moment the settler, like a savior, emerged from the darkness of the wood-road on the opposite side of the clearing. He saw the two great beasts, heads down and snouts thrust forward, gliding towards the open cabin door. 50

*Adapted from Do Seek Their Meat from God by C.G.D. Roberts*

## Section C

## Text 3

Read the text carefully and answer Questions 17-22 in Question Paper Booklet A.

- 1 On 11 March 2011, the future became the past. A magnitude of 9.0 earthquake striking about 70 km off the Pacific coast of Japan sent a huge surge of water towards the Fukushima Daiichi nuclear power plant destroying it and sending large amounts of radioactive material into the environment. It was a decisive moment in the history of energy, turning a generation against nuclear power - the energy that the world once hailed as the new energy that will bring about a utopian future. 5
- 2 Five years on and the effects of the disaster are still apparent: small amounts of radiation continue to leak into the Pacific Ocean and tonnes of waste and debris remain to be cleared. However, with fossil fuels dwindling, can we afford to ignore nuclear energy forever? Is it really safe? Does it have benefits? This topic of nuclear power remains controversial. 10
- 3 Due to many accidents in the past, the worst of which was the Chernobyl Disaster that occurred in 1986 in Ukraine, many Western nations are not building new reactors but are merely maintaining their existing ones, making incremental safety upgrades to meet regulations. Countries that chose to retain their nuclear plants extended their lifespans, in some cases well beyond their original design specifications. "The reactors were designed for a lifetime of 40 years and then they got extended to 60 years. The older reactors are going to stay online for a long time and they dominate the total risk of a nuclear accident," says Nikolaus Muellner head of International Nuclear Risk Assessment Group, an independent body of nuclear safety experts. Without building new plants, substantial leaps in technology are impossible and the industry can only pray that there are no accidents. 15  
20
- 4 Brian Wang, futurist and energy researcher investigated raw data and found that nuclear energy comes out ahead of other options. He found that when one compares all power sources around the world in terms of energy output, coal and oil are by far the most dangerous. There are more people dying from mine and oil accidents and this is mostly due to the significant air pollution they cause. Nuclear energy on the other hand, results in fewer deaths - lower even than the deaths caused by wind and solar energy. This is because there are dangers involved with mining the materials needed for wind and solar as well as risk associated with erecting wind turbines and solar panels in dangerous locations. 25  
30
- 5 While this may be true, the argument above, however, fails to take into account wider scale destruction that nuclear accidents bring which have long-lasting effects. Coal-mining accidents, for example, are most common in China but any explosions that occur are limited to the areas where the mines are located and affect primarily people involved in the mines. Though nuclear accidents are not frequent, once they occur, they will affect a wider geographical area and nuclear waste can take millions of years to be eradicated and thus this waste 35  
40

must be shielded from the living environment for millenia.

- 6 A group of people who call themselves 'ecomodernists' asserts that nuclear power emits zero carbon and is a useful tool for slowing climate change. Traditional environmental organisations vehemently disagree. "Nuclear power already delivers less energy globally than renewable energy and the share will continue to decrease in the coming years." Greenpeace writes on its website. "Building enough nuclear power stations to make meaningful reduction in greenhouse gas emissions would cost trillions of dollars, create tens of thousands of tons of lethal high-level radioactive waste, contribute to further proliferation of nuclear weapons materials and result in a Chernobyl-scale accident once every decade. Perhaps most significantly, it will squander the resources necessary to implement meaningful climate change solutions."

*Adapted from 'Knowledge' Vol 8 Issue 5 2016*

Name: \_\_\_\_\_ Index Number: \_\_\_\_\_ Class: \_\_\_\_\_



**TEMASEK SECONDARY SCHOOL**  
Preliminary Examination 2016  
Secondary Four Express/Secondary Five Normal (Academic)

**ENGLISH LANGUAGE**

**1128/02**

**Paper 2** Comprehension

**1 hour 50 minutes**

QUESTION BOOKLET A

Candidates answer in the Question Booklet.

Additional Materials: Insert and Question Booklet B

**READ THESE INSTRUCTIONS FIRST**

**Do not open the booklet until you are told to do so.**

**You are required to submit this booklet at the end of the paper.**

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

Write in dark blue or black pen.

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

Answer **all** 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 the brackets [ ] at the end of each question or part question.

<b>For Examiner's Use</b>	
<b>Section A</b>	
<b>Section B</b>	

This document consists of **5** printed pages and **1** blank page.

## Section A [5 marks]

## Text 1

Refer to Text 1 on page 2 of the Insert for Questions 1 – 3.

For  
Examiner's  
Use

- 1 The National Youth Council wants to "promote active youth citizenry by developing youths and engaging them in leadership roles. They have opportunities to carry out research, implement programmes and are recognised for their efforts."

By analysing any **two** of the visual symbols, explain how they support youth to do so. [2]

Visual Symbol	Explanation
	
	
	

[2]

- 2 How does the photograph illustrate one value listed in NYC's vision?

---



---

[2]

- 3 Which phrase shows that NYC wants the youths to still have a strong local identity?

---

[1]

**Section B [20 marks]**

**Refer to Text 2 on pages 3 and 4 of the Insert for Questions 4 – 16.**

*For  
Examiner's  
Use*

**4** Find words in paragraph 1 which suggest

(i) something not natural \_\_\_\_\_ [1]

(ii) something indistinct \_\_\_\_\_ [1]

**5** 'That terrible cry, at once mournful and menacing, with an undertone like the fierce protests of a saw beneath metal, was a summons to his mate,...' (lines 5 -7) **Using your own words**, explain what these descriptions suggest about the panther's cry?

Description	The panther's cry
'at once mournful'	
'and menacing,...'	

[2]

**6** In paragraph one, how does the writer emphasise the crow's resentment to being awakened by the panther's cry for the last three years?

---



---

[1]

**7** In paragraph 2 what is unusual and effective about the phrase "hunger now grown savage"?

---



---



---

[2]

- 8 'The settlements of late had been making great inroads into the forest, hunting deer and smaller game. Hence the sharp hunger of the panther parents, and hence it came that on this night they hunted together'. (lines 20 – 22)

How does the writer show that the chain of events are related to one another?

---



---

[1]

- 9 'The settlements of late had been making great inroads into the forest, hunting deer and smaller game.' How does this impact the panthers' hunting?

---



---

[1]

- 11 What evidence tells you that the child's cry in paragraph 3 was unexpected?

---

[1]

- 12 In line 33 the writer states '...more hopeless and more appealing, arose the childish voice...'. Explain the effect of this phrase on the reader.

---



---

[1]

- 13 In paragraph 4, give reasons for the settler's conflicting emotions?

Conflicting emotions	Reasons
'irresolute, and with deepening exasperation'	
'his heart melted'	

[2]

14 Which two phrases in paragraph 5 support the idea that the panthers were merely being hunters?

(i) \_\_\_\_\_

\_\_\_\_\_

(ii) \_\_\_\_\_

\_\_\_\_\_

[2]

15 In paragraph 5, the settler is compared to 'a savior' (line 48). Give one reason why this comparison is effective.

\_\_\_\_\_

\_\_\_\_\_ [1]

16 The text describes the panthers' and the settler's experience at various stages. Complete the mind map by choosing one feeling from the box that drove the key characters in each paragraph.

startled	eagerness	yearning	
despair	frustration	compassion	desperation

**CHARACTER'S FEELINGS**

(i) Paragraph 1 main character: panther  
\_\_\_\_\_

(ii) Paragraph 2 main character: panther  
\_\_\_\_\_

(iii) Paragraph 3 main character: settler  
\_\_\_\_\_

(iv) Paragraph 4 main character: settler  
\_\_\_\_\_

[4]

**BLANK PAGE**

**Section C [25 marks]**

**Text 3**

**Refer to Text 3 on page 5 and 6 of the Insert for Questions 17 - 22.**

*For  
Examiner's  
Use*

**17** Which word in paragraph 1 suggest that nuclear power is an ideal source of energy?

\_\_\_\_\_ [1]

**18** In paragraph 2, what is the effect of the series of questions on the readers?

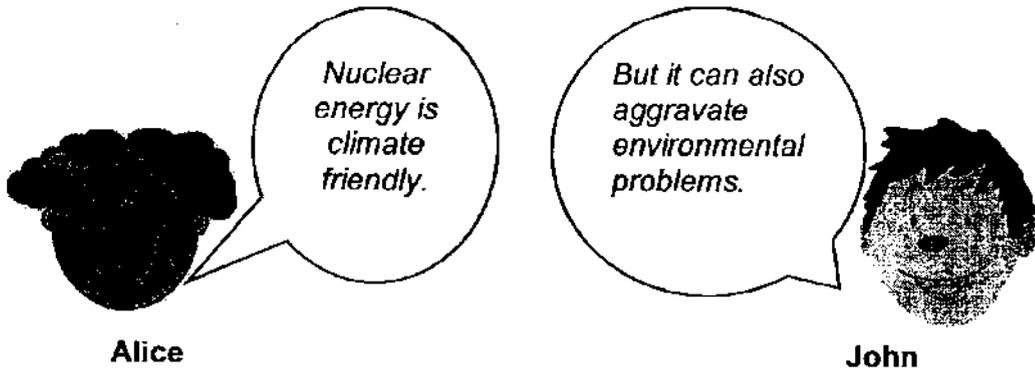
\_\_\_\_\_  
\_\_\_\_\_ [1]

**19** What evidence in paragraph 3 shows that the western nations were not keen to explore developments in nuclear power. **Answer in your own words.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

**20** Why do you think an old reactor that stays online for a long time would 'dominate the total risk of a nuclear accident'? (lines 20-21)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]



(i) With reference to paragraph 6, explain fully why what Alice said may be true.

---

---

---

---

[2]

(ii) Give two pieces of evidence from paragraph 6 to support John's views.

---

---

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[2]





Name: \_\_\_\_\_ Index Number: \_\_\_\_\_ Class: \_\_\_\_\_

**TEMASEK SECONDARY SCHOOL**  
 Preliminary Examination 2016  
 Secondary Four Express/Secondary Five Normal (Academic)

**ENGLISH LANGUAGE** 1128/02

Paper 2 Comprehension 1 hour 50 minutes

**QUESTION BOOKLET A – DETAILED ANSWER KEY**

	<p>X resources are needed to carry out research and programmes (Are you answering the question which asks to explain how support is given? This is a statement of fact, not answering to the question)</p> <p>X they provide opportunities for youth to carry out research and implement programmes (Does the symbol represent opportunities? You need to be more specific based on the symbol)</p> <p>The symbol shows a book symbolising research. You are expected to reflect that inference in your answer.</p>	
	<p><b>ANS: by recognising/rewarding them for their participation/involvement/efforts [1]</b> Directly copying</p> <p>X to motivate them (vague and jumping to motivation without explaining how they support)</p> <p>Remember, the question asks to explain how they support and you have to infer from the symbol. The symbol shows a trophy symbolising rewards/recognition. You are expected to reflect that inference in your answer, BUT the answer can also be found directly from the text above. (1)</p> <p>Student's answer (Isaac Sim 4/5):          Awards, represented by a picture of a trophy, suggest that the youths will be rewarded for the work they have done, supporting and encouraging them.</p>	<p><b>Areas for improvement:</b></p> <ul style="list-style-type: none"> <li>• Did not infer meaning of symbols and do critical reading of the text.</li> <li>• Did not pay attention to the key words of question/ unpack expectation of question.</li> <li>• Basic spelling errors! "recognition" and "effors" and "researchs" - (!)</li> <li>• Basic sentence structure that answers to the question!</li> <li>• Do not attempt three answers when it is clearly stated as two! Like in summary writing, when your words, answers exceed the limit, it will be eliminated and we will only look at the first two answers. Excess denied folks!</li> </ul>

	For Examiner's Use
<p><b>Text 1</b></p> <p>The National Youth Council wants to "promote active youth citizenry by developing youths and engaging them in leadership roles. They have opportunities to carry out research, implement programmes and are recognised for their efforts."</p> <p>By analysing any two of the visual symbols, explain how <b>they</b> (referring to NYC, not the symbols!) support youth to do so. [2]</p>	<p><b>Section A [5 marks]</b></p> <p><b>Visual Symbol</b></p>  <p><b>Explanation</b>  <b>ANS: providing financial support to conduct activities OR to implement programmes and carry out research [1]</b> (must have 2 parts to the answer – explain how)</p> <p>X research (What about other programmes?)          X provide grants (Are you explaining when you copy the word 'grant'?)          Acceptable: so as not to worry about the cost / monetary funds to...          The symbol shows a dollar sign/money. You are expected to reflect that inference in your answer.</p> <p>Student's answer (Isaac Sim 4/5):          This symbol suggests that there is monetary grants for youths to be able to get or buy related equipment to help them with research or to implement programmes.</p>
	<p><b>ANS: by helping in research for any cause or issue OR resources are provided to the youth for their research OR they provided books/materials for youth to research [1]</b></p>

<p>2 How does the photograph illustrate one value listed in NYC's vision?  <b>ANS: The way the photo shows he is climbing such a height/ he climbs all the way to the top/ looks tired/scared/nervous and yet is trying to climb the wall [1m] helps to build confidence or it shows his resilience. [1m] [2]</b></p> <p>a) "How...the photograph", hence you are required to explain how through what is being shown. That part of the answer is then linked to the value in "illustrate one value", namely confidence OR resilience, not both.</p> <p>b) You can't necessarily lump both values together, if the first part of your answer does not support both values.</p> <p>c) The second 1 mark is an easy one to obtain!</p> <p>d) if you do not explain the how, you will not get the second one mark for simply stating the value. Your explanation cannot be vague - 'he looks like he is struggling to climb' is vague. Be specific and indicate what you see in the photograph which then points to why the designer chose that photograph to exemplify the value. (designer's intent).</p> <p>Student's answer (Dita Tria Permata 4/3):  <i>The photograph shows a picture of a boy struggling to do the rock climbing. Despite the struggle, he does not give up which shows the value of resilience.</i></p> <p>Areas for improvement:</p> <ul style="list-style-type: none"> <li>• Did not pay attention to the key words of question/ unpack expectation of question.</li> <li>• Paying attention to author's/ designer's intent for using photographs to convey an emotion/ feeling/ value/ idea that is supported in the text.</li> <li>• Did not look at basic sentence structure and grammatical accuracy like the form of the word: "shows resilient" versus "shows resilience"!!!</li> </ul>	<p>Visual and text connection</p>
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<p>3 Which phrase shows that NYC wants the youths to still have a strong local identity?  <b>ANS: "...keeping a strong Singapore heartbeat."</b></p> <p>a) You must read the following parts of the text that show emphasis on local versus global contributions:</p> <p>...influence and make a difference to the world. We develop an appropriate environment where young people can ... and play a part in making Singapore an exciting home for all.          As well as...          ...imbuing youth with the values and skills to thrive in a globalised world while keeping a strong Singapore heartbeat."</p> <p>b) However, a key word in the question is "strong", hence the second phrase answers to the question.</p> <p>c) A key word in the answer is "keeping" as without it - "strong Singapore heartbeat" is just a statement, perhaps about Singapore having a strong heartbeat.</p> <p>d) The idea of "keeping" supports the demands of the question to prove that</p>	<p>Critical reading skills/ vocabulary</p>
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<p>"youths still have a strong local identity." - that youths are going to keep that heartbeat alive.</p>	<p>Areas for improvement:</p> <ul style="list-style-type: none"> <li>• Did not do critical reading of the text.</li> <li>• Did not pay attention to the key words of question/ unpack expectation of question.</li> <li>• Did not apply logical reasoning/ thinking.</li> </ul>
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<p>Section B [20 marks]</p> <p>Text 2</p>	<p>4 Find words in paragraph 1 which suggest</p> <p>(i) something <u>not natural</u>      <b>ANS: unearthly</b>      [1]</p> <p>(ii) something <u>indistinct</u>      <b>ANS: shadowy</b>      [1]</p> <p>Will accept: "a shadowy hollow" and "a sort of unearthly grey"</p> <p>Many mixed up the answers:</p> <p>a) "something not natural" cannot be shadowy as being in a shadow hollow is not an unnatural thing is it?</p> <p>b) It simply means one cannot see it or that it is indistinct OR unclear.</p> <p>c) You need to know the meaning of indistinct in order to be able to answer this question.</p> <p>d) Similarly, how is being "shadowy" or hidden as we have established in a), unnatural?</p> <p>e) When something is "not natural", we could say that it is "unearthly" or not from this earth/ world.</p>
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<p>X Something indistinct - "shrill cry" (logically speaking, a shrill cry is loud and very clear; again, one has to know the meaning of indistinct)</p> <p>X Something indistinct - "half hidden" (this was referring to the moon. Was the moon unclear/ indistinct when it is half hidden? Refer to the context of where you find these words and do not just pick them out in isolation)</p> <p>X Something indistinct - "rasping" - a hoarse sound/ scratchy (in the context of the passage, this "rasping" was referring to the shrill cries and was disturbing the crows. How could that be unclear/ indistinct? On the contrary, it means it was loud and annoying right?)</p> <p>X Something indistinct - "undertone" means hint of or suggestion. Read contextually, it refers to the cries sounding like protests - no link to being indistinct.</p>
<p><b>Areas for improvement:</b></p> <ul style="list-style-type: none"> <li>Vocabulary - understanding words in context/ in relation to the situation the words are referring to. Paying attention to the context of words/ phrases used in the passage, not in isolation. Language does not work that way.</li> </ul>

<p>5</p> <p>That terrible cry, at once mournful and menacing, with an undertone like the fierce protests of a saw beneath metal, was a summons to his mate. .... (lines 5-7) Using your own words, explain what these descriptions suggest about the panther's cry?</p>	Vocabulary
<p><b>Description</b></p> <p>'at once mournful'</p>	<p><b>The panther's cry</b></p> <p>ANS: it was full of sorrow/ distressed/ depressing</p> <p>X Sad (too mild for someone who is mournful; mournful connotes the intensity of feeling like after someone dies)</p> <p>X dreaded and displeasing (question is about the nature of the cry, not what it sounded like to others)</p> <p>ANS: and threatening/ intimidating/ malicious</p> <p>X frightening (scary)/ ferocious (angry)/ very fierce (does not have the idea of a danger/ intent to hurt that is part of the meaning of</p>

<p>"menacing"</p> <p>X fierce (mild)</p> <p>X evil (over generalisation; evil in what sense?)</p>	<p>[2]</p> <p>a) You must take note of some key words in the phrases referred to within the sentence it is found. Again, this phrase cannot be read in isolation. Like "shrill cry" and "terrible cry".</p> <p>b) You also need to have the vocabulary bank to be able to find substitutes OR paraphrase "mournful" and "menacing" AND find those which matches the degree/ intensity of meaning.</p> <p>c) The question is asking about the explanation of the suggestion of the cry, not why he is crying!</p> <p>d) Stating that it is soft and loud suggests that you are not studying the author's intent. Is he using mournful and menacing to emphasise volume?</p> <p>e) To avoid using "and" in your answers. If either word in between the conjunction 'and' is wrong, the whole answer is considered wrong by the very nature of the meaning of 'and'. So, do not include 'and' unless it adds to the meaning and you are sure of it.</p> <p>f) Students are blindly using words like 'indignant and vengeful' without looking at the author's intent and context of use. Hence there are many variations in this answer.</p> <p>Basic spelling: threathening!</p> <p>Areas for improvement:</p> <ul style="list-style-type: none"> <li>Vocabulary - understanding words in context/ in relation to the situation the words are referring to. Paying attention to the context of words/ phrases used in the passage, not in isolation. Paying attention to author's intent for using words which comes with being a critical reader who asks the following:                     <ul style="list-style-type: none"> <li>a) why is the author using this word "mournful" instead of simply stating 'sadly'?</li> <li>b) why is the author combining two words of very different meanings together, what is he trying to convey?</li> </ul> </li> </ul> <p>These are the questions asked by a critical reader.</p> <p>In paragraph one, how does the writer emphasise the crow's resentment to being awakened by the panther's cry for the last three years?</p> <p>ANS: He compares their crows to venting off rasping complaints.</p> <p>[1]</p> <p>X He compares their crows to venting</p> <p>Only stating that the crows vented does not show emphasis, but when they vented by complaining, you can see the author's intent to emphasise the resentment.</p> <p>a) You must read the following parts of the text that show emphasis of the crow's resentment:</p> <p>"Only a pair of crows, that had their nest in a giant fir-tree, woke up and croaked harshly their indignation. These last three summers they had built in the same spot, and had been nightly awakened to vent the same rasping complaints."</p> <p>b) You should focus on the last three years and hence the answer must refer to "rasping complaints" instead of "croaked harshly with indignation".</p> <p>c) Then you need to answer to the question and ensure that you state the technique/ style of the author because the questions asks "how does the writer emphasise" which means you are being asked about style/ technique of writing.</p>
<p>6</p> <p>Language for effect/ writers' intention</p> <p>Style/ effect</p>	

<p>d) Meaning of <b>emphasis</b>: That <b>beyond</b> the first line above, about being woken up and hence showing their indignation in a harsh manner, <b>beyond</b> that, the crows, in the "past three summers", had vented their "rasping complaints".</p> <p>e) "how does the writer..." also begs you to mention the fact that he compares their croak to... Here clearly he has personified these crows by giving them the human characteristic of complaining. This part is lacking in most answers.</p> <p><b>READ THE QUESTION!!!</b></p> <p>f) Students are throwing in words like oxymoron and metaphors without knowing what they mean - <b>AVOID</b> this. This is not literature, you are not expected to name the particular technique but know that it is a comparison. Of course, those who get the correct term - Personification - would not be penalised but why add to your stress level?</p> <p><b>Student's answer (Crystal Tan 4/3):</b> The writer uses personification [comparison made clear] to give the crow a human quality of being able to vent complaints [not just expressing emotion, but complaining to stress of the emphasis] so as to emphasise the crow's resentment. [student is following the form of the question to ensure she is answering to the expectation of the question]</p> <p><b>Student's answer (Mur Aayiah 5/1):</b> He compared the panther's cry to 'rasping complains'. [spot on!]</p> <p><b>Areas for improvement:</b></p> <ul style="list-style-type: none"> <li>• Did not do critical reading of the text.</li> <li>• Did not pay attention to the key words of question/ unpack expectation of question.</li> </ul>	
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<p>7</p> <p>In paragraph 2 what is <b>unusual</b> and <b>effective</b> about the phrase "Hunger now grown savage"?</p> <p><b>ANS:</b> <u>Unusual as "savage" is normally used to describe animalistic behaviour [not hunger]</u> <u>OR Unusual as their hunger is being compared to a human quality of being savage [personified as savage]</u></p> <p><b>X:</b> <u>Unusual as when one is hungry, one is usually weak not savage [not the intended comparison by the author]</u></p> <p><b>Effective as it shows how intense/ extreme the hunger is [that it is described as something violent]</b> <b>OR how badly they wanted to end their hunger</b> <b>OR to emphasise how hungry they were [1m]</b> [2]</p> <p>a) Many answers lack clarity. Do not make the examiners infer. E.g. of student answer that lacks clarity and does not show that she/ he is answering the question:</p> <p><b>X:</b> <u>Personification is used as hunger is not something that can turn savage</u></p>	
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<p>and grow hence it gives the reader the idea that the panthers are really starving and may attack just about any prey!</p> <p>b) Specifically, what is the problem with this answer? Students to attempt.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Student does not state which part of the answer refers to 'unusual' and which to 'effective'. These two words have two different meanings and intent.</p> <p><b>Personification is used as hunger is not something that can turn savage</b></p> <p>- It is not clear what is the personification here - why is personification used unusual is what the student should be clarifying, because in actuality hunger can turn savage - that is why it is so effective right?</p> <p>The author intended for this effect.</p> <p>The student needs to explain the reason why this phrase is unusual but effective.</p> </div>	<p><b>Areas for improvement:</b></p> <ul style="list-style-type: none"> <li>• Answer is not clearly expressed to meet the demands of the questions.</li> <li>• Not being a critical reader who is trying to understand author's intention.</li> </ul>
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<p>8</p> <p>The settlements of late had been making great inroads into the forest, hunting deer and smaller game. Hence the sharp hunger of the panther parents, and hence it came that on this night they hunted together'. (lines 20 - 22)</p> <p>How does the writer show that the chain of events are related to one another?</p> <p><b>ANS: The repetition of the word 'hence'. [1]</b> <b>X: The use of 'hence'.</b></p> <p>Refer to (d) below</p> <p>a) Clearly, this is a style/ technique question. b) Hints are given within the question as to what students should look out for: 1) chain of events 2) related 3) to one another c) So when reading the sentences provided above, students should look out for the technique the author has used (how) to show relationship of chain of events to one another. d) Since the focus is on the chain of events, simply stating use of hence is not good enough. Students have to realise the author's intention of stating 'hence' twice, linking the two events of having the hunger and the need to</p>	<p>Style effect</p>
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<p>e) Some students tended to explain how thereby showing that they did not pay attention to the expectation of the question, particularly 'How the writer show...'</p> <p>f) Some students correctly pointed out that this is the use of a connector, but did not state repetition. However, please note that you are not expected to state the type of grammar used. Some students wrongly identified 'hence' as a conjunction. Why oh why do yourselves in by stating that which is not required!</p> <p>Student's answer (Julian Wong 4/3):  <i>The repetition of the word 'hence' [this answer would suffice, but the student continues to explain] shows how due to the first event, the second is affected and with the second being affected, the third is also affected, showing a relation between the events. [this is a good explanation] however, it is not required as the question does not ask to explain and it is only a 1 mark question]</i></p>	<p><b>Areas for improvement:</b></p> <ul style="list-style-type: none"> <li>• Did not pay attention to the key words of question/ unpack expectation of question.</li> <li>• Did not analyse the author's intention of particular technique used.</li> <li>• Lack of specificity in answer to match the expectation of the question.</li> </ul>
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<p>X <i>The panthers had nothing to hunt OR they could not capture any prey at all.</i></p> <p>d) Some students clearly did not know what 'small game' (small wild animals that people usually hunt) refers to and hence focused only on deer which is wrong.</p> <p>X <i>it would clear the roads making hunting easier OR that it would make hunting easier???</i></p> <p>e) Clearly, students are making huge leaps in terms of inference. I believe animals do not need clear paths to hunt, especially when they are used to the forests. Students are assuming too much here and ignoring the obvious inference that is contextually relevant.</p>	<p><b>Areas for improvement:</b></p> <ul style="list-style-type: none"> <li>• Be specific in relation to a quote/ sentence referred to.</li> <li>• Did not pay attention to the key words of question/ unpack expectation of question.</li> <li>• Basic spelling errors! "repetition"!!!!</li> <li>• Basic grammar - "more harder"???</li> </ul>
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<p>The settlements of late had been making great inroads into the forest hunting deer and smaller game. How does this impact the panthers hunting?</p> <p>It reduces the number of prey that they could hunt. [1]</p> <p>a) Errors were due to generalisations about the impact, completely ignoring what the sentence given is trying to directly imply.</p> <p>X <i>The panthers' hunting will become less effective.</i>          X <i>The panthers would find it hard/ difficult to hunt.</i>          X <i>it meant that the hunts were not successful or fruitful.</i>          X <i>The hunters had less food (the focus should be on the hunt, not the outcome)</i></p> <p>b) Errors were also made when students completely ignored the question, not addressing the impact on the hunt, but rather expressing how it made the panthers' feel/ react.</p> <p>X <i>It made the panthers very hungry, which made them more ruthless and desperate when they hunt.</i></p> <p>c) Some students provided extreme answers. There is a need to be specific again.</p>	<p><b>Areas for improvement:</b></p> <ul style="list-style-type: none"> <li>• Did not pay attention to the key words of question/ unpack expectation of question.</li> <li>• Did not analyse the author's intention of particular technique used.</li> <li>• Lack of specificity in answer to match the expectation of the question.</li> </ul>
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<p>What evidence tells you that the child's cry in paragraph 3 was unexpected?</p> <p>ANS: <i>His ears were pricked by the sound of the child's cry (and he stopped abruptly)</i> [1]</p> <p>X 'pricked' incomplete answer</p> <p>OR</p> <p><i>He stopped abruptly after he heard the child's cry.</i></p> <p>a) 'ears pricked' implies a sudden intense sensation, a sudden attention is being given, a sense of unexpectedness, following which, the settler stopped abruptly.</p> <p>X <i>He stopped abruptly [incomplete]</i>          Yes, he stopped suddenly, but in the context of the passage, this act by itself does not answer the question. After being pricked by the child's cry, he stops abruptly. Hence the evidence needs to be specific. The second part cannot exist without the first (antecedent: precursor OR a thing that logically precedes/ leads another.)</p> <p>X <i>Paraphrased answer: He heard the child's cry [not specific enough]</i>          Questions a critical reader would ask:          What is the difference between the two?          • Why did the author state 'ears were pricked' rather than simply 'he heard a</p>	<p><b>Areas for improvement:</b></p> <ul style="list-style-type: none"> <li>• Be specific in relation to a quote/ sentence referred to.</li> <li>• Did not pay attention to the key words of question/ unpack expectation of question.</li> <li>• Basic spelling errors! "repetition"!!!!</li> <li>• Basic grammar - "more harder"???</li> </ul>
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<p>child cry?</p> <ul style="list-style-type: none"> <li>What does pricked imply? There is a suddenness and pain that one can infer from the use of that expression. There is an intensity that is lacking in simply hearing a cry.</li> </ul>
<p><b>Areas for improvement:</b></p> <ul style="list-style-type: none"> <li>Did not do critical reading of the text, especially on cause and effect</li> <li>Lack of understanding of intensity of meaning of specific words.</li> </ul>

<p>vulnerability through these expressions? Is the child aware of the panther? What are his cries making us feel about the child?</p> <p>e) Remember, he is highlighting the cries heard of an unknowing child, so it's an appeal to emotions beyond the loudness and shrillness. He changes to "more appealing, and more hopeless" after the loudness and shrillness to intentionally draw out sympathy. The change in expression is intentional.</p> <p>X It suggests that the child is helpless.</p> <p>f) Is this answering to the question? You have to indicate the effect on the reader.</p> <p>X The reader feels sympathy for the panther!!!!</p> <p>g) READ CLOSELY &amp; CAREFULLY!</p>	<p><b>Areas for improvement:</b></p> <ul style="list-style-type: none"> <li>Did not pay attention to the key words of question/ unpack expectation of question.</li> <li>Answer was not specific in relation to a quote/ sentence referred to. [contextualise]</li> <li>Not being a critical reader who is trying to understand author's intention [choice of words/ phrases/ expressions]</li> </ul>
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<p>13 In paragraph 4, give reasons for the settler's conflicting emotions?</p> <table border="1"> <thead> <tr> <th>Conflicting emotions</th> <th>Reasons</th> </tr> </thead> <tbody> <tr> <td>'irresolute, and with deepening exasperation'</td> <td>ANS: He was torn between [desperately] wanting to go home for supper and rescuing the child. [answer must reflect moral dilemma due to the idea of being irresolute]</td> </tr> <tr> <td>'his heart melted'</td> <td>ANS: His feelings as a parent made him want to retrace his steps OR He thought of his child in the same [vulnerable] position and decided to help the child [answer must reflect parental concern]</td> </tr> </tbody> </table> <p>a) Answers must reflect an understanding of the context from where these emotions are being expressed. b) Answers will show if students understand the idea of being 'irresolute'. c) Reasons must be specific. Just wanting to go home would not suffice.</p>	Conflicting emotions	Reasons	'irresolute, and with deepening exasperation'	ANS: He was torn between [desperately] wanting to go home for supper and rescuing the child. [answer must reflect moral dilemma due to the idea of being irresolute]	'his heart melted'	ANS: His feelings as a parent made him want to retrace his steps OR He thought of his child in the same [vulnerable] position and decided to help the child [answer must reflect parental concern]	<p><b>Areas for improvement:</b></p> <ul style="list-style-type: none"> <li>Answer was not specific in relation to a quote/ sentence referred to. [contextualise]</li> <li>Not being a critical reader who is trying to understand author's intention [choice of words/ phrases/ expressions]</li> </ul>
Conflicting emotions	Reasons						
'irresolute, and with deepening exasperation'	ANS: He was torn between [desperately] wanting to go home for supper and rescuing the child. [answer must reflect moral dilemma due to the idea of being irresolute]						
'his heart melted'	ANS: His feelings as a parent made him want to retrace his steps OR He thought of his child in the same [vulnerable] position and decided to help the child [answer must reflect parental concern]						

<p>12 In line 33 the writer states '... more hopeless and more appealing, arose the childish voice...'. Explain the effect of this phrase on the reader.</p> <p>ANS: the reader will feel sympathy for the child OR will realise how desperate or anxious the child is [1]</p> <p>X The reader will feel scared/ worried/ fearful</p> <p>a) Note the lack of intensity in the meaning of these words. X The reader will feel empathy</p> <p>b) Note the difference in meaning between empathy and sympathy: Empathy means 'the ability to understand and share the feelings of another' whereas sympathy means 'feelings of pity and sorrow for someone else's misfortune'.</p> <p>X The reader will be curious/ more connected or involved These are too generalised.</p> <p>c) Note the specific reasons why the author chose those words (hopeless and appealing) by referring to the meaning. The meaning will then allow you to specify the effect. You feel pity/ sorry or sympathy for the child.</p> <p>X The reader felt anxious that the child will be eaten by the panthers. d) The reader is not being asked to feel the anxiety, but he is being made to realise the child's anxiety. At this juncture, as a reader, you need to ask yourselves, was the author's intention to highlight the danger or to highlight the</p>
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<p>14 Which two phrases in paragraph 5 support the idea that the panthers were</p>
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<p>merely being hunters?</p> <p>ANS: (i) <u>Tell us with that the eager passion of the chase, and</u> (ii) <u>speaking with that strength, the cunning, the deadly swiftness given them to hunt.</u> [2]</p> <p>X "They were simply keen with hunger..."</p> <p>a) Both answers refer to the key phrase "merely being hunters" hence the phrase "simply keen with hunger" does not answer the question as it has nothing to do with the idea of being a hunter.</p> <p>X "no hideous, unnatural rage..."</p> <p>b) This phrase repeats what has already been stated in the question - they were merely being hunters, as in they had no hideous or unnatural rage. The question asks why this is so, focusing on the idea of them as hunters. So, as hunters what are their natural inclination - it does not make sense to say, as hunters they were simply really hungry or as hunters they had no unnatural rage right?</p> <p>Areas for improvement:</p> <ul style="list-style-type: none"> <li>• Answer was not specific in relation to a quote/ sentence referred to. [contextualise]</li> <li>• Not being a critical reader who is trying to understand author's intention [based on context]</li> </ul> <p>Did not pay attention to the key words of question/ unpack expectation of question.</p>	
<p>16 In paragraph 5, the settler is compared to 'a savior' (line 48). Give one reason why this comparison is effective.</p> <p>ANS: <u>As he is seen as the only hope to rescue the child from the panthers.</u> OR <u>He was going to save the child from being eaten by the panthers.</u> [1]</p> <p>Key words required include: save, rescue, protect</p> <p>X <u>As the hunter had saved or managed to save the child</u></p> <p>a) The hunter had not yet saved the child. b) Read closely and do not create new meaning but stick to what the author is telling us readers.</p> <p>Areas for improvement:</p> <ul style="list-style-type: none"> <li>• Pay attention to the use of the appropriate tenses.</li> <li>• Vocabulary - understanding words in context in relation to the situation the words are referring to.</li> </ul>	

<p>16 The text describes the panthers' and the settler's experience at various stages. Complete the mind map by choosing one feeling from the box that drove the key characters in each paragraph. [4]</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>despair    started    eagerness    compassion    yearning    desperation frustration</p> </div> <p>(i) Paragraph 1 main character: panther: <u>yearning</u></p> <p>X drive, eagerness, desperation - Too mild (intensity lacking)</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• The cry that was shrill, terrible, mournful and menacing, all part of a summons to seek their prey. The cry itself reflects a yearning.</li> </ul> <p>(ii) Paragraph 2 main character: panther: <u>desperation</u></p> <p>X yearning - While this means a desire, or craving, the evidence points to a desperation as the main feeling.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• restless, impatient, tall twitching, scant prey had been devoured; they had lesser prey due to humans hunting; all leading to sharp hunger and the need for a hunt</li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>(iii) Paragraph 3 main character: settler <u>startled</u></p> </div> <p>X eagerness, concern</p> <p>These emotions have not yet been expressed in this paragraph.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• pricked his ears, stopped abruptly reflect his feelings.</li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>(iv) Paragraph 4 main character: settler <u>compassion</u></p> </div> <p>X frustration</p> <p>These emotions have not yet been expressed in this paragraph.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• the inference we made in question 12 and our answer from question 13 already points to the fact that he was becoming more compassionate especially since the evidence points to him finally helping the child.</li> </ul>	<p>Vocabulary</p>
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Section C [25 marks]

Text 3

Refer to Text 3 on page 5 and 6 of the insert for Questions 17 - 22.

17 Which word in paragraph 1 suggest that nuclear power is an ideal source of energy?

\_\_\_\_\_ 'utopian' [1]

For Examiner's Use

Scan for details & identify meaning of words

18 In paragraph 2, what is the effect of the series of questions on the readers?

The readers will begin to think about the issues presented in the questions [1]

Recognise writer's intention and demonstrate understanding of how writer's style can impact readers

19 What evidence in paragraph 3 shows that the western nations were not keen to explore developments in nuclear power. Answer in your own words.

-From text 'merely maintained their existing reactors' [1]  
Own words: 'Only preserving/looking after their present/current reactors'  
-From text 'Not building new reactors' [1]  
Own words: 'not constructing new reactors'

Scan for details & paraphrase using own words

OR

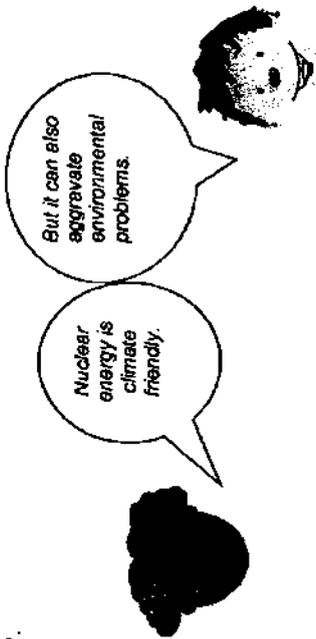
-From text: 'making incremental safety upgrades to meet regulations'  
Own words: they only made small safety improvements to satisfy rules [1]

20 Why do you think an old reactor that stays online for a long time would 'dominate the total risk of a nuclear accident'? (lines 20-21) [2]  
An old reactor means that it is no longer in good condition [1]  
So since it is no longer in good condition, the chances of it breaking down and causing an accident will increase / OR there is a higher chance of it breaking

Make inferences to draw conclusions

down [1]

21.



Identify and interpret evidence to support argument

Alice

John

(i) With reference to paragraph 6, explain fully why what Alice said may be true. [2]

Nuclear power emits zero carbon [1]

Thereby not damaging the environment [1]

(ii) Give two pieces of evidence from paragraph 6 to support John's views. [2]

-creates tens of thousands of tons of lethal high-level radioactive waste.

-Perhaps most significantly it will squander the resources necessary to

Implement meaningful climate change solutions

OR

-Chernobyl scale accident once in every decade

22 Using your own words as far as possible, summarise the argument for and against nuclear power as compared to other sources of energy.

Use only information from paragraphs 4 to 5.

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).

Nuclear power is better because .....(15)

No	Points	Own Words
1	that when one compares all power sources around the world in terms of energy output, coal and oil are by far the most dangerous.	coal and oil are more dangerous.
2	This means that there are more people dying from mine and oil accidents and this is mostly due to the significant air pollution they cause.	meaning there are more fatalities from them and this is because of the pollution they cause.
4	Nuclear energy on the other hand, results in fewer deaths -	Nuclear energy, however, has fewer fatalities
5	lower even than the deaths caused by wind and solar energy.	than wind and solar.
6	This is because there are dangers involved with mining the materials needed for wind and solar	Mining materials for wind and solar are dangerous
7	as well as risk associated with erecting wind turbines and solar panels in dangerous locations.	and building wind turbines and solar panels in risky locations are dangerous.
8	the argument above however fails to take into account wider scale destruction that nuclear accidents bring	However, this argument fails to consider the wider scale of destruction
9	the effects of them are long lasting, OR nuclear waste can take millions of years to be eradicated	and long-lasting effects of nuclear power.
10	...in China... any explosions that occur are limited to the areas where the mines are located and affect primarily people involved in the mines.	In China, explosions only occur in mining areas and affect mainly people in mining.

Summarise ideas

11	Nuclear accidents however will affect a wider geographical area	Nuclear accidents however, affects a vast area
12	thus this waste must be shielded from the living environment for millennia.	And the environment must be protected for posterity from this waste.

Nuclear power is better because coal and oil are more dangerous, meaning there are more fatalities from them and this is because of the fatalities they cause. Nuclear energy, however, has fewer fatalities than wind and solar. Mining materials for wind and solar are dangerous and building wind turbines and solar panels in risky locations are dangerous. However, this argument fails to consider the wider scale of destruction and long-lasting effects of nuclear power. In China, explosions only occur in mining areas, affecting mainly miners.  
(80 words)

Candidate's Name: \_\_\_\_\_ Class: \_\_\_\_\_ Index No: \_\_\_\_\_



### DUNMAN SECONDARY SCHOOL

*Where discernment, discipline, daring,  
determination & duty become a part of life*

1 hr 50 min

4 MAY 2016

## MID-YEAR EXAMINATION 2016 SEC 4 EXPRESS / 5 NORMAL ACADEMIC ENGLISH LANGUAGE 1128/1

### QUESTION PAPER: SECTION A (Editing)

Additional Material: Question Paper for Section B & C.

#### READ THESE INSTRUCTIONS FIRST

- Write your class, index number and name on 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 Section A, B and one question from Section C.

For Section A, write your answers in the spaces provided on the question paper.  
 For Section B and C, write your answers on the lined papers.  
 For Section C, write the number of topic you have chosen at the head of your composition.  
 At the end of the examination, hand in all sections separately.

Station: Mdun Irmawati

Section A	1/10
-----------	------

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

#### Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the nobel prize winner, Malala. 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 words you provide must not change the original meaning of the sentence.

At a very young age, Malala developed a thirst for knowledge. For years, her father ran a learning institution in the city and 1 ..... school were a big part of the family. When the Taliban took control in 2007, 2 ..... girls were banned from attending schools and they would suffer deadly 3 ..... attacks. Determined to go to school and with a firm belief in her right to the 4 ..... education, Malala bravely stood up to the Taliban. Alongside her father, 5 ..... Malala quickly becomes a critic of their terror tactics. "How dare the Taliban 6 ..... take away my basic right to educate?" she once said on Pakistani TV. 7 ..... questioning the motives of the Taliban, Malala was 11 years old where she 8 ..... wrote her first blog entry. In the blog heading I am afraid she described her 9 ..... fear of a full-blown war in her beautiful Swat Valley, and their nightmares 10 ..... about being afraid to go to school.

Adapted from [www.nobelprize.org](http://www.nobelprize.org)

Candidate's Name:	Class:	Index No:
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**DUNMAN SECONDARY SCHOOL**

*Where discernment, discipline, caring,  
determination & duty become a part of life*

1 hr 50 min

4 MAY 2016

**MID-YEAR EXAMINATION 2016  
SEC 4 EXPRESS / 5 NORMAL ACADEMIC  
ENGLISH LANGUAGE 1128/1**

**QUESTION PAPER: SECTION B & SECTION C**

Additional Material: Question Paper for Section A (Editing)

**READ THESE INSTRUCTIONS FIRST**

Write your class, index number and name on 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 Section A, B and one question from Section C.**

**For Section A**, write your answers in the spaces provided on the question paper.  
**For Section B and C**, write your answers on the lined papers.  
**For Section C**, write the number or topic you have chosen at the head of your composition.

**At the end of the examination, hand in all sections separately.**

Setter: Mdm Irmawati

Section B	/30
Section C	/30

**Section B [30 marks]**

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

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

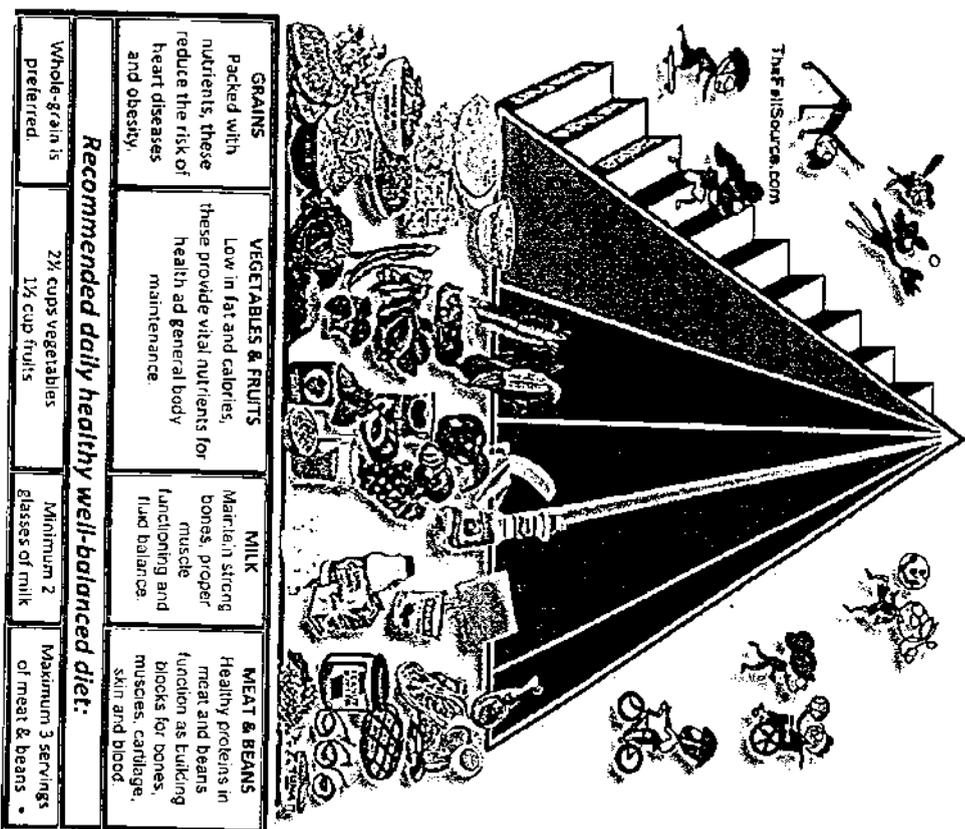
The school's Head of Department (HOD) of Physical Education is concerned about the eating habits of many students. As the President of the Health and Fitness Club, you have been tasked to review the brochure from the Health Promotion Board and use it to write a speech for your schoolmates about good eating habits for the growing teenager. You will present this speech at the weekly school assembly.

Write a speech to your schoolmates, suggesting:

- a healthy well-balanced diet for a growing teenager
- how eating healthily can benefit them
- activities that can complement their healthy eating habits

Write your speech in clear, accurate English and in a persuasive, convincing tone, to encourage your schoolmates to eat healthily.

You should use your own words as much as possible.



- Oil is not a food group but you need some for good health. Get your oils from fish and nuts or use corn oil, soybean oil or canola oil.
- Fats and sugars – know your limits.

**Find your balance between food and play – eat right, exercise, have fun!**

### 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 'Courtesy begets courtesy.' What are your views?
- 2 What are the advantages and disadvantages of being digitally literate at the present time?
- 3 'Blood is thicker than water.' Write about one occasion when you have found this to be true and explain why.
- 4 Which school value means the most to you? Explain why this is so.

---End of paper---

Answers

<p>At a very young age, Malala developed a thirst for knowledge. For years, her father ran a learning institution in the city and school were a big part of the family. When the Taliban took control in 2007, girls were banned from attending schools and they would suffer deadly attacks. Determined to go to school and with a firm belief in her right to the education, Malala bravely stood up to the Taliban. Alongside her father, Malala quickly becomes a critic of their terror tactics. "How dare the Taliban take away my basic right to educate?" she once said on Pakistani TV, questioning the motives of the Taliban. Malala was 11 years old where she wrote her first blog entry. In the blog heading / am afraid she described her fear of a full-blown war in her beautiful Swat Valley, and their nightmares about being afraid to go to school.</p> <p>Adapted from <a href="http://www.nobelprize.org">www.nobelprize.org</a></p>	<p>1 ✓ 2 was 3 or 4 an 5 ✓ 6 became 7 education 8 when 9 under/ below 10 her</p>	<p>--- SVA Conjunction Article --- Tense Verb form Conjunction Preposition Pronoun</p>
---	--	--

Marker's Comments

1. Answers written illegibly will not be awarded any marks.
2. Lack of adherence to instructions for eg. Highlighting, underlining, circling of letters instead of words etc)
3. Answers with more than 2 ticks will be awarded marks only for the first 2 ticks. Subsequent ticks, even if the answer is correct, will not be awarded any marks.
4. Most students could not spot the error in question 9 and as a result chose it as one of the sentences with no errors.
5. Most students were able to spot the tense, verb form, conjunction and pronoun errors for lines 6, 7, 8 & 10 respectively.

Candidate's Name:

Class:

Index No:



# DUNMAN SECONDARY SCHOOL

*Where... discernment, discipline, daring,  
determination & duty become a part of life.*

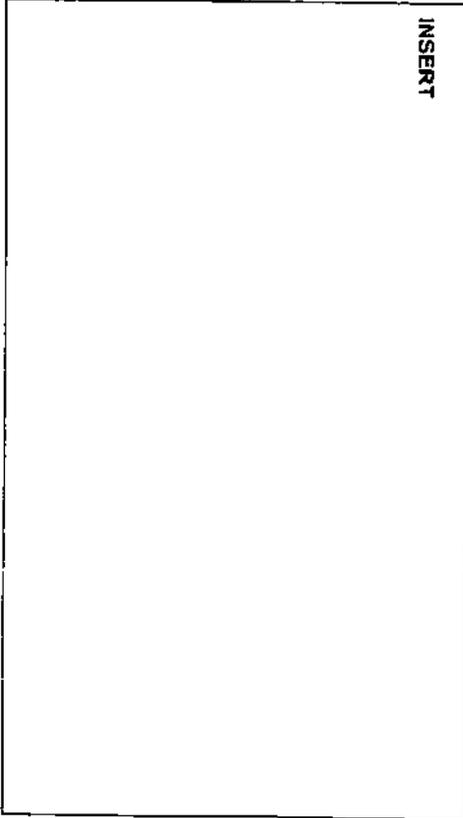
MID-YEAR EXAMINATION 2016

SECONDARY 4 EXPRESS/ 5 NORMAL ACADEMIC  
ENGLISH LANGUAGE 1128/02

1 HOUR 50 MINUTES

4 MAY 2016

INSERT



Sellers: Ms Lyanna Wong and Madam Farhana

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

Text 1

Section A

Study the advertisement below and answer Questions 1-3 in the Question Paper Booklet.

**ANIMALS ARE NOT CLOWNS!**

Roll up, roll up, ladies and gentlemen, boys and girls for the crack of the whip against the animal's stinging wounds. A big round of applause for the flaming hoops, the injuries and the electric shocks. Come and see the framed number of cages and tightly binding chains allowing no escape from endless training sessions. Laugh, applaud and join in the repetitive choreographed routines typical of depressed animals under great stress. All the fun of the circus travelling from city to city exhibiting animals as human caricature. Clownlike around, that's no fun at all.

**ANIMALS ARE NOT CLOWNS!**

accdo  
Lpddals



## Section B

## Text 2

The text below describes a rescue mission to Mars. Read it carefully and answer Questions 4-12 in the Question Paper Booklet.

1 When the spaceship 'Discovery' left the gravitational pull of the Earth's atmosphere behind, Captain Ali at last allowed himself to relax a little as he set the controls to automatic and the navigational computer took over. It had been a week since Space Headquarters had lost all contact with the team of scientists managing the Mars space station when the radio connection had been interrupted without warning in mid-broadcast. Of the hastily assembled crew who had volunteered for the rescue mission, only Flight Engineer Gordon had not made the voyage before, but he was engaged to one of the women geologists on the Mars station and had pleaded to be included. Ahead of them lay five weeks of utter tedium but at least this would provide a respite from the frenzy of the preceding days and an opportunity to conserve their energies for whatever lay ahead of them on the Red Planet.

2 On their final approach to Mars, they could just distinguish the curved outline of the planet, shrouded in a luminous grey mist against the deep indigo of space beyond. When they were close enough to the landing zone to identify the airstrip which had been hewn manually out of the rocky surface of the planet, Ali was relieved that it looks much as it had on his departure three years earlier. True, there were no landing lights, but visibility was sufficiently clear to select a viable area for the final descent. Gordon fired the powerful retro-rockets and the spaceship shuddered violently at the sudden force which gripped it. As Ali returned the controls to manual, he steered the ship to a surprisingly gentle landing, ensuring minimal discomfort for the crew. A huge cloud of dust stealthily enveloped them and obscured all view of the outside world.

3 While the dust was settling, the crew bustled themselves with the necessary arrangements and the rover vehicle was readied to be winched out on to the ground. With a feeling of mounting urgency, Ali and Gordon were eased into the bulky space suits which were essential for survival in those hostile surroundings. The suits were reinforced with padding against the biting cold and contained an integral supply of the oxygen which was missing from the sterile atmosphere on Mars. After the long period of enforced lethargy, the sudden flurry of activity was a relief to everyone masking the fear of what they might find outside. The danger remained.

4 Under a yellow sky, Ali guided the rover painstakingly along a track sewn with rocks and boulders and down a steep path into a vast crater. The space station had been built into one of the sides of this crater for protection against the adverse conditions and, as they neared the site, it became clear what kind of catastrophe it was that had befallen it. Part of the cliff side had come crashing down on the long grey building which had been both the residence and laboratory to countless geologists and physicist over the years. Ali swallowed hard as the enormity of the situation hit him: he avoided catching Gordon's eyes as they manoeuvred themselves out of the vehicle, moving with caution to accommodate the weightlessness engendered by the planet's lack of gravity.

5 'Do you think anyone could have survived in there?' The abruptness of Gordon's question took Ali by surprise. Instead of replying, he put a consoling hand on his companion's shoulder.

6 A lowering boulder was obstinately blocking access to the building but, after a feverish struggle, the two men managed to secure chains sufficiently tightly around it to allow the rover vehicle to clear the path of its overpowering presence. They then returned with the vehicle again and again until the doorway was finally clear of debris. The tension became almost unbearable yet they mustered all courage and with whatever might left, forced the door open till it fell inwards with a

resounding clatter, in the eerie silence, the muffled shapes they could see silting around a guttering candle materialised slowly into recognisable human forms.

7 'They're alive,' gasped Gordon.

8 'Of course we're alive! What kept you?' came the rather impatient reply, a comforting demand to Gordon's ears.

Adapted from GCE 'O' Level 2007 passage

Text 3  
The article below is about "voluntourism". Read the text carefully and answer Questions 14-18 in the Question Paper Booklet.

1 My friend Jack likes to tell his favourite story about a summer he spent volunteering in Colombia. He recounts that story anytime he's handed the opportunity, highlighting varying facets of the story on different occasions — the make he found in his tent, his camaraderie with the locals and his skills at haggling. The message to his audience is clear: choose hardship and survived!!

2 If designer clothes and fancy cars signal material status, his story of a deliberate embrace of poverty and its discomforts signals superiority of character. As summer looms, many Americans, will make similar choices in search of transformational experiences. An industry exists to make these easier to make: the "voluntourism" business.

3 A voluntourist is someone like Jack, who wishes to combine exotic vacation travel with volunteer work. For anyone interested in being one, a dizzying array of choices awaits, from building schools in Uganda or houses in Haiti to hugging orphans in Bali. As admirably altruistic as it sounds, the problem with voluntourism is its singular focus on the volunteer's quest for experience, as opposed to the recipient community's actual needs. There is a cost associated with such an endeavour. A 2010 report by the Human Sciences Research Council, based in South Africa, analysed the thriving AIDS orphan tourism business in South Africa.

4 Under this program, well-to-do tourists sign up to build schools, clean and restore riverbanks and act as caregivers to AIDS orphans for a few weeks. This led to the creation of a profitable industry catering to volunteer tourists. The orphans' conditions are effectively exploited into a package in which "saving" them yields profits from tourists. The foreigners' ability to pay for the privilege of volunteering, however, crowds out local workers who are denied a job and income they could otherwise have.

5 Africa is traditionally a favourite destination for those searching for 'saviour-don't', but the harms of voluntourism are not limited to that continent. On the Indonesian island of Bali, for example, a burgeoning orphanage industry exists to cater to voluntourists who want to help children. Children leave home and move to an orphanage because tourists, who come regularly throughout the year, are willing to pay for their education.

6 These children essentially work as orphans because their parents cannot afford to send them to school. Instead of helping parents cater to the needs of their children, the tourist demand for orphans to sponsor creates an industry that works to make children available for foreigners who wish to help. When the external help dries up, these pretend orphans are forced to beg on the streets for food and money in order to attract orphan tourism.



7 The pitfalls of the volunteerism industry go beyond orphanages. Take the case of a "failed  
voluntourism project" in Haiti — a set of houses built by an American church. Buoyed by the  
imagined nobility of their endeavor, the builders failed to consider the needs of the would-be  
inhabitants. The uneducated families that moved into the houses lacked professional skills and  
employment to improve their conditions and continued to beg for food long after the tourists left. A  
community-directed approach, instead of a tourist-determined one, would have invested in helping  
the families develop skills necessary to tackle their primary need, poverty. 35

8 The lure of "voluntourism" is simple. Typically other people's problems seem simpler and easier  
to solve than those of one's own society. In this context, the hunger and homelessness in Haiti,  
Cambodia or Vietnam is an easy moral choice, compared to the less explicit hardships of Western  
nations. Against this landscape, voluntourism presents an escape from their own burdens and life  
challenges. In addition, wealthy Westerners can do a little good in the world, experience something  
that their affluent lives do not offer, and as in my friend Jack's case, have a story to tell that places  
them in the ranks of the kind-hearted and worldly-wise. 45

9 Despite its flaws, the educational aspect of voluntourism's cross-cultural exchange must be saved,  
and made better instead of being rejected completely. Natalia Jesionka, a columnist at the Daily  
Muse, offers future voluntourists some direction on making a real impact on their trips. She  
emphasizes the need for the volunteer to adapt to the culture and be flexible. In addition to  
fostering mutual understanding, this would create non-judgmental volunteers who are not  
obsessed with the pursuit of the emotional highs of the altruism they paid for. 50

10 If Jack and other voluntourists could do such simple due diligence, their efforts would be more  
meaningful beyond good party stories and Facebook profile pictures and, more importantly,  
promote a more robust, global interconnectedness than what exists today.

Adapted from "The white tourist's burden" by Rafia Zakaria



Candidate's Name: \_\_\_\_\_ Class: \_\_\_\_\_ Index No: \_\_\_\_\_



# DUNMAN SECONDARY SCHOOL

Where... discernment, discipline, daring  
determination & duty become a part of life

## MID-YEAR EXAMINATION 2016 SECONDARY 4 EXPRESS/ 5 NORMAL ACADEMIC ENGLISH LANGUAGE 1128/02 SECTION A

1 HOUR 50 MINUTES 4 MAY 2016

### READ THESE INSTRUCTIONS FIRST

- Write in dark blue or black pen.
- Do not use staples, paper clips, highlighters, glue or correction fluid.
- Write your name, class and index number on the writing paper provided.
- Answer **ALL** questions.
- Submit each section separately.

At the end of the examination, fasten all your work securely.

Section A	/5
Total	

This question paper consists of 9 printed pages including the cover pages.

Setters: Ms Lynn Wong and Mdm Farhana

### SECTION A [5 marks]

Text 1

Refer to the webpage (Text 1) on page 2 of the insert for Questions 1-3.

1 Which sentence gives the main message of the advertisement?  
..... [1]

2i What is the intended effect of the image of the lion?  
..... [1]

2ii How do you think the image of the lion achieves this effect?  
..... [1]

3 "Clowning around, that's no fun at all."  
With reference to the above sentence, give 2 examples from the text to support this.  
..... [2]

1) ..... [1]

2) ..... [1]







8 After the long period of enforced lethargy, the sudden flurry of activity was a relief to everyone masking the fear of what they might find outside. The danger remained." (lines 25-26)

(i) Explain how the writer creates a contrast between these two sentences.

..... [1]

(ii) What is the effect of this contrast?

..... [1]

9i All realised "the enormity of the situation" (line 32). What was the enormity of the situation?

..... [1]

9ii What had made All realise this?

..... [1]

10 "A towering boulder was obstinately blocking access to the building but, after a feverish struggle, the two men managed to secure chains sufficiently tightly around it to allow the rover vehicle to clear the path of its overpowering presence." (lines 38-40)

Identify the word(s) in the given sentence which suggests

(i) that the boulder is a person..... [1]

(ii) great difficulty: ..... [1]

11 Gordon's ears were met with a "rather impatient reply" (line 46). What is ironic about this?

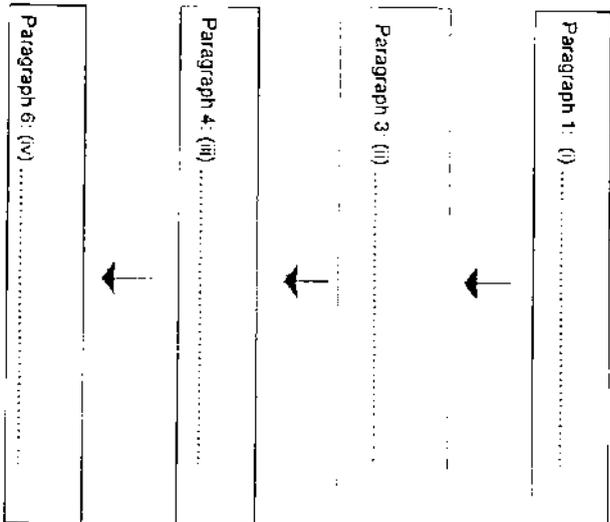
..... [2]

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

Main focus

Making preparations	Proceeding with care	Confirming their fears
An unsettling discovery	Mounting tension	Relentless effort
		Heading out

Flow Chart



[4]



Candidate's Name: \_\_\_\_\_ Class: \_\_\_\_\_ Index No: \_\_\_\_\_



**DUNMAN SECONDARY SCHOOL**

*Where...dissement, discipline, daring, determination & duty become a part of life.*

MID-YEAR EXAMINATION 2016  
 SECONDARY 4 EXPRESS/ 5 NORMAL ACADEMIC  
 ENGLISH LANGUAGE 1128/02  
**SECTION C**

1 HOUR 50 MINUTES

4 MAY 2016

**READ THESE INSTRUCTIONS FIRST**

- Write in dark blue or black pen
- Do not use staples, paper clips, highlighters, glue or correction fluid.
- Write your name, class and index number on the writing paper provided.
- Answer **ALL** questions.
- Submit each section separately.
- At the end of the examination, fasten all your work securely.

Section C	/25
Total:	

Sellers: Ms Lyenna Wong and Mdm Fahara

This question paper consists of 9 printed pages including the cover pages.

Section C [25 marks]

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 13-18.

13 In paragraph 3, the writer states that "voluntourism" is not as 'admirably altruistic' (line 11) as it sounds. Explain why the writer thinks this is so.

..... [1]

14 In paragraph 5, the writer refers to "voluntourists" as "those searching for 'saviour-dom'" (line 22). What is the tone of the writer here?

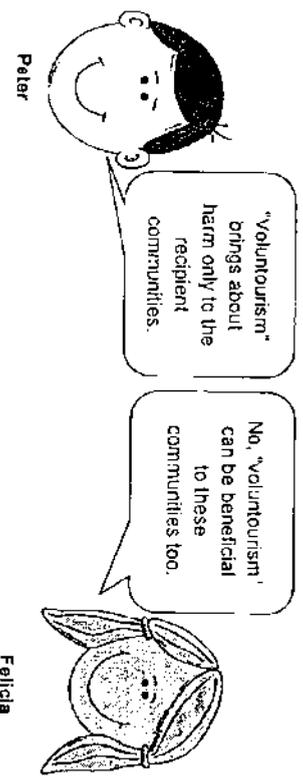
..... [1]

15 According to paragraphs 5 and 6, what are the tourists' expectation when they come to volunteer to help children in Bali and the reality of the situation?

Tourists' expectation	
Reality of the situation	

[2]

16 Here is a part of a conversation between two students, Peter and Felicia, who have read the article.



(a) Give two pieces of evidence from paragraph 4 that Peter can give to support his view.

(i) ..... [1]

(ii) ..... [1]







Candidate's Name:	Class:	Index No:
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## DUNMAN SECONDARY SCHOOL

*Where... discernment, discipline, daring,  
determination & duty become a part of life.*

### MID-YEAR EXAMINATION 2016 SECONDARY 4 EXPRESS/ 5 NORMAL ACADEMIC ENGLISH LANGUAGE 1128/02 SECTION A

1 HOUR 50 MINUTES 4 MAY 2016

**READ THESE INSTRUCTIONS FIRST**

Write in dark blue or black pen.

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

Write your name, class and index number on the writing paper provided.

Answer ALL questions.

Submit each section separately.

At the end of the examination, fasten all your work securely.

<b>Section A</b>	<b>/5</b>
<b>Total</b>	

Satlers: Ms Wong and Mdm Farnana

This question paper consists of 10 printed pages including the cover pages.

2

### SECTION A (5 marks)

Text 1

Refer to the webpage (Text 1) on page 2 of the insert for Questions 1-3.

- 1 Which sentence gives the main message of the advertisement?  
Animals are not clowns [1]  
 Marker's comments:  
 A number of scripts confused message and purpose and had "Don't be part of the show" as the answer.
- 21 What is the intended effect of the image of the lion?  
To shock the audience/ make them feel sorry/sympathy/dirty. [1]  
 Also accept: appalled  
 Not accepted:  
 -Make them feel sad/upset (vague)  
 -Make them feel guilty (Not the immediate effect. Answer also assumes that audience have all attended circuses and thus feel guilty.)  
 -Make them feel angry (Not the immediate effect.)  
 Marker's comments:  
 A number of scripts answered with purpose of ad eg: To inform/ To tell/ To show ...
- 211 How do you think the image of the lion achieves this effect?  
The image of a sad-looking lion with a clown face painted on it [1] shows that the animals have been ill-treated and makes us feel sorry for them. [1]  
Or The image of the lion behind bars [1] shows the animal in captivity and makes us feel sorry for them [1]  
 Or The image of the lion with a clown face painted on it [1] is shocking because the animals are forced to be something they are not supposed to be clowns. [1]  
 Marker's comments:  
 Most students are able to pick out the right feature of the image but those who did not get the 2<sup>nd</sup> mark did not link their answer back to the effect (sympathy/ shock/ sorry)
- 3 "Clawing around, that's no fun at all."  
 With reference to the above sentence, give 2 examples from the text to support this.  
The animals are whipped leaving stinging wounds.  
They are hurt by the flaming hoops and electric shocks  
They are bound by tight chains/cages

- Cannot escape from endless training sessions
  - Go through repetitive choreographed routines and become depressed [1]
- [ANY 2]

Not accepted:  
 - "travelling from city to city exhibiting animals as human caricatures" (choice of evidence does not convey degree of hurt/torture conveyed by the overall ad)  
 - Direct lifting of "flaming hoops, the injuries and the electric shocks" which does not answer the question. Does not show that the flaming hoops and electric shocks cause these injuries.

Marker's comments:  
 Many candidates lost their marks when they included "flaming hoops, the injuries and the electric shocks" as one of their lifted answers.  
 There were also a significant number of candidates who realised that lifting may not answer the question and have thus paraphrased their answers.

Candidate's Name:	Class:	Index No:
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## DUNMAN SECONDARY SCHOOL

Where... *discernment, discipline, daring,*  
*determination & duty become a part of life.*

### MID-YEAR EXAMINATION 2016 SECONDARY 4 EXPRESS/ 5 NORMAL ACADEMIC ENGLISH LANGUAGE 1128/02 SECTION B

1 HOUR 50 MINUTES

4 MAY 2016

**READ THESE INSTRUCTIONS FIRST**

- Write in dark blue or black pen.
- Do not use staples, paper clips, highlighters, glue or correction fluid.
- Write your name, class and Index number on the writing paper provided.
- Answer ALL questions.
- Submit each section separately.
- At the end of the examination, fasten all your work securely.

Section B	/20
Total	

Setters: Ms Wong and Mdm F ahana

This question paper consists of 10 printed pages including the cover pages.

## SECTION B [20 marks]

Refer to Text 2 on page 3 of the insert for Questions 4-13.

- 41 With reference to paragraph 1, explain how the language used in lines 5-10 conveys the urgent planning of the trip to Mars. Support your answer with two details from the paragraph. The language used suggests a rush in the preparations for the trip because time was of the essence/critical. Hastily assembled crew suggests that the people in the team were put together very quickly/hurriedly and probably with a lack of thought/consideration. [1]

Not accepted:  
-Randomly picked up (does not convey element of time)  
-Answers which repeat words from the quote to explain without further substantiation of their own. Eg. The crew was assembled quickly.

'Trenzy of preceding days' suggest that the days before the crew were very busy/frantic with preparations before the trip that was probably because of the tight time constraints. [1]

Not accepted:  
-chaotic (focuses on disorderly manner)

- busy and hectic without any mention of time constraints (one can be busy and schedule can be hectic as a result of many things to be done. Focuses on quantity instead of time element)

Note:

-Answer for each phrase must address the time element to convey the urgency.

-Explanation for each phrase should not come from a repetition of the question eg. Planning was urgent.

-Explanation for each phrase should address the details of the phrase and isn't just a general explanation that can fit any other phrase eg. Hastily assembled crew shows that the rescue mission was planned in a rush.

From Cambridge Marker's report GCE O Level 2014 (Sect B qn 5)

*Generally candidates coped well with this direct question on language. The majority answered by quoting three phrases from the passage – usually the correct phrases – and adding a short explanation to each. The emphasis of the question, however, was the other way round and what was being looked for was HOW OFTEN THE CANDIDATES USED THE PHRASES TO CONVEY THE THICKNESS OF THE FOG WITH THE DETAILS TO SUPPORT. ~~Answers that repeated the question or used the same words to explain the phrases were not accepted.~~*

- 411 Why was this urgency in planning necessary?

They had suddenly lost all contact with the team at the Mars space station/ It had already been a week since they lost all contact [1] and they needed to react fast because lives were at stake/ the scientists may be in danger/they need to offer help as soon as possible. [1]

Not accepted for 2<sup>nd</sup> part of answer:  
-check that they are safe/ are alive/ investigate what happened (wrong focus. Answer should focus on providing aid or the element of danger which conveys the urgency instead of just determining their status or finding out what happened)  
-they were worried/ don't know what happened (degree of urgency not conveyed)

- 5 What does the phrase "rather tedious" (line 8) suggest about their journey to Mars?  
It was going to be boring/ monotonous. [1]

Not accepted:  
-It was going to be a long journey (long journeys can still be interesting and not necessarily one of monotony)  
-it was tedious (same root word as tedious)

- 6 In paragraph 2, the writer suggests that Ali is a thoughtful captain. Write down an expression from the passage and explain how it shows that he is thoughtful.  
'ensuring minimal discomfort for the crew' [1] shows that he tried to provide the best conditions for his team mates as he took care of their welfare. [1]

Note:

- Expression must be correctly identified to get marks for explanation

- Explanation should address the words 'ensuring' (to show that he goes out of his way for their welfare and it isn't something done by chance) and 'discomfort'.

Not accepted:

- 'surprisingly gentle landing' (without 'ensuring minimal discomfort for his crew'): shows his skillfulness and not his thoughtfulness

- 'ensuring minimal discomfort for his crew' shows that he cares for his crew and their welfare (merely stating that he cares/ paraphrasing the question without explaining how it shows he cares)

Marker's comments:

A number of candidates fail to understand that the question requires them to write down an expression from the paragraph instead of paraphrase. Some also lost marks because they did not copy the expression the way it was presented in the passage.

- 7 Find two words in paragraph 2 which suggest surrounded.  
'shrouded' and 'enveloped' [1]

Marker's comments:

Candidates who did not get the marks had 'obscured' as one of the words and 'enveloped' as the other (missed the word 'shrouded') demonstrating a limited vocab pool and also a hastiness to pen down the next closest answer ('enveloped' and 'obscured' are both found on the same line) without reading other parts of the paragraph carefully.

- 8 After the long period of enforced lethargy, the sudden flurry of activity was a relief to everyone masking the fear of what they might find outside. The danger remained. (lines 25-26)

(i) Explain how the writer creates a contrast between these two sentences.

The long descriptive sentence is followed by a short about sentence.[1]

Marker's comments

Many candidates did not get this question right. Candidates were explaining the difference in meaning of the 2 sentences instead of technique.

(ii) What is the effect of this contrast?

It emphasizes the danger that they were facing.[1]

Not accepted:

- Emphasize on possible dangers (focus on quantity of danger and not degree of danger)
- Tells us that they are not safe (degree of danger not conveyed)

All realised "the enormity of the situation" (line 32). What was the enormity of the situation?

That the scientists could all be dead/ Many of them may have been killed.

Not accepted:

- Deaths may be involved (Answer should bring out the severity through the numbers)
- The extensive damage of the residence
- That the scientists are in danger and have a low survival rate (Team already knows that the scientists are in danger. Thus the rescue mission was embarked on)

Marker's comments:

Some candidates showed a lack of understanding of the question requirements and merely paraphrased "enormity" as their answer eg. The seriousness of the situation/ The catastrophe of the situation.

9ii What had made All realise this?

Seeing that part of the cliff side had crashed down on the Mars space station.[1]

Not accepted:

- The wreckage of the building (extent of wreckage that conveys the enormity is missing)
- The long grey building that the cliff had crashed in is the home to the scientists (wrong focus on identifying the building as the home of the scientists instead of the cliff falling or the damage to the building)
- Wrong copying of passage details or own interpretation of damage eg. Parts of the cliff part of the space station being destroyed.

10

"A towering boulder was obstinately blocking access to the building but, after a feverish struggle, the two men managed to secure chains sufficiently tightly around it to allow the rover vehicle to clear the path of its overpowering presence." (lines 38-40)

Identify the word(s) in the given sentence which suggests

(i) that the boulder is a person: obstinately [1]

Excess denies: 'obstinately blocking'

(ii) great difficulty: feverish struggle [1]

Not accepted:

- 'feverish' and 'struggle' or 'feverish; struggle'. Only one answer is required and answer should not come as an option.

11 Gordon's ears were met with a "rather impatient reply" (line 46). What is ironic about this?

We'd expect the survivors to be grateful or happy to be rescued [1]. Instead they were irritated/ ungrateful/ bad-tempered [1]

Note: Answer should not be using the word 'impatient' [or patient] again but an attempt to explain and bring out the contrast should be seen.

Not accepted:

- If answer states that the reply came from Gordon's fiance' (excess denies)
- They expected the scientists to be dead but the scientists were alive (answer does not address the quote 'rather impatient reply' and merely focused on the presence of a reply)

Marker's comments:

A number of candidates, instead of focusing on the given phrase in the question as required by question ("What is ironic about this (the phrase)?") went on to include other details in the paragraph about Gordon feeling comforted by the reply.

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

Main focus

Making preparations	Proceeding with care	Confirming their fears
An unsettling discovery	Mourning tension	Relentless effort
Heading out		

Flow Chart

Paragraph 1: (i) heading out

"spaceship 'Discovery' left the gravitational pull of the Earth's atmosphere"

"voyage"

"Ahead of them"

"whatever lay ahead of them"



Paragraph 3: (ii) Making preparations

"busied themselves with necessary arrangements"

"The rover vehicle was readied"

"All and Gordon were eased into the bulky space suits which were essential for survival in those hostile surroundings."

"The suits were reinforced with padding against the biting cold."



Paragraph 4: (ii) An unsettling discovery

"Part of the cliff side had come crashing down on the long grey building which had been both the residence and laboratory to countless geologists and physicists over the years. All swallowed hard as the enormity of the situation hit him: he avoided catching Gordon's eyes..."

Answer is not 'proceeding with care' which focusses only on phrase 'moving with caution'. The rover painstakingly does not show care but instead shows how difficult movement was.



Paragraph 6: (iv) Relentless effort

"a feverish struggle"  
"returned with the vehicle again and again"  
"yet they mustered all courage and with whatever might left"

Answer is not 'mounting tension' which looks at 'tension becomes almost unbearable' but is not the main focus.

1

[4]

Marker's comments:  
Minor spelling mistakes (eg. 'preparations' was spelled as 'preperations' or 'effort' was written as 'efforts') were accepted.  
Omission of whole words from phrase (eg. 'unsettling discovery' instead of 'An unsettling discovery') would render the answer unacceptable.

Candidate's Name:

Class:

Index No:



**DUNMAN SECONDARY SCHOOL**

*Where... discernment, discipline, daring.*

*determination & duty become a part of life.*

MID-YEAR EXAMINATION 2016  
SECONDARY 4 EXPRESS/ 5 NORMAL ACADEMIC  
ENGLISH LANGUAGE 1128/02  
SECTION C

1 HOUR 50 MINUTES

MAY 2016

**READ THESE INSTRUCTIONS FIRST**

Write in dark blue or black pen.

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

Write your name, class and index number on the writing paper provided.

Answer ALL questions.

Submit each section separately.

At the end of the examination, fasten all your work securely.

Section C	
Total:	/25

This question paper consists of 10 printed pages including the cover pages.

Section C (25 marks)

Refer to Text 3 on pages 4 and 5 of the Insert for Questions 13-18.

13 In paragraph 3, the writer states that "voluntourism" is not as 'admirably altruistic' (line 11) as it sounds. Explain why the writer thinks this is so.

"Voluntourism" focuses on the volunteer's quest for experience / desire / pursuit to gain experience / is a selfish decision rather than the recipient community's real needs. [1]

Note: Answer may be lifted from the passage. Both ideas need to be present for the 1 mark to be awarded.

14 In paragraph 5, the writer refers to "voluntourists" as 'those searching for 'saviour-dom'' (line 22). What is the tone of the writer here?

Sarcasm / sarcastic / cynical / mocking. [1]

Not accepted: "disapproving" - too mild and vague

Not accepted: spelling errors which don't sound like the actual word - "sarcastic"

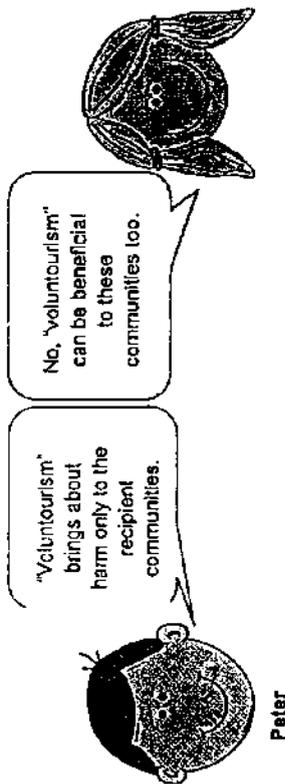
Note: Students should answer the question directly (in this case, TONE) - give an adjective and NOT a noun (e.g. critical instead of criticism).

15 According to paragraphs 4 and 5, what are the tourists' expectation when they come to volunteer to help children in Bali and the reality of the situation?

<b>Tourists' expectation</b>	They are helping orphans / children without parents / children at the orphanages.
<b>Reality of the situation</b>	The children are not real orphans / pretend orphans / are working as orphans.

[2]

16 Here is a part of a conversation between two students, Peter and Felicia, who have read the article.



(a) Give two pieces of evidence from paragraph 4 that Peter can give to support his view.

(i) The orphans' conditions are exploited (to yield profits). [1]

(ii) The foreigners crowd out / deny local workers a job and income. [1]

Note: Answers can be lifted, but please leave out unnecessary words that do not answer the question (e.g. "The foreigners' ability to pay for the privilege of volunteering, however, crowds out local workers who are denied a job and income they could otherwise have."

(b) How would Felicia explain her position with reference to paragraph 9?

"Voluntourism" has an educational aspect [1] and gain cross-cultural experience [1].

17 'the pursuit of the emotional highs' (line 51). With reference to the italicised phrase, explain what a volunteer should not be obsessed with.

A volunteer should not seek / chase (pursuit) [1] to feel good / the sense of pride / satisfaction (emotional highs) [1] from the volunteering experience.

Note: Technically an In-your-own-words question. Did not accept "pursuing" or "pursue" (similar to pursuit) or "emotional satisfaction".

18 Using your own words as far as possible, summarise the ways, as outlined in the passage, to combat the problem of "voluntourism" and the reasons why it is so popular among Western tourists.

Use only information from paragraphs 7 to 9.

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 way to combat the problem of "voluntourism" is to .....

From passage	Own words
1 Ways to combat the problem	
1 A community-directed approach	Focus on community needs
2 Invested in helping families develop skills necessary to tackle poverty	help people learn skills to combat poverty / earn an income / provide opportunities to gain skills / for self-sufficiency
3 Adapt to the culture / be flexible	Accommodate to the local culture / be accommodating to the locals
4 Create non-judgemental volunteers	
5 Reasons why it is so popular among Western tourists	
5 Other people's problems seem simpler and easier to solve than those of one's own society	Western tourists perceive others' problems to be easier to tackle than those of their own society.
6 Presents an escape from their own burdens and life challenges	A way to de-stress / forget about their own problems / issues
7 Can do a little good in the world	Can impact the world with some good
8 Experience something that their affluent lives do not offer	Undergo experiences beyond their wealthy lives
9 Have a story to tell... in the ranks of the kind-hearted	Makes them appear / seem kind / caring / compassionate
10 ... world-wise	Cultivated / knowledgeable about the world

Important things to note:

- Summary should be written in ONE paragraph.
- Some summaries were missing answers to one part of the question.
- Please organise points according to the question (i.e. ways to combat the problem, followed by all the reasons why voluntourism is so popular) rather than chronologically as found in the passage.
- Please use connectors and signal words to show that you are moving on to the second part of the question (e.g. "Voluntourism is popular among Western tourists because...")
- Grammatical errors were aplenty, causing changes in meaning and thus losing marks for content points.
- Points cannot always be directly lifted from the passage – rephrase to answer the question.
- Points should come from the passage – do not make up your own points!

Summary:

One way to combat the problem of "voluntourism" is to focus on the community's needs, help people learn the skills to combat poverty and be self-sufficient. Volunteers should also learn to be accommodating and non-judgemental towards the locals. "Voluntourism" is popular among Western

tourists as they perceive others' problems to be easier to tackle than those of their own society. It is also a way for them to de-stress and impact the world with some good at the same time. Furthermore, they get to undergo experiences beyond their wealthy lives, which make them appear compassionate and cultivated. (87 words, 10 points)





**Anglo-Chinese School  
(Barker Road)**

**MID-YEAR EXAMINATION 2016**

**SECONDARY FOUR EXPRESS/  
SECONDARY FIVE NORMAL (ACADEMIC)**

**ENGLISH LANGUAGE  
PAPER 1128/02**

**INSERT**

**1 HOUR 50 MINUTES**

**INSTRUCTIONS TO CANDIDATES:**

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

*This insert consists of 5 printed pages.*



## Text 2

In the text below, the writer describes the life of a soldier, Henry, during the American Civil War. Read it carefully and answer Questions 5 - 14 in the Question Paper Booklet.

- 1 After complicated journeyings with many pauses, there had come months of monotonous life in a camp. He had grown to regard himself merely as a part of a vast blue demonstration. His province was to look out, as far as he could, for his personal comfort. For recreation he could twiddle his thumbs and speculate on the thoughts which must agitate the minds of the generals. Also, he was drilled and drilled and reviewed, and drilled and drilled and reviewed. 5
- 2 The only foes he had seen were some pickets along the river bank. They were a sun-tanned, philosophical lot, who sometimes shot reflectively at the blue pickets. When reproached for this afterward, they usually expressed sorrow, and swore by their gods that the guns had exploded without their permission. 10
- 3 Various veterans had told him tales. Some talked of gray, bewhiskered hordes who were advancing with relentless curses and chewing tobacco with unspeakable valor; tremendous bodies of fierce soldiery who were sweeping along like the Huns. Others spoke of tattered and eternally hungry men who fired despondent powders. "They'll charge through hell's fire and brimstone to get hold of a haversack, but such stomachs won't last long," he was told. From the stories, the youth imagined the red, live bones sticking out through slits in the faded uniforms. 15
- 4 Still, he could not put his whole faith in veteran's tales, for recruits were their prey. They talked much of smoke, fire, and blood, but he could not tell how much might be lies. They persistently yelled "Fresh fish!" at him, and were in no way to be trusted. 20
- 5 However, he perceived now that it did not greatly matter what kind of soldiers he was going to fight, so long as they fought, which fact no one disputed. There was a more serious problem. He lay in his bunk pondering upon it. He tried to mathematically prove to himself that he would not run from a battle. 25
- 6 Previously he had never felt obliged to wrestle too seriously with this question. In his life he had taken certain things for granted, never challenging his belief in ultimate success, and bothering little about means and roads. But here he was confronted with a thing of moment. It had suddenly appeared to him that perhaps in a battle he might run. He was forced to admit that as far as war was concerned he knew nothing of himself. 30
- 7 In the past, he would have allowed the problem to kick its heels at the outer portals of his mind, but now he felt compelled to give serious attention to it.
- 8 A little panic-fear grew in his mind. As his imagination went forward to a fight, he saw hideous possibilities. He contemplated the lurking menaces of the future, and failed in an effort to see himself standing stoutly in the midst of them. He recalled his visions of broken-bladed glory, but in the shadow of the impending tumult he suspected them to be impossible pictures. 35
- 9 He sprang from the bunk and began to pace nervously to and fro. "Good Lord, what's th' matter with me?" he said aloud. 40

## Text 3

The text below is about fog in London. Read it carefully and answer Questions 15 – 20 in the Question Paper Booklet.

- 1 In January, researchers at King's College London announced that pollution levels on Oxford Street, in central London, had exceeded limits set for the entire year in just the first four days of 2015. Similarly alarming numbers have been recorded for other streets in the city - and yet the mayor, Mr Boris Johnson, has delayed implementation of stricter air-quality measures until 2020. 5
- 2 What's happening in London is being played out in cities worldwide, as efforts to curtail the onslaught of air pollution are stymied by short-term vested interests, with potentially disastrous results.
- 3 This is not the first time that society has confronted a threat of this kind. In the 19th century, the Industrial Revolution brought millions into the world's cities, which expanded with unprecedented rapidity, leading to atmospheric pollution as the fossil fuels burned in urban homes poured huge quantities of sooty emissions into the air. 10
- 4 Nowhere was this more obvious, or more threatening, than in London, where air pollution was literally in front of everyone's face in the form of the city's infamous polluted fog. 15
- 5 The British capital is particularly liable to natural winter fogs. It is surrounded by low hills, with marshland on its outskirts and a large river running through it. Its location encourages the meteorological phenomenon of temperature inversion, when warm air traps cold air beneath it for days on end. During such a fog, the sulphur-laden smoke from domestic coal fires and factory chimneys was unable to rise into the upper atmosphere and seeped into the natural fog, turning it yellow, brown, green or black - a process beautifully captured by Claude Monet in his series of paintings of London fog. 20
- 6 Such fogs were known as "pea soupers". As the name suggested, they were often so thick that people could not see their own feet as they walked through them on the city streets. As the city grew, these fogs occurred more frequently; they became more dense, and they lasted longer. 25
- 7 Londoners were well aware of the dangers the fogs posed to health. In 1873, a number of prize cattle at the Smithfield cattle show, in central London, choked to death during a particularly dense and suffocating fog. Newspapers and medical experts pointed to a statistical increase in deaths in London's human population from bronchitis and other respiratory diseases during fogs. Now-forgotten pulp-fiction writers like William Delisle Hay produced alarmist stories imagining the destruction of London's entire population caused by the fog. 30
- 8 Fog could also be a cover for crime. "Linklighters", boys or men who earned a few pennies carrying lighted torches to lead people through the darkened world of the London streets, would sometimes lead people down a quiet alleyway to be robbed. Burglars were reported to be particularly fond of breaking into people's houses during major fogs, which not only made them hard to see, but deadened sound as well. 40

- 9 And yet, for decades, every law proposed in Parliament to curb smoke emissions was watered down so heavily that it had no tangible effect. What explains such legislative inertia?
- 10 Vested interests were a major obstruction. In 19th- and 20th-century London, many industries thwarted attempts by successive governments to clean up the capital's air. Often they would simply refuse to install smoke purifiers on their factory chimneys, blaming the smoke from household fires instead. 45
- 11 Moreover, the fines on violators were often so small that they could not serve as a deterrent. Magistrates had sympathy for the industrialists, especially the smaller ones, who could not afford to convert their furnaces to more efficient, cleaner models. And, above all, smoke from industrial chimneys represented jobs and growth - which, in turn, gave people wages with which they could afford a fire at home, thus exacerbating the problem. 50

Text 1 – Adapted from [www.apathyisout.org](http://www.apathyisout.org)

Text 2 - Adapted from 'The Red Badge of Courage' by Stephen Crane

Text 3 - Adapted from 'The New York Times', 6th November 2015



<b>INDEX NUMBER :</b>	
Section A :	/ 5
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Section C : ( Summary )	/ 15
<b>TOTAL :</b>	<b>/ 50.</b>



**Anglo-Chinese School  
(Barker Road)**

**MID-YEAR EXAMINATION 2016**

**SECONDARY FOUR EXPRESS/5 NORMAL (ACADEMIC)**

**ENGLISH LANGUAGE  
PAPER 1128/02**

**1 HOUR 50 MINUTES**

**INSTRUCTIONS TO CANDIDATES:**

Write your index number on the top of the Question Paper Booklet.  
Write in dark blue or black pen.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer all questions.  
Write your answers in the spaces provided on the Question Paper Booklet.  
Hand in Question 20 separately.

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

*This paper consists of 9 printed pages*

**Section A [ 5 marks ]**

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

1 What is the main purpose of this website? [1]

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2 In what way does the use of visual images help the website achieve its purpose? [2]

---

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---

3 Select one phrase used in the website which claims to be providing the audience with the means and ability to help solve Human Rights problems? [1]

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---

4 Identify one language feature used in the website that also helps it to achieve its purpose? Give an example of the language feature you have identified. [1]

---

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Section B [ 20 marks ]

Refer to Text 2 on page 3 - 4 of the Insert for Questions 5 – 14.

5 What impression is the writer trying to give with the use of the word 'merely' (line 2)? [1]

---

---

6 'he was drilled and drilled and reviewed, and drilled and drilled and reviewed.' (lines 5 – 6). What is the effect of the repetition in this sentence? [1]

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7 From Paragraph 2, what is Henry's attitude toward what he has seen of the enemy so far? [1]

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8 At the beginning of Paragraph 3, the veterans spoke about the soldiers. Explain how the language used in Paragraph 3 portrays them as savages. [2]

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9 In Paragraph 5, identify two expressions of not more than six words each which emphasise the following: [2]

(i) He had put much thought into the issue.	
(ii) He was trying to rationalise the situation.	

10 (i) In line 29, what does 'here' refer to? [1]

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(ii) How has Henry's view of himself changed? Answer in your own words. [2]

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11 What does the phrase 'kick its heels at the outer portals of his mind' (line 33) from Paragraph 7 suggest about his attitude towards the problem? [2]

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12 (i) In Paragraph 8, the writer says 'he saw hideous possibilities' (lines 35). In what way is this expression particularly effective? [1]

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(ii) Identify another phrase in Paragraph 8 which conveys the same image as 'hideous possibilities'. [1]

---

13 What is unusual and effective about the phrase 'broken-bladed glory'? [2]

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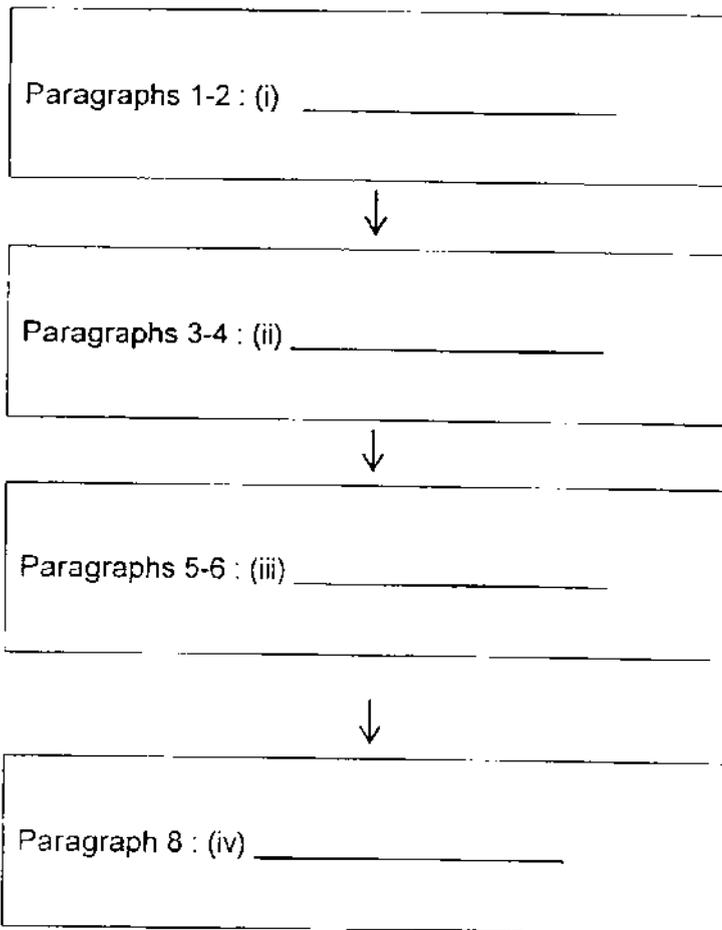
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- 14 What are the various aspects of Henry's feelings that are revealed in this text? [4]  
Complete the flow chart by choosing one word from the box that best describes Henry's feelings in the given paragraphs. There are some extra words in the box you do not need to use.

Indignant	skeptical	flustered	frustrated	resigned	meaningless
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**Section C [ 25 marks ]**

Refer to Text 3 on page 4 - 5 of the Insert for Questions 15 – 21 .

- 15 'Alarming numbers have been recorded for other streets in the city.' (Lines 3-4) [1]  
What does the word 'alarming' show about the air-quality problem in London?

---

- 16 Which group of words suggests that the government hasn't taken the issue of air-pollution seriously? [1]

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- 17 Refer to paragraph 3. Why did society face a similar threat in the 19th Century to the one outlined in paragraphs 1 and 2? [2]

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- 18 The writer states that such fogs were known as "pea soupers" in paragraph 6. Write, in your own words, the explanation for this name given by the writer in the same paragraph. [1]

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- 19 (i) What tone is the writer creating in the sentence 'And yet, for decades, every law proposed in Parliament to curb smoke emissions was watered down so heavily that it had no tangible effect'?

[1]

---

---

---

- (ii) Which word in paragraph 9 shows the writer's attitude towards the authorities?

[1]

---

---

- 20 Here is a part of the conversation between two students, Mark and Nina, who have read the article.



Mark

Historically, London's air pollution was due to ineffective government.

No, businesses obstructed government efforts to deal with the problem.



Nina

- (i) Identify one example from paragraph 11 that Mark can use to support his argument.

[1]

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- (ii) Explain how Nina would justify her position, with reference to paragraph 10.

[2]

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<b>INDEX NUMBER :</b>	
Section A :	/ 5
Section B :	/ 20
Section C : ( Text 3 )	/ 10
Section C : ( Summary )	/ 15
<b>TOTAL :</b>	<b>/ 50</b>

**Section A [ 5 marks ]**

Refer to Text 1 on page 2 of the insert for Questions 1 – 4.

1 What is the main purpose of this website?

[1]

**ANSWER:** To raise awareness of Human Rights issues/To motivate people to take action to help resolve or overcome these issues.

2 In what way does the use of visual images help the website achieve its purpose?

[2]

**ANSWER:** The photo of the child holding his/her hands to his/her face illustrates the unhappiness/misery/suffering being experienced by such vulnerable children (1 mark). The image of the female gender symbol trapped in a cage illustrates the predicaments of women who are 'trapped' in a marriage and have no rights, just as if they were trapped in a 'real' cage (1 mark). The image of the hand against the bars illustrates the suffering of women and children who are trafficked, against their wills, and who also have little or no freedom as a result, as if they were literally in prison (1 mark). **ANY TWO OF THE ABOVE.**

3 Select one phrase used in the website which claims to be providing the audience with the means and ability to help solve Human Rights problems?

[1]

**ANSWER:** 'YOUR TOOLKIT'

4 Identify one language feature used in the website that also helps it to achieve its purpose? Give an example of the language feature you have identified.

[1]

**ANSWER:** The use of imperatives. Examples: 'Take Action'/'Advocate'/'Get Involved'/'Make A Difference'/'Volunteer'/'Be Educated'/'Vote'/'Shop Ethically'/'Check the source'/'Report'/'Be alert'/'Support'/'Find Out'/'Write a letter'/'tell them'/'Stop bullying'/'report it'/'Make A Video'/'SPREAD AWARENESS'/'Promote awareness'/'Like us'/'Follow us'/'Share a Who Cares video'/'Have a garage sale'/'Form a group'/'set a goal'/'Ask friends...'/ 'BABYSIT'/'TUTOR'.

1 mark for language feature + example.



Anglo-Chinese School  
(Barker Road)

MID-YEAR EXAMINATION 2016

SECONDARY FOUR EXPRESS/5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE  
PAPER 1128/02

1 HOUR 50 MINUTES

**SUGGESTED ANSWERS**

## Section B [ 20 marks ]

Refer to Text 2 on page 3 - 4 of the insert for Questions 5 – 14.

- 5 What impression is the writer trying to give with the use of the word 'merely' (line 2)?  
**ANSWER: He views himself as insignificant.** [1]

- 6 'he was drilled and drilled and reviewed and drilled and drilled and reviewed.' (lines 5 – 6). What is the effect of the repetition in this sentence?  
**ANSWER: It helps the reader to appreciate the monotony of the life as a soldier.** [1]

- 7 From Paragraph 2, what is Henry's attitude toward what he has seen of the enemy so far?  
**ANSWER: He is indifferent/unimpressed.** [1]

- 8 At the beginning of Paragraph 3, the veterans spoke about the soldiers. Explain how the language used in Paragraph 3 portrays them as savages. [2]

**ANSWER: "Gray, bewhiskered hordes" suggests that they were unkempt and like a tribe. "Tattered and eternally hungry men" suggests that they were scruffy and were preoccupied with basic needs only.**

- 9 In Paragraph 5, identify two expressions of not more than six words each which emphasise the following: [2]

(i) He had put much thought into the issue.	Pondering (upon it)
(ii) He was trying to rationalise the situation.	(tried to) mathematically prove to himself

- 10 (i) In line 29, what does 'here' refer to?  
**ANSWER: The camp** [1]

- (ii) How has Henry's view of himself changed? Answer in your own words. [2]

**ANSWER: In the past, he had always assumed that he had courage enough to stay and fight in a battle situation (1 mark), but now he is no longer so sure of himself and whether he would actually be able to do so (1 mark).**

- 11 What does the phrase 'kick his heels at the outer portals of his mind' (line 33) from Paragraph 7 suggest about his attitude towards the problem? [2]

**ANSWER: It was not important enough (1) for him to take immediate action (1).**

- 12 (i) In Paragraph 8, the writer says 'he saw hideous possibilities' (line 35). In what way is this expression particularly effective? [1]

**ANSWER: It highlights his extreme fear of going to war.**

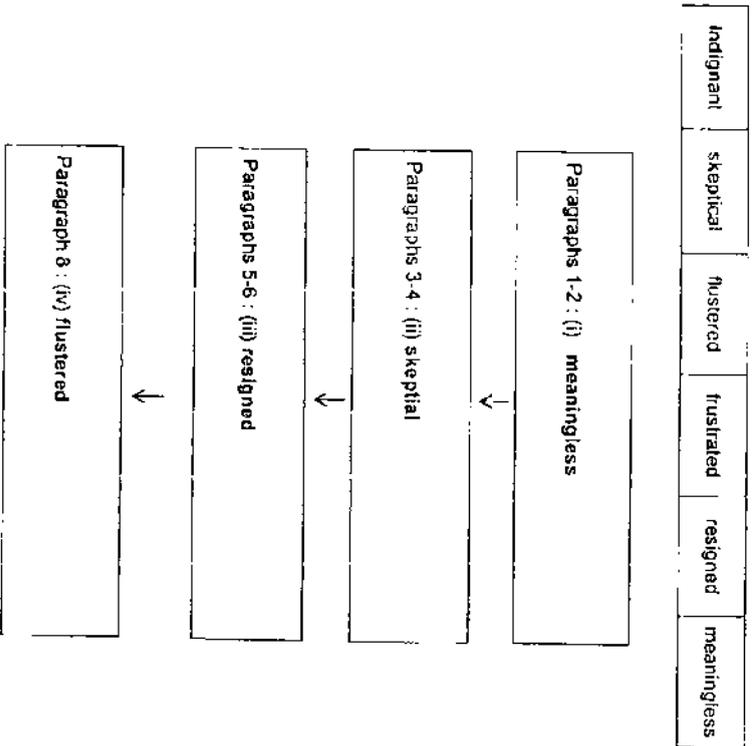
- (ii) Identify another phrase in Paragraph 8 which conveys the same image as 'hideous possibilities'. [1]

**ANSWER: 'lurking menaces'.**

- 13 What is unusual and effective about the phrase 'broken-bladed glory'? [2]

**ANSWER: It is unusual because glory is often associated with a sense of pride and honour, but 'broken bladed' suggests defeat/failure. (1) It is effective in showing how glory for Henry would come at a price/would require extreme courage and hard work. (1)**

14. What are the various aspects of Henry's feelings that are revealed in this text? Complete the flow chart by choosing one word from the box that best describes Henry's feelings in the given paragraphs. There are some extra words in the box you do not need to use. [4]



**Section C (25 marks)**

Refer to Text 3 on page 4 - 5 of the insert for Questions 15 - 21.

- 15 'Alarming numbers have been recorded for other streets in the city'. (Lines 3-4) What does the word 'alarming' show about the air-quality problem in London? [1]  
**ANSWER:** It shows that the problem is a very serious one/is one that ought to give people serious cause for concern/is one that needs to be addressed urgently.
- 16 Which group of words suggests that the government hasn't taken the issue of air-pollution seriously? [1]  
**ANSWER:** 'delayed implementation of stricter air-quality measures until 2020.'
- 17 Refer to paragraph 3. Why did society face a similar threat in the 19th Century to the one outlined in paragraphs 1 and 2? [2]  
**ANSWER:** Because the Industrial Revolution resulted in the rapid expansion of cities (1 mark) which in turn caused many more people to burn coal in their homes (1 mark) and so the amount of soot rising into the air also increased significantly (1 mark). **TWO MARKS FOR ANY TWO POINTS.**
- 18 The writer states that 'such fogs were known as "peasoupers" in paragraph 6. Write, in your own words, the explanation for this name given by the writer in the same paragraph. [1]  
**ANSWER:** The density of the fogs reduced visibility to practically zero. (LEFT: '...they were often so thick that people could not see their own feet...')

- 19 (i) What tone is the writer creating in the sentence 'And yet, for decades, every law proposed in Parliament to curb smoke emissions was watered down so heavily that it had no tangible effect'?

ANSWER: A CRITICAL tone.

- (ii) Which word in paragraph 9 shows the writer's attitude towards the authorities?

ANSWER: 'inertia'

- 20 Here is a part of the conversation between two students, Mark and Nina, who have read the article.



- (i) Identify one example from paragraph 11 that Mark can use to support his argument. [1]
- ANSWER: 'the fines on violators were often so small that they could not serve as a deterrent'.

- (ii) Explain how Nina would justify her position, with reference to paragraph 10. [2]
- ANSWER: Businesses did not implement the measures introduced by the government to help clean-up the air, such as air-filters (1 mark). Instead, they claimed that the pollution was caused by domestic coal users (1 mark).

[Detach this page and hand in separately]

- 21 Using your own words as far as possible, summarise the effects and consequences of the 'pea souper' fogs in 19th Century London. [15]

Use only information from paragraphs 7 - 9.

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).

'Pea Souper' fogs became infamous in 19th Century London because ...

FROM THE PASSAGE	OWN WORDS
1. '...of the dangers they posed to health.'	1. ...they became a serious health hazard.
2. 'In 1873, a number of prized cattle at the Smithfield Cattle Show, in central London, choked to death.'	2. Valuable livestock were asphyxiated on one occasion.
3. '...a statistical increase in deaths in London's human population from bronchitis and other respiratory disease during fogs.'	3. Many people died, due to medical conditions caused by the fogs.
4. 'Now-forgotten pulp-fiction writers like William Delisle Hay produced alarmist stories imagining the destruction of London's entire population caused by fog.'	4. Sensational literature was written as a result of them.
5. 'Fog could also be a cover for crime.'	5. They facilitated the incidence of crime.
6 - 8. '... "Linklighters" ... would sometimes lead people down a quiet alleyway to be robbed.'	6. Torch bearers took advantage of the dense conditions ... 7. by luring people into remote places ... 8. ...where they would be mugged.
9 - 10. 'Burglars were reported to be particularly fond of breaking into people's houses during major fogs, which not only made them hard to see, but deadened sound as well.'	9. 'Pea-soupers' also aided thieves ... 10. ... whose presence and actions were hidden by them.
11. '...every law proposed in Parliament to curb smoke emissions was watered down so heavily that it had no tangible effect.'	11. Relevant legislation proved to be ineffective.

Class:	Register No:	Name:
 <b>CRESCENT GIRLS' SCHOOL SECONDARY FOUR MID-YEAR EXAMINATION 2016</b>		
<b>ENGLISH LANGUAGE</b>		<b>1128/01</b>
<b>PAPER 1 Writing</b>		<b>29 April 2016</b>
<b>INSERT</b>		<b>1 hour 50 minutes</b>

**READ THESE INSTRUCTIONS FIRST**

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

Write in dark blue or black pen.

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

This insert contains **Section A**.

Write your answers in the spaces provided.

Hand in **Section A** insert separately.

---

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

### Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about a book which is an autobiography on glamour. 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. \_\_\_\_\_ ✓

*Dead Glamorous* is a story both of seduction and self-destruction, exploring the incestuous love affair of movies and real life. The screen 1) \_\_\_\_\_  
face of glamour is frame by dazzling blondes and highlighted by 2) \_\_\_\_\_  
scarlet lips. Moreover, when the lights go back on, it leaves an after- 3) \_\_\_\_\_  
image of suicide, obsessed and death. *Dead Glamorous* is a true 4) \_\_\_\_\_  
fiction to girls who ever saw their own faces in Marilyn Monroe's 5) \_\_\_\_\_  
cheek bones or Jean Harlow's eyes. It is for movie junkies who wake 6) \_\_\_\_\_  
in the middle of a night and reach for a video, who kill time thinking 7) \_\_\_\_\_  
about Clark Gable's moustache but hoping they will meet Hedy 8) \_\_\_\_\_  
Lamarr in Heaven. For everyone who watch movies – on planes, on 9) \_\_\_\_\_  
TV, in their heads - *Dead Glamorous*, authored by Carole Morin, will 10) \_\_\_\_\_  
be an addictive thrill.

---

Copyright Acknowledgement:

Section A: © Carole Morin: *Dead Glamorous*

CGS/S4MYE2016/ELP1

Class:

Register No:

Name:



**CRESCENT GIRLS' SCHOOL  
SECONDARY FOUR  
MID-YEAR EXAMINATION 2016**

**ENGLISH LANGUAGE**

**1128/01**

**PAPER 1 Writing**

**29 April 2016**

**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 Paper 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 answers to **Section A**, **Section B** and **Section C** separately.

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

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

**Section B [30 marks]**

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

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

As the President of your school's Community Service Club, you have been tasked to recommend a half-day Values-in-Action activity for the Secondary One to Three student leaders during the End-of-Year Post-Examination period. The aims of this activity are to develop 21<sup>st</sup> century competencies and to inspire youths to be leaders of change who can ignite transformation in society and serve the community.

You did your research and narrowed down your choices to three possible projects offered by the Youth Corps Singapore. Write a **report** to the teacher-in-charge of the Community Service Club to recommend one project for the Values-in-Action activity using the information found on the next page.

Your **report** should include the following:

- Why there is a need for the student leaders to embark on this Values-in-Action activity
- How the selected project will meet both aims of the Values-in-Action activity
- Suggestions on two follow-up activities which can be conducted back in school to reinforce the competencies or 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.

## Printout of Possible Projects from Youth Corps Singapore Website



### Down Syndrome Association's 20th Anniversary Launch Event

Down Syndrome Association (DSA) aims to help people with Down Syndrome to lead a normal life and to help them to reintegrate into mainstream society. As part of DSA's 20<sup>th</sup> Anniversary celebration, there will be a kite festival cum family day to launch its year-long celebrations. Join us on this day as we celebrate with the community and spread the word about Down Syndrome to promote inclusiveness among members.

Help needed for event includes: (i) ushers (ii) goodie bag packers (iii) booth helpers (iv) road marshals



### YOLDEN Moments with the Elderly

The YOLDEN Moments with the Elderly Programme is an elderly befriending programme which aims to cater to the physical, intellectual and social emotional wellness of the beneficiaries. "YO" comes from the word "YOuths" and "OLDEN" comes from the word "gOLDEN", which represents the elderly. Through the programme, youths get to learn from the life experiences of the elderly, make friends with like-minded youths, and gain skills in and knowledge about befriending and engaging with the elderly.

Roles of volunteer befrienders include: (i) chat with the elderly (ii) assist in physiotherapy sessions (iii) engage the elderly during their lunch time



### Project #weCARE

A ground-up initiative fundraising event spearheaded by a group of participants from OBS Leadership & Service Award (LSA). This event hopes to raise funds for the Children's Cancer Foundation (CCF) and raise awareness among the general public of the difficulties faced by these children and their families.

Help needed for various car-washing duties from 1500h to 1900h includes: (i) ushering (ii) soaping (iii) washing (iv) drying

**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 an enjoyable journey you had and explain why this journey will always remain in your memory.
2. 'The best mirror is a true friend.' What are your views?
3. In your opinion, what are the most useful aspects of education which will benefit you when you enter the working world?
4. 'Work isn't to make money; you work to justify life.' Do you agree?

**END OF PAPER**

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*Copyright Acknowledgement:*

Section B      © Information adapted from <https://www.youthcorps.sg/Public/ProjectShowcase>

**CGS/S4MYE2016/ELP1**

## Answer Scheme

### Section A

*Dead Glamorous* is a story both of seduction and self-destruction, exploring the incestuous love affair of movies and real life. The screen face of glamour is framed by dazzling blondes and highlighted by scarlet lips. Moreover when the lights go back on, it leaves an after-image of suicide, obsessed and death. *Dead Glamorous* is a true fiction to girls who ever saw their own faces in Marilyn Monroe's cheek bones or Jean Harlow's eyes. It is for movie junkies who wake in the middle of a night and reach for a video, who kill time thinking about Clark Gable's moustache but hoping they will meet Hedy Lamarr in Heaven. For everyone who watch movies – on planes, on TV, in their heads - *Dead Glamorous*, authored by Carole Morin, will be an addictive thrill.

1 between (preposition)

2 framed\_(verb)

3 However (conjunction)

4 obsession (noun)

5 for (adverb)

6 ✓

7 the (article)

8 or (conjunction)

9 watches (SVA)

10 ✓

**Marker's Remarks:**

- Careless mistakes include not circling the error in the passage despite answering the question
- Spelling mistakes especially for the word 'obsession'
- Did not indicate with a tick for no error. Question was left blank instead.

Q1	<p>Most students were able to pick out the preposition error (of) but not all understood the context and thus failed to change it to the correct form.</p> <p>Common incorrect answers: 'in', 'screened', 'affairs'</p> <p>A small minority indicated no error</p>
Q2	<p>Not much issues for this question. Most if not all picked out and changed the error into the correct form</p>
Q3	<p>Incorrect attempts: Goes – Went When – After (Incorrect understanding of editing requirements) No error found</p> <p>For those that picked out the error 'Moreover', most understood the setting and context and changed the error to 'However'</p>
Q4	<p>Majority if not all picked out the correct error. A handful spelt the corrected 'obsession' incorrectly.</p>
Q5	<p>Most did not identify the correct error 'to'</p> <p>Incorrect attempts: Saw – See Who – Whom Ever – Never (Incorrect understanding of editing requirements) To – Of No error</p> <p>Otherwise, most who picked out 'to' were able to change it to the correct adverbial form 'for'</p>
Q6	<p>Incorrect identification of error when there wasn't one</p> <p>Most common error identified: Wake – Awaken</p>
Q7	<p>Most did not understand the setting and context of the sentence. Hence, they did not pick out the correct error article error 'a'.</p> <p>Common answers given: Kill – Kills</p>

	And – To No error identified
Q8	Very badly done. While some could identify the error 'but', they were unable to change it to the correct form due to a lack of understanding about the setting and context of the sentence.  Common answers given: But – And But – While But – Or Will – Would Hoping – Hope
Q9	Majority if not all picked out the correct error. No major issues with this question.
Q10	Most had no problem with recognizing that there was no error in this line.



Class:	Register No:	Name:
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**CRESCENT GIRLS' SCHOOL  
SECONDARY FOUR  
MID-YEAR EXAMINATION 2016**

**ENGLISH LANGUAGE**

**1128/02**

**PAPER 2 COMPREHENSION**

**29 April 2016**

**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 print advertisement below and answer Questions 1-3 in the Answer Booklet.

#match4life



Every day in Singapore, 6 people are diagnosed with a blood disease. For many of them, life as they know it comes to a standstill because they are told the only chance of survival is a transplant. With no special drug that can help, survival depends on finding another individual with not only the same genetic profile but also with the altruism and generosity to step forward and help a stranger. This exhibition explores the stories of ordinary people – just like you – whose lives were torn apart by illness and the extraordinary individuals who stepped forward to save them. This is the work of the Bone-Marrow Donor Programme (BMDP).

**“What’s Your Story”**  
is an exhibition featuring the inspiring stories  
of Bone Marrow Donors and Recipients

tote board   
Giving Hope. Improving Lives.

CGS/S4MYE2016/ELP2

## SECTION B (20m)

## TEXT 2

*The text below describes how Albert was trying to keep a box of baseball cards safe. Read it carefully and answer Questions 4-15 in the Answer Booklet.*

- 1 Albert turned right and headed up the highway. He was not used to being in the lead; it was different from following behind Small Dog and Nick. And the weight of the tackle box made his bike feel top-heavy. He found himself concentrating more than usual, especially when a car passed and he had to move towards the shoulder.
- 2 He had just begun adjusting to the cars when he heard the roar of a powerful engine behind him. An empty logging truck blew past, its horn blasting. From six feet away he watched the blur of black tires and chrome wheels. The air deadened for an instant and then exploded, swirling around Albert like a small tornado, sucking up dust and leaves and twigs and tossing them twenty feet in the air. The truck thundered on up the highway. Albert wobbled to a stop and stared at the mudflaps suspended from the rear of the truck's frame. Albert heard Nick laugh behind him – a nervous, forced laugh – but he did not turn around. 5 10
- 3 Mile after mile crept by, and at last they topped a final hill and arrived at the big fir tree that marked the cutoff. He finally arrived at the sandy beach upright and in one piece. He looked at the pool – the cool, inviting pool. But first he wanted to take care of one other thing. 15
- 4 "Let's open the box," he said. But Nick had his argument ready and Small Dog on his side. "Okay," Albert said. "I guess we'll wait till we reach home. But you can stand guard." He whipped off his hat, shoes, and T-shirt. "I'm going swimming."
- 5 Albert sprinted to a huge rock outcropping that formed a deep pool on its upriver side and ran across its flat top. At the edge, he launched himself into the air and grabbed the rope, which hung from a stout branch twenty feet overhead. He arched his body at the end of the rope's arc, trying to pump more distance into his flight back over the water. He straightened, waiting for the right moment, feeling the tingle in his stomach. Then he was over the pool again, and he let go. His momentum carried him up, lifted his legs until he hung headfirst, feeling for an instant the weightlessness of a space walker. 20 25
- 6 Then, he saw the log. It had slipped into the pool quickly and silently, like a crocodile on the hunt. It stalled right below Albert, pivoting in a lazy whirlwind, waiting. He was going to hit it. No time to do anything. He hit headfirst. The sound – a bat-on-ball – exploded in his ears. The impact rocked his head forward. Pain shot down into his neck and shoulders and tore at his back, sharp at first and then dull, and then gone. Everything was gone. Everything was black. 30
- 7 He awoke to the coldness of the mountain water. He was under. Water filled his mouth, his nose, his throat. His chest ached as if he had been kicked. He told himself to relax, to let his body seek the surface. But his head throbbed, and he could not think, and it was taking too long. He had to get air. 35
- 8 He felt an arm around his neck and felt himself being towed through the water. He stared through the clear, bubbly water and saw sunlight and blue sky. An instant later he burst through the surface, coughing, sneezing, gasping for breath. 40

- 9 "Take it easy, Alibi," a voice said. "Do we need to get you to a doctor?"
- 10 "I'm okay," he said. "I'm not jumping anymore today. I'll watch the cards."
- 11 Albert made it to the bike. He sat and rested, and breathed in the life-giving air, and waited for the sun's warmth to make his aches go away. He would just sit where it was safe, and wait.

45

## SECTION C (25m)

## TEXT 3

The text below is about the deteriorating condition of the Great Wall of China. Read it carefully and answer Questions 16-24 in the Answer Booklet.

- 1 The Great Wall of China can't quite match the myths that have grown up around it. Still, the truth is astonishing enough. The Chinese call it the Long Wall of 10,000 Miles, even though its actual length stretches from Miami to Seattle. The wall wasn't built 2,000 years ago, and yet a few parts are centuries older. In fact, it's really not a single wall at all, but a tangle of parallel and proximate fortifications. The pieces weren't organised into a unified system until the Ming dynasty, which lasted from 1368 to 1644. And one more quibble: it's not visible from the moon. 5
- 2 The sad part is, the Great Wall is vanishing, unable to withstand the destructive forces of nature and economics as deserts, development and tourists spread across China. In 2002, the New York-based World Monuments Fund added the wall to its "most endangered sites" list. It's harder for really well-known sites to be selected because there's skepticism as to whether they really need help. The truth is that the wall needs urgent help — but where to start? "It's difficult to protect because there's so much of it," says William Lindesay, a British preservationist who is trying to rescue at least part of the untouched "wild wall" and its spectacular natural landscape near Beijing. 10  
15
- 3 The first stretch of wall to be rebuilt was at Badaling, in the hills roughly 45 miles northwest of Beijing. Zhang Jianxin, an official of the National Bureau of Cultural Relics, recalls how unspoiled it was in 1979, when he took a weeklong bike tour nearby and encountered wolves. Today the site is part theme park, part carnival and part shopping mall. The area around the wall is packed with tour buses, T-shirt vendors, photo stands and a huge, grinning likeness of Colonel Sanders clutching an oversized bucket of fried chicken. "It's lost its sense of history," he says. The people in Beijing didn't seem to mind. The place was a money machine. 20  
25
- 4 Good or bad, modern times have hit the wall — and not only around Beijing. Some 200 miles northeast of the capital, the wall's eastern terminus, the Old Dragon's Head, rises from the sea. You can still see a few bits of the wall's ancient foundation there, enshrined in weather-beaten glass cases atop the rebuilt wall. What stands on the site now is actually a reconstruction, erected in the late 1980s. The original Dragon's Head was demolished by European expeditionary forces in 1900. These days you run a gauntlet of aggressive hawkers brandishing trinkets and offering to take your picture dressed as an emperor or a modern Chinese Army general. 30
- 5 But tacky tourism isn't the most serious threat besieging the wall. It's the indifference of impoverished locals who seek to eke out a living from hikers and "wall walkers," and that of county authorities who are always willing to take a bribe to look the other way when locals violate the few existing preservation laws. In fact, most of the wall is unrestored "wild wall." Imperial history still resonates through the crumbling bricks, tangled undergrowth and pristine natural settings of these dilapidated but majestic sites. The question is how much longer they can survive. Wherever hikers stop on the wall, they are increasingly likely to find litter, graffiti and peasant-operated tourist traps. 35  
40
- 6 Still, the damage is relatively minor around Huanghua-cheng. In the backcountry, far from Beijing's oversight, progress is the only priority. In Inner Mongolia, part of a sentry-post wall dating back more than 2,200 years has been demolished to make 45

way for the construction of highways. To the west, some parts of the wall have entirely disappeared beneath the sands of the expanding Gobi Desert, thanks to decades of overgrazing and reckless land use. No one has any magic recipes for saving the wall. Beijing has some cultural-relics regulations to protect the roughly 400 miles in its direct jurisdiction, but no one seems to enforce them. The fact that all commercial structures are banned within a quarter mile or so of the wall has not kept entrepreneurs in Huanghuacheng from putting up several restaurants, a modern hotel complex and even a mobile-phone repeater station right on top of an ancient watchtower. 50

- 7 Some of the wall's problems are beyond human legislation and modern technology. One of its oldest standing fragments is a rammed-earth barricade some 50 yards long and 12 feet high at Yumengyuan, Inner Mongolia, not far from the wall's western tip. The ancient builders used a kind of adobe made from soil, straw, tamarisk, egg yolk and rice paste. Now it's disintegrating, and no one can repair it. "We no longer know how," says Luo Zhewen, one of China's foremost wall experts. "We just cannot meet the old standards." 55 60

**END OF INSERT**

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Copyright Acknowledgements:

- Text 1 © <http://bmdp.org/>, 2015  
 Text 2 © David Palneade, *The Last Man's Reward*, 1996.  
 Text 3 © Melissa Liu; 'The Late Great Wall; *Newsweek*, June 2002.

CGS/S4MYE2016/ELP2

Class:

Register No:

Name:



CRESCENT GIRLS' SCHOOL  
SECONDARY FOUR  
MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE

1128/02

PAPER 2 COMPREHENSION

29 April 2016

1 hour 50 minutes

**ANSWER BOOKLET 1 – SECTIONS A & B ONLY**

**READ THESE INSTRUCTIONS FIRST**

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

Hand in **all Answer Booklets** separately.

Write in dark blue or black ink.

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

Answer **all** questions.

Write your answers in the spaces provided in this Answer Booklet.

The Insert contains the texts for all the sections.

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

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

## SECTION A (5m)

## TEXT 1

Refer to the print advertisement (TEXT 1) on page 2 of the Insert and answer Questions 1-3.

1. In the heading, the words "RIGHT NOW" are emphasised. What is the intended effect of this? (1m)

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2. Refer to the information presented. Why does the illustration only show half a face? (1m)

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3. (i) What is the purpose of the exhibition? (2m)

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- (ii) How does the exhibition achieve its purpose? (1m)

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**SECTION B (20m)**

**TEXT 2**

Refer to TEXT 2 on Pages 3 and 4 of the Insert and answer Questions 4-13.

- 4. With reference to Paragraph 1, explain fully why Albert had to concentrate 'more than usual' (lines 3-4). (2m)

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- 5. In Paragraph 2, the writer describes the roar of the empty logging truck. Using three details from the paragraph, explain how the language used shows that the engine of the truck was powerful. (3m)

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- 6. Explain fully why you think Albert 'did not turn around' (line 12). (2m)

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7. With reference to Paragraph 3, the author describes the pool as 'inviting' (line 15). Which **phrase** in the **following paragraph** shows that Albert was looking forward to an enjoyable experience? (1m)

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8. (i) In Paragraph 5, what does the phrase 'weightlessness of a space walker' (lines 26-27) tell us about Albert's state of mind? (1m)

---

---

- (ii) Why would he feel that way? (1m)

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9. In Paragraph 6, the writer compares the log's movement to that of a crocodile. Explain what the descriptions tell us about its movement. (2m)

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10. 'Pain shot down into his neck and shoulders and tore at his back, sharp at first and then dull, and then gone. Everything was gone. Everything was black.' (lines 31-33)

- (i) With reference to the lines above, explain how the writer uses the **sentences** to create a contrast. (1m)

---

---

- (ii) What is the effect of this contrast? (1m)

---

---

11. Find the words in Paragraph 7 which suggest:

- (i) A continuous or prolonged dull pain: \_\_\_\_\_ (1m)  
 (ii) Feeling pain in a series of regular beats: \_\_\_\_\_ (1m)

12. What was different about Albert's 'waiting' in the last paragraph as compared to the one before he went for a swim? (1m)

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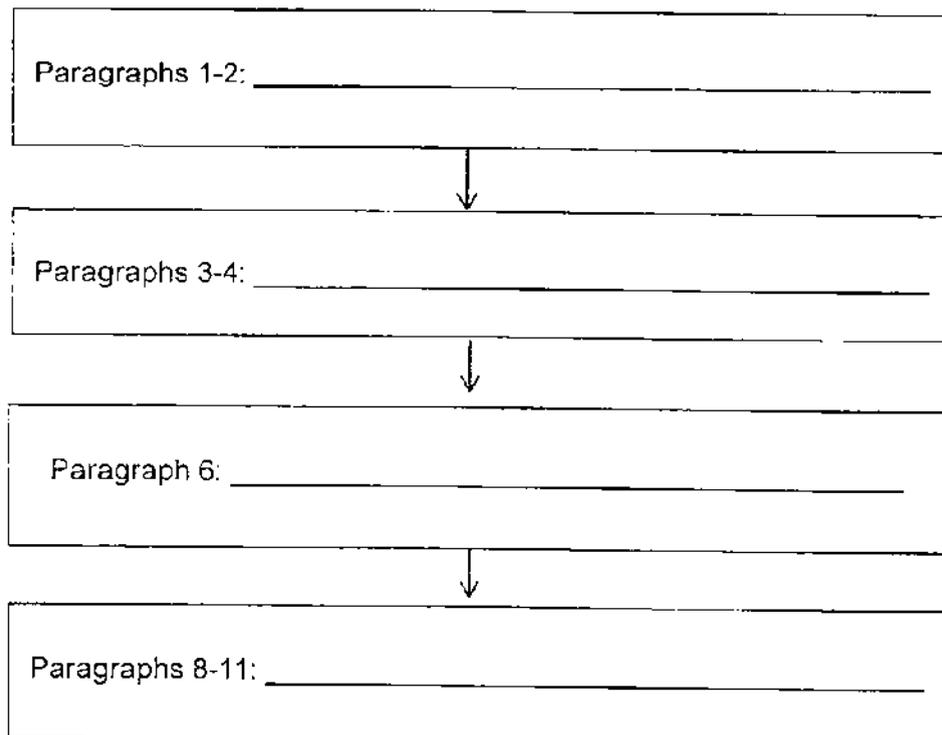
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13. Complete the flow chart below by choosing one sentence from the box to summarise what Albert might do at each stage of the story. There are some extra sentences in the box you do not need to use. (3m)

**Albert's actions**

He instinctively tried to duck, chin to chest, trying to pull in like a turtle.
He tried to decide whether they were being considerate or just wanted to protect the cards.
He looked towards the rock and saw his friends running towards him.
He savoured the feeling of floating, of flying, of freedom.
He shuddered at the thought of what could have happened.
He felt the air suddenly cool as it rushed past his face.
He contemplated if he should take a dip.

**Flow Chart**





Class:	Register No:	Name:
 <p><b>CRESCENT GIRLS' SCHOOL</b> <b>SECONDARY FOUR</b> <b>MID-YEAR EXAMINATION 2016</b></p> <p><b>ENGLISH LANGUAGE</b> <span style="float: right;"><b>1128/02</b></span></p> <p><b>PAPER 2 COMPREHENSION</b> <span style="float: right;"><b>29 April 2016</b></span></p> <p style="text-align: right;"><b>1 hour 50 minutes</b></p> <p><b>ANSWER BOOKLET 2 – SECTION C ONLY</b></p>		

**READ THESE INSTRUCTIONS FIRST**

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

Hand in **all Answer Booklets** separately.

Write in dark blue or black ink.

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

Answer **all** questions.

Write your answers in the spaces provided in this Answer Booklet.

The Insert contains the texts for all the sections.

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

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

## SECTION C (25m)

## TEXT 3

Refer to TEXT 3 on Pages 5 and 6 of the Insert and answer Questions 14-22.

14. In Paragraph 1, what does the word 'quibble' suggest about the nature of arguments that have been raised about the Great Wall of China? (1m)

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15. With reference to Paragraph 2, what is the primary reason for the extreme difficulty in determining which part of the Great Wall of China to preserve? (1m)

---



---

16. 'It's lost its sense of history' (line 24). What could have led Zhang to make this comment? (1m)

---



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17. According to Paragraph 3, what can be said about the characteristic of the people in Beijing when the writer feels that they do not 'seem to mind' (line 25) about the damage that is taking place to the Great Wall? (1m)

---



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18. 'These days you run a gauntlet of aggressive hawkers brandishing trinkets and offering to take your picture dressed as an emperor or a modern Chinese Army general' (lines 31-33).

What do the underlined words suggest about the way the hawkers treat any tourist who visit the place? (1m)

---



---

19. Here is part of a conversation between two students, Jenny and Louis, who have read the article.

**Jenny:** The bad condition of the Great Wall of China is due to neglect.

**Louis:** Not only that, it is made worse by human activity.

(a) Identify any **two** examples from Paragraph 5 that Jenny can give to support her view. (1m)

---

---

(b) How would Louis explain his position with reference to Paragraph 5? (1m)

---

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20 With reference to Paragraph 6, explain why the Gobi Desert is expanding. **Answer in your own words.** (2m)

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---

21. 'Now it's disintegrating, and no one can repair it' (line 59). What tone is the writer creating in this sentence? (1m)

---

---

22. **Using your own words as far as possible**, summarise the threats and factors that cause the Great Wall of China to be in danger of being destroyed. (15m)

**Use only information from Paragraphs 5 to 7.**

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

The Great Wall of China is disappearing partly due to \_\_\_\_\_

---







Class:

Register No:

Name:



CRESCENT GIRLS' SCHOOL  
SECONDARY FOUR  
MID-YEAR EXAMINATION 2016

ENGLISH LANGUAGE

1128/02

PAPER 2 COMPREHENSION

29 April 2016

1 hour 50 minutes

**ANSWER BOOKLET 1 – SECTIONS A & B ONLY**  
**Mark Scheme**

**READ THESE INSTRUCTIONS FIRST**

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

Hand in all Answer Booklets separately.

Write in dark blue or black ink.

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

Answer all questions.

Write your answers in the spaces provided in this Answer Booklet.

The insert contains the texts for all the sections.

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

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

**SECTION A (5m)**

**TEXT 1**

Refer to the print advertisement (TEXT 1) on page 2 of the insert and answer Questions 1-3.

1. In the heading, the words "RIGHT NOW" are emphasised. What is the intended effect of this? (1m)

(Engagement with Text in Visual)  
(LO2: Use contextual clues & make inferences based on contextual information)

To show the urgency of the issue that there are many people waiting for a lifesaving match.

Acceptable Answer	Unacceptable Answer/Remark
The dire need of a bone marrow match requires immediate action.	Urgency of the situation (too vague – need to explain what the situation is) The issue is still ongoing/happening. Persuade the reader to donate their bone marrow now (need to rephrase the word 'now')

2. Refer to the information presented. Why does the illustration only show half a face? (1m)

(Engagement with Text in Visual)

(LO2: Use contextual clues & make inferences based on contextual information)

To show that all that stands between a patient with bone marrow disease and survival is any ordinary person/individual yet to be found who is a bone marrow match for the patient / has the same genetic profile as the patient.

Acceptable Answer	Unacceptable Answer/Remark
To show that some of these patients whose lives have been <u>laid apart</u> by the illness.	Patients can be made whole / missing a vital organ / lost part of their face/ they are half a person (too literal)

3. (i) What is the purpose of the exhibition? (2m)

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

To inform potential donors that they should step forward and be tested to see if they are a match for any of the patients with bone marrow disease [1] so that they can help save those patients by donating their bone marrow [1]

Acceptable Answer	Unacceptable Answer/ Remark
To raise awareness about how the lives of the patients have been transformed after the transplant [1] so that potential donors will be inspired to donate their bone marrow [1]	Encourage people to donate (how?) Encourage people to donate their blood (???) Encourage the donors to share their stories (X wrong audience) Many focused on lives torn apart but forgot about being saved.

- (ii) How does the exhibition achieve its purpose? (1m)
- (Inferential comprehension)  
(LO3: Evaluate information for promise of ideas)

The exhibition features the inspiring stories of bone marrow donors and their recipients, and shows the potential donors how they have the power to save a life.

Acceptable Answer	Unacceptable Answer/ Remark
... and shows how they would have a life-changing impact / make a huge difference to the lives of the patients	Many repeated the answers from the question above. Sympathise with the patients (X exhibition shows transformation of lives) Promote on social media ?

SECTION B (20m)

TEXT 2

Refer to TEXT 2 on Pages 3 and 4 of the Insert and answer Questions 4-13.

4. With reference to Paragraph 1, explain fully why Albert had to concentrate 'more than usual' (lines 3-4). (2m)

(Literal & inferential comprehension)  
(LO2: Scan for details & distinguish cause from effect; Scan for details & make inferences based on contextual clues)

As he was taking the lead for the first time, he had to lead the rest in the correct direction as well as look out for dangers in front of them. He may not need to be so vigilant if he was merely following the rest. [1m]

On top of that, he was carrying additional weight and needed to balance properly on his bike so that he would not topple over/lose control. [1m]

5. In Paragraph 2, the writer describes the roar of the empty logging truck. Using three details from the paragraph, explain how the language used shows that the engine of the truck was powerful. (3m)

(Language for Impact)  
(LO2: Scan for details)  
(LO3: Demonstrate understanding of how a writer's style can impact the reader's interpretation)

"blew past" – the truck was going at high speed  
"blur of black tires and chrome wheels" – truck was going very fast that it was difficult to make out anything in detail / wheels were turning very quickly  
"like a small tornado" – cause a violent/forceful/vigorous whirring  
"thundered on" – it made loud noises while moving

Acceptable Answer	Unacceptable Answer/ Remark
"like a small tornado" – X destructive (too much impact), strong (vague) "thundered on" – Excess denies if mentioned that the truck was moving quickly "its horn blasting" – nothing about the engine "air deafened for an instant and then exploded" – does not show anything about the truck	

6. Explain fully why you think Albert 'did not turn around' (line 12). (2m)

(Literal & Inferential comprehension)  
 (LO2: Scan for details & distinguish cause from effect; Scan for details & make inferences based on contextual clues)

He was shaken by what had happened [1m from wobbled] and did not want Nick to see the look of panic on his face [1m]

[Textual Clues – Albert wobbled to a stop and stared...]

Acceptable Answer	Unacceptable Answer/ Remark
1) In shock, traumatised	Nick was mocking him (but Nick was nervous)
2) embarrassed	In awe of the truck
	Did not want to lose focus

7. With reference to Paragraph 3, the author describes the pool as 'inviting' (line 15). Which phrase in the following paragraph shows that Albert was looking forward to an enjoyable experience? (1m)

(Quotation)  
 (LO2: Identify and analyse techniques)

Whipped off his hat, shoes, and T-shirt

Acceptable Answer	Unacceptable Answer/ Remark
	He whipped off his hat, shoes, and T-shirt. (This is a sentence)
	Many gave answers from paragraph 3!

8. (i) In Paragraph 5, what does the phrase 'weightlessness of a space walker' (lines 26-27) tell us about Albert's state of mind? (1m)

(Inferential/Language for Impact)  
 (LO2: Make inferences based on implied information)  
 (LO3: Recognise writer's intention through the use of literary language; Evaluate information for premise of ideas)

It was one of freedom.

Acceptable Answer	Unacceptable Answer/ Remark
Relaxed, relieved	Free (too vague)
Free from responsibility/burden, liberated	Calm, carefree, exhilarated, light-headed

(ii) Why would he feel that way? (1m)

Because he was no longer burdened with the task of looking after the (precious) tackle box full of baseball trading cards

Acceptable Answer	Unacceptable Answer/ Remark
He did not have to look after the box of baseball cards	Forgot about his worries (vague)
	No longer burdened about lending his friends (Not the context of the turn of events)

9. In Paragraph 6, the writer compares the log's movement to that of a crocodile. Explain what the descriptions tell us about its movement. (2m)

(Inferential/Language for Impact)  
 (LO2: Make inferences based on Implied Information)  
 (LO3: Recognise writer's intention through the use of literary language; Evaluate information for premise of ideas)

From Passage	Explanation of the log's movement
'slipped into the pool quickly and silently like a crocodile on the hunt' (lines 28-29)	The log's movement was stealthily (fast and quiet)
'pivoting in a lazy whirlwind' (line 29)	Also accepted: sneaky, discreet Not accepted: smooth
	The log was moving around in circles slowly (waiting for its prey)
	Also accepted: spinning, rotating, turning Not accepted: patently

10. Pain shot down into his neck and shoulders and tore at his back, sharp at first and then dull, and then gone. Everything was gone. Everything was black. (lines 31-33)

(Elements of Style)  
 (LO3: Demonstrate general awareness of how the writer's use of language varies according to the purpose and audience for the writing to achieve impact)

(i) With reference to the lines above, explain how the writer uses the sentences to create a contrast. (1m)

The writer uses a long descriptive sentence to show how long Albert was in pain, followed by two short sentences

Acceptable Answer	Unacceptable Answer/ Remark
	Vivid verbs

(ii) What is the effect of this contrast? (1m)

It dramatically conveys the suddenness / abruptness of Albert's unconsciousness after he felt the pain.

Acceptable Answer	Unacceptable Answer Remark
	How long Albert was in pain
	X soon, short, quick his pain was gone

11. Find the words in Paragraph 7 which suggest:

(Quotation)  
(LO2: Identify and analyse techniques)

- (i) A continuous or prolonged dull pain: ached (1m)
- (ii) Feeling pain in a series of regular beats: throbbed (1m)

12. What was different about Albert's waiting in the last paragraph as compared to the one before he went for a swim? (1m)

(Compare & Contrast)  
(LO2: Make inferences based on Implied Information)  
(LO3: Recognise writer's intention through the use of literary language; Evaluate Information for premise of ideas)

At the beginning, Albert was eager to release all responsibility for keeping the box safe but at the end, he volunteered to look after the cards and wait until the others were done.

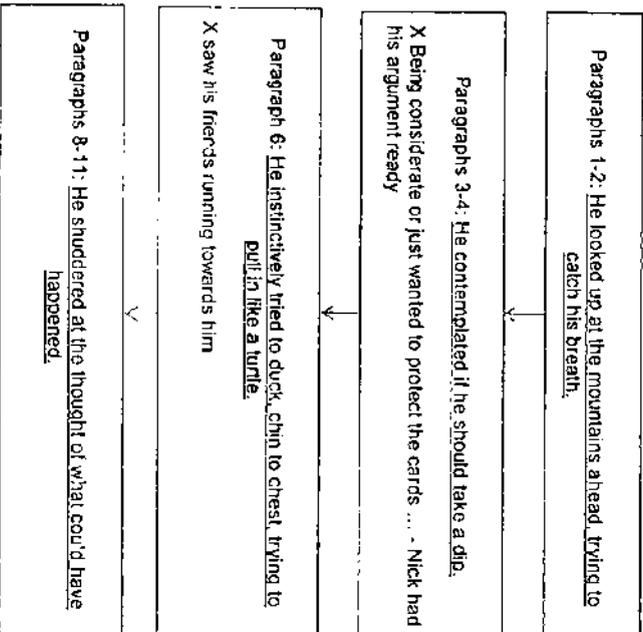
Acceptable Answer	Unacceptable Answer/ Remark
Anticipation to go swimming vs agony after swimming	Anticipation to open the box vs in agony after swimming (no comparison)

13. Complete the flow chart below by choosing one sentence from the box to summarise what Albert might do at each stage of the story. There are some extra sentences in the box you do not need to use. (3m)

Albert's actions
He instinctively tried to duck, chin to chest, trying to pull in like a turtle.
He tried to decide whether they were being considerate or just wanted to protect the cards.
He looked towards the rock and saw his friends running towards him.
He savoured the feeling of floating, of flying, of freedom.
He shuddered at the thought of what could have happened.
He felt the air suddenly cool as it rushed past his face.
He contemplated if he should take a dip.

(Evaluative)  
(LO4: Recognise the plot structure)

Flow Chart



Class:

Register No:

Name:



**CRESCENT GIRLS' SCHOOL  
SECONDARY FOUR  
MID-YEAR EXAMINATION 2016**

**ENGLISH LANGUAGE**

**1128/02**

**PAPER 2 COMPREHENSION**

**29 April 2016**

**1 hour 50 minutes**

**ANSWER BOOKLET 2 – SECTION C ONLY  
Mark Scheme**

**READ THESE INSTRUCTIONS FIRST**

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

Hand in all Answer Booklets separately.

Write in dark blue or black ink.

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

Answer all questions.

Write your answers in the spaces provided in this Answer Booklet.

The insert contains the texts for all the sections.

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

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

**SECTION C (25m)**

**TEXT 3**

Refer to TEXT 3 on Pages 5 and 6 of the insert and answer Questions 14-22.

14. In Paragraph 1, what does the word 'quibble' suggest about the nature of arguments that have been raised about the Great Wall of China? (1m)

(Vocabulary / Language for Impact)

(LO3: Recognise writer's intention through the use of words)  
(LO3: Deduced meaning of words)

They are unimportant / trivial.

<b>Acceptable Answer</b> They are unnecessary / pointless.	<b>Unacceptable Answer/ Remark</b> - The arguments are baseless / not valid. - They are not scientifically proven. - They are exaggerated. - The people like to argue.
---	--

15. With reference to Paragraph 2, what is the primary reason for the extreme difficulty in determining which part of the Great Wall of China to preserve? (1m)

(Literal Comprehension)

(LO2: Scan for details)

There are too many such sites along the Great Wall.

<b>Acceptable Answer</b> - It is too large-scale. - There is too much wall to consider. - The wall is too long.	<b>Unacceptable Answer/ Remark</b> - They are in ruins.
--	--

16. 'It's lost its sense of history' (line 24). What could have led Zhang to make this comment? (1m)

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

He could be disappointed by how the historical site is exploited for commercial purposes / business purposes.

<b>Acceptable Answer</b> - The place has been used mainly to earn money / for commercial reasons.	<b>Unacceptable Answer/ Remark</b> - The area around the wall is packed with tour buses, T-shirt vendors, photo stands and a huge, grinning likeness of Colonel Sanders clutching an oversized bucket of fried chicken --- This does not show the reason.
--	--

17. According to Paragraph 3, what can be said about the characteristic of the people in Beijing when the writer feels that they do not seem to mind? (line 25) about the damage that is taking place to the Great Wall? (1m)

(Inferential)  
(LO2: Make Inferences to draw conclusions from contextual information)

They are materialistic.

Acceptable Answer	Unacceptable Answer/ Remark
They only want to make money. They are driven by money.	- They are unconcerned / indifferent / nonchalant / selfish

18. These days you run a gauntlet of aggressive hawkers brandishing trinkets and offering to take your picture dressed as an emperor or a modern Chinese Army general' (lines 31-33).

What do the underlined words suggest about the way the hawkers treat any tourist who visit the place? (1m)

(Vocabulary/Language for Impact)  
(Vocab LO2: Deduce meaning of words from how they relate to one another)  
(LO3: Recognise writer's intention through the use of words)

In a group, they surround the tourist and overwhelm them.

Acceptable Answer	Unacceptable Answer/ Remark
- They descend upon the tourists and overwhelm them with what they can offer - The tourists are swamped by the hawkers	- They attack the tourists. - They convince the tourists. - They treat the tourists aggressively. - They are friendly towards the tourists.

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

Jenny: The bad condition of the Great Wall of China is due to neglect.

Louis: Not only that, it is made worse by human activity.

(a) Identify any two examples from Paragraph 5 that Jenny can give to support her view. (1m)

(Literal Comprehension)  
(LO2: Scan for details)

- The indifference of impoverished locals who seek to eke out a living from hikers and wall walkers.
- that of county authorities who are always willing to take a bribe to look the other way when locals violate the few existing preservation laws

Acceptable Answer	Unacceptable Answer/ Remark
	- Dilapidated but majestic sites - wild walls - crumbling bricks - dilapidated sites

(b) How would Louis explain his position with reference to Paragraph 5? (1m)

(Literal Comprehension)  
(LO2: Scan for details)

Litter, graffiti and peasant-operated tourist traps can be found at the Great Wall of China.

Acceptable Answer	Unacceptable Answer/ Remark
	The hikers litter, vandalise and set up tourist traps

22. With reference to Paragraph 6, explain why the Gobi Desert is expanding. Answer in your own words. (2m)

(Vocabulary)  
(LO2: Paraphrase ideas)

Recast: degrees of overgrazing; reckless land use

It is because too many animals have been eating grass in that area for many years.

It is also caused by lack of proper caution / concern in managing the land.

Acceptable Answer	Unacceptable Answer/ Remark
	Overgrazing: Many animals eat grass / eat the vegetation for some years / several years (Taboo words: grazing) Reckless land use: People do not use the land wisely / People use the land dangerously (Taboo words: use, usage)

23. Now it's disintegrating, and no one can repair it' (line 59). What tone is the writer creating in this sentence? (1m)

(Language for impact)  
(LO2: Recognise the writer's intention)

One of helplessness

Acceptable Answer	Unacceptable Answer/ Remark
resignation / hopelessness / despair / despondent / pessimistic / defeated / gloomy	Sarcastic / disapproval / serious

23. Using your own words as far as possible, summarise the threats and factors that cause the Great Wall of China to be in danger of being destroyed. (15m)

Use only information from Paragraphs 5 to 7.

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

The Great Wall of China is disappearing partly due to \_\_\_\_\_

(Summary)  
(LO2: To summarise and paraphrase ideas)

From Passage	Own Words
1. But <u>tacky tourism</u> isn't the most serious threat besieging the wall.	Tacky tourism (Tacky = cheap and tasteless)
2. It's <u>indifference of impoverished locals who seek to eke out a living from hikers and "wall walkers,"</u> and	It is worsened by the nonchalance of the poor locals trying to make ends meet through visitors / make money
3. <u>That of county authorities who are always willing to take a bribe to look the other way when locals violate the few existing preservation laws.</u>	and the corrupt authorities (X – authorities neglect the locals)
3b. In fact, most of the wall is <u>unrestored "wild wall."</u> Imperial history still resonates through the crumbling bricks, tangled undergrowth and pristine natural settings of these dilapidated but majestic sites.	The (condition of the) wall has been neglected.
4. <u>Wherever hikers stop on the wall, they are increasingly likely to find litter, graffiti and peasant-operated tourist traps.</u>	The rubbish, graffiti and tourist traps run by farmers contribute to worsening condition. (X – pollution / human activity)
5. In Inner Mongolia, part of a century-post wall dating back more than 2,200 years has been <u>derelict</u> to make way for <u>the construction of highways.</u>	In Inner Mongolia, the wall was torn down for building highways. (X - construction of infrastructure / roads (urbanisation))

6 & 7. To the west, <u>some parts of the wall have entirely disappeared beneath the sands of the expanding Gobi Desert,</u> thanks to <u>decades of overgrazing and reckless land use.</u>	6. <u>Some parts have been lost to the expansion of the Gobi Desert,</u> (X – the walls / the wall is destroyed because of the Gobi Desert)
8. <u>No one has any magic recipes for saving the wall. Beijing has some cultural relics regulations to protect the roughly 400 miles of its direct jurisdiction, but no one seems to enforce them.</u>	7. <u>due to years of too many animals feeding on the grass and the lack of caution in using the land</u>  The wall is also threatened by the lack of enforcement of the cultural relics regulations.
8b. <u>The fact that all commercial structures are banned within a quarter mile or so of the wall has not kept entrepreneurs in Huanghuacheng from putting up several restaurants, a modern hotel complex and even a mobile-phone repeater station right on top of an ancient watchtower.</u>	Commercial structures are built around it / near it. (X – infrastructure is built around it)
9. <u>No one can repair it. "We no longer know how," says Luo Zhenen, one of China's foremost wall experts. "We just cannot meet the old standards."</u>	The experts do not know how to restore the crumbling wall / No one knows how to repair it.

END OF SECTION C





**CEDAR GIRLS' SECONDARY SCHOOL**  
**Preliminary Examination Two 2016**  
**Secondary Four**

**Section A [10 marks]**

CANDIDATE  
 NAME

\_\_\_\_\_

CLASS

INDEX  
 NUMBER

**ENGLISH LANGUAGE**

**1128/01**

Paper 1 Writing  
 INSERT

11 August 2016  
 1 hour 50 minutes

**READ THESE INSTRUCTIONS FIRST**

This insert contains Section A.

Write your answers in the spaces provided.

This document consists of 2 printed pages.

[Turn over

Carefully read the text below, consisting of 13 lines, about cities. 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.

✓

Through the current fashion is to blame causes such as energy, food and water shortages for urban decline through the centuries, the truth was far more cities have fallen due to a breakdown in security. If the menace is internal disorder or external threat, history has shown repeated that once a city can no longer protect its inhabitants, they inevitably flee and the city slides in decline and even extinction. Many of the earliest cities of antiquity – in places as dispersed as Mesopotamia, China, India and Mesamerica – shrank and ultimately disappeared after being overrun by more violent but often far less civilized peoples or even small bands of Brigands who either detested urban civilization and had little use for its arts. A best known example of security-driven collapse, of course is Rome. Europe would not again see such a proliferation of secure and well peopled cities of the Roman empire until well into the 19<sup>th</sup> century.

For Examiner's Use	
Section A	





**CEDAR GIRLS' SECONDARY SCHOOL**  
**Preliminary Examination Two 2016**  
**Secondary Four**

Section B [30 marks]

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

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

As the Welfare Secretary of the Student Council, you have been tasked to come up with a proposal to revamp the Student Lounge. You have started a thread on the student forum to gather ideas and the most popular comments are shown on the web page.

Write a proposal to your Principal, stating clearly:

- three facilities mentioned on the forum which you would like to have in the lounge.
- reasons for your proposed facilities.
- a suggestion for an event at the revamped Student Lounge to commemorate the school's 60<sup>th</sup> Anniversary next year.

Write your proposal in clear, accurate English and in a polite but persuasive tone to convince your Principal to take up your ideas.

**Your should use your own words as much as possible.**

CANDIDATE NAME \_\_\_\_\_

CLASS   INDEX NUMBER

**ENGLISH LANGUAGE** **1128/01**

Paper 1 Writing **11 August 2016**

Additional Materials: Writing Paper (4 Sheets)  
 Insert **1 hour 50 minutes**

**READ THESE INSTRUCTIONS FIRST**

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

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

Section A is an insert.

For Section A write your answers in the spaces provided on the insert.

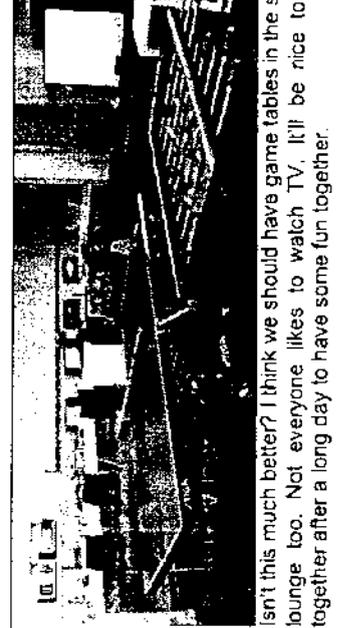
For Section B and Section C write your answers on the separate Answer Paper provided.

Write the section and question number before you begin.

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

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

### Student Lounge Discussion

 Jane	 Hey guys, check out this photo of a student lounge I found. Isn't it going to be so cool if we could have something like this in school? Snack machines to help fill us up when we get hungry after studying! 545
 Minah	Ya, nice tables for us to just sit around and read. And a nice sofa area with a TV behind for us to catch our favourite Korean Dramas! 522
 Judy	 Isn't this much better? I think we should have game tables in the student lounge too. Not everyone likes to watch TV. It'll be nice to come together after a long day to have some fun together. 335
 Preeya	I like the computers! The ones in the library are always occupied. It would be nice to have a few more for us to choose from. 215
 Minah	 This is my kind of game table! A game of pool would be nice. Who wants to play those childish games in Park's photo? 175
 Judy	Who are you calling childish? You think the school will allow us to bring in a pool table? This is the kind of game played only by juvenile delinquents like you! 120

### Section C [30 marks]

Begin your answer on a fresh sheet of paper.

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

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

1. Write about a time when you were embarrassed. Why will this incident always remain in your memory?
2. Does sport always contribute to harmony and understanding?
3. Describe a time when you experienced prejudice. What are some of your reflections from this incident?
4. Young people today are selfish. Do you agree?



**CEDAR GIRLS' SECONDARY SCHOOL**  
**Preliminary Examination Two 2016**  
**Secondary Four**

**ENGLISH LANGUAGE**

**1128/02**

Paper 2 Comprehension  
 Insert

11 August 2016  
 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 webpage below and answer Questions 1 - 4 in the Question Paper Booklet.

**HOW TO DESTROY CANADA'S ANCIENT BOREAL FOREST. IN 3 EASY STEPS.**

**STEP 1. PULL OUT A KLEENEX FACIAL TISSUE**

**STEP 2. PUT IT TO YOUR NOSE**

**STEP 3. BLOW**

Do you know? Canada's ancient Boreal forest, essential in the fight against global warming and home to woodland caribou and billions of migratory birds, is being clear-cut to supply the Kimberly-Clark Corporation with hundreds of thousands of trees to make disposable tissue products, including Kleenex facial tissue. Every day, the Boreal forest is flushed down the toilet or thrown away by unsuspecting consumers across the world.

By choosing more recycled fibre and less trees for its disposable tissue products, and by committing to environmentally sound logging operations, Kimberly-Clark could end its part in the destruction of ancient forests like the Boreal.

Tell Kimberly-Clark that you want it to stop destroying the Canada's Boreal forest. Visit [www.stopkleenex.com](http://www.stopkleenex.com)

**GREENPAGES**

Section B

Text 2

The text below describes a woman's train ride to New York with her husband in 1885. Read it carefully and answer Question 5 to 16 in the Question Paper Booklet.

- 1 As Mary lay in her berth, staring at the shadows overhead, the rush of roaring wheels was in her brain, driving her deeper and deeper into circles of wakeful lucidity. The sleeping-carriage had sunk into its night-silence. Through the wet window-pane she watched the sudden lights, the long stretches of hurrying blackness. Now and then she turned her head and looked through the opening at her husband's curtains across the aisle.
- 2 She wondered restlessly if he wanted anything and if she could hear him if he called. His voice had grown very weak within the last months and it irritated him when she did not hear. The suddenness of this change had found her so unprepared. A year ago their pulses had beat to one robust measure; both had the same lavish confidence in an exhaustless future. Now, like two faces looking at one another through a sheet of glass, they were close together, almost touching, but they could not hear or feel each other: the conductivity between them was broken. Doubtless the fault was hers. She was too impenetrably healthy to be touched by the irrelevancies of disease.
- 3 The routine of the sick-room bewildered her; the punctual administering of medicine seemed as idle as some uncomprehended religious ceremonial procedure. There were moments, indeed, when warm gushes of pity swept away her instinctive resentment of his condition, when she still found his old self in his eyes. But these moments had grown rare. Sometimes he frightened her; his sunken expressionless face seemed that of a stranger; his voice was weak and hoarse; his thin-lipped smile a mere muscular contraction. Her hand avoided his damp soft skin which had lost the familiar roughness of health; she caught herself furtively watching him as she might have watched a strange animal. How she had rejoiced when the doctors at last gave their consent to his going home! She knew, of course, what the decision meant; they both knew. It meant that he was to die; but they dressed the truth in hopeful euphemisms.
- 4 The first twenty-four hours had passed off well. He revived a little and it amused him to look out of the window and to observe the humours of the carriage. The second day he began to grow weary and to chafe under the dispassionate stare of the freckled child with the lump of chewing-gum. She had to explain to the child's mother that her husband was too ill to be disturbed; a statement received by that lady with a resentment visibly supported by the maternal sentiment of the whole carriage.
- 5 That night he slept badly and the next morning his temperature frightened her: she was sure he was growing worse. The day passed slowly, punctuated by the small irritations of travel. Watching his tired face, she traced in its contractions every rattle and jolt of the train, till her own body vibrated with sympathetic fatigue. She felt the others observing him too, and hovered restlessly between him and the line of interrogative eyes. The freckled child hung about him like a fly: offers of candy and picture-books failed to dislodge her. She twisted one leg around the other and watched him imperturbably. The porter, as he passed, lingered with vague offers of help, probably inspired by philanthropic passengers swelling with the sense that "something ought to be done" and one nervous man in a skull-cap was so audibly concerned, in deafening whispers, as to the possible effect on his wife's health.
- 6 The hours dragged on in a dreary inoccupation. Towards dusk, she sat down beside him and he laid his hand on hers. The touch startled her. He seemed to be calling her from far off. She looked at him helplessly and his smile went through her like a physical pang.

"We'll be there soon now."

"Yes, very soon."

"This time to-morrow--"

He nodded and they sat silent. When she had put him to bed and crawled into her own berth she tried to cheer herself with the thought that in less than twenty-four hours they would be in New York.

- 7 The next morning, she stepped to her husband's berth: it was time for him to take his early glass of milk. She leaned over him and drew up the shade. As she did so, she touched one of his hands. It felt cold. She bent closer, laying her hand on his arm and calling him by name. He did not move. She spoke again more loudly; she grasped his shoulder and gently shook it. He lay motionless. She caught hold of his hand again: it slipped from her limply...

Text 3

Section C

The text below describes the correlation between happiness and money. Read it carefully and answer Questions 1 to 22 in the Question Paper Booklet.

1 We claim we know that money can't buy happiness. In a TIME poll, when people were asked about their major source of happiness, money ranked 14th. Still, millions of us spend more time and energy pursuing the things money can buy than engaging in activities that create real fulfillment in life, like cultivating friendships, helping others and developing a spiritual sense. We behave as though happiness is one wave of a credit card away. Too many in society view expensive purchases as "shortcuts to well-being." But people are poor predictors of where those shortcuts will take them. Clinical depression is 3 to 10 times more common today than two generations ago. A recent study by Harvard Medical School estimated that each year, 1 in 15 Americans experience an episode of major depression. Money jangles in our wallets as never before, but we are basically no happier for it, and for many, more money leads to depression.

2 No doubt being poor causes unhappiness and frustration. However, the surprise is that after a person's income exceeds a certain level, money and happiness decouple and cease to have much to do with each other. Increasingly, research has shown that there is no significant relationship between how much money a person earns and whether he or she feels good about life. TIME's poll found that happiness tended to increase as income rose to \$50,000 a year. After that, more income did not have a dramatic effect. A psychologist found that members of the Forbes 400, some of the richest people in the world, were only a tiny bit happier than the public as a whole. Because those with wealth often continue to feel jealousy about the possessions or prestige of other wealthy people, even large sums of money may fail to confer well-being.

3 That seems true because of a phenomenon that sociologists call reference anxiety. According to that thinking, most people judge their possessions in comparison with others'. Our soaring reference anxiety is a product of the widening gap in income distribution. In other words, the rich are getting richer faster, and the rest of us are none too happy about it. During much of U.S. history, the majority lived in small towns or urban areas where conditions for most people were approximately the same—hence low reference anxiety. Also, most people knew relatively little about those who were living higher on the hog. But in the past few decades, new economic forces have changed all that. Rapid growth in income for the top 5% of households has brought about a substantial cohort of people who live notably better than the middle class does, amplifying our reference anxiety. That wealthier minority is ever upsizeing their mansions and spending more on each change of clothes than others spend on a month's rent. It all feeds the anxiety of a growing middle class (who are worried about their existing status), even when the middle is doing OK. Meanwhile, television and the Web make it easier to know how the very well off live and advertisers continuously implore us to buy more in a never-ending consumption arms race.

4 Paradoxically, it is the very increase in money—which creates the wealth so visible in today's society—that triggers dissatisfaction. As material expectations keep rising, more money engenders only more desires. When people move up the economic ladder, most almost immediately stop feeling grateful for their elevated circumstances and focus on what they still don't have. People believe that, whatever their income level, they need more to live well. We seem conditioned to think we do not have enough, even if objectively our lives are comfortable. Only if we think our lot is improving, would happiness follow. In fact, research has shown that people's expectations about the future may have more influence on their sense of well-being than their current state does. People living modestly but

anticipating better days to come are likely to be happier than people living well but not looking forward to improvements in their living standards. That being the case, high standards of living ironically become an impediment to happiness. Fixated on always getting more, we fail to appreciate how much we have.

5 Psychology and sociology aside, there is a final reason money can't buy happiness: the things that really matter in life are not sold in stores. Love, friendship, family, respect, a piece in the community, the belief that your life has purpose—those are the essentials of human fulfillment, and they cannot be purchased with cash. Therefore, having money rather than meaning is a formula for discontent. Too many have made materialism and the cycle of work and spend their principal goals. Then they wonder why they don't feel happy.

Acknowledgements

Text 1: Adapted from Google.com

Text 2: Adapted from A Journey by Edith Wharton

Text 3: Adapted from Money: The Real Truth About Money By Gregg Easterbrook





**CEDAR GIRLS' SECONDARY SCHOOL**  
**Preliminary Examination Two 2016**  
**Secondary Four**

Sector A [5 marks]

CANDIDATE NAME

CLASS   INDEX NUMBER

**ENGLISH LANGUAGE** **1128/02**

Paper 2 Comprehension 11 August 2016

1 hour 50 minutes

Candidates answer on the Question Booklet.

Additional Materials: Insert, 1 sheet of writing paper

**READ THESE INSTRUCTIONS FIRST**

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

Write in dark blue or black pen.

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

Answer all questions.

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

The insert contains the texts for all the sections.

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

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

For Examiner's Use	
Section A	
Section B	
Section C	

**Text 1**

Refer to the webpage (Text 1) to answer Questions 1-4.

1 Refer to the section 'How to destroy Canada's ancient Boreal forest in 3 easy steps'. What effect is this intended to have on the reader? [1]

2 Read the paragraph following the title 'Do you know?'. What are the repercussions on the environment if consumers continue to use disposable tissue products by Kimberly Clark Corporation? [2]

3 In what way is this description 'Every day, the Boreal forest is flushed down the toilet' effective? [1]

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

Turn over

**Section B (20 marks)**

Refer to Text 2 to answer Questions 5-16.

5 According to paragraph 1, why was Mary unable to sleep? Answer in your own words. (1)

---



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6 In paragraph 1, identify two expressions of no more than five words each which emphasize the fast speed of the train. (2)

---



---



---

7 From lines 8-12, give one way in which the writer emphasizes the change in the couple's relationship. (1)

---



---

8 In paragraph 2, why did Mary claim that 'the fault was hers'? Answer in your own words. (2)

---



---



---

9 The writer describes the administering of medicine to Mary's husband as 'some uncomprehended religious ceremonial procedure'. (line 15) What does this description suggest about how the medical treatment appears to Mary? (2)

'uncomprehended'	
'religious ceremonial procedure'	

10 What is unusual about Mary 'rejoicing' when the doctors gave the consent for her husband to go home? (line 22) (1)

---



---

11 Suggest why the passenger displayed 'a resentment, visibly supported by the maternal sentiment of the whole carriage', paying special attention to the italicised words. (lines 29-30) (2)

---



---

12 A child passenger is described as 'a fly'. (line 36) What does this suggest about Mary's feeling towards the child? (1)

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13 Explain how the language used in paragraph 5 emphasizes the displeasure of the passengers on the train. Support your ideas with two details from the paragraph. [2]

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14 In paragraph 7, how did the writer create a contrast between Mary's actions and her husband's response? [1]

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---

15 What could have happened to Mary's husband at the end of the passage? [1]

---



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16 The structure of the text reflects Mary's feelings throughout the train ride. Complete the flow chart by choosing one word from the box to summarize the main feeling experienced by Mary in the narrative. There are some extra phrases in the box that you do not need to use.

Mary's feelings

Hope	Worry	Revulsion
Anger	Belligerence	Panic
		Exhaustion

Flow chart

Lines 4-8: (i) \_\_\_\_\_ ↓

Lines 18-21: (ii) \_\_\_\_\_ ↓

Lines 44-49: (iii) \_\_\_\_\_ ↓

Lines 51-54: (iv) \_\_\_\_\_ ↓

[4]

Section C [25 marks]

Refer to Text 3 to answer Questions 17-22.

17 In paragraph 1, what is contradictory about the way people understand happiness? Answer in your own words. [2]

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---

---

18 What is ironic about expensive purchases being viewed as 'shortcuts to well-being' (line 6)? [2]

---

---

---

19 Identify a word from paragraph 2 that shares the same meaning as the phrase 'no significant relationship' (line 15). [1]

---

---

20 "That wealthier minority is ever upsizeing their McMansions." (lines 31-32)

(i) What does the writer mean by "McMansions"? [1]

---

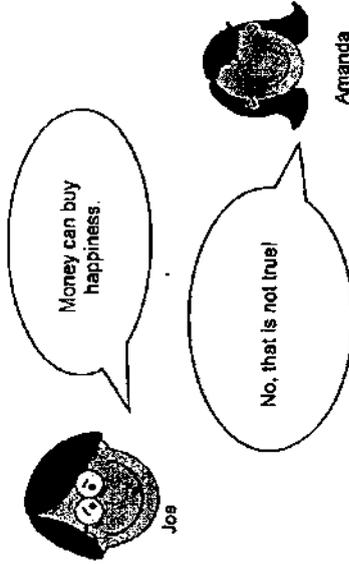
---

(ii) What is the writer's tone? [1]

---

---

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



(i) Identify one example from paragraph 2 to support Joe's view. [1]

---

---

(ii) Explain with reference to paragraph 5 why Amanda feels as she does. [2]

---

---

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**Section A [10 marks]**

Carefully read the text below, consisting of 13 lines, about cities. 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

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.

✓

Though the current fashion is to blame causes such as energy, food and water shortages for urban decline through the centuries, the truth was far more cities have fallen due to a breakdown in security. If the menace is internal disorder or external threat, history has shown repeated that once a city can no longer protect its inhabitants, they inevitably flee and the city slides in decline and even extinction. Many of the earliest cities of antiquity – in places as dispersed as Mesopotamia, China, India and Mesoamerica – shrank and ultimately disappeared after being overrun by more violent but often far less civilized peoples or even small bands of Brigands who either detested urban civilization and had little use for its arts. A best known example of security-driven collapse, of course is Rome. Europe would not again see such a proliferation of secure and well peopled cities of the Roman empire until well into the 19<sup>th</sup> century.

1 is

2 Whether

3 repeatedly

4 protect

5 into

6

7 overrun

8

9 or

10 The



## Section A [5 Marks]

Text 1

Refer to the webpage (Text 1) to answer Questions 1-4.

1. Refer to the section **How to destroy Canada's ancient Boreal forest in 3 easy steps**. What effect is this intended to have on the reader? [1]
  - To surprise/shock the reader into reconsidering the harm caused by their consumption of facial tissue.

Not accepted:

- (X) to capture reader's attention to read on (the whole section is given)
- (X) to encourage the reader to discontinue the use of Kleenex products
- (X) to cause the reader to feel guilty for using Kleenex products, thus encouraging them to discontinue the use of Kleenex products.
- (X) To warn/remind/make the reader aware of the harm caused by using facial tissue.

**Writer's Intention/Language for Impact**

2. Read the paragraph following the title 'Do you know?'. What are the repercussions on the environment if consumers continue to use disposable tissue products by Kimberly-Clark Corporation? [2]

It contributes to global warming [1] and destroys the natural habitat of woodland caribou and migratory birds. [1] Accepted: More trees will be cut down. [1]

*Contextual clue: Canada's ancient Boreal forest, essential in the fight against global warming and home to woodland caribou and billions of migratory birds, is being clear-cut to supply the Kimberly-Clark Corporation with hundreds of thousands of trees to make disposable tissue products, including Kleenex facial tissue.*

**Literal**

3. In what way is this description 'Every day, the Boreal forest is flushed down the toilet effective? [1]

It highlights how callously the Boreal forest is destroyed.

It highlights how the Boreal forest is destroyed for a trivial reason. It shows how the destruction of the Boreal forest is such a waste. Need to look at idiomatic use of the phrase 'down the toilet'  
(X) It effectively shows the large amount of wastage made (literal meaning)

**Writer's intention/Language for Impact**

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1

4. Which sentence gives the main purpose of the webpage? [1]

'Tall Kimberly-Clark that you want it to stop destroying the Canada's Boreal forest.'

Not accepted:

- (X) Visit [www.stopkleenex.com](http://www.stopkleenex.com)
- Inferential

Text 2

Refer to Text 2 to answer Questions 5 -16.

**Paragraph 1**

5. According to paragraph 1, why was Mary unable to sleep? Answer in your own words. [1]

Because the (wheels of) train was moving noisily. [1]

*Contextual clue: rush (speed) of roaring (noisy) wheels, driving her deeper and deeper (process of intensifying) into circles of wakeful lucidity (clarity/alertness/vigilance)*

Not accepted: (X) the train was noisy. (Could be referring to interactions in the train)

(X) It was too noisy. (What is the 'it'?)

(X) bright flashes of lights

(X) worried about her husband

**Vocabulary (paraphrasing)**

6. In paragraph 1, identify two expressions of no more than five words each which emphasize the fast speed of the train. [2]

- Rush of the roaring wheels
- (Long stretches of) Hurrying blackness
- Sudden lights

Any two of the above.

**Vocabulary (quotation)****Paragraph 2**

7. From lines 8-12, give one way in which the writer emphasizes the change in the couple's relationship. [1]

Through the use of juxtaposition, she contrasts the close relationship they had a year ago/ in the past with the distant relationship they have now. OR

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2

She uses contrast / comparison?? to demonstrate the close relationship they had a year ago/ in the past with the distant relationship they have now.

Key idea: contrast/comparison/juxtaposition (No marks given if this is not mentioned)

Contextual clues: A year ago their pulses had beat to one robust measure; both had the same Jewish confidence in an exhaustless future. Now, like two faces looking at one another through a sheet of glass they were close together, almost touching, but they could not hear or feel each other: the conductivity between them was broken.

**Writer's Intention/ Language for Impact**

8. In paragraph 2, why did Mary claim that the fault was hers? **Answer in your own words.** [2]

Since she had not been struck by a serious illness before/ has always been fit [1], she couldn't understand what her ill-stricken husband was going through or how to attend to his needs. [1]

Contextual clues: Doubtless the fault was hers. She was too impenetrably healthy (never this sick before) to be touched by the irrelevancies of disease. (The routine of the sick-room bewildered her; this punctual administering of medicine seemed as idle as some uncomprehended religious ceremonial procedure.

(At the start of paragraph 2: She wandered restlessly if he wanted anything and if she could hear him if he called. His voice had grown very weak within the last months and it irritated him when she did not hear.)

(x) Mary had never been ill before  
(x) Mary did not have the same illness as her husband's

**1 Mark (Vocabulary - paraphrasing), 1 Mark (Inferential)**

**Paragraph 3**

9. The writer describes the administering of medicine to Mary's husband as 'some uncomprehended religious ceremonial procedure.' (line 15) What does this description suggest about how the medical treatment appears to Mary? [2]

uncomprehended'	Foreign/unfamiliar Indecipherable/baffling/perplexed/ Cannot understand / mysterious (x) bizarre, illogical, incomprehensible
-----------------	---

'religious ceremonial procedure'	ritual/rife/routine/fixe set of steps/systematic /sequential (x) holy practice, practice (x) rigid Note: Religious routine accepted
----------------------------------	---

**(Vocabulary - paraphrasing)**

10. What is unusual about Mary 'rejoicing' when the doctors gave the consent for her husband to go home? (line 22) [1]

The doctor's decision meant that the husband was about to die, but she appeared to be happy about it. [1]

Contrast must be highlighted.

**Literal**

**Paragraph 4**

11. Suggest why the passenger displayed 'a resentment visibly supported by the maternal sentiment of the whole carriage', paying special attention to the italicised words. (lines 29-30) [2]

She felt it was unfair, irresponsible of Mary to bring a sick person on the train [1], causing those on board to be worried/concerned that the disease/virus would spread to their loved ones. [1]

[One mark for specifying the act that caused the resentment]

[One mark for explaining maternal sentiment]

**Inferential**

**Paragraph 5**

12. A child passenger is described as 'a fly'. (line 36) What does this suggest about Mary's feeling towards the child? [1]

Mary felt irritated/annoyed (for hovering around her husband). [1]

Mary students wrote "Mary felt the child was annoying." / Found the child a pest or nuisance or bothersome (Accepted)

**Inferential**

13. Explain how the language used in paragraph 5 emphasizes the displeasure of the passengers on the train. Support your ideas with two details from the paragraph. [2]  
NOTE: Students need to either make mention of literary device / technique used or mention how certain words emphasises something / creates an impact.

The judgement and suspicion of the passengers are conveyed through the personification of the eyes in the phrase 'the line of interrogative eyes.' [1]

Through the use of exaggeration or oxymoron in the phrase (audibly concerned) 'in deafening whispers', the concern of a nervous man highlights how the passengers / many passengers were so clearly gossiping about Mary's husband's condition / Although it's mere muttering or murmurs, awareness/attention was deliberately drawn to the inconvenience caused by Mary, making her feel uncomfortable. [1]

Quote and explanation must both be present in order to be awarded a mark. Students need not specify the writer's technique as long as they quote the correct phrase.

Some wrote 'swelling with the sense that something ought to be done', and 'tingered with vague offers of help'. This is language use but wrong answer as it doesn't show displeasure.

**Contextual clues:** She felt the others observing him too, and hovered restlessly between him and the line of interrogative eyes. The freckled child hung about him like a fly; offers of candy and picture-books failed to dislodge her; she twisted one leg around the other and watched him imperturbably (composed) The porter, as he passed, tingered with vague offers of help, probably inspired by philanthropic passengers swelling with the sense that "something ought to be done," and one nervous man in a skull-cap was audibly concerned, in deafening whispers, as to the possible effect on his wife's health.  
**Language for Impact**

**Paragraph 7**

14. In paragraph 7, how did the writer create a contrast between Mary's actions and her husband's response? [1]

Students are required to give a technique used by the writer, instead of merely paraphrasing the text. The focus should be on what the writer is doing rather than what Mary did.

The writer uses a long sentence to describe the consecutive actions of Mary, followed by a short sentence to show the reaction of Mary's husband. (sentence length)

The writer directly placed their opposite reactions side by side. (juxtaposition)

With each of Mary's actions, a sentence that described the lack of motion of the husband followed. (stylistics)

The writer describes Mary's actions as affectionate and desperate while her husband's response is described to be lifeless and limp (diction)

**Writer's intention/ Language for Impact**

15. What could have happened to Mary's husband at the end of the passage? [1]

He died/ passed away. [1]

**Inferential**

16. The structure of the text reflects Mary's feelings throughout the train ride. Complete the flow chart by choosing one word from the box to summarise the main feeling experienced by Mary in the narrative. There are some extra phrases in the box that you do not need to use. [4]

Hope	Worry	Revulsion
Anger	Belligerence	Panic
		Exhaustion

**Flow Chart**

Lines 4-8: (1) Worry

Lines 18-21: (ii) Revelation

Lines 44-49: (iii) Hope  
 (x) exhaustion: 'she tried to cheer herself with the thought of reaching her destination soon.'

Lines 51-54: (iv) Panic

Lines 4-8: Now and then she turned her head and looked through the opening at her husband's curtains across the aisle. She wondered restlessly if he wanted anything and if she could hear him if he called. His voice had grown very weak within the last months and it irritated him when she did not hear. The suddenness of this change had found her so unprepared.

Lines 18-21: Sometimes he frightened her; his sunken expressionless face seemed that of a stranger; his voice was weak and hoarse; his thin-lipped smile a more muscular contraction. Her hand avoided his damp soft skin, which had lost the familiar roughness of health; she caught herself furtively watching him as she might have watched a strange animal.

Lines 44-49: "We'll be there soon now." "Yes, very soon." "This time to-morrow--" He nodded and they sat silent. When she had put him to bed and crawled into her own berth she tried to cheer herself with the thought that in less than twenty-four hours they would be in New York.

Lines 51-54: She leaned over him and drew up the shade. As she did so she touched one of his hands. It felt cold. She bent closer, laying her hand on his arm and calling him by name. He did not move. She spoke again more loudly; she grasped his shoulder and gently shook it. He lay motionless. She caught hold of his hand again; it slipped from her limply...

Text 3

Refer to Text 3 to answer Questions 17 - 22.

Paragraph 1

17. In paragraph 1, what is contradictory about the way people understand happiness?  
 Answer in your own words. [2]

We claim we know that money can't buy happiness.	<b>Banned words:</b> Buy, purchase Claim, know
Still, millions of us spend more time and energy pursuing the things money can buy than engaging in activities that create real fulfilment in life, like cultivating friendships, helping others and developing a spiritual sense.	<b>Banned words:</b> Spend, buy, purchase Money (things money can buy) Monetary value

- People declare/assert/profess/state that they are aware that they cannot acquire/obtain/gain happiness through materialistic acquisitions, [1], but they still focus on chasing material wants. [1]
- They are aware that meaningful undertakings brings genuine happiness [1] but they still focus on chasing material well-being. [1]
- Note: They focus on chasing material well-being rather than more meaningful undertakings which brings genuine happiness. [1 mark only as awareness is not present]

One mark for stating people's recognition/awareness of what truly brings happiness.  
 One mark for stating their actual behaviour or focus on materialistic wants.

Contradiction: the statement of a position opposite to one already made/ at odds or run counter to what one already said.

Contextual clue: We claim we know that money can't buy happiness. In a TIME poll, when people were asked about their major source of happiness, money ranked 14th. Still, millions of us spend more time and energy pursuing the things money can buy than engaging in activities that create real fulfilment in life, like cultivating friendships, helping others and developing a spiritual sense. We behave as though happiness is one wave of a credit card away. Too many in society view expensive purchases as "shortcuts to well-being."

Literal/ vocabulary

18. What is ironic about expensive purchases being viewed as 'shortcuts to well-being' (line 6)? [2]

They lead one to depression/worsen one's well-being [1] rather than being a faster way to improve/boosting one's well-being. [1]

They lead one to depression/worsen one's well-being rather than improve/boosting one's well-being. [1 mark only for missing the explanation for 'shortcut']

(X) It is ironic because even though people nowadays have a lot of money to spend on exorbitantly-priced purchases, there is an increase in the number of people being depressed and unhappy.

*Contextual clue: Too many in society view expensive purchases as "shortcuts to well-being." But they are poor predictors of where those shortcuts will take them. Clinical depression is 3 to 10 times more common today than two generations ago.*

Contrast must be shown.

Inferential / language for Impact?

Paragraph 2

19. Identify a word from paragraph 2 that shares the same meaning as the phrase 'no significant relationship' (line 15). [1]

Decouple [1]

Inferential/ Vocabulary

Paragraph 3

20. "That wealthier minority is ever upstizing their McMansions." (lines 31-32)

(i) What does the writer mean by "McMansions"? [1]

He is referring to the (unnecessarily / excessively) large houses of the wealthy minority.

Ok - huge properties

(X) focus should not be on the act of enlarging or upstizing the houses

(ii) What is the writer's tone? [1]

Sarcastic/ caustic/ mocking

[x] cynical

[x] disapproving of the rich (not finding fault with the rich - focus is on middle class being  
 Note: "Those who gave more than one answers – one wrong, all wrong."  
 [x] The author is caustic and disapproving  
 [x] The author is being cynical, sarcastic and showing disapproval.

Inferential/ Vocabulary

Paragraphs 2 & 5

Joe	Money can buy happiness.
Amanda	No, that is not true!

21.

i) Identify one example from paragraph 2 to support Joe's view. [1]

TIME's poll found that happiness tended to increase as income rose to \$50,000 a year. [1]

(X) No doubt being poor causes unhappiness and frustration

(X) A psychologist found that members of the Forbes 400, some of the richest people in the world, were only a tiny bit happier than the public as a whole.

ii) Explain with reference to paragraph 5 why Amanda feels as she does. [2]

Because fulfilling relationships and purpose/meaning in life which bring happiness to one cannot be bought with money [1]. In addition, money only generates discontent/dissatisfaction rather than happiness. [1]

Need to specify what the things that really matter in life are (e.g. love, friendship or provide human fulfillment) are not sold in stores.

*Contextual clue: Psychology and sociology aside, there is a final reason money can't buy happiness: the things that really matter in life are not sold in stores. Love, friendship, family, respect, a place in the community, the belief that your life has purpose—those are the essentials of human fulfillment, and they cannot be purchased with cash. Therefore, chasing money rather than making it a formula for discontent. Too many have made materialism and the cycle of work and spend their principal goals. Then they wonder why they don't feel happy.*

Literal

22. Using your own words as far as possible, summarise the changes that lead to reference anxiety, and why people are never satisfied. [15]

**Use only information from paragraphs 3 to 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).

One of the changes that lead to reference anxiety is...

<b>Part 1: Changes that lead to reference anxiety</b>	
1	widening gap in income distribution (line 24) Growing disparity in people's earnings/ the expansion in income inequality.
2	Rapid growth in income for the top 5% of households has brought about a substantial cohort of people who live notably better than the middle class does, amplifying our reference anxiety. (line 28-31) <i>(Example illustrating same idea as 'live notably better': wealthier minority is ever upsizeing their McMansions and spending more on each change of clothes than others spend on a month's rent.)</i>
3	It all feeds the anxiety of a growing middle class (who are worried about their existing status), even when the middle is doing O.K. (lines 33-34) Fuelling the latter's increasing concerns of upholding their standing/prestige, despite them already living comfortably.
4	During much of U.S. history, the majority lived in small towns or urban areas where conditions for most people were approximately the same (lines 26-27) This is a deviation from the past when people have similar living standards.
5	Also, most people knew relatively little about those who were living higher on the hog. (line 28) And are unaware of/ do not interact much with people better off than them.
6	Meanwhile, television and the Web make it easier to know how the very well off live (line 35) Now, social media and broadcast conveniently inform people of the living standards of the rich, increasing reference anxiety
<b>Part 2: Why people are never satisfied</b>	
7	and advertisers continuously implore us to buy more in a never ending consumption arms race. (line 36) / As material expectations keep rising. (line 38) People feel dissatisfied when they have to keep up with increasing materialistic pursuit instigated by media and society.
8	more money may engender only more desires. (lines 39) OR Fixated on always getting more (line 48) Having more cash generates more yearnings/ wants

9	When people move up the economic ladder, most almost immediately stop feeling grateful for their elevated circumstances (lines 40) OR we fail to appreciate how much we have (lines 48-49) And focus on what they still don't have (lines 40-41) OR	And make people cease to be thankful with/recognize what they have.
10	People believe that, whatever their income level, they need more to live well. (lines 41-42) OR We seem conditioned to think we do not have enough (lines 42) Only if we think our lot is improving, happiness follows (line 43) OR	As they consider themselves always lacking/insufficient to lead a satisfied life OR they are concerned with what they do not have
11	People living modestly but anticipating better days to come are likely to be happier than people living well but not looking forward to improvements in their living standards. (lines 45-47) High standards of living ironically become an impediment to happiness. (lines 47-48)	We are only happy if there's expectation of progress in our material well-being.
12		Thus, leading a quality lifestyle filled with comfort oddly/paradoxically prevents people from feeling satisfied.

**From passage:**

**Paragraph 3**

That seems true because of a phenomenon that sociologists call reference anxiety. According to that thinking, most people judge their possessions in comparison with others'. Our soaring reference anxiety is a product of the widening gap in income distribution. In other words, the rich are getting richer faster, and the rest of us are none too happy about it. During much of U.S. history, the majority lived in small towns or urban areas where conditions for most people were approximately the same—hence low reference anxiety. Also, most people knew relatively little about those who were living higher on the hog. But in the past few decades, new economic forces have changed all that: Rapid growth in income for the top 5% of households has brought about a substantial cohort of people who live notably better than the middle class does, amplifying our reference anxiety. That wealthier minority is ever upsizeing their McMansions and spending more on each change of clothes than others spend on a month's rent. It all feeds the anxiety of a growing middle class (who are worried about their existing status), even when the middle is doing O.K. Meanwhile, television and the Web make it easier to know how the very well off live and advertisers continuously implore us to buy more in a never-ending consumption arms race.

## Paragraph 4

Paradoxically, it is the very increase in money--which creates the wealth so visible in today's society--that triggers dissatisfaction. As material expectations keep rising, more money engenders only more desires. When people move up the economic ladder, most almost immediately stop feeling grateful for their elevated circumstances and focus on what they still don't have. People believe that, whatever their income level, they need more to live well. We seem conditioned to think we do not have enough, even if objectively our lives are comfortable. Only if we think our job is improving, happiness follows. In fact, research has shown that people's expectations about the future may have more influence on their sense of well-being than their current state does. People living modestly but anticipating better days to come are likely to be happier than people living well but not looking forward to improvements in their living standards. That being the case, high standards of living ironically become an impediment to happiness. Fixated on always getting more, we fail to appreciate how much we have.

10. Wrong tense form- 'had' is the correct tense form here to denote action that has occurred in the past before another action took place.	5. Wrong article used – 'a' is the correct article as it is indefinite instead of 'the' which is a definite article.
9. Wrong conjunction – 'and' rather than 'or' is correct as there is an additional condition, not an alternative.	4. Parallel sentence structure – 'sons' is the correct word to parallel the use of the word 'daughters'.
8. ✓	3. Wrong relative pronoun – 'who' here refers to person(s), 'that' normally refers to object(s)
7. Wrong word form – the noun form, 'education' is the correct word form here instead of 'educating' the verb form.	2. Wrong preposition used – 'in' qualifies the prepositional phrase or situation 'neighbourhoods'.
6. Wrong tense form- 'was' is the correct tense form here to denote what happened in the past.	1. ✓

Explanation:

Modern female education in Singapore began in 1887, when an Australian Methodist missionary by the name of Sophia Blackmore opened the Methodist Girls' School in a shop-house on Short Street. She went door-to-door <u>at</u> Straits Chinese neighbourhoods 2 in to recruit new students, facing much resistance from Nonya mothers, <u>that</u> told her that 3 who their daughters can be stupid, but their <u>son</u> must be clever. Certain Nonya were even 4 sons suspicious that Blackmore might be <u>the</u> government spy sent to investigate household 5 a gambling, which <u>is</u> illegal. Impressed by her efforts, Straits Chinese progressives led 6 was a campaign for female <u>educating</u> themselves. In 1899, Lim Boon Keng and Song Ong 7 education Slang established the Straits Chinese Girls' School, later called the Singapore Chinese 8 ✓ Girls' School, to encourage <u>or</u> provide a suitable education for the Chinese girls. This 9 and education <u>has</u> little to do with female empowerment – the objective was to make 10 had Straits Chinese girls into better wives and mothers.
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DO NOT PRINT



Name of Candidate: \_\_\_\_\_ Class: \_\_\_\_\_

**BUKIT PANJANG GOVERNMENT HIGH SCHOOL**  
**Preliminary Examination 2016**  
**SECONDARY 4 EXPRESS / 4 NA / 5 NA**

**ENGLISH LANGUAGE** Syllabus 1128/01

Paper 1 Date: 2 August, 2016

Duration: 1 hr 50 mins

Time: 0745 to 0935

Additional Materials: Writing Paper

Read these instructions first.

Write your name, index number and class on the cover page.

Write in dark blue 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.

For Section A, write your answers in the spaces provided.

For Section B and Section C, write your answers on the writing paper provided.

At the end of the examination, hand in the three sections separately.

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

**Section A [10 marks]**

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

William Shakespeare was an English playwright and poet. He is generally considered to be the greatest dramatist the world had ever known and the finer poet who has written in the English language. Shakespeare has also been the world's more popular author. No other writer's plays have been produced so much: times or read so widely in so many countries. 4  
Many reasons can be given for Shakespeare's broad appeal. But his fame basically rest on his understanding of human nature. Shakespeare 5 understood people for few other artists have. He could see in a specific dramatic situation the qualities that relate to all human beings. He could thus create characters that have meaning beyond the time as place of his plays. 7  
Yet their characters are not symbolic figures. They are remarkably individual human beings. 9

Setter: Mrs Hoe Tou Hwa [Turn over]

This paper consists of 5 printed pages.

### Section B [30 marks]

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

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

The R.O.D. (Run-Out-Date) marks the end of the student's time in his or her co-curricular activity (CCA). The teacher-in-charge of your CCA wants to organise an R.O.D. event for the Secondary 4 and 5 students to thank them for their contributions.

As the President of your CCA, you have been tasked to suggest ways of making this event a successful and memorable one. After much discussion, you and your team shortlisted three suggestions from those collected from the CCA members.

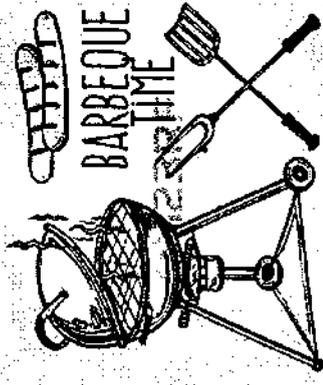
You have been asked to choose the best idea for the purpose and present the details to the teacher-in-charge and her team of teachers.

Write a speech to be presented to the teachers manning the CCA to

- justify your choice
- explain in detail why you think this will be the best way to make the event a meaningful one.
- give details on how the event can be organised.

Write your speech in clear, accurate English and in a persuasive tone to convince the teachers that your choice is the most suitable.

Your committee shortlisted three ideas :



#### Hakim's Idea

"We could organize a barbecue with the theme *Memories Under the Stars*. Teenagers like barbecues as the atmosphere is relaxed and informal. It also brings people closer together as there will be opportunity for them to interact and mingle for the last time as schoolmates. Besides the booking fees for the barbecue pits and the cost of the food, there is no need for other expenses; so it is a low-cost affair. The only concern is the weather."

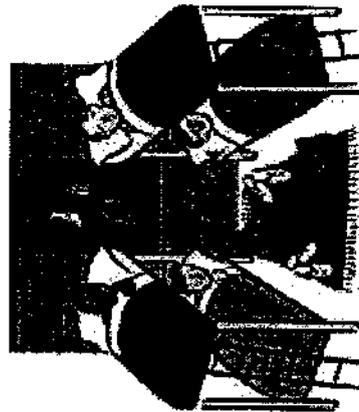
#### Chi Hang's Idea

"Why don't we make use of the school hall for this event to make it a more memorable one? Our school hall is not only air-conditioned, it is also spacious enough to accommodate all our CCA members and even some guests. We will set up round tables where students can enjoy a five-course dinner from a reputable catering company. After that, there could be a dance contest for those who wish to participate."



#### Kalling's Idea

"It will be an experience for many students if we hold the event at a chalet where we stay over for the night. We will also get an opportunity to learn to work together, make choices, take responsibility, develop creative skills, build independence and self-reliance, and gain confidence."



**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 experiences you had with people who behaved in an unacceptable way. What effects did these have on you?
2. "People waste food and measures put in place to address this are not effective." Examine the truth of this statement. Suggest one other way to reduce food wastage in Singapore.
3. Write about the ways in which your school promotes healthy living. How do you incorporate some of these ways in your life?
4. "Repetitive play in violent video games can lead to the perception that violent behaviour is acceptable." What are your views?

- END OF PAPER -





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

**BUKIT PANJANG GOVERNMENT HIGH SCHOOL**

Preliminary Examination 2016

**SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)**

**Section A [5 marks]**

**Text 1**

Refer to the poster in the Insert for Questions 1 to 5.

**ENGLISH LANGUAGE**  
Paper 2  
**Syllabus 1128**  
Date: 2 August, 2016  
Duration: 1 hr 50 mins  
Time: 1045h – 1235h

Read these instructions first.

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

Answer all questions.

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

The insert contains the texts for all the sections.

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

1 Who is the target audience of this poster? [1]

2 Refer to the image at the top left of the poster. What is the effect of the words 'Saving Gaia' on the reader? [1]

3 How does the image of the tree at the top of the poster complement the text? [1]

4 Refer to the text in the poster. State one way in which the writer involves the reader in this poster. [1]

5 Pick out the phrase in paragraph 3 which shows the consequence of failing to save Gaia. [1]

**Section B [20 marks]**

Refer to Text 2 in the Insert for Questions 6 to 16.

6 In paragraph 2, what does the word 'flushed' tell us about Eckels' reaction towards Travis' words?

[1]

7 In paragraph 2, Lesperance repeated his instruction, 'Stay on the Path. Stay on the Path.' What is the purpose of this repetition?

[1]

8 (i) Who does 'His Royal Majesty' (line 13) refer to?

[1]

(ii) Why is he being referred to as 'His Royal Majesty'?

[1]

9 In paragraph 3, how does the writer create the dramatic effect of the arrival of the dinosaur?

[1]

10 (a) In paragraph 4, the writer states that the dinosaur might examine 'men like toys'. What does this description suggest about how the men appeared to the dinosaur?

[1]

10 (b) In paragraph 4, the writer describes the dinosaur in detail. Explain how the language used in lines 25 to 27 shows how intimidating the dinosaur was. Support your ideas with three details from these lines.

[3]

(i)

(ii)

(iii)

11 In paragraph 4, the writer states 'It ran with a gliding ballet step, far too poised and balanced for its ten tons.' What does this sentence tell us about how the dinosaur moved?

[1]

12 (a) Identify two expressions, each of not more than seven words, in paragraph 5 which tell us that the dinosaur could not be killed.

[2]

(i)

(ii)

12 (b) Why do you think the writer describes the rifle as 'a toy gun' (line 33)?

[1]

13 In paragraph 6, which word suggests that the dinosaur could not be killed easily?

[1]

14 The writer describes the dinosaur to be 'crusted with slime' and 'in the slime, tiny insects wriggled' (line 39). What does the writer want the reader to feel towards the dinosaurs with these descriptions?

[1]

15 What does 'the first motion' (line 49) refer to?

[1]

16

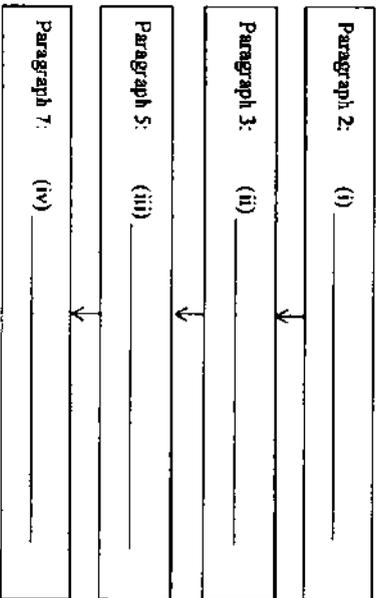
The structure of the text reflects Eckels' main feelings as the events unfold. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box you do not need to use.

[4]

Eckels's feelings

confident    worried    high-spirited    terrified    awed    regret    anguished

Flow chart



Refer to Text 3 in the Insert for Questions 17 – 23.

17 What is suggested by the writer when he uses the word 'belief' in line 19?

[1]

18 Pick out the expression in paragraph 1 that shows the writer's uncertainty of the cause of the plight of the little people.

[1]

19 (i) Identify the expression in paragraph 4 that tells us that the existence of the Kingdom of the Little People has more critics than visitors.

[1]

(ii) Explain the expression in *your own words*.

[1]

20 Why do you think the Little People are often "isolated, ridiculed or even driven to suicide" (lines 27-28) in their own villages?

[1]

21 "In contrast, the bright mushroom-shaped homes in the park..." (line 40) What is the writer's purpose of showing the contrast between the dwarves' working place and their homes?

[1]

22 Here is part of a conversation between two students, Alice and Alan, who have read the article.



Alice

I think the Kingdom of the Little People is home for the dwarves.



Alan

But here the dwarves are confined in the Kingdom to serve as entertainers.



Section B

Text 2

This passage is about a group of men who travelled back to the time of dinosaurs to hunt a Tyrannosaurus rex.

Read the text carefully and answer Questions 6 to 16 in the Question Paper or Booklet.

1 They were ready to leave the Machine. The jungle was high and the jungle was broad and the jungle was in entire world forever and forever. Sounds like music and sounds like flying tennis filled the sky, and those were pterodactyls soaring with cavernous grey wings, gigantic bats of delirium and night fever.

2 Eckels, balanced on the narrow Path, aimed his rifle playfully. "Stop that!" said Travis. "Don't even aim for fun, blast you! If your guns should go off..." Eckels flushed. "Where's our Tyrannosaurus?" Lesperance checked his wristwatch. "Up ahead. We'll bisect his trail in sixty seconds. Look for the red paint! Don't shoot till we give the word. Stay on the Path. Stay on the Path!" They moved forward in the wind of morning. "Safety catches off, everyone!" ordered Travis. "You, first shot, Eckels. Second, Billings. Third, Kramer." "I've hunted tiger, wild boar, buffalo, elephant, but now, this is it," said Eckels.

3 "Ah," said Travis. Everyone stopped. Travis raised his hand. "Ahead," he whispered. "In the mist. There he is. There's His Royal Majesty now." The jungle was wide and full of whistlings, rustlings, murmurs, and sighs. Suddenly it all ceased, as if someone had shut a door. Silence. A sound of thunder. Out of the mist, one hundred yards away, came Tyrannosaurus Rex. "It," whispered Eckels. "It..." "Sh..."

4 It came on great oiled, resilient, striding legs. It towered thirty feet above half of the trees, a great evil god, folding its delicate watchmaker's claws close to its oily reptilian chest. Each lower leg was a piston, a thousand pounds of white bone, sunk in thick ropes of muscle, sheathed over in a gleam of pebbled skin like the mail of a terrible warrior. Each thigh was a ton of meat, ivory, and steel mesh. And from the great breathing cage of the upper body those two delicate arms dangled out front, arms with hands which might pick up and examine men like toys, while the snake neck coiled. And the head itself, a ton of sculptured stone, lifted easily upon the sky. Its mouth gaped, exposing a fence of teeth like daggers. Its eyes rolled, ostrich eggs, empty of all expression save hunger. It closed its mouth in a death grin. It ran, its pelvic bones crushing aside trees and bushes, its taloned feet clawing damp earth, leaving prints six inches deep wherever it settled its weight. It ran with a gliding ballet step, far too poised and balanced for its ten tons. It moved into a sunlit area warily, its beautifully reptilian hands feeling the air.

5 "It can't be killed," Eckels pronounced this verdict quietly, as if there could be no argument. He had weighed the evidence and this was his considered opinion. The rifle in his hands seemed a toy gun. "We were fools to come. This is impossible."

6 "Shut up!" hissed Travis. "Turn around," commanded Travis. "Walk quietly to the Machine. We'll remit half your fee." "I didn't realize it would be this big," said Eckels. "I miscalculated, that's all. And now I want out."

The Tyrant Lizard raised itself. Its armored flesh glittered like a thousand green coins. The coins, crusted with slime, steamed. In the slime, tiny insects wriggled, so that the entire body seemed to twitch and undulate, even while the monster itself did not move. It exhaled. The stink of raw flesh blew down the wilderness.

7

"Get me out of here," said Eckels. "It was never like this before. I was always sure I'd come through alive. I had good guides, good safaris, and safety. This time, I figured wrong. I've met my match and admit it. This is too much for me to get hold of!" "Don't run," said Lesperance. "Turn around. Hide in the Machine." "Yes," Eckels seemed to be numb. He looked at his feet as if trying to make them move. He gave a grunt of helplessness. He took a few steps, blinking, shuffling. "Eckels, no that way!"

8 The Monster, at the first motion, lunged forward with a terrible scream. It covered one hundred yards in six seconds. The rifles jerked up and blazed fire. A windstorm from the beast's mouth engulfed them in the stench of slime and old blood. The Monster roared, teeth glittering in the sun.

Adapted from 'A Sound of Thunder' by Ray Bradbury

Section C

Text 3

This article is about a theme park in Yunnan that features comic performances by people with dwarfism.

Read it carefully and answer Questions 17 to 23 in the Question Paper Booklet.

1 Rumour has it, according to those who live in Yangsi, that a mysterious disease befell the little village more than 60 years ago. Young children between the ages of five and seven were most affected, and the disease caused them to simply stop growing. As if the mystery affliction was not bad enough, some of the children struck by it started suffering from a variety of disabilities. As adults, some of the afflicted gave birth to children who also only grew to around 1 metre in height.

2 At the Kingdom of the Little People, a cast of entertainers and staffers exclusively shorter than 51 centimetres dance and sing in exotic outfits for twice-daily shows.

3 This community of Chinese little people ranging in age from 19-49 live together in dorms with specially designed amenities for their small statures, sharing meals in a communal dining hall. Visitors to the park can watch their performances on a terraced stage and tour the whimsical, mushroom-like structures of the "kingdom" where they work and live.

4 Opened in 2009, the Kingdom of the Little People, in the countryside near Kunming, has arguably drawn more ferocious barbs of criticism than it has visitors, with overseas pressure groups labelling it cruel and exploitative.

5 However, the Kingdom of the Little People's creator and its residents have convincingly argued that the park provides the only opportunity for acceptance and economic prosperity available in China. The workers are treated respectfully and are able to earn a self-reliant living. Performers speak of an equality and acceptance in the "kingdom" that is not practised in the outside community.

6 More importantly, the performers say that working in the "kingdom" gives them an opportunity to earn a living in a country where the disabled get little help from society and are more commonly teased and cruelly neglected. The harsh truth, they say, is that most dwarves in China live miserable lives on the fringes of society, often begging or playing instruments in the street. At the Kingdom of the Little People, they have the unique opportunity to find not only gainful employment but comradeship and even love.

- 7 New recruits are plentiful more so than paying visitors. One or two a day arrive at the "kingdom" full of hope. Many are from rural villages, where, they say, they are often isolated, ridiculed and even driven to suicide. 30
- 8 To say the public reception given to the park has been mixed would be an understatement, however. 30
- 9 When it was featured in online English Language magazine, one reader labelled the park "grotesque and abhorrent" and commented, "I can't believe anyone with any sense can endorse this sort of thing. Furthermore, these people have been forced to live a life which is massively degrading. The whole venture should be boycotted." 35
- 10 Other disability campaigners argue that by isolating and showcasing the dwarves, the "kingdom" is reinforcing rather than diminishing prejudice towards little people. 35
- 11 On the other hand, another reader who is short said that the only time he felt at ease was among other short people. He thinks that it is a good idea to have these people have a place of their own. 40
- 12 In the evening, the dwarves pile into golf buggies that shuttle them to the dormitory blocks that are their real homes. In contrast to the bright, mushroom-shaped homes in the park, the dormitory blocks are grimly basic and similar to dwelling places of the mainland factory workers. Some dwarves here moan that the park is claustrophobic. They complain that life in the "kingdom" is like being "kept in a cage". 40
- 13 For others, however, friendships have flourished in an environment where, for the first time in their lives, they say, they are treated as normal human beings. Some dwarves found their spouses here too. Whatever the next chapter of the story brings, the creator of the "kingdom" and many of the dwarves believe they have already found their Happy Ever After. 45

*Adapted from 'It's a Small World: the Kingdom of the Little People'*  
*South China Morning Post*

\*\*\*\*\* End of Paper \*\*\*\*\*

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**BUKIT PANJANG GOVERNMENT HIGH SCHOOL**  
**PRELIMINARY EXAMINATION 2016**  
**SEC. 4ENAS6N ENGLISH LANGUAGE PAPER 1**  
**MARKING SCHEME**

**Section A [10 marks]**

Carefully read the text below, consisting of 12 lines. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no error. 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 at my destination at 2pm.

My mother always wears sensible clothes.

at  
✓

William Shakespeare was an English playwright and poet. He is generally  
considered to be the greatest dramatist the world had ever known and the 1 has  
fine poet who has written in the English language. Shakespeare has also 2 finest  
been the world's more popular author. No other writer's plays have been 3 most  
produced so much times or read so widely in so many countries. 4 many  
Many reasons can be given for Shakespeare's broad appeal. But his fame 5 ✓  
basically rest on his understanding of human nature. Shakespeare 6 rests  
understood people for few other artists have. He could see in a specific 7 as / like  
dramatic situation the qualities that relate to all human beings. He could thus 8 ✓  
create characters that have meaning beyond the time as place of his plays. 9 and  
Yet their characters are not symbolic figures. They are remarkably individual 10 his  
human beings.

\*\*\*\*\* The End \*\*\*\*\*



**MARKING SCHEME**

Section A [15 marks]

**Text 1**

Refer to the poster in the Insert for Questions 1 to 5.

1	Who is the target audience of this poster?  <b>The general public.</b>	[1]
2	Refer to the image at the top left of the poster. What is the effect of the words 'Saving Gaia' on the reader?  <b>The words 'Saving Gaia' appeal to the reader to help protect the environment / do his part for the environment.</b>	[1]
3	How does the image of the tree at the top of the poster complement the text?  <b>The image shows a tree without leaves / with bare branches which illustrates the idea that Gaia is dying / Gaia is affected by global warming</b>	[1]
4	Refer to the text in the poster. State one way in which the writer involves the reader in this poster.	[1]

5	<ul style="list-style-type: none"> <li>Use of 'you' to address / involve the reader</li> <li>OR</li> <li>The writer asks the reader a question, 'Will you help save Gaia?'</li> </ul> <p>X The writer uses words like "you", "we" and "our"</p> <p>X Using the second person point of view by using words like "you" and the first person "our"</p> <p>X The use of rhetorical question in the text involves the reader in doing their part to save the earth</p> <p>Pick out the phrase in paragraph 3 which shows the consequence of failing to save Gaia.</p> <p>'(surely) hasten Gaia's demise.'</p> <p>X "If we do nothing today, it will surely hasten Gaia's demise"</p>	[1]
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**Section B [20 marks]**

Refer to Text 2 in the Insert for Questions 6 to 16.

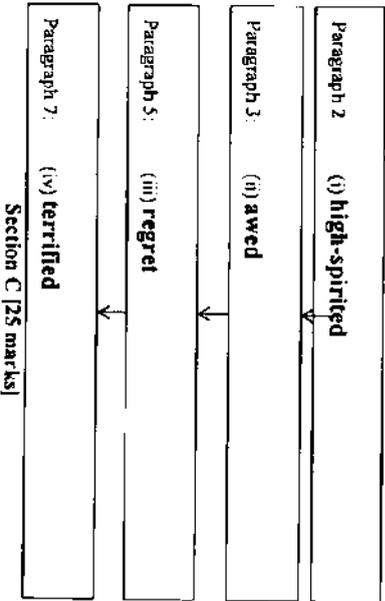
6	In paragraph 2, what does the word ' <del>highlight</del> ' tell us about <del>the</del> <del>importance</del> towards Travis' words?  <b>His face turned red as he was embarrassed.</b>	[1]
7	In paragraph 2, Lesperance repeated his instruction, 'Stay on the Path. Stay on the Path.' What is the purpose of this repetition?  <b>Lesperance wanted to emphasise / stress / highlight the importance of staying on the Path.</b>	[1]
8	Who does 'His Royal Majesty' (line 13) refer to?  <b>The Tyrannosaurus Rex</b>	[1]
	Why is he being referred to as 'His Royal Majesty'?	[1]

	<p>Note: the term 'royal majesty' is used to refer to a king.</p> <p>X – threatening / powerful  X – the jungle became quiet when it arrived  X – the men had been waiting to see the dinosaur for a long time</p>	
9	<p>In paragraph 3, how does the writer create the dramatic effect of the arrival of the dinosaur? Support your answer with evidence.  <b>Through contrast in 'Silence. A sound of thunder.'</b></p> <p><del>Refer to the Section 'General Comments'.</del></p> <p>X – evidence: 'titterings ... suddenly it all ceased ... silence' -&gt; this was before the arrival of the dinosaur  X – use of sounds</p>	[1]
10	<p>(a) In paragraph 4, the writer states that the dinosaur might examine 'men like toys'. What does this description suggest about how the men appeared to the dinosaur?  <b>The men seemed very / extremely / really small to the dinosaur.</b></p> <p><b>Other acceptable answers: tiny, minute</b></p> <p>X – small (the degree of smallness must be clearly stated)  X – puny / miniature</p>	[1]
10	<p>(b) In paragraph 4, the writer describes the dinosaur in detail. Explain how the language used in lines 25-32 shows how intimidating the dinosaur was.  Support your ideas with three details from these lines.</p> <p><del>Refer to the Section 'General Comments'.</del></p> <p><b>How to answer: 'quote' + 'explain'</b></p>	[3]
	<p>(i) <b>'a fence of teeth like daggers' suggests the sharpness of the dinosaur's teeth.</b></p> <p><b>Note: 'teeth' is plural (X – teeths)</b></p>	
	<p>(ii) <b>'empty of all expression save hunger' suggests that the dinosaur was hunting for food / prey as he was famished.</b></p> <p>X – very hungry (repetition of 'hunger')</p>	

	<p>(iii) <b>'death grin' suggests an evil / menacing look on the dinosaur's face as he was out to kill.</b></p> <p>X – he had a plan to kill / he was planning to kill  X – he was looking forward to kill  X – he was excited to kill</p>	
	<p>(iv) <b>'its pelvic bones crushing aside trees and bushes' suggests the great strength / power of the dinosaur</b>  X – the dinosaur was huge / very big [size]  <b>[Any 3 points]</b></p>	
11	<p>In paragraph 4, the writer states 'it ran with a gliding ballet step, far too poised and balanced for its ten tons'.  What does this expression tell us about how the dinosaur moved?  <b>It moved in a graceful / elegant manner despite its heavy / huge size.</b></p> <p><b>There are 2 parts to this answer. Students must explain the way it moved despite its big size. Analyse the expression carefully.</b></p> <p>X – movement: stable / unsteady / steady / slow  X – size: 'despite its size' -&gt; imprecise answer.</p>	[1]
12	<p>(a) Identify two expressions, each of not more than seven words, in paragraph 5 which tell us that Eckels was very sure that the dinosaur could not be killed.  <b>'as if there could be no argument'</b></p>	[2]
	<p>(ii) <b>'This is impossible'</b>  X – 'It can't be killed' -&gt; mere repetition of the question.</p>	
12	<p>(b) Why do you think the writer describes the rifle as 'a toy gun' (line 33)?  <b>To show how ineffective / useless the gun is to shoot the dinosaur</b></p> <p>The answer must show that the gun is inadequate to kill the dinosaur.  Acceptable answers: would not cause much damage / harm  X – could not kill / would not kill the dinosaur -&gt; Why? Need to be more specific</p>	[1]

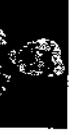
13	In paragraph 6, which word suggests that the dinosaur could not be killed easily? 'armored'	Majority answered this question correctly.	[1]
14	The writer describes the dinosaur to be 'crusted with slime' and 'in the slime, tiny insects wriggled' (line 39). State the writer's feeling towards the dinosaur.	<b>Disgusted / repulsed</b> Many students gave the answer 'disgusted'.	[1]
15	What does 'the first motion' (line 49) refer to? <b>Eckels moving towards the Machine</b>	X – the dinosaur lunging forward Students should read the sentence, 'The Monster, at the first motion, lunged forward with a terrible scream', carefully. It is obvious from this sentence that 'the first motion' does not refer to the dinosaur.	[1]
16	The structure of the text reflects Eckels' main feelings as the events unfold. 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.		[4]

<b>Eckels's feelings</b>	confident	worried	high-spirited	terrified	awed	regret	anguished
<b>Flow chart</b>							



Refer to Text 3 in the Insert for Questions 17 to 23.

17	What is suggested by the writer when he uses the word "befell" in line 17?	[1]
----	--	-----

18	- To show that something bad has happened - Something tragic has happened X It is suggested that the village was to suffer from misfortune as the disease as something that will cause negative effects on the people. Pick out the phrase to show the writer's uncertainty of the cause of the plight of the Little People. "Lumour has it."	[1]	
19	1 Identify the expression that tells us that the existence of the Kingdom of the Little People has more critics than visitors. "The drawn more ferocious bursts of criticism than visitors." 2 Explain the expression in your own words. There are more critics who condemned the existence of this place than the number of visitors here.	[1] [1]	
20	Why do you think the Little People are often "isolated, ridiculed or even driven to suicide" in their own villages? Due to their abnormal height, they are not accepted by the other villagers who are much taller and bigger/normal-sized people OR The Little People are considered to be freaks and therefore not accepted. X The Little People felt different from the normal people. X The Little People look different from the normal people. X This could be because of social stigma where prejudice is present. Because the Little People are different, they are being looked down upon. What is the writer's intent when he uses the words "In contrast..." in line 41?	[1] [1]	
21	Shows his disapproval / to arouse sympathy / to inform of issues of concern Here is part of a conversation between two students, Alice and Alan, who have read the article.	[1]	
22	 Alice I think the Kingdom of the Little People is an asylum for the dwarves. Here they find comradeship.	 Alan But here the dwarves are confined in the Kingdom to serve as entertainers.	[2]
	(i) Identify two examples from paragraphs 3 and 6 to support Alice's views. (a) "Starting meals in a communal dining hall" (b) "opportunity for acceptance"	[2]	

<p>(ii)</p> <p>Using your own words, what did Alan say to support his stand? Look specifically at paragraphs 10 and 12.</p> <p>(a) "kept in a cage" – the dwarves are kept in confinement / freedom curbed          (b) "they are being showcased as entertainers – kept in the kingdom to perform for paying visitors / tourists"  <i>Alan said that the dwarves were isolated and showcased, and they feel like they are being kept in a cage because the park is claustrophobic.</i>  <i>Alan can say that the park is a very enclosed area with a lack of spaciousness.</i></p> <p>Using your own words as far as possible, contrast what the supporters and the critics say about the living in the kingdom.</p> <p>Use only the information from paragraphs 5 to 10.</p> <p>Your summary must be in continuous writing (not note form). It must not be longer than 80 words, not counting the words given to help you begin.</p>	<p>[2]</p> <p>[15]</p>
<p>At the "Kingdom of the Little People" the performers are ...</p> <p>What the supporters say:</p> <p>(1) opportunities for acceptance</p> <p>(2) treated respectfully</p> <p>(3) able to earn a living</p> <p>(4) equality</p> <p>(5) acceptance found here</p> <p>(6) find love</p> <p>(7) comradeship</p> <p>(8) one or two arrive a day (sanctuary for the dwarves from the rural villages)</p> <p>What the critics say:</p> <p>(9) Life here is "grotesque and abhorrent"</p> <p>(10) Isolated and being showcased</p> <p>(11) Reinforcing prejudice towards Little People</p> <p>only place where they are accepted / not ostracised</p> <p>given the dignity and looked upon as people</p> <p>be financially independent</p> <p>everyone has equal rights</p> <p>live in an inclusive society</p> <p>be loved by spouses and friends</p> <p>seeking refuge here / away from the society where they suffer mistreatment/abuse</p> <p>Life here is disgusting and detestable</p> <p>being set apart as performers – creators gain financially</p> <p>discrimination of the Little People made more obvious</p>	<p>[2]</p> <p>[15]</p>

	(c) Forced to live a life which is massively degrading	living a life without dignity, freedom and enslavement / subjection
	Word count: _____	

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Class:	Register No:	Name:
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**CRESCENT GIRLS' SCHOOL  
SECONDARY FOUR  
PRELIMINARY EXAMINATION 2016**

**ENGLISH LANGUAGE**

**1128/02**

**PAPER 2 COMPREHENSION**

**16 August 2016**

**1 hour 50 minutes**

**ANSWER BOOKLET 2 – SECTION C ONLY  
(Marking Scheme)**

**READ THESE INSTRUCTIONS FIRST**

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

Hand in **all Answer Booklets** separately.

Write in dark blue or black ink.

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

Answer **all** questions.

Write your answers in the spaces provided in this Answer Booklet.

The Insert contains the texts for all the sections.

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

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

## SECTION C (25m)

## TEXT 3

Refer to TEXT 3 on Pages 5 and 6 of the Insert and answer Questions 17-25.

17. 'Every year, publishers bring out new dictionaries listing neologisms galore (lines 10-11).'  
What is the intention of the writer when he uses the underlined words? (1m)

(Vocabulary /Language for impact)  
(LO3: Recognise writer's intention through the use of words)  
(LO3: Deduced meaning of words)

It is to highlight that many new words are introduced to the English language.

Acceptable Answer	Unacceptable Answer/ Remark
A large number of new words are introduced to the English language.	There are many new words.  There are strange and ridiculous words including slangs being introduced

18. In Paragraph 1, what accounts for the efforts of some people to resist new words in the English language being unsuccessful all this while? **Answer in your own words.** (2m)

(Literal Comprehension/Vocabulary)  
(LO2: Scan for details)  
(LO2: Paraphrase ideas)

- Recast: 1. few barriers (Taboo words)  
2. entry / readily received (Taboo words)

In English, there are minimal obstacles to getting accepted.

Acceptable Answer	Unacceptable Answer/ Remark
Few barriers: a small number of hurdles	Some obstacles
Entry: access / to be accepted easily	Entrance / passageway  Its elasticity ... makes it stronger (X) English is very accepting (X) New words are willingly accepted / welcomed (X)

19. According to Paragraph 2, what set both Greek and Latin apart from English? (1m)

(Literal Comprehension)  
(LO2: Compare and contrast)

<b>Greek and Latin</b>	<b>Fixed languages with rigid rules</b> (that failed to adapt naturally) - Languages with rigid rules (X) --- need the word "fixed"
<b>English</b>	Moved with the times  - It has to do with the power of the people who speak it (X)

20. Which phrase in Paragraph 2 suggests that the influence of English is far reaching? (1m)  
(Vocabulary)  
(Vocab LO2: Deduce meaning of words from how they relate to one another)

'Farther afield'

Acceptable Answer	Unacceptable Answer/ Remark
'Spread across' / 'Spread across an empire'	'Spread across an empire on which the sun never set" (X) — more than a phrase

21. With reference to Paragraph 3, what is the tone of the writer when he states that the culture carried with English is essentially American? (1m)

(Language for impact)  
(LO2: Recognise the writer's intention)

One of disappointment.

Acceptable Answer	Unacceptable Answer/ Remark
Annoyance / sadness / anger / regret / indignance / bitterness / dismay  Take reference from "This is sometimes <b>lamented</b> even in England itself, for though the language that sweeps the world is called English, the culture carried with it is American".	Nostalgia / resignation / sarcastic / hopelessness / defeat

22. Here is part of a conversation between two students, John and Louis, who have read the article.

**John:** The rise of English as a world language has threatened the survival of the local languages.

**Louis:** However, other languages can also have an impact on English.

- (a) Identify one example from Paragraph 4 that John can give to support his view. (1m)

(Literal Comprehension)  
(LO2: Scan for details)

'Of the world's 6,000 or 7,000 languages, a couple go out of business each week.'

Acceptable Answer	Unacceptable Answer/ Remark
	<p><b>'For many people, the triumph of English is the defeat, if not outright destruction, of their own language.'</b> – elaboration/supporting argument</p> <p><b>"As English continued to encroach, French was driven on to the defensive"</b> – (X) --- the idea in this sentence is that both English and French were trying to compete to be the global language but French lost eventually. However, it does not mean that the survival of French was in danger.</p>

(b) How would Louis explain his position with reference to Paragraph 4? (1m)

(Literal Comprehension)  
(LO2: Scan for details)

The local languages can enrich the invading tongue.

Acceptable Answer	Unacceptable Answer/ Remark
	<p><b>The pain felt at the encroachment of English may be tempered by the pleasure of seeing their own words enriching the invading tongue</b> – (X) need to sieve out the relevant information from this sentence. This sentence means that although Indians were upset by how much English had affected their lives, they were happy that their own language enriched the English language. You need to give the answer that is relevant to the question.</p> <p><b>It binds a nation of 800 tongues and dialects together</b> – (X) this has nothing to do with how local languages have impacted the English language.</p>

23. In Paragraph 4, explain why 'some people see English as an oppressive legacy of colonialism' (lines 50-51). (1m)

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

They think that they are forced to use English that is left behind from their colonial master.

Acceptable Answer	Unacceptable Answer/ Remark
	<p>Students must explain the key idea behind this sentence.</p> <p>Oppressive – something being forced upon the people</p>

	<p>Legacy – something being left behind</p> <p>The idea here is that many of these countries are newly established ones. However, they are being forced to continue using English which is something being passed down by the British colonial masters.</p>
--	---

24. 'It is, in short, a thoroughly dubious triumph (line 61).' What does this suggest about the writer's view of the triumph of English? (1m)

(Inferential / Vocabulary)

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

(Vocab LO2: Deduce meaning of words from how they relate to one another)

He thinks that it is not a real success.

Acceptable Answer	Unacceptable Answer/ Remark
He believes that it is not entirely a success.	<b>He is unconvinced that it is a success. — X</b> (this is an attitude answer)
He thinks that the triumph is questionable.	<b>He is doubtful about the triumph. — X</b> (this is an attitude answer)
	<b>He thinks that there are pros and cons to this triumph (???)</b> --- The answer should be limited to the words highlighted in the sentence given. Moreover, what does it mean by a success that has both pros and cons?

25. Using your own words as far as possible, summarise the effects of the rise of English as a global language. (15m)

Use only information from Paragraphs 3 and 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).

With the emergence of English as a world language, people \_\_\_\_\_

	From the text	Own words
1	The merit of English as a global language is that it enables people of <b>different countries to converse and do business with each other.</b>	can interact and have dealings with people from different nations (X – people can talk and do business)
2	But languages are not only a medium of communication, which enable	

3	<p>nation to speak unto nation. They are also repositories of culture and identity. In many countries, the all-engulfing advance of English threatens to <b>damage or destroy much local culture</b>. This is sometimes lamented even in England itself, for though the language that now sweeps the world is called English, <b>the culture carried with it is American.</b></p>	<p><i>(The idea about languages being repositories of culture and identity is not relevant to the rise of English)</i>  <b>The local culture is badly affected by the encroachment of English...</b>          (get the spelling "encroachment" right!)          ... <b>that spreads the American culture.</b></p>
4	<p>On the whole the Brits do not complain. Some may regret the passing of the "bullet-proof waistcoat" in favour of the "bullet-proof vest", but few mind or even notice that the "car park" is turning into a "parking lot". Others are not so relaxed. Perhaps it is hardest for the French. Ever since the revolution in 1789, they have aspired to see their language achieve a sort of universal status. <b>As English continued to encroach, French was driven on to the defensive.</b></p>	<p>There are new English words to replace the older expressions.          (or <b>"Many English words are Americanised"</b>)</p>
5b	<p>For the Indians, the pain felt at the encroachment of English may be tempered by the pleasure of seeing <b>their own words enriching the invading tongue.</b></p>	<p><b>French failed to be a global language due to the rise of English</b></p>
5	<p>For many peoples, the <b>triumph of English</b> is the defeat, if not outright destruction, of their own language. Of the world's 6,000 or 7,000 languages, <b>a couple go out of business each week.</b></p>	<p><b>English is also enriched by the local languages...</b></p>
6	<p>Whenever a language dies, <b>a bit of the world's culture, history and diversity dies with it.</b></p>	<p>... <b>though some other (languages) are disappearing due to the success of English...</b>          (X - two local languages disappear. Here "a couple" refers to "some"/"a few")</p>
7	<p>In India, some people see English as <b>an oppressive legacy of colonialism</b> that should be exterminated.</p>	<p>... <b>causing some loss to the world's culture, history and diversity</b></p>
8	<p>Others, however, believe that it <b>binds a nation of 800 tongues and dialects together.</b></p>	<p>The Indians see English is forced upon them due to past British imperialism ...</p>
9	<p>... while others think that it unites the country with numerous dialects.          (X - English unites different languages)</p>	<p>... while others think that it unites the country with numerous dialects.          (X - English unites different languages)</p>

10	and connects it to the outside world to boot.	... and links the country to the rest of the world.
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**END OF SECTION C**

Class:	Register No:	Name:
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**CRESCENT GIRLS' SCHOOL  
SECONDARY FOUR  
MID-YEAR EXAMINATION 2016**

**ENGLISH LANGUAGE**

**1128/02**

**PAPER 2 COMPREHENSION**

**29 April 2016**

**1 hour 50 minutes**

**ANSWER BOOKLET 2 – SECTION C ONLY**

**READ THESE INSTRUCTIONS FIRST**

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

Hand in **all Answer Booklets** separately.

Write in dark blue or black ink.

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

Answer **all** questions.

Write your answers in the spaces provided in this Answer Booklet.

The Insert contains the texts for all the sections.

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

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

## SECTION C (25m)

## TEXT 3

Refer to TEXT 3 on Pages 5 and 6 of the Insert and answer Questions 18-26.

18. 'Every year, publishers bring out new dictionaries listing neologisms galore (lines 10-11).'  
What is the intention of the writer when he uses the underlined words? (1m)

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19. In Paragraph 1, what accounts for the efforts to resist new words in the English language to be unsuccessful all this while? **Answer in your own words.** (2m)

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20. According to Paragraph 2, what set both Greek and Latin apart from English? (1m)

Greek and Latin	
English	

21. Which phrase in Paragraph 2 suggests that the influence of English is far reaching? (1m)

---

22. With reference to Paragraph 3, what is the tone of the writer when he states that the culture carried with English is essentially American? (1m)

---

23. Here is part of a conversation between two students, John and Louis, who have read the article.

**John:** The rise of English as a world language has threatened the survival of the local languages.

**Louis:** However, other languages can also have an impact on English.

(a) Identify one example from Paragraph 4 that John can give to support his view. (1m)

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(b) How would Louis explain his position with reference to Paragraph 4? (1m)

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24. In Paragraph 4, explain why 'some people see English as an oppressive legacy of colonialism' (lines 47-48). (1m)

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25. 'It is, in short, a thoroughly dubious triumph (line 58).' What does this suggest about the writer's view of the triumph of English? (1m)

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26. **Using your own words as far as possible**, summarise the effects of the rise of English as a global language. (15m)

**Use only information from Paragraphs 3 and 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).

With the emergence of English as a world language, people \_\_\_\_\_

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Class:	Register No:	Name:
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**CRESCENT GIRLS' SCHOOL  
SECONDARY FOUR  
PRELIMINARY EXAMINATION 2016**

**ENGLISH LANGUAGE**

**1128/02**

**PAPER 2 COMPREHENSION**

**16 August 2016**

**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.

## TEXT 1

## SECTION A (5m)

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



### What Is SkillsFuture?

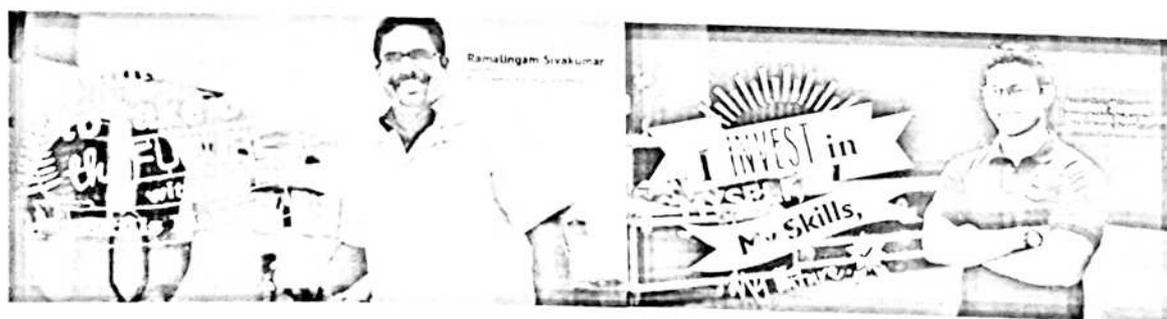
SkillsFuture is a national movement to enable all Singaporeans to develop to their fullest potential throughout life. Whichever stage of life you are in, whether you are in your schooling years, early career, mid-career or silver years, SkillsFuture will enable you to take advantage of a wide range of opportunities – to help you realise your aspirations and attain mastery of skills.

At a national level, SkillsFuture will play an important part in charting Singapore's next phase of development towards an advanced economy and inclusive society. Every individual's skill, passion and contribution count.

With the help of the SkillsFuture Council, education and training providers, employers, unions – you can own a better future with skills mastery and lifelong learning. Your skills. Your asset. Your future.

### SkillsFuture for You

Everyone is part of Singapore's SkillsFuture journey. The choices you make or guide others to make in education, jobs or careers should lead to opportunities to maximise one's potential and develop a mastery of skills. To meet challenges and achieve success, chart your own paths through lifelong learning and skills mastery. Every Singaporean, every job, at every stage of life, counts.



## SECTION B (20m)

## TEXT 2

The text below describes the ordeals of an expedition team in the Antarctica. Read it carefully and answer Questions 4-16 in Answer Booklet 1.

- 1 Mawson heard the faint whine of a dog behind him. It must be, he thought, one of the six huskies pulling the rear sledge. But then Mertz, who had been scouting ahead on skis all morning, stopped and turned in his tracks. Mawson saw his look of alarm. He turned and looked back. The featureless plateau of snow and ice stretched into the distance, marked only by the tracks Mawson's sledge had left. 5  
Where was the other sledge?
- 2 Mawson rushed on foot back along the tracks. Suddenly he came to the edge of a gaping hole in the surface, 11 feet wide. On the far side, two separate sledge tracks led up to the hole; on the near side, only one led away.
- 3 It was December 14, 1912. Thirty years old, already a seasoned explorer, Douglas 10  
Mawson was the leader of the Australasian Antarctic Expedition (AAE), a 31-man team pursuing the most ambitious exploration yet of the southern continent. Mawson was determined to discover everything he could about a 2,000-mile-long swath of Antarctica that was terra incognita<sup>1</sup>, and to wring from it the best scientific 15  
results – in terms of geology, meteorology, magnetism, biology, atmospheric science, and glaciology – ever obtained on a polar journey.
- 4 Having built a hut on the shore of a cove they named Commonwealth Bay, the men of the AAE had wintered over in what was later proven to be the windiest 20  
place on Earth (at least at sea level), with gusts up to 200 mph. At times, the gales were so strong they knocked the men off their feet and sent them sliding across the ice.
- 5 Setting out in November 1912, Mawson's sledging party was one of eight three- 25  
man teams sent off on journeys in all possible directions. For his own Far Eastern Party, he chose 29-year-old Swiss ski champion Xavier Mertz and 25-year-old Belgrave Ninnis, an eager, likeable Englishman serving in the Royal Fusiliers<sup>2</sup>. Hoping to connect the unmapped interior with the heights of far-off Oates Land, 30  
discovered by Robert Falcon Scott's party only the year before, Mawson was bent on making the deepest push of all into the unknown.
- 6 By the morning of December 14, 35 days out, the trio had reached a point nearly 30  
300 miles from the hut. The men had crossed two major glaciers and scores of hidden crevasses – deep fissures in the ice camouflaged by thin snowbridges. Just after noon that day, Mertz had held up his ski pole, signaling yet another crevasse. Mawson judged it to be only a minor nuisance, as his sledge glided smoothly across the bridge. He called out the usual warning to Ninnis, and, in a last glance 35  
back, saw that his teammate had corrected his path to cross the crevasse head-on rather than diagonally.
- 7 Now Mawson and Mertz cut away the fragile lip of the open crevasse, roped up, and took turns leaning over the abyss. What they saw appalled them. One hundred fifty feet down, a husky lay moaning on a snow shelf, its back evidently broken.

<sup>1</sup> *terra incognita*: unknown or unexplored territory

<sup>2</sup> *fusiliers*: soldiers who use a light gun with a long barrel

- Another dog, apparently dead, lay beside it. A few pieces of gear lay scattered on the same shelf. 40
- 8 There was no sign of Ninnis or the sledge.
- 9 For three hours, Mawson and Mertz called into the depths, hoping against hope for an answering cry. They had far too little rope to lower themselves into the crevasse to search for their companion. At last they accepted the inevitable. Ninnis was dead. Gone with him were the team's most valuable gear, including their three-man tent, the six best huskies, all the food for the dogs, and nearly all the men's food. 45
- 10 The two men might have perished the first night if they hadn't improvised a shelter. With the temperature just above 0°F, they pitched a spare tent cover over a frame concocted of sledge runners and Mertz's skis. Inside this gloomy cave, they laid their reindeer-skin sleeping bags directly on the snow. So cramped and flimsy was their "tent" that only one man could move at a time, and neither could rise higher than a sitting position. 50

## SECTION C (25m)

## TEXT 3

The text below is about the rise of English as a global language and its effects. Read it carefully and answer Questions 17-25 in the Answer Booklet.

- 1 It is everywhere. Some 380 million people speak it as their first language and perhaps two-thirds as many as their second. A billion are learning it, about a third of the world's population is exposed to it and by 2050, it is predicted that half the world will be more or less proficient in it. It is the language of globalisation – of international business, politics and diplomacy. You'll see it on posters in Cote d'Ivoire, you'll hear it in pop songs in Tokyo, you'll read it in official documents in Phnom Penh. It is now the global language not because English is easy. As a language with many origins — Germanic, Norse, Celtic and so on — English was bound to be a mess. Its elasticity makes it messier, as well as stronger. When it comes to new words, English puts up few barriers to entry. Every year, publishers bring out new dictionaries listing neologisms galore. The past decade, for instance, has produced not just a host of *Internettery* and *computerese* such as "browsers" but quantities of teen slang such as "fave". All new words are readily received by English, however much some may resist them. 5 10
- 2 Fortunately, the principles of free trade triumphed, as Samuel Johnson, the compiler of the first great English dictionary, rather reluctantly came to admit. Pride is seldom absent when language is under discussion, for the success or failure of a language has little to do with its inherent qualities; it has to do with the power of the people who speak it. That is particularly true of English. It was not always so. For instance, in the eastern half of the Roman Empire, Greek remained the language of commerce long after Greek political supremacy had come to an end. However, both Greek and Latin were fixed languages with rigid rules that failed to adapt naturally. English moved with the times. By the 19th century, it had spread across an empire on which the sun never set. It thus began its rise as a global language. That could be seen not just by the use of English in Britain's colonies, but also by its usefulness much farther afield. When Germany and Japan were negotiating their alliance against America and Britain in 1940, their two foreign ministers held their discussions in English. Nevertheless, the real reason for the latter-day triumph of English is the triumph of the English-speaking United States as a world power. 15 20 25
- 3 The merit of English as a global language is that it enables people of different countries to converse and do business with each other. But languages are not only a medium of communication, which enable nation to speak unto nation. They are also repositories of culture and identity. In many countries, the all-engulfing advance of English threatens to damage or destroy much local culture. This is sometimes lamented even in England itself, for though the language that now sweeps the world is called English, the culture carried with it is American. 30 35
- 4 On the whole the Brits do not complain. Some may regret the passing of the "bullet-proof waistcoat" in favour of the "bullet-proof vest", but few mind or even notice that the "car park" is turning into a "parking lot". Others are not so relaxed. Perhaps it is hardest for the French. Ever since the revolution in 1789, they have aspired to see their language achieve a sort of universal status. By the end of the 19th century, with France established as a colonial power second only to Britain and its language accepted as the *lingua franca* of diplomacy, they seemed to be on their way to reaching their goal. However, as English continued to encroach, 40

- French was driven on to the defensive. For the Indians, the pain felt at the encroachment of English may be tempered by the pleasure of seeing their own words enriching the invading tongue. For many people, the triumph of English is the defeat, if not outright destruction, of their own language. Of the world's 6,000 or 7,000 languages, a couple go out of business each week. Whenever a language dies, a bit of the world's culture, history and diversity dies with it. In India, some people see English as an oppressive legacy of colonialism that should be exterminated. Others, however, believe that it binds a nation of 800 tongues and dialects together, and connects it to the outside world to boot. 45
- 5 The extinction of most languages is probably unstoppable. Yet, more people may also be able to speak several languages: multilingualism, a commonplace among the least educated peoples of Africa, is now the norm among Dutch, Scandinavians and, increasingly, almost everyone else. Native English speakers, however, are becoming less competent at other languages: the British are the most monolingual of all the peoples of the EU. Thus, the triumph of English not only destroys the tongues of others; it also isolates native English speakers from the literature, history and ideas of other peoples. It is, in short, a thoroughly dubious triumph. 55 60

END OF INSERT

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*Copyright Acknowledgements*

Text 1 © Contents taken from <http://www.skillsfuture.sg/>

Text 2 © Roberts, D (2013) *Into the Unknown*. Taken from <http://ngm.nationalgeographic.com/2013/01/125-mawson-trek/roberts-text>

Text 3 © The Economist. *The Triumph of English: A World Empire by Other Means*. *The Economist* 20 December 2001

CGS/S4PRELIM2016/ELP2

Class:	Register No:	Name:
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**CRESCENT GIRLS' SCHOOL  
SECONDARY FOUR  
PRELIMINARY EXAMINATION 2016**

**ENGLISH LANGUAGE**

**1128/02**

**PAPER 2 COMPREHENSION**

**16 August 2016**

**1 hour 50 minutes**

**ANSWER BOOKLET 1 – SECTIONS A & B ONLY**

**READ THESE INSTRUCTIONS FIRST**

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

Hand in **all Answer Booklets** separately.

Write in dark blue or black ink.

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

Answer **all** questions.

Write your answers in the spaces provided in this Answer Booklet.

The Insert contains the texts for all the sections.

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

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

**SECTION A (5m)**

Refer to **TEXT 1** on **Page 2** of the Insert and answer Questions 1–3.

1. Under the section on **'What is SkillsFuture'**, what is the main aim of SkillsFuture? (1m)

---

2. (a) 'To meet challenges and achieve success, chart your own paths through lifelong learning and skills mastery'.

What does this sentence suggest about the desired characteristic Singaporeans should possess? (1m)

---

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- (b) Pick one image on the webpage and explain how it illustrates the idea of meeting challenges and achieving success as mentioned in the section on **'SkillsFuture for You'**. (2m)

---

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---

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3. What is effective about the use of the first and second personal pronouns on this webpage? (1m)

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**SECTION B (20m)**

**Refer to TEXT 2 on Pages 3-4 of the Insert and answer Questions 4-16.**

4. 'But then, Mertz, who had been scouting ahead on skis...' (lines 2-3)

What does the underlined word suggest about Mertz's role in the expedition? (1m)

---

5. In Paragraph 1, explain how the language used shows the landscape in the Antarctica. Support your ideas with two details from Paragraph 1. (2m)

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---

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---

6. Which word in Paragraph 3 tells you that Mawson was extremely experienced in what he did? (1m)

---

7. In Paragraph 3, what does the word 'yet' (line 12) tell us about the AAE's exploration of the Southern continent? (1m)

---

---

8. What effect does the word 'wring' (line 14) have which would not be achieved by, for example, the word 'gather'? (1m)

---

---

9. 'For his own Far Eastern Party, he chose 29-year-old Swiss ski champion Xavier Mertz and 25-year-old Belgrave Ninnis, an eager, likeable Englishman serving in the Royal Fusiliers<sup>1</sup>.' (lines 23-25)

Based on this sentence, give one reason why the members of Maswon's team might not be suitable for this expedition. (1m)

---



---

10. Which phrase in Paragraph 5 tells us that Mawson's expedition was 'into the unknown' (line 28)? (1m)

---



---

11. **In your own words**, explain why the writer describes the crevasses as 'hidden' (line 31). (2m)

---



---

12. 'Now Mawson and Mertz cut away the fragile lip of the open crevasse, roped up, and took turns leaning over the abyss. What they saw appalled them.' (lines 37-38)

- i. Explain how the writer creates a contrast between the two sentences. (1m)

---



---

- ii. What is the effect of the contrast? (1m)

---

13. Why do you think the writer uses the word 'apparently' in Paragraph 7? (1m)

---

<sup>1</sup> *fusiliers*: people who use a light gun with a long barrel

14. With reference to Paragraph 9, name two pieces of gear that the remaining two men lost and explain why those items were 'valuable' to them. (2m)

---



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15. In Paragraph 10, what is effective about the writer's use of the word 'concocted' (line 51) to refer to the tent pitched by Mertz and Mawson? (1m)

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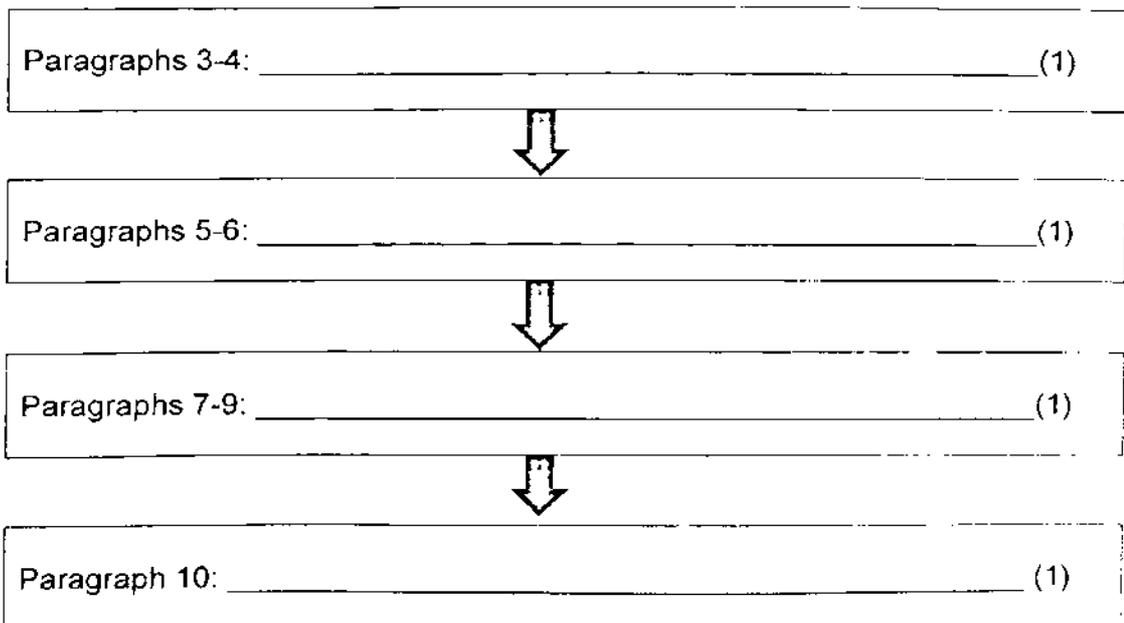


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16. The structure of the text describes the Australasian Antarctic Expedition (AAE). Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the expedition. You may use each phrase only once. There are some extra phrases in that box that you do not need to use. (4m)

Making a wrong decision	Experiencing loss and setbacks	Trying to survive
Forming an expedition group	Setting up a camp before expedition	Navigating the unknown terrain

**Flow Chart**



**END OF SECTIONS A & B**

Class:

Register No:

Name:



**CRESCENT GIRLS' SCHOOL  
SECONDARY FOUR  
PRELIMINARY EXAMINATION 2016**

**ENGLISH LANGUAGE**

**1128/02**

**PAPER 2 COMPREHENSION**

**16 August 2016**

**1 hour 50 minutes**

**ANSWER KEY – SECTIONS A & B ONLY**

**READ THESE INSTRUCTIONS FIRST**

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

Hand in all Answer Booklets separately.

Write in dark blue or black ink.

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

Answer all questions.

Write your answers in the spaces provided in this Answer Booklet.

The Insert contains the texts for all the sections.

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

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

## SECTION A (5m)

Refer to TEXT 1 on Page 2 of the Insert and answer Questions 1 – 4.

1. Under the section on 'What is SkillsFuture', what is the main aim of SkillsFuture? (1m)

Literal

R&V LO2: Identify the purpose of text read or viewed

It (is a national movement that) enables all Singaporeans to develop to their fullest potential throughout life.

Acceptable Answer	Unacceptable Answer

2. (a) 'To meet challenges and achieve success, chart your own paths through lifelong learning and skills mastery'.

What does this sentence suggest about the desired characteristic Singaporeans should possess? (1m)

Inferential

R&V LO3: Read a text closely and offer interpretations of it

They are responsible for their own learning (1)

Acceptable Answer	Unacceptable Answer
They are responsible to upgrade their own skills and knowledge (1)	

- (b) Pick one image on the webpage and explain how it illustrates the idea of meeting challenges and achieving success as mentioned in the section on 'SkillsFuture for You'. (2m)

Inferential

R&V LO3: Identify the meaning conveyed by the interplay of what is written and the visuals in a text

The image of the man in business suit with the sentence 'I develop my employees' skills to give my business an edge' suggests the need to upgrade the skills of employees so that they can contribute and give the company they work in an advantage (1) over the others and hence do better (1) – achieving success.

Acceptable Answer	Unacceptable Answer
The image of the man in a lab suit with the sentence 'I am ready to take on the future with skills mastery' suggests the idea of being prepared to take on (1) a future of difficulties with skills mastery and it implies doing better as a result (1).	
The image of the man in polo-tee with the sentence 'I invest in myself, my skills, my	

future' suggests the idea of developing oneself so that one is better able to take on challenges in the future and achieve success.	
---	--

3. What is effective about the use of the first and second personal pronouns on this webpage? (1m)

Inferential

R&V LO3: Recognise writers' intentions

It is effective as the use of the pronouns 'you' and 'I' engages the reader/viewer / empowers them to take a step to make use of SkillsFuture/ further their skills.

Acceptable Answer	Unacceptable Answer

**END OF SECTION A**

## SECTION B (20m)

Refer to TEXT 2 on Pages 3 – 4 of the Insert and answer Questions 4– 16.

4. 'But then, Mertz, who had been scouting ahead on skis...' (lines 2-3)

What does the underlined word suggest about Mertz's role in the expedition? (1m)

(Vocabulary)

(LO2: Deduce meaning of words from how they are used in context)

His role is to explore / navigate ahead to obtain information.

Acceptable Answer(s)	Unacceptable Answer/ Remark

5. In Paragraph 1, explain how the language used shows the landscape in the Antarctica. Support your ideas with two details from Paragraph 1. (2m)

(How language achieves impact)

(LO3: Recognise writer's intention through the use of words)

- 'featureless plateau of snow and ice' highlights the flatness and plainness of the snowy and icy terrain (1)
- 'stretched into the distance' suggests its vastness / expanse (1)

Acceptable Answer(s)	Unacceptable Answer/ Remark

6. Which word in Paragraph 3 tells you that Mawson was extremely experienced in what he did? (1m)

(Quotation)

(LO2: Scan for details)

'seasoned'

7. In Paragraph 3, what does the word 'yet' (line 12) tell us about the AAE's exploration of the Southern continent? (1m)

(How language achieves impact)

(LO3: Recognise writer's intention through the use of words)

Up till then (1), it was seen to be the most ambitious exploration.

Acceptable Answer(s)	Unacceptable Answer/ Remark

8. What effect does the word 'wring' (line 14) have which would not be achieved by, for example, the word 'gather'? (1m)

(How language achieves impact)

(LO3: Recognise writer's intention through the use of words)

It suggests that the results are obtained / extracted forcefully (1)

Acceptable Answer(s)	Unacceptable Answer/ Remark
It suggest having to go through difficulty in getting the results.	The results are squeezed out (informal).

9. 'For his own Far Eastern Party, he chose 29-year-old Swiss ski champion Xavier Mertz and 25-year-old Belgrave Ninnis, an eager, likeable Englishman serving in the Royal Fusiliers<sup>1</sup>.' (lines 23-25)

Based on this sentence, give one reason why the members of Maswon's team might not be suitable for this expedition. (1m)

(Inferential)

(LO3: Interpret evidence to support understanding)

They were inexperienced as Xavier was a skier and Belgrave was a soldier.

Acceptable Answer(s)	Unacceptable Answer/ Remark
They were not ready.	

10. Which phrase in Paragraph 5 tells us that Mawson's expedition was 'into the unknown' (line 27)? (1m)

(Quotation)

(LO2: Scan for details)

'unmapped interior'

11. In your own words, explain why the writer describes the crevasses as 'hidden' (line 31). (2m)

(Own Words)

(LO2: Scan for details & provide evidence to support understanding)

(LO2: Deduce meaning of words from how they are used in context)

(LO2: Paraphrase information or ideas using own words)

Original key words: deep fissures in the ice camouflaged by thin snowbridges

Own words: These cracks were actually not easily observable / seen (1) as they were covered with a flimsy layer of snow that spanned over the cracks (1)

Acceptable Answer(s)	Unacceptable Answer/ Remark
Not visible (1)	

<sup>1</sup> fusiliers: people who use a light gun with a long barrel

12. 'Now Mawson and Mertz cut away the fragile lip of the open crevasse, roped up, and took turns leaning over the abyss. What they saw appalled them.' (lines 37-38)

(How language achieves impact)  
(LO3: Recognise writer's intention through the use of words)

- i. Explain how the writer creates a contrast between the two sentences. (1m)

The first long sentence which focuses on the actions of the two men is followed by a short sentence that focuses on their reaction [1].

- ii. What is the effect of the contrast? (1m)

It emphasises / highlights the shock the two men felt with what they saw (1).

Acceptable Answer(s)	Unacceptable Answer/ Remark
It creates a strong sense of horror.	

13. Why do you think the writer uses the word 'apparently' in Paragraph 7? (1m)

(Inferential)  
(LO2: Deduce meaning of words from how they are used in context)

Mawson and Mertz could not be sure if the dog was dead or alive (1).

Acceptable Answer(s)	Unacceptable Answer/ Remark

14. With reference to Paragraph 9, name two pieces of gear that the remaining two men lost and explain why those items were 'valuable' to them. (2m)

(Inferential)  
(LO2: Make inferences based on implied information)  
(LO2: Scan for details & provide evidence to support understanding)

Gear 1: three-man tent – offered shelter from the storm / cold [1]

Gear 2: six best huskies – provided mode of transportation across the terrain [1]

Gear 3: nearly all the men's food – provided sustenance for the remaining expedition, without which they would die from hunger / starvation [1]

Gear 4: all the food for the dogs – provided sustenance for the remaining huskies / dogs they had left for they helped to pull the remaining gear they had [1]

Any two will do.

Acceptable Answer(s)	Unacceptable Answer/ Remark

15. In Paragraph 10, what is effective about the writer's use of the word 'concocted' (line 51) to refer to the tent pitched by Mertz and Mawson? (1m)

(How language achieves impact)

(LO3: Recognise writer's intention through the use of words)

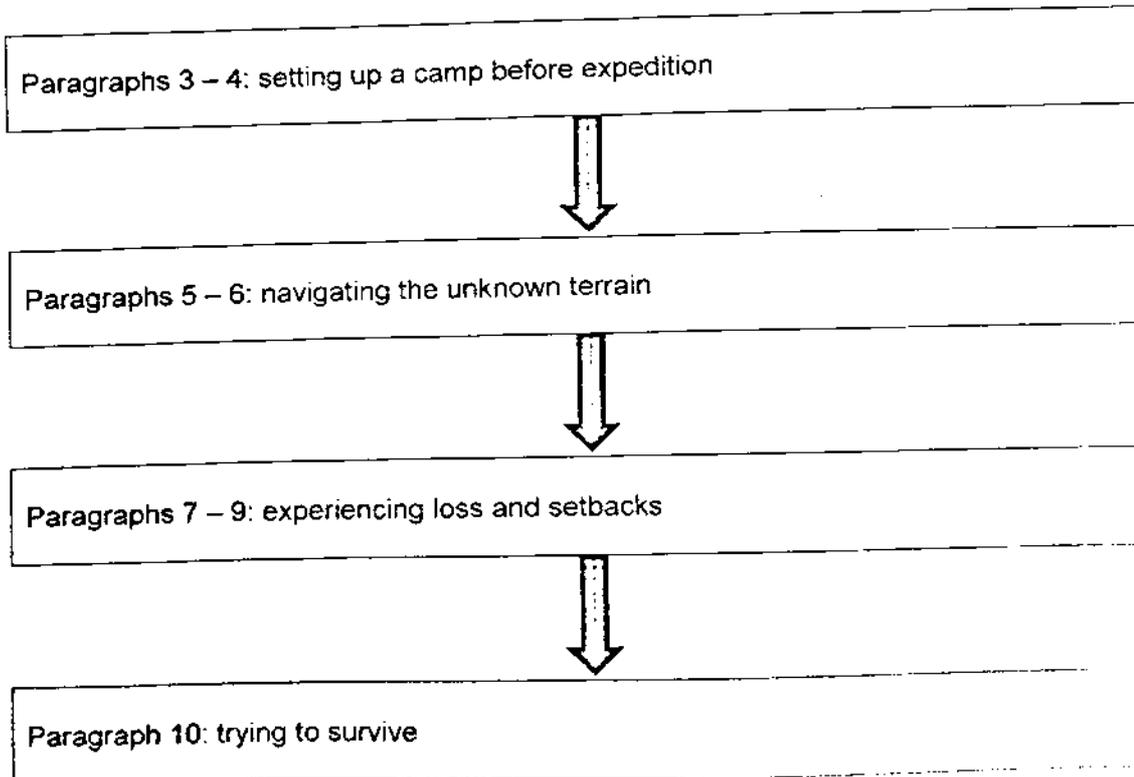
It emphasises / shows / highlights how the tent was put together / assembled using different objects / things / items / parts (1).

Acceptable Answer(s)	Unacceptable Answer/ Remark
It shows the idea of something invented / created by the men.	
The assembly was makeshift.	

16. The structure of the text describes the Australasian Antarctic Expedition (AAE). Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the expedition. You may use each phrase only once. There are some extra phrases in that box that you do not need to use. (4m)

Making a wrong decision	Experiencing loss and setbacks	Trying to survive
Forming an expedition group	Setting up a camp before expedition	Navigating the unknown terrain

**Flow Chart**



END OF SECTION B

Class    Register No.

Candidate's Name: \_\_\_\_\_

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**TANJONG KATONG GIRLS' SCHOOL**  
**PRELIMINARY EXAMINATION 2016**  
**SECONDARY FOUR**

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**1128/02**

**ENGLISH LANGUAGE**  
**Paper 2**

Friday

12 August 2016

1hr 50min

**INSERT**

**READ THESE INSTRUCTIONS FIRST**

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

---

**This insert consists of 6 printed pages, including this page.**

**[Turn over]**

## Section A

### Text 1

Study the visual text below and answer Questions 1 – 4 in the Question Paper Booklet.

#### Middle Ground achieved with Eco-Link@BKE

The Eco-Link@BKE, which opened for public tours from March 2016, is an ecological bridge that spans the Bukit Timah Expressway, connecting Bukit Timah Nature Reserve (BTNR) and Central Catchment Nature Reserve (CCNR). Its main purpose is to restore the ecological connection between the two nature reserves, allowing wildlife to expand their habitat, genetic pool and survival chances.

Some winged animals need the link to cross, wildlife experts say, as the six-lane BKE is too wide to cross even for those which can fly.

#### Guided Walks

People taken on guided walks will not be treading on the planted area but on a gravel pathway along the bridge's side.



#### Fence

A fence is erected at this side of the bridge to prevent large mammals such as the wild boar from crossing over to the BTNR, as they may destroy the habitat of the ecological

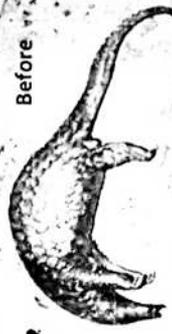
bridge.

There is a 30 cm space at the bottom of the fence to allow smaller mammals such as pangolins and civet cats to traverse freely between the 2 sites.

#### All trees and shrubs planted around and on the bridge are native species



#### Before



Pangolin killed by vehicles on the BKE

#### Now



Pangolin families traversing the 2 sites



Eco-Link @ BKE

#### FACTS

More than 3,000 native plants planted along the corridor.

No pangolin roadkills from April last year to October this year (compared to an average of two annually from 1994 to 2013).

More than 15 species of mammals and birds have been spotted using the green corridor. They include the common palm civet and the critically endangered sunda pangolin – all captured on cameras installed at the site.

Source: NPARKS. PHOTOS: NPARKS, JAMIE KOH, NICK BAKER, DR LEONG TZI MING, ST GRAPHICS, LIM YONG

## Section B

### Text 2

In the text below, Robert Draper describes his journey with Pascal Maitre on a freight barge and how it is intercepted by a motorised canoe as it chugs up the Congo River, the main road through the heart of Africa. Read the text carefully, and answer Questions 5 - 14 in the Question Paper Booklet.

### River Road

- 1 The boat travels under a sky seething with starlight. It thrashes its way through the Congo River, a body of water that sometimes seems oceanic in its vastness and at other times barely more than a shallow creek, which is why it is foolish – and for that matter illegal – to be travelling in the dark. To those on the boat, however, what is prudent and what is lawful are insignificant. The cargo – iron rods, sacks of cement, food products – far exceeds the capacity of the boat's engine. Beneath the patchwork canvas roof are some 600 human passengers. Many are city dwellers hoping to find work harvesting upriver. Perhaps half of them paid for the journey. The rest sneaked aboard. 5
- 2 A few of the women, toting portable charcoal stoves, have hired themselves out as cooks. Others set themselves up to entertain the men. One does as one must. There is singing, bickering and praying amidst the charcoal smoke and claustrophobia. Now and again, a passenger over-served with home fermented whiskey falls overboard. So far no one has drowned, but the night is still young. 10
- 3 In a berth on the upper level, Joseph, a slightly built man in his forties sits in a corner reading a Bible by flashlight. Two years ago, he bought this barge for \$800,000. He had been in the air freight business and believed at the time that the rules of the sky would more or less apply to the river. He has come to learn otherwise. His crew consists primarily of thieves, one of them a nephew by marriage. Joseph estimates that they have smuggled 200 tons of excess cargo on the boat. Others in his family are preachers. But Joseph loves money. 15
- 4 "Do you have more aspirin?" he asks Pascal and I. 20
- 5 I hand him a couple of pills, which he gratefully takes with his Coca Cola. Pascal and I are sympathetic towards Joseph. We joined his boat after a ten day debacle involving another boat, promisingly called the *Kwema Express*. The boat's manager was a stocky and unflappable fellow who charged us for everything he could think of, amounting to \$5,000. But when the boat's engine wouldn't start, we decided to cut our losses and leave. 25
- 6 By day, Joseph's boat transforms into a lively marketplace while churning towards its destination. Passengers sell clothes, medicine and rice. When we pass a village, visitors from deep in the bush paddle canoes and hoist themselves spiderlike aboard to bring jungle bounty- catfish, boas, and pigs. 30
- 7 Days later, we are proceeding briskly downstream when a motorized canoe roars up from afar. In it are four young men in camouflage uniforms, hollering. One ropes the boats together. Two step on board, rifles at their hips. The young men claim to be policemen of some sort. They say we deliberately skirted their village without stopping to "register". We are unauthorised, they maintain. Our barge captain is a prideful man who yells back at them. 35

- 8 I beg for calm. We are a mere 30 kilometres from our city destination where I plan to catch a flight, but the inhabitants of that city might as well have been on another continent. The barge that we are on carries two laptops, four cameras, thousands of dollars in cash, and human lives. We are not going to win this. The question is how much we will lose. 40
- 9 After 30 minutes, a couple of bottles of water, cigarettes and a dialogue that settled into a fatigued stalemate, the men finally name their price. Their outboard motor is out of gas. And so they would like a full tank. And ten dollars. 45
- 10 A fair price. We shake hands – it was only river commerce, after all – and then wave goodbye as the grinning young men with their guns swerve away from us, eventually disappearing into the silver dark current somewhere beyond.

*(Extract adapted from 'Lifeblood', National Geographic Oct 2015)*

## Section C

### Text 3

The article below questions whether being designated a World Heritage site is necessarily a good thing. Read it carefully and answer Questions 15 - 21 in the Question Paper Booklet.

- 1 In 1240, the Holy Roman Emperor Frederick II built his military fortress, Castel del Monte, on a lonely hill in southern Italy, where he had a perfect view of approaching enemies. He probably never envisioned it would become a major destination—or that the enemies might be tourists. But these days, the old castle has been polished clean, and bus-loads of visitors snake up the winding roads to its grounds, now scattered with T-shirt stands, Coca-Cola signs and a 200-car parking lot. 5
- 2 Officially, UNESCO bestows the honour of designation as World Heritage sites on places that exemplify an area's ancestry, with the purpose of ensuring they are preserved. Unofficially, designation is a kind of fairy dust that often turns little-known cultural gems into overnight tourist sensations – indeed, few people would have heard of many of these sites if not for the fact that the United Nations Educational, Scientific and Cultural Organization (UNESCO) has christened them World Heritage destinations - fostering intense competition among places to get listed. That is not always a good thing. 10 15
- 3 Indeed, there is growing concern that World Heritage designation may in the end do more harm than good. Lisa Mastny, senior adviser to the World Watch Institute, says tourism is a double-edged sword for places considered "of outstanding value to humanity". She adds, "it offers many impoverished communities the chance to reap financial rewards, but also threatens the very resources—human and natural—upon which the industry is ultimately built." The already popular Mayan ruins of Chichén Itzá in Mexico, for example, saw a massive influx of tourists after UNESCO declared them a World Heritage site in 1988. With more than 5,000 visitors a day, the ruins have turned into a Disneyesque mecca. Worse, they are being sorely threatened by the wear and tear of relentless foot traffic, not to mention outright vandalism. 20 25
- 4 The biggest problem is that there is virtually no money attached to World Heritage status. After places win the designation, they are left on their own financially. Funds are available from the World Heritage Trust in the form of loans, or through private organizations. But competition is fierce. Since UNESCO designated the first 12 World Heritage sites in the 1970s, the list has grown to 812 in 2006. Under smart government management, some of the increase in tourist dollars is invested in preserving the sites - as in Rome, where visitors' entrance fees go directly into maintenance. 30
- 5 But Rome is an anomaly. The majority of World Heritage sites are in developing countries, often besieged by corruption, civil strife and extreme poverty. Furthermore, natural or man-made disasters can thwart even the best-laid plans. The Iranian government, for instance, was unable to recover from the earthquakes that destroyed the cultural heritage site of Bam in 2005. Australia's Great Barrier Reef, a World Heritage site, is considered endangered due to climate change, which cannot be reversed by single governments. 35 40

- 6 There is growing awareness that assigning UNESCO designation is worthless - or worse, counterproductive - without some kind of follow-up preservation programme. "In the early days there wasn't much attention given to what would happen once these sites became World Heritage," says Joseph King, director of the sites unit at the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), based in Rome. Slowly, that's changing. In sub-Saharan Africa, a 12-year training programme called Africa 2009 is being conducted to teach locals not only how to preserve their immovable cultural heritage, but how to use it for economic development. 45
- 7 For its part, UNESCO has recently teamed with travel companies like Expedia in an attempt to market World Heritage site tours, and, more important, to teach tourists to be responsible when visiting these places. It has also lobbied guidebook editors such as Michelin and Lonely Planet to include an instruction page for visiting heritage sites. Among the obvious tips they want to promote: 'Don't remove any artefacts' and 'Don't mock the locals.' 55

"It's important for the tourists to understand that these sites have been there a long, long time," says ICCROM's King. And with some effort, they'll remain for a long time to come.

*(Adapted from "If UNESCO designates it, they will come. Does identifying world heritage sites do more harm than good?" by Barbie Nadeau, Newsweek International, April 2006)*

Candidate's Name: \_\_\_\_\_

Class	Register No.



# TANJONG KATONG GIRLS' SCHOOL

## PRELIMINARY EXAMINATION 2016 SECONDARY FOUR

1128/02

ENGLISH LANGUAGE  
Paper 2

Friday

12 August 2016

1hr 50min

Candidates answer on the Question Booklet.

Additional Materials: Insert

### INSTRUCTIONS TO CANDIDATES

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

Answer all questions. Write your answers in the spaces provided in the Question Booklet.  
The insert contains the texts for all the sections. Hand in Section A separately from Section B and C

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 Qns 15 - 20	/10
Summary	/15

The total marks for this paper is 50.

**This Question Booklet consists of 9 printed pages, including this page.**

**Section A [5 marks]**

**Refer to the visual text (Text 1) on Page 2 for Questions 1 - 4.**

*For  
Examiner's  
Use*

1 Explain how the title conveys the overall message of the visual text?

.....  
.....  
..... [1]

2 Look at the main picture. Suggest why you think many animals were being killed on the Bukit Timah Expressway (BKE), before the construction of the Eco-Link?

.....  
..... [1]

3 What evidence is there to show that the Eco-link not only caters to the conservation of fauna, but flora as well?

.....  
.....  
..... [1]

4 Refer to the 'Before' and 'Now' pictures to the right of the visual text. How are they effective in conveying the effectiveness of the Eco-link bridge?

.....  
.....  
.....  
..... [2]

Section B [20 marks]

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

For Examiner's Use

- 5 From paragraph 1, quote three expressions which suggest that boat travel by night is filled with danger.

.....  
.....  
..... [3]

- 6 (i) In paragraph 1, what evidence is there that 'what is prudent' is unimportant to those on the boat?

.....  
..... [1]

- (ii) What other evidence is there that 'what is lawful' is perceived to be unimportant?

..... [1]

- 7 'One does as one must', the writer says. What does this tell us about his attitude towards the various activities he observes?

..... [1]

- 8 The writer creates a contrast between the two parts of the sentence, 'So far no one has drowned', and 'but the night is still young.' What are the effects of this contrast?

.....  
..... [2]

[Turn over]

9 Suggest **two** reasons why the writer and his friend are 'sympathetic towards Joseph' based on the situation described in paragraph 3.

.....

.....

..... [2]

10 The writer felt that the other boat was '*promisingly* called the *Kwema Express*.' (line 25) Why has the word 'promisingly' been used to describe it?

..... [1]

11 Which phrase indicates the visitors' enthusiasm to trade?

..... [1]

12 Explain clearly what the writer means in paragraph 9 by the expression, 'a dialogue that settled into a fatigued stalemate'.

.....

.....

..... [2]

13 Why does the writer say that what the men asked for was 'A fair price'?

.....

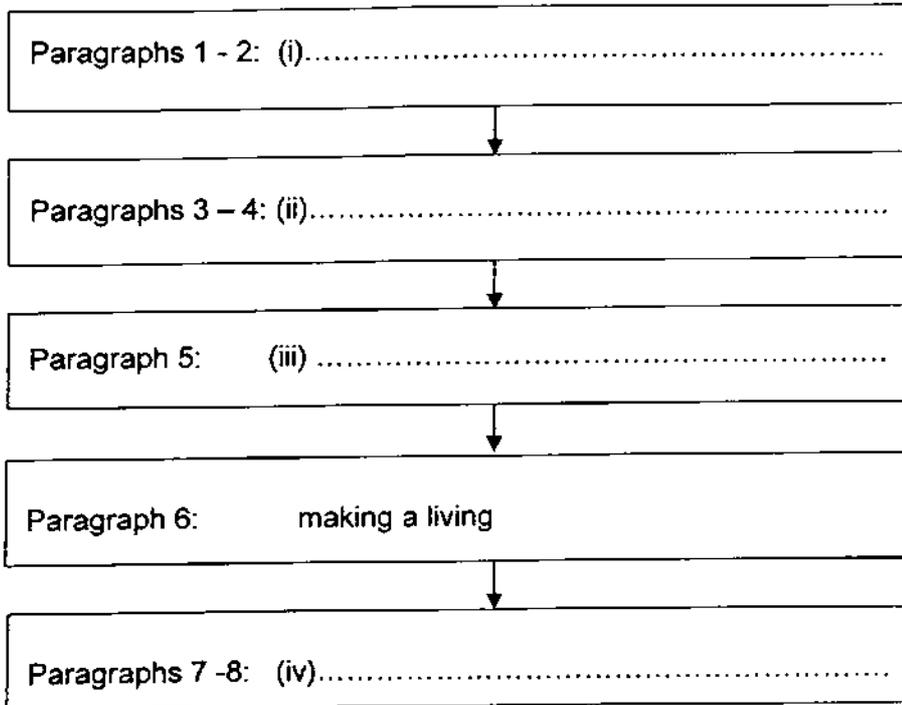
.....

..... [2]

- 14 The structure of the text reflects the events which unfolded along the journey up the Congo River. Complete the flow chart by choosing a phrase from the box to summarise the experiences of the passengers as described in each part of the text. There are extra phrases you do not need to use.

facing the unexpected	trying to cope with anxiety
settling a deal	meeting challenges
engaging in various activities	making a hard choice
making a living	

**Flow chart**



[4]

**[Turn over]**

Section C [25 marks]

For  
Examiner's  
Use

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 15 - 21.

15 In paragraph 1, it is said that the military fortress of Holy Roman Emperor Frederick II had "a perfect view of approaching enemies". What does this suggest about the location of his fortress?

.....  
.....  
..... [1]

16 From Paragraph 1, what are two possible consequences when a World Heritage site is designated?

(a) .....

.....

(b) .....

..... [2]

17 In paragraph 2, why does the writer use the word "unofficially" when she describes how designating a place a World Heritage site "often turns little-known cultural gems into overnight tourist sensations" (lines 10 - 11)?

.....  
..... [1]

18 Rupa and Elliot are preparing to debate on the motion:

"This house believes that designating a place a World Heritage site brings more harm than good."

Rupa is proposing the motion; while Elliot is in the opposing team.

(i) Identify one example from paragraph 3 that Rupa can use to support her stand.

.....  
.....  
..... [1]

(ii) What example from the same paragraph can Elliot give to justify his stand?

.....  
.....  
..... [1]

19 What does the writer's use of the expression "Disney-esque" (lines 24 - 25) suggest about his opinion of visitors' behaviour at the Mayan ruins?

.....  
.....  
..... [2]

[Turn over]

20 In paragraph 5, the writer says that Rome is considered an "anomaly" (line 35) among other World Heritage sites. Explain why this is so.

.....

.....

.....

..... [2]

21 **Using your own words as far as possible**, summarise the ways in which the designation of a place as a World Heritage site does not benefit the place, and the steps that can be taken to overcome these drawbacks.

**Use only information from paragraphs 3 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)

*When UNESCO designates a place as a World Heritage site, .....*

.....

.....

.....

.....

.....

.....

.....

.....



**Tanjong Katong Girls' School**  
**Sec 4 EL (Paper 2) Prelim 2016**  
**Answer Scheme**

**Section A [5 marks]**

**Text 1**

Refer to the visual text (Text 1) on Page 2 for Question 1 - 4.		Mark	SSAB
1.	<p>Explain how the title conveys the overall message of the visual text?</p> <p><b>Ans :</b></p> <ul style="list-style-type: none"> <li>• <b>The expression “middle ground” in the title refers to the possibility of meeting human/ society’s needs and protecting wildlife at the same time.</b></li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• <b>The expression “middle ground” in the title refers to the fact that there is no need to sacrifice the survival of wildlife while meeting the needs of man/ society.</b></li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• <b>The expression ‘middle ground’ helps to convey the overall message of conservation and coexistence between humans and animals as the title suggests that a compromise has been reached between animals and humans, implying that they can co-exist side by side safely.</b></li> </ul>	1	<p><i>LO2: Identify the purpose of text</i></p> <p><i>LO3: Demonstrate understanding of how writer’s style can impact the reader’s interpretation of a text through choice of words</i></p>
2.	<p>Look at the main picture. Suggest why you think many animals were being killed on the Bukit Timah Expressway (BKE), before the construction of the Eco-Link?</p> <p><b>Ans:</b></p> <ul style="list-style-type: none"> <li>• <b>The expressway is so wide that the animals could not cross quickly enough before being run over by vehicles. (1)</b></li> </ul> <p><i>[There’s also a clue in the box - on the left side – above the main picture. It says that even birds need to rest <u>during</u> their flight across the BKE because the 6-lane expressway is “too wide to cross even for those who can fly”.]</i></p> <ul style="list-style-type: none"> <li>• <b>The six lane Bukit Timah Expressway is too wide for the animals to cross without them getting hit by incoming vehicles.</b></li> </ul>	1	<p><i>LO3: Identify the meaning conveyed by the interplay of what is written and the visuals in a text</i></p>
3.	<p>What evidence is there to show that the Eco-Link not only caters to the conservation of fauna, but flora as well? [1 m]</p> <p><b>Ans:</b></p> <ul style="list-style-type: none"> <li>• <b>People taken on guided walks will not be treading/ walking/ stepping on the planted area but on a gravel pathway along the</b></li> </ul>	1	<p><i>LO3: Provide and interpret evidence to support understanding</i></p>

	<p>bridge's side. (1)</p> <ul style="list-style-type: none"> <li>• More than 3,000 native plants have been planted along the Eco-Link. (1)</li> <li>• Native trees and shrubs have been planted around and on the bridge. (1)</li> <li>• A fence erected by the side of the bridge prevent large mammals such as the wild boar from crossing over to the BTNR, as they may destroy the habitat of the ecological bridge. (1)</li> </ul> <p><i>[Any one of the above.]</i></p>		
4.	<p>Look at the 'Before' and 'Now' pictures to the right of the visual text. How are they effective in conveying the effectiveness of the Eco-link bridge? [2 m]</p> <p><u>Ans:</u></p> <ul style="list-style-type: none"> <li>• The (top) photo of the dead pangolin reflects that animals/ pangolins were being killed by vehicles before the Eco-link was built. (1)</li> <li>• The 2<sup>nd</sup>/ bottom photo shows the pangolins thriving/ reinforces the fact that there have been "no pangolin roadkills" since the Eco-link was built. (1)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• The 'Before' picture shows a dead pangolin, killed by vehicles while the 'Now' picture shows a pangolin family actively traversing the area This contrast emphasises the Eco-link's effectiveness as it shows that animals are now able to freely and safely traverse the sites, when previously they risked becoming roadkill when they tried to reach other sites.</li> </ul>	2	<p><i>LO3: Recognise writer's intentions</i></p> <p><i>LO2: Identify and analyse techniques used in visual texts to achieve a variety of purposes</i></p>



			writer's viewpoints
8	<p>The writer creates a contrast between the two parts of the sentence, 'So far no one has drowned', and 'but the night is still young.' What are the effects of this contrast?</p> <p><u>Ans:</u>  <b>The first part makes the reader feel a sense of relief, but this is followed by a sense of foreboding/ anxiety</b> [2]</p>	2	LO3: Recognise writers' intentions through their use of words, literary language
9	<p>Suggest <b>two</b> reasons why the writer and his friend are 'sympathetic towards Joseph' based on the situation described in paragraph 3.</p> <p><u>Ans:</u>  <b>Joseph had spent a lot of money (\$800,000) to buy the boat, intending to make an honest living out of it [1]</b>  ('believed at the time that the rules of the sky would more or less apply to the river')</p> <p><b>but sadly, he realises this did not happen as his companions were thieves. [1]</b>  ('He has come to learn otherwise')</p> <p><i>(Not acceptable if answer lifts from passage that Joseph 'believed at the time that the rules of the sky would more or less apply to the river' without explaining this reason)</i></p>	2	LO2: Select and evaluate relevant information from various sources for defined information needs
10	<p>The writer felt that the other boat was '<i>promisingly</i> called the <i>Kwema Express</i>.' (line 25) Why has the word '<i>promisingly</i>' been used to describe it?</p> <p><u>Ans:</u>  <b>He felt highly expectant that the boat could go fast because its name led him to expect speed. / He felt assured because he inferred from it being called 'Express' that the boat would provide quick transport to his destination.</b> [1]</p> <p><i>(Not acceptable if answer does not explain 'promisingly' nor connect it to Express')</i></p>	1	LO3: Read a text closely and offer interpretation of it
11	<p>Which phrase indicates the visitors' enthusiasm to trade?</p> <p><u>Ans:</u></p>	1	LO3: Provide and interpret evidence to support understanding

	<p><b>The visitors 'hoist themselves spiderlike aboard'. [1]</b></p> <p><i>(since 'hoist' suggests the visitors lift themselves up to access the boat, and 'spiderlike' suggests the visitors climb so well/easily that by the time one notices them, they are on the boat; they are so eager, they do not wait to be invited.</i></p> <p><i>(Acceptable if candidate answers, 'hoist themselves spiderlike aboard to bring jungle bounty')</i></p> <p><i>(Not acceptable if answer begins with "paddle canoes from deep in the bush and hoist...aboard")</i></p> <p><i>(Not acceptable if aboard is misspelled as 'abroad')</i></p>		
12	<p>Explain clearly what the writer means in paragraph 9 by the expression, 'a dialogue that settled into a fatigued stalemate'.</p> <p><u>Ans:</u>  <b>A conversation that despite a long exchange [1] came to a tiring standstill/ deadlock [1]</b></p>	2	LO2: Paraphrase information or ideas using own words
13	<p>Why does the writer say that what the men asked for was 'A fair price'?</p> <p><u>Ans:</u>  <b>The writer had expected the men to ask for the valuable items on board, such as their laptops, cameras and cash [1]</b></p> <p><u>and</u></p> <p><b>In exchange for these a full tank of gas and ten dollars, the men did not do the writer or anyone else bodily harm, nor did they rob them of their belongings. [1]</b></p>	2	LO2: Identify different points of view
14	<p>The structure of the text reflects the events which unfolded along the journey up the Congo River. Complete the flow chart by choosing a phrase from the box to summarise the experiences of the passengers as described in each part of the text. There are extra phrases you do not need to use.</p>		LO2: Skim for the gist/ main idea  and  Summarise ideas (from multiple paragraphs or an extract)

facing the unexpected anxiety	trying to cope with
settling a deal	meeting challenges
engaging in various activities	making a hard choice
making a living	

**Flow chart**

Paragraphs 1 - 2: (i) engaging in various activities

Paragraphs 3 – 4: (ii) trying to cope with anxiety

Paragraph 5: (iii) making a hard choice

Paragraph 6: (iv) making a living

Paragraphs 7 -8: (v) facing the unexpected

**[4]**

Section C [25 marks]

Text 3

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 15 –21.		Mark	Qn Type/ SSAB
15	<p>In paragraph 1, it is said that the Holy Roman Emperor Frederick II's military fortress had "a perfect view of approaching enemies". What does this suggest about the location of his fortress? [2 m]</p> <p><u>Ans:</u> It was probably on the highest hill in the area/ highest point of the hill.</p>	1	LO2: Make inferences to draw conclusions, eg. Contextual information.
16	<p>From Paragraph 1, what are two possible consequences when a World Heritage site is designated? [2 m]</p> <p><u>Ans:</u></p> <ul style="list-style-type: none"> <li>• The place is cleaned up.</li> <li>• There are stalls selling (souvenir) T-shirts.</li> <li>• There are stalls selling soft drinks (like Coca Cola).</li> <li>• A parking lot to accommodate (a large number of) visitors' cars is built (in the vicinity).</li> </ul> <p>{Any 2 of the above. 1 m for each point.}</p> <p>{Not acceptable if answer lifts and states that the site will be "scattered with T-shirt stands, Coca-Cola signs and a 200-car parking lot".}</p>	2	LO2: Paraphrase information or ideas (using own words)
17	<p>In paragraph 2, why does the writer use the word "unofficially" when she describes how designating a place a World Heritage site "often turns little-known cultural gems into overnight tourist sensations" (line 9)? [1 m]</p> <p><u>Ans:</u> (She means that) this is not the intended purpose/ effect of designating/ naming a place a World Heritage site.</p>		LO3: Demonstrate understanding of how a writer's style can impact the readers'/ viewers' interpretation of a text (e.g. in terms of its purpose, audience, context and culture) through, e.g. * choice of words

18	<p>Rupa and Elliot are preparing to debate on the motion: "Designating a place a World Heritage site brings more harm than good."</p> <p>Rupa is proposing the motion; while Elliot is in the opposing team.</p> <p>(i) Identify one example from paragraph 3 that Rupa can use to support her stand. [1 m]</p> <p><u>Ans:</u>  <b>The more than 5,000/ large number of visitors a day who visit the Mayan ruins of Chichén Itzá in Mexico, are wearing the ruins down/ hastening its deterioration. (1 m)</b>  <i>Or</i>  <b>The Mayan ruins of Chichén Itzá in Mexico, are "being sorely threatened by the wear and tear of relentless foot traffic" caused by the large number/ massive influx of people who visit the place. (1 m)</b>  <i>Or</i>  <b>Some of the visitors to the Mayan ruins of Chichén Itzá in Mexico vandalise the place/ ruins. (1 m)</b>  <i>[Not acceptable if Chichén Itzá is not named]</i></p>	1	<p>LO4: Provide and interpret evidence in the texts to support understanding</p> <p>LO4: Interpret various points of view,</p>
18	<p>(ii) What example from the same paragraph can Elliot give to justify his stand? [1 m]</p> <p><u>Ans:</u>  <b>"It offers many impoverished communities the chance to reap financial reward." (1 m)</b>  <i>or</i>  <b>Tourism gives poorer societies the opportunity to benefit economically/ make money (from tourists)/ bring in tourist dollars. (1 m)</b></p>	1	<p>LO4: Provide and interpret evidence in the texts to support understanding</p> <p>LO4: Interpret various points of view</p> <p>LO4: Identify the evidence in arguments</p>
19.	<p>What does the writer's use of the expression "Disney-esque" (line 22) suggest about his opinion of visitors' behaviour at the Mayan ruins? [2 m]</p> <p><i>["Disney-esque" = resembling or suggestive of/ in the manner or style of</i></p>	2	<p>LO3 Recognise writers' intentions (e.g. through their use of words, literary</p>

	<p><i>the films, television productions, or amusement parks made by Walt Disney or his organization}</i></p> <p><u>Ans:</u>  <b>The writer disapproves of/ is disappointed with / is displeased with/ objects to (1 m) the fact that visitors to the Mayan ruins do not respect the ruins but treat it as if it were an amusement park (like Disneyland) (1 m).</b></p> <p><b>For the 2<sup>nd</sup> mark, also accept:</b></p> <ul style="list-style-type: none"> <li>- "... the visitors do not care about the preservation of such heritage sites ..."</li> </ul>		(language)
20.	<p>In paragraph 5, the writer says that Rome is considered an "anomaly" (line 32) among other World Heritage sites. Explain why this is so. [2 m]</p> <p><i>{anomaly = something that deviates from what is standard, normal, or expected; abnormal, exception}</i></p> <p><u>Ans:</u>  <b>Rome has been able to fund itself by investing/ using visitors' entrance fees to maintain/ preserve the site (1);</b></p> <p><i>{Do not accept answers that imply that "smart government management" or "increase in tourist dollars" are the source of funds that go into maintaining the World Heritage sites in Rome}</i></p> <p><b>while most other World Heritage sites are "besieged by corruption, civil strife and/ or extreme poverty" (1)</b></p> <p style="text-align: center;"><i>or</i></p> <p><b>while most other World Heritage sites' plans (for self-funding) are thwarted/ foiled/ derailed/ hampered by natural or man-made disasters. (1)</b></p>	2	LO3: Provide and interpret evidence to support understanding

21	<p><b>Using your own words as far as possible, summarise the ways in which the designation of a place as a World Heritage site does not benefit the place, and the steps that can be taken to overcome these drawbacks.</b></p> <p><b>Use only information from paragraph 3 to paragraph 7.</b></p>	15	LO2: Skim for the gist/ main ideas  LO2: Make inferences to
----	---	----	--

	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).		draw conclusion from, e.g. contextual information
--	---	--	---

When UNESCO designates a place a World Heritage site, ...

From the passage	Pt	In own words
they are being sorely threatened by the wear and tear of relentless foot traffic/threatens the very resources—human and natural—upon which the industry is ultimately built.	1	<b>the large number of/ hordes of visitors</b>
outright vandalism	2	<b>hasten the deterioration of these sites.</b>
there is virtually no money attached to World Heritage status/ they are left on their own financially	3	<b>Some visitors even intentionally damage these places.</b>
Funds are available from the World Heritage Trust in the form of loans, or through private organizations like Ted Turner's United Nations Foundation. But competition is fierce; since UNESCO designated the first 12 World Heritage sites in the 1970s, the list has grown to 812 in 2006.	4	<b>Moreover, World Heritage sites are not funded/ provided with extra funds.</b>
What can be done to counter these ....	5	<b>Although these places can borrow money from the World Heritage Trust / private organisations,</b>
Under smart government management, some of the increase in tourist dollars is invested in preserving the sites - as in Rome, where visitors' entrance fees go directly into maintenance.	6	<b>there are now many sites vying for that money.</b>
training programme called Africa 2009 was conducted to teach locals not only how to preserve their immovable cultural heritage, but how to use it for economic development	7	<b>To overcome these drawbacks,</b>
UNESCO ... has recently teamed with travel companies like Expedia and Jet Tours in an attempt to market World Heritage site tours	8	<b>some places/ sites can fund/ maintain themselves using entrance fees.</b>
and, more important, to teach tourists to be responsible when visiting these places	9	<b>Locals can be educated/ instructed on ways to maintain/ conserve/ protect their heritage and profit from it (as well).</b>
		<b>UNESCO can collaborate with travel companies to promote tours to these Heritage sites,</b>
		<b>and also remind tourists to behave</b>

		appropriately.
... worked with ICCROM and other agencies to lobby guidebook editors such as Michelin and Lonely Planet to include an instruction page for visiting heritage sites	10	Besides this, UNESCO can also persuade guidebook editors to insert/ incorporate guidelines for tourists visiting Heritage sites.

**Note:**

**Students' answers should mention at least 3 steps to counter the drawbacks.**

When UNESCO designates a place a World Heritage site, the subsequent hordes of visitors hasten its deterioration. Some visitors intentionally damage these places. World Heritage sites are not given extra funds. Although they can borrow money from private organisations, there are many sites vying for that money. To overcome these drawbacks, some sites can maintain themselves using entrance fees. Locals can also be educated on ways to protect their heritage and profit from it. UNESCO can collaborate with travel companies to promote tours to these sites, but remind tourists to behave appropriately. It can also persuade guidebook editors to insert instructions for visitors.

**Marking Scheme for Summary**

1 mark for each correct point, up to 8 marks.

Summary Style Descriptors	
Mark	
7	<ul style="list-style-type: none"> <li>• There is a <b>sustained and successful attempt to re-phrase</b> the text language.</li> <li>• The summary is free from lifting except for phrases from the text which are difficult to substitute.</li> <li>• Apart from very occasional slips, <b>the language is accurate.</b></li> </ul>
5 - 6	<ul style="list-style-type: none"> <li>• There is a <b>noticeable attempt to re-phrase</b> the text.</li> <li>• The summary is free from stretches of concentrated lifting.</li> <li>• The language is <b>almost always accurate.</b> Serious errors will be so isolated as to be almost unnoticeable.</li> </ul>
3 - 4	<ul style="list-style-type: none"> <li>• There are recognisable but <b>limited attempts to re-phrase</b> the text detail.</li> <li>• Groups of text expression are interlaced with own words.</li> <li>• The expression may not always be secure, but <b>the attempt to substitute the text will gain credit.</b></li> <li>• The language is largely accurate.</li> </ul>
1 - 2	<ul style="list-style-type: none"> <li>• <b>Wholesale copying of large areas</b> of the text, but <b>not a complete transcript.</b></li> <li>• Attempts to substitute own language will be limited to <b>single word expression.</b></li> <li>• <b>Irrelevant sections of the text</b> will be more frequent at this level and below.</li> </ul>

	<ul style="list-style-type: none"><li>• Meaning is not in doubt but <b>serious errors</b> are becoming <b>more frequent</b>.</li></ul>
0	<ul style="list-style-type: none"><li>• Pretty well a <b>complete transcript</b> for the text expression.</li><li>• Originality is barely noticeable.</li><li>• There may also be <b>random transcription of irrelevant sections</b> of the text.</li><li>• <b>Heavy frequency of serious errors</b>, impeding the reading in many places.</li></ul>



**ST JOSEPH'S INSTITUTION  
PRELIMINARY EXAMINATION 2016  
(SECONDARY 4)**

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**ENGLISH LANGUAGE**

Paper 1 Writing

Additional Materials: Answer Paper

1128/01  
11 August 2016  
1 hour 50 minutes  
(08:30–10:20h)

**READ THESE INSTRUCTIONS FIRST**

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

Answer all sections.

For **Section A**, write your answers in the spaces provided.

Begin **Section B** and **Section C** on fresh sheets of paper.

Submit **ALL** sections **separately**.

This document consists of 4 printed pages.

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**[Turn over]**

**Section B [30 marks]**

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

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

You are considering taking part in an internship after your GCE 'O' level examination and have explored the website on the next page. You are required to write a letter to the Projects Organiser, who will discuss with the organisation concerned the feasibility of accepting your application.

Write a **letter** to the Projects Organiser. Include the following:

- the organisation and position you have expressed interest in
- the period which you are able to commit
- how you can contribute to the organisation
- how the internship experience will benefit you

Write your letter in clear, accurate English and in a polite but friendly tone, to convince the organisation that you are a suitable candidate.

You should use your own words as much as possible.

[www.internships.sg](http://www.internships.sg)

Do you wish to enrich yourself during the holidays?  
Sign up for one of these internships!

**1. Super Camp**  
Camp Leader

- Provide strategies to manage time
- Facilitate lessons on study skills
- Conduct team-bonding activities
- Pre-camp training by facilitators from USA to learn how to manage and motivate children



**2. TalentXHunters**  
Youtube Video Creator

- Work with clients to brainstorm marketing concepts
- Design Youtube videos
- Involved in the production of the videos
- Training will be provided on creating Youtube videos



**3. National Parks**  
Sungei Buloh Guide

- Provide guided tours for children on school excursions
- Take part in scientific studies
- Involved in park maintenance
- Training will be provided on tour guiding techniques and identifying various mangrove flora and fauna



**4. Projects Abroad**  
Healthcare Assistant

- Shadow medical professionals
- Provide medical care to low-income Cambodians
- Educate Cambodians on preventable diseases
- Training will be provided on basic health check, hygiene and nutrition



**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 your struggles when you learnt a new skill. Explain how the experience made an impact on you.
2. It is beneficial to live in an ethnically diverse society. Do you agree?
3. The world is our classroom. What are your views?
4. Staycation is gaining popularity in Singapore. What are the advantages and disadvantages of taking a holiday in your own country instead of abroad?

**\*\*\*END OF PAPER\*\*\***



**ST JOSEPH'S INSTITUTION  
PRELIMINARY EXAMINATION 2016  
(SECONDARY 4)**

---

**ENGLISH LANGUAGE**

**1128/1**

Paper 1 Writing

**11 August 2016**

Insert (Editing)

**1 hour 50 minutes  
(08:30 – 10:20)**

---

**READ THESE INSTRUCTIONS FIRST**

This insert contains Section A.

Write your answers in the spaces provided.

Submit Section A (Insert) separately.

This document consists of **2** printed pages.

---

**[Turn over]**

### Section A : Editing [10 marks]

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

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. ✓

In a recent dialogue with youths, Minister in the Prime Minister's Office Mr Chan Chun Sing called for Singaporeans to foster a national identity beyond 1. \_\_\_\_\_  
 materialistic concerns. In particular, he invoked the spirits of the pioneer 2. \_\_\_\_\_  
 generation, who surmounted tougher times, to drive the country towards the 3. \_\_\_\_\_  
 future. Such a call is not new. Concerning about rampant materialism and 4. \_\_\_\_\_  
 anxieties about a pace of life were discussed at the Singapore Conversation 5. \_\_\_\_\_  
 Initiative. One also recalls the Remaking Singapore Committee which 6. \_\_\_\_\_  
 mandate were to move Singapore beyond the "Five Cs" of careers, 7. \_\_\_\_\_  
 condominiums, clubs, credit cards and cars – all integral elements of our 8. \_\_\_\_\_  
 Singapore Dream as understood then. It is ironic that a national identity 9. \_\_\_\_\_  
 once defined in material terms, is now being lament in various quarters, 10. \_\_\_\_\_  
 including the Government.

Adapted from: Adrian Kuah, Recast the Singaporean Identity, *Today*, 12 April 2016

## Answers

In a recent dialogue with youths, Minister in the Prime Minister's Office Mr Chan Chun Sing called for Singaporeans to foster a national identity beyond materialistic concerns. In particular, he invoked the spirits of the pioneer generation, who surmounted tougher times, to drive the country towards the future. Such a call is not new. Concerning about rampant materialism and anxieties about a pace of life were discussed at the Singapore Conversation Initiative. One also recalls the Remaking Singapore Committee which mandate were to move Singapore beyond the "Five Cs" of careers, condominiums, clubs, credit cards and cars – all integral elements of our Singapore Dream as understood then. It is ironic that a national identity once defined in material terms, is now being lament in various quarters, including the Government.

1. on

2. spirit

3. tough

4. concerns

5. the

6. whose

7. was

8. ✓

9. ✓

10. lamented





**ST JOSEPH'S INSTITUTION  
PRELIMINARY EXAMINATION 2016  
(SECONDARY 4)**

---

**ENGLISH LANGUAGE**

**1128/02**

Paper 2 Comprehension

**11 August 2016**

INSERT

**1 hour 50 mins  
(11:10-13:00h)**

---

**READ THESE INSTRUCTIONS FIRST**

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

This document consists of **6** printed pages.

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[Turn over]

## Section A

## Text 1

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

http://see.thetrucme.sg



### What is Intellectual Disability?

The average person has an intelligent quotient (IQ) between 90 and 110. A person with intellectual disability has an IQ of less than 70, and has significant limitations in adaptive functioning. Intellectual disability is characterised by a triad of impairments in academic, social and practical functioning.



#### “I’m Wanyi. Do you know how to talk with people with intellectual disabilities?”

- Speak directly to us and not our caregivers.
- Speak in a concise and simple manner.
- Ask us for our opinions and give us time to respond.
- Do not be offended by a lack of response or unconventional behaviour.  
Be patient and continue talking to us at a regular pace.

### Sign up for Disability Awareness Talks

‘See the True Me Disability Awareness Talk’ is designed to raise awareness about the various abilities and needs of persons with disabilities. We will explore misconceptions about what it is to have a disability. You will learn about different types of disabilities as well as practical tips for interaction. Ultimately, our aim is to build your confidence in engaging with persons with disabilities.

Come join us on this journey towards a more inclusive Singapore.

[Register Now](#)

## Section B

### Text 2

*The writer was sent to South Africa as a war correspondent for London's Morning Post and, while with troops on a reconnaissance mission, was captured by the enemy. Read the text carefully and answer Questions 5-17 in the Question Paper Booklet.*

- 1 The State Model Schools stand in the midst of a quadrangle, and are surrounded on two sides by an iron grille and on two by a corrugated iron fence about 10 ft. high. These boundaries offered little obstacle to anyone who possessed the activity of youth, but the fact that they were guarded on the inside by sentries, fifty yards apart, armed with rifle and revolver, made them a virtually insurmountable barrier. No walls are so hard to pierce as living walls. I thought of the penetrating power of gold, and the sentries were sounded. They were incorruptible. I seek not to deprive them of the credit, but the truth is that the bribery market in the Transvaal has been spoiled by the millionaires. I could not afford with my slender resources to insult them heavily enough. So nothing remained but to break out in spite of them, I formed a scheme. 5
  
- 2 After anxious reflection and continual watching, it was discovered that when the sentries near the offices walked about on their beats, they were at certain moments unable to see the top of a few yards of the wall. The electric lights in the middle of the quadrangle brilliantly lighted the whole place but cut off the sentries beyond them from looking at the eastern wall, for from behind the lights all seemed darkness by contrast. The first thing was therefore to pass the two sentries near the offices. It was necessary to hit off the exact moment when both their backs should be turned together. After the wall was scaled, I should be in the garden of the villa next door. There my plan came to an end. 15
  
- 3 Everything after this was vague and uncertain. How to get out of the garden, how to pass unnoticed through the streets, how to evade the patrols that surrounded the town, and above all how to cover the two hundred and eighty miles to the Portuguese frontiers, were questions which would arise at a later stage. All attempts to communicate with friends outside had failed. I cherished the hope that with my meagre supply of chocolates, and a great deal of luck, I might march the distance in a fortnight, buying mealies (maize plants) at the native kraals (rural villages) and lying hidden by day. It did not look a very promising prospect. 25
  
- 4 Tuesday, the 12th! Another day of fear. Anything was better than further suspense. Night came again. Again the dinner bell sounded. Choosing my opportunity I strolled across the quadrangle. Through a crack I watched the sentries. For half an hour they remained stolid and obstructive. Then all of a sudden one turned and walked up to his comrade and they began to talk. Their backs were turned. Now or never. I darted out of my hiding place and ran to the wall, seized the top with my hands and drew myself up. Twice I let myself down again in sickly hesitation, and then with a third resolve scrambled up. The top was flat. Lying on it I had one parting glimpse of the sentries, still talking, still with their backs turned; fifteen yards away, I lowered myself silently down into the adjoining garden and crouched among the shrubs. I was free. The first step had been taken, and it was irreversible. 35
  
- 40

- 5 The bushes of the garden gave a good deal of cover, and in the moonlight their shadows lay black on the ground. Twenty yards away was the house, and I had not been five minutes in hiding before I perceived that it was full of people; the windows revealed brightly lighted rooms, and within I could see figures moving about. This was a fresh complication. I had always thought the house unoccupied. Presently—how long afterwards I do not know, for the ordinary measures of time, hours, minutes, and seconds are quite meaningless on such occasions—a man came out of the door and walked across the garden in my direction. Scarcely ten yards away he stopped and stood still, looking steadily towards me. 45
- 6 I cannot describe the surge of panic which nearly overwhelmed me. I may be discovered. I dared not stir an inch. My heart beat so violently that I felt sick. But amid a tumult of emotion, reason, seated firmly on her throne, whispered, "Trust to the dark background." I remained absolutely motionless. For a long time the man and I remained opposite each other, and every instant I expected him to spring forward. However, I continued to trust the shadow, and after a while another man came out of the house, lighted a cigar, and both he and the other walked off together. No sooner had they turned, a cat pursued by a dog rushed into the bushes and collided with me. The animal uttered a shrilled "miaul" and darted back again, making a horrible rustling. Both men stopped at once. It was only the cat, as they doubtless observed, and they passed out of the garden gate into the town. 50 55 60

*Adapted from, 'Escape from the Boers' by Winston Churchill*

## Section C

## Text 3

The article below highlights research work on resilience. Read the text carefully and answer Questions 18-24 in the Question Paper Booklet.

- 1 My husband and I sometimes fantasize about how much work we can do when one of us gets on a plane, undistracted by phones, friends, and *Finding Nemo*. We race to get all our ground work done and then board the plane. Then, when we try to have that amazing work session in flight, we get nothing done. Even worse, after refreshing our email or reading the same studies over and over, we are too exhausted when we land to soldier on with the emails that have inevitably still piled up. 5
- 2 Based on current research, we have come to realize that the problem is not our hectic schedule or the plane travel itself; the problem comes from a misunderstanding of what it means to be resilient, and the resulting impact of overworking. We often take a militaristic approach to resilience. We believe that longer we tough it out, the tougher we are, and therefore the more successful we will be. We imagine a Marine slogging through the mud, a boxer going one more round, or a football player picking himself up off the turf for one more play. However, this entire conception is scientifically inaccurate. 10 15
- 3 The very lack of a recovery period is dramatically holding back our ability to be resilient and successful. Research has found that there is a direct correlation between lack of recovery and increased incidence of health and safety problems. In workplaces today, employees lack time to recover — whether by disrupting sleep with thoughts of work or having continuous cognitive arousal by watching our phones flooded by work issues — is costing our companies \$62 billion a year in lost productivity. 20
- 4 Just because work stops, it does not mean we are recovering. We “stop” work sometimes at 5p.m., but then we spend the night wrestling with solutions to work problems, talking about our work over dinner and falling asleep thinking about how much work we will do tomorrow. In a study released last month, researchers from Norway found that 7.8% of Norwegians have become workaholics. The scientists cite a definition of “workaholism” as “being overly concerned about work, driven by an overwhelming desire that it impairs other important life areas.” 25
- 5 The misconception of resilience is often bred from an early age. Parents trying to teach their children resilience might celebrate a high school student staying up until 3 a.m. to finish a science fair project. What a distortion of resilience! A resilient child is a well-rested one. When an exhausted student goes to school, he risks hurting everyone on the road with his impaired driving; he does not have the cognitive resources to do well on his English test; he has lower self-control with his friends; and at home, he is moody with his parents. Overwork and exhaustion are the opposite of resilience. The bad habits we learn when we’re young only magnify when we hit the workforce. 30 35
- 6 The key to resilience is trying really hard, stopping to reflect, before trying again. This conclusion is based on biology. Conditions must be created in the brain to ensure and sustain well-being because when the mind is out of alignment from overworking, we can never move forward. It is a common assumption that when someone stops doing tasks such as answering emails or writing a paper, the brain will naturally 40

- recover. In actual fact what is needed is to schedule frequent breaks, shift their attention to other tasks when the mental or physical resources required for the initial task are temporarily depleted or exhausted. External recovery refers to actions that take place outside of work - free time between the workdays and weekends, and taking holidays or vacations. If after work you lie around on your bed and get riled up by political commentary on your phone or get stressed thinking about decisions about how to renovate your home, your brain has not received a break from high mental arousal states. Our brains need a rest as much as our bodies do. 45 50
- 7 If you really want to build resilience, you must give yourself the resources to be tough by creating internal and external recovery periods. In her upcoming book *The Future of Happiness*, based on her work at Yale Business School, Amy Blankson describes how to strategically stop during the day by using technology to control overworking. She suggests downloading the Instant or Moment apps to monitor how many times you turn on your phone each day. Employees must try to avoid eating at their desks instead spending time having lunch in the company of friends and colleagues – not talking about work. What we need to do is also create, work-free zones either at homes or certain designated places. As for us we have started using our flight time to dip into the recovery phase. We relax, meditate, sleep, watch movies, journal, or listen to entertaining podcasts. Now, when we get off the plane, instead of being depleted, we feel rejuvenated and ready to return to the performance zone. 55 60

Adapted from: Anchor S. and Gielan M. 2016 ' Resilience Is About How Much You Recharge Not How You Endure, *Harvard Business Review*, 30 June, 2016

**St. Joseph's Institution**

**LEVEL: SEC 4**

**SUBJECT: ENGLISH LANGUAGE PAPER 2 EXAMINATION : END-YEAR EXAM 2016**

<p><b>Section A</b> <b>Qn 1</b> How does the photograph support the message "Look beyond my disability. See the true me" ?</p>	<p><b>ANS: [1]</b> The picture shows Wanyi who has Down Syndrome beside a gown, highlighting her aspiration of being a fashion stylist [1]</p>
<p><b>Qn 2</b> In the section <b>What is Intellectual Disability</b>, quote two separate words that suggest the inability to function normally.</p>	<p><b>ANS: [1]</b> limitations and impairments [1] X disability</p>
<p><b>Qn 3</b> "I'm Wanyi. Do you know how to talk with people with intellectual disabilities?" What other ways does the writer involve the reader besides using the pronoun 'you'?</p>	<p><b>ANS: [2]</b> (i) Wanyi introduces herself and this personalizes the relationship [1] (ii) She asks a question [1]</p>
<p><b>Qn 4</b> Which sentence implies that Singaporeans do not do enough to socialise with people who have a disability?</p>	<p><b>ANS: [1]</b> Come join us on this journey towards a more inclusive Singapore [1] X Ultimately, our aim is to build your confidence in engaging with persons with disabilities.</p>
<p><b>Section B</b> <b>Qn 5</b> The writer mentions that a person climbing the wall must possess "the activity of youth" (line 4). What does the phrase, "activity of</p>	<p><b>ANS : [1]</b> Fit/ agile/ athletic/ nimble/ sprightly/ dexterous X strong/ energetic</p>

<p><b>youth" suggest? [1]</b>  LO3 : Apply critical reading by focusing on implied meaning, higher-order thinking, judgment and evaluation</p>	
<p><b>Qn 6</b></p> <p>The writer says that "No walls are so hard to pierce as living walls."  (lines 6-7)</p> <p>(i) What do the "living walls" refer to? [1]</p> <p>(ii) Give two reasons and explain why it is difficult for the writer to pierce the walls"? [2]</p>	<p><b>Answer: [1]</b></p> <p>(i) Sentries/ Soldiers/ guards [1]  X men armed with rifles and guns</p> <p><b>Answer: [2]</b></p> <p>ii)</p> <ul style="list-style-type: none"> <li>• The guards were fifty yards apart meaning that they were close in proximity, hence difficult to slip pass the guards without being seen.</li> <li>• The guards were armed with rifle and revolver meaning they could shoot down anyone who tries to escape</li> <li>• The guards could not be bribed with the little resources that he had.</li> </ul> <p>X The guards were incorruptible.</p> <p>(2 marks for any two of the above)</p>
<p><b>Qn 7</b></p> <p>What is ironic about the writer's remark that the sentries were "incorruptible" (line 8)?</p>	<p><b>ANS: [1]</b></p> <p>It is ironic because in actual fact, the sentries were corrupted by the millionaires who could bribe them / paid them more heavily.  X so much bribery going on yet no amount of bribery could tempt the sentries.  X Sentries were corrupted but would not accept the money offered by the writer.  X Sentries did not accept the writer's bribes but accept the bribes of larger amount by millionaires</p>

<p><b>Qn 8</b> Quote a sentence from paragraph 2 that shows the writer had to be precise in order for his plan to succeed.</p>	<p><b>ANS : [1]</b> "It is necessary to hit off the exact moment when both their backs should be turned together."</p>
<p><b>Qn 9</b> Which one word in paragraph 4 suggests the routine life of imprisonment?</p>	<p><b>ANS : [1]</b> "again" X fear/ stolid/ suspense/ irreversible/ another</p>
<p><b>Qn 10</b> What does the phrase "Now or never" (line 33-34) tell us about the state of mind the writer is in? [1]</p>	<p><b>ANS : [1]</b> Urgency/ under pressure/ desperation X determination/ anxiety</p>
<p><b>Qn 11</b> "I lowered myself <u>silently</u> down into the adjoining garden and <u>crouched among the shrubs</u>. I was free." (lines 38-39) What do the words in italics suggest about the writer's action?</p>	<p><b>ANS : [1]</b> cautious, careful, stealthy, discreetly X quietly/ hidden/ secrecy/ sneaky/ discrete(ly)</p>
<p><b>Qn 12</b> Why is the writer's action "irreversible" (line 40)? [1]</p>	<p><b>ANS: [1]</b> The writer cannot retrace his steps/ retreat/ go back/ return as he would likely be caught by the tight security. X If he did not escape, he would be punished. X He would be in trouble if they found out he had escaped.</p>

<p><b>Qn 13</b> Explain why the writer felt "the surge of panic which nearly overwhelmed"(line 50) him?</p>	<p>ANS: [1] He thought he was discovered as the man <b>stopped very close to him and looking steadily towards him</b>. [1]</p>
<p><b>Qn 14</b> 'But amid a tumult of emotion, reason, seated firmly on her throne, whispered, "Trust to the dark background."' (lines 51-53) Explain two ways how the writer gives 'reason' human characteristics.</p>	<p>ANS : [2] Reason having the seat of/ being able to sit and wield <b>power/ authority/ command</b> [1] Reason being able to whisper/ have a voice to <b>counsel/ advice</b> [1]</p>
<p><b>Qn 15</b> Give another phrase in the same paragraph that has a similar meaning to "absolutely motionless" (line 53).</p>	<p>ANS: [1] "dared not stir an inch" X   dared not stir an inch/ stir an inch</p>
<p><b>Qn 16</b> The animal uttered a "miaul'" (line 58) (i) Besides the cat's "miaul", which other sound caused both men to stop immediately? [1] (ii) What do these sounds reveal about the cat's reaction to its surrounding?</p>	<p>ANS: [2]"rustling" [1] It was startled/ alarmed/ stunned/ frightened [1]</p>

<p><b>Qn 17</b> The structure of the text reflects the different stages of the writer's escape from captivity. Complete the flow chart by choosing one phrase from the box to summarise the stage of the escape described in each part of the text. There are some extra phrases in the box you do not need to use. [4]</p> <p><b>Stages of escape</b></p> <ul style="list-style-type: none"> <li>• hatching a strategy</li> <li>• seizing the moment</li> <li>• deliberating on the possibilities</li> <li>• anticipating the challenges ahead</li> <li>• encountering a dilemma</li> <li>• removing doubts</li> <li>• attempting to retreat</li> </ul>	<p><b>ANS: [4]</b> <b>(Flowchart)</b> Paragraph 1 – deliberating on the possibilities <i>boundaries offered little obstacle.../ "guarded on the inside.../ "insurmountable barrier/ "I thought of the penetrating power of gold"/ "I could not afford.."</i></p> <p>Paragraph 2 – hatching a strategy <i>"The first thing...to pass the two sentries...necessary to hit off the exact moment...wall was scaled...in the villa next door"</i></p> <p>Paragraph 3 – anticipating the challenges ahead <i>Everything after this was vague and uncertain...how...were Questions...it did not look a promising prospect."</i></p> <p>Paragraph 4 – seizing the moment <i>Choosing my opportunity...Now or never...The first step had been taken.</i></p>
<p><b>Section C</b> <b>Qn 18</b> Pick two consecutive words in paragraph 1 that have the same meaning as 'persevere'</p>	<p><b>ANS :[2]</b> The word is 'soldier on' [1]</p>
<p><b>Qn 19</b> (i) What does the writer suggest of people who 'take a militaristic approach towards resilience' (line 11)? (ii) Why is this militaristic approach a false concept</p>	<p><b>ANS :</b> (i) The writer suggests that these people are unyielding / rigid / inflexible [1] (ii) Because there is a lack of a recovery period [1].</p>
<p><b>Qn 20</b> (i) Give one reason from paragraph 3 to support Kyle's view? (ii) How would Judy explain her view with reference to lines 19-22?</p>	<p><b>ANS :</b> (i) sleep is disrupted with thoughts of work OR continuously watching their phones flooded with work issues [1].</p>

<p><b>Qn 21</b>          (i) In paragraph 4, why is the word 'stop' (line 23) within inverted commas?          (ii) Quote a word in the same paragraph that has the same meaning as 'struggle'.</p>	<p>(ii) The contradiction is that the more time people spend being preoccupied with work, the less efficient they become [1].</p> <p><b>ANS :</b>          (i) To show the opposite of what takes place (ie to show the person continues working) [1]          (ii) The word is wrestling [1].</p>										
<p><b>Qn 22</b>          22. From paragraph 5, state two effects insufficient sleep has on relationships.</p>	<p><b>ANS :</b></p> <p>i. lower self-control with friends [1]          ii. moody with parents [1]</p>										
<p><b>23. What tone is adopted by the writer in the phrase 'What a distortion of resilience!' (line 32)</b></p>	<p><b>ANS :</b> anger, frustration</p>										
<p><b>Qn 24</b>          Using your own words as far as possible, summarize the ways by which resilience can be developed.          Use only information from paragraphs 6 and 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:  <i>When a person wants to be resilient, he needs to</i></p>	<p><b>ANS : [15]</b></p> <table border="1" data-bbox="1010 387 1369 1149"> <tr> <td></td> <td><b>Lifted From Passage</b></td> </tr> <tr> <td>1</td> <td>Try really hard, stopping to reflect, before trying again</td> </tr> <tr> <td>2</td> <td>Conditions must be created in the brain to ensure and sustain well-being</td> </tr> <tr> <td>3</td> <td>Take frequent scheduled / unscheduled breaks</td> </tr> <tr> <td>4</td> <td>Shift their attention to other tasks when the mental or physical resources required for the initial task are</td> </tr> </table>		<b>Lifted From Passage</b>	1	Try really hard, stopping to reflect, before trying again	2	Conditions must be created in the brain to ensure and sustain well-being	3	Take frequent scheduled / unscheduled breaks	4	Shift their attention to other tasks when the mental or physical resources required for the initial task are
	<b>Lifted From Passage</b>										
1	Try really hard, stopping to reflect, before trying again										
2	Conditions must be created in the brain to ensure and sustain well-being										
3	Take frequent scheduled / unscheduled breaks										
4	Shift their attention to other tasks when the mental or physical resources required for the initial task are										

	temporarily depleted or exhausted
5	Make time between workdays and weekends not thinking about work
6	Taking holidays and vacations
7	Strategically stop during the day by using technology to control overworking
8	Employees must try to avoid eating at their desks instead spending time in the company of friends and colleagues – not talking about work.
9	Create work-free zones either at homes or certain designated places.
	<b>Rephrased Points</b>
1	Working hard, stopping to review before continuing
2	A person's state of mind must be kept healthy
3	Take regular breaks
4	Focus on other tasks if the current task is insurmountable
5	Detach from work at certain times during the workweek and weekends
6	Taking trips

		Use technology to curb overworking
7		
8		Spend time / socialising with friends and colleagues
9		Make certain spaces in offices and home work-free.

**SUMMARY STYLE DESCRIPTORS**

<b>SUMMARY STYLE DESCRIPTORS</b>	
Mark	
7	<ul style="list-style-type: none"> <li>• There is sustained and successful attempt to rephrase the text language.</li> <li>• The summary is free from lifting except for phrases from the text which are difficult to substitute.</li> <li>• Apart from very occasional slips, the language is accurate.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• There is a noticeable attempt to rephrase the text language.</li> <li>• The summary is free from stretches of concentrated lifting.</li> <li>• The language is almost always accurate. Serious errors will be so isolated to be almost unnoticeable.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• There are recognisable but limited attempts to rephrase the text detail.</li> <li>• Groups of text expression are interlaced with own words.</li> <li>• The expression may not always be secure, but the attempt to substitute the text will gain credit.</li> <li>• The language is largely accurate.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>• Wholesale copying of large areas of the text, but not a complete transcript.</li> <li>• Attempts to substitute own language will be limited to single word expression.</li> <li>• Irrelevant sections of the text will be more frequent at this level and below.</li> <li>• Meaning is not in doubt but serious errors are becoming more frequent.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Pretty well a complete transcript of the text expression.</li> <li>• Originality is barely noticeable.</li> <li>• There may also be random transcription of irrelevant sections of the text.</li> <li>• Heavy frequency of serious errors, impeding the reading in many places.</li> </ul>



**ST JOSEPH'S INSTITUTION  
PRELIMINARY EXAMINATION 2016  
(SECONDARY 4)**

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**ENGLISH LANGUAGE**

**1128/02**

Paper 2 Comprehension

**11 August 2016**

Candidates answer on the Question Booklet

**1 hour 50 minutes  
(1110-1300h)**

Additional Materials: Insert

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**READ THESE INSTRUCTIONS FIRST**

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

Submit answers to Section A, B+C [Questions 1-23] and Summary [Question 24] separately.

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

This document consists of **9** printed pages

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**[Turn over]**

**Section A [5 marks]**

**Refer to Text 1 on page 2 of the Insert for Questions 1 – 4.**

- 1. How does the photograph support the message "Look beyond my disability. See the true me" ?

The photograph shows a person who has done a good deed and is smiling, which shows that they are not disabled. It shows that they are a normal person. [1]

- 2. In the section **What is Intellectual Disability**, quote **two** separate words that suggest the inability to function normally.

..... [1]

- 3. **"I'm Wanyi. Do you know how to talk with people with intellectual disabilities?"**

What other ways does the writer involve the reader besides using the pronoun 'you'?

.....  
 .....  
 ..... [2]

- 4. Which sentence implies that Singaporeans do not do enough to socialise with people who have a disability?

.....  
 ..... [1]



9 Which one word in paragraph 4 suggests the routine life of imprisonment?

..... [1]

10 What does the phrase "Now or never" (line 33-34) tell us about the state of mind the writer is in?

..... [1]

11 "I lowered myself *silently* down into the adjoining garden and *crouched* among the shrubs. I was free." (lines 38-39)  
What do the words in italics suggest about the writer's action?

.....  
..... [1]

12 Why is the writer's action "irreversible" (line 40)?

.....  
..... [1]

13 Explain why the writer felt "the surge of panic which nearly overwhelmed" (line 50) him?

.....  
..... [1]

14 "But amid a tumult of emotion, reason, seated firmly on her throne, whispered, "Trust to the dark background." (lines 51-53)  
Explain **two** ways how the writer gives "reason" human qualities.

(i) .....

(ii) ..... [2]

15 Give another phrase in the same paragraph that has a similar meaning to "absolutely motionless" (line 53).

..... [1]

16 "The animal uttered a "miaul"" (line 58)

(i) Besides the cat's "miaul", which other sound caused both men to stop immediately?

..... [1]

(ii) What do these sounds reveal about the cat's reaction to its surrounding?

.....  
..... [1]

17 The structure of the text reflects the different stages of the writer's escape from captivity. Complete the flow chart by choosing one phrase from the box to summarise the stage of the escape described in each part of the text there are some extra phrases in the box you do not need to use.

**Stages of escape**

hatching a strategy

seizing the moment

attempting to retreat

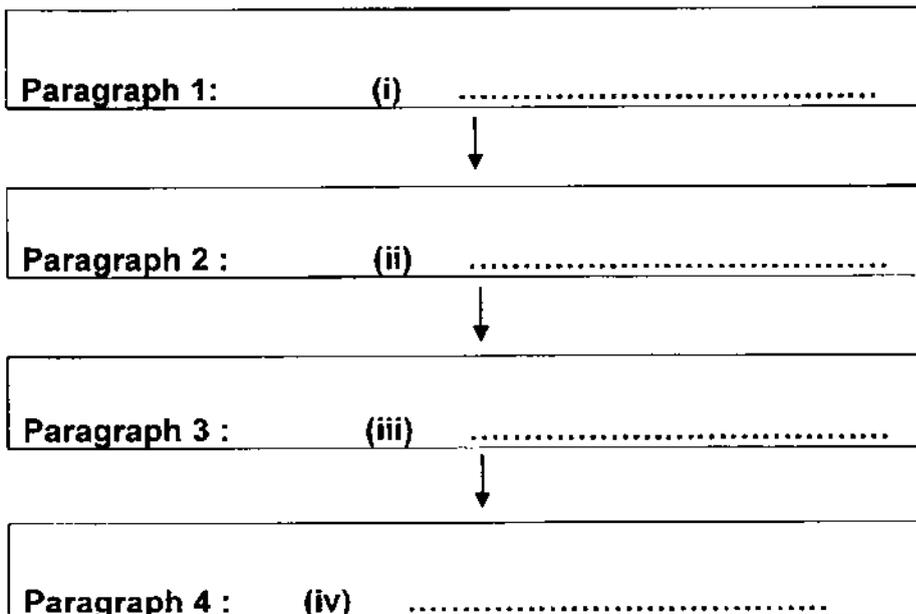
deliberating on the possibilities

encountering a dilemma

anticipating the challenges ahead

removing doubts

**Flow Chart**



[4]

**Section C [25 marks]**

**Refer to Text 3 on page 5 and 6 of the Insert for Questions 18 – 23.**

18 Pick two consecutive words in paragraph 1 that have the same meaning as 'persevere'.

..... [1]

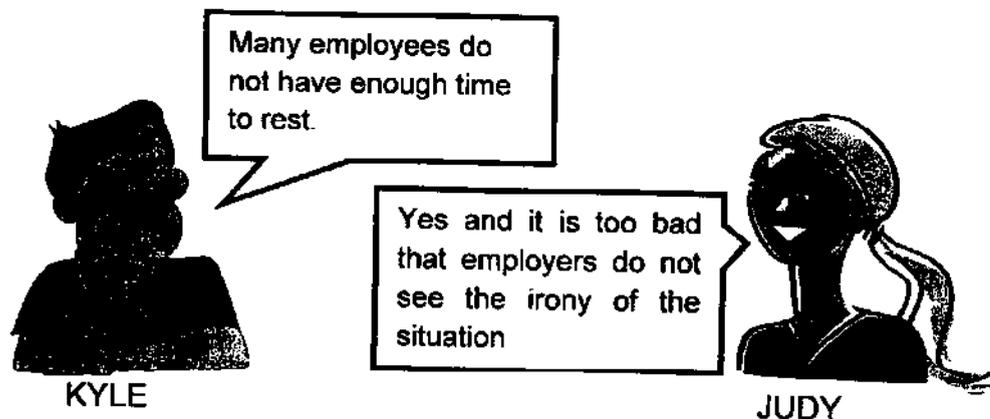
19 (i) What does the writer suggest of people who 'take a militaristic approach towards resilience' (line 11)?

..... [1]

(ii) Why is this militaristic approach a false concept?

..... [1]

20 Here is a part of a conversation between two students who have read the article.



(i) Give a reason from paragraph 3 to support Kyle's view?

.....  
..... [1]

(ii) How would Judy explain her view with reference to lines 19 -22?

.....  
..... [1]

21 (i) Why is the word 'stop' (line 23) within inverted commas?

.....  
..... [1]

(ii) Quote a word in the same paragraph that has the same meaning as 'struggle'.

.....  
..... [1]

22 From paragraph 5, state **two** effects of insufficient sleep on relationships.

(i) .....[1]

(ii) .....[1]

23 What is the tone adopted by the writer in the phrase 'What a distortion of resilience!' (line 32)?

.....  
..... [1]

**BLANK PAGE**

**Please continue to complete the summary on Page 9.**







SINGAPORE CHINESE GIRLS' SCHOOL  
PRELIMINARY EXAMINATION 2016  
SECONDARY FOUR (O-LEVEL)

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

Wednesday

20 July 2016

1 hour 50 minutes

Additional Materials: Answer Paper

---

**READ THESE INSTRUCTIONS FIRST**

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

Write in dark blue or black pen 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, hand in each section **separately**.

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

---

This question paper consists of 4 printed pages including this cover page.

[Turn over

**Section B [30 marks]**

Begin your answer on a fresh sheet of paper.

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

**You should read the information carefully and plan your answer before beginning to write.**

You are a volunteer at the Community Club and have been asked to promote active ageing among the senior citizens in the neighbourhood. Using the information from the webpage on the '*Active Ageing Senior Citizens' Programme*', you will encourage the senior citizens to live life to the fullest.

Write a speech that you would make at the upcoming Community Club gathering for senior citizens suggesting:

- two activities they can consider which benefits their physical health and personal growth respectively
- how and why these activities will be beneficial to the senior citizens
- long-term positive impacts of active ageing on society on the whole.

Write your speech in clear, accurate English and in a persuasive and enthusiastic tone to motivate the senior citizens to participate actively.

You should use your own words as much as possible.

## ACTIVE AGEING SENIOR CITIZENS' PROGRAMME (AASCP)



*This programme was set up in line with the national policy of promoting active engagement between senior citizens and the community, thereby keeping them healthy and active, physically and mentally. Through the programme, senior citizens can express themselves through art and craft, exercise, song and dance, storytelling and public speaking, and they can, in turn, share what they have learned with the community.*

The programme comprises two broad initiatives with their own range of activities.



*'Energise Your Life' - This initiative encompasses enrichment activities and talks that motivate senior citizens to lead a healthy lifestyle. Topics cover health, mental wellness and inspirational issues.*

*'Appreciating Beauty' - This caters to senior citizens interested in art appreciation or photography and includes outdoor shoots, visits to art galleries and museums, as well as workshops on digital photo management.*



Through the involvement in the activities mentioned above, the senior citizens can continue to keep their minds active and delay the onset of age-related illnesses like Alzheimer's disease.

Adapted from <http://www.rsvp.org.sg/volunteer/active-ageing-seniors-programme-aasp>

[Turn over

**Section C [30 marks]**

Begin your answer on a fresh piece of paper.

**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 hidden talents do you think you possess which will stand you in good stead in the future?
- 2 'The world is not ready to embrace diversity.' Do you agree?
- 3 Describe an experience which has taught you not to blame or resent others for your own shortcomings.
- 4 What are the advantages and disadvantages of studying abroad?

**END OF PAPER**



**SINGAPORE CHINESE GIRLS' SCHOOL  
PRELIMINARY EXAMINATION 2016**

**ENGLISH LANGUAGE**

**1128/01**

Paper 1      Editing

**INSERT**

**Wednesday**

**20 July 2016**

**1 hour 50 minutes**

---

**READ THESE INSTRUCTIONS FIRST**

This insert contains **Section A**.

Write your answers in the spaces provided.

Submit this Insert **separately** from your answers to **Section B** and **Section C**.

**To be completed.**

<b>Candidate Name:</b>			
<b>Index Number:</b>		<b>Class:</b>	SEC 4 ____

---

This question paper consists of 2 printed pages including this cover page.

**[Turn over**

**Section A [10 marks]**

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

✓ .....

People live in the present and anticipate what is to come in the	
future. Sceptic may therefore ask if it is wise to study what has	1 .....
came before. Being rational, people would quite correctly expect	2 .....
fields in study to serve useful purposes. Hence, learning history	3 .....
may be more difficult to justify than studying engineering or	4 .....
medicine. However, we should be wary of being dismissive about	5 .....
the value of learning history. It was true history can be prejudiced	6 .....
due to the selective presentation of factual informations. However,	7 .....
that is what make learning history worthwhile for students as	8 .....
they are compel to exercise critical thinking to get as close as	9 .....
possible to the absolute truth of historical narratives told by Man	10 .....
through the ages.	

**END OF INSERT**



**SINGAPORE CHINESE GIRLS' SCHOOL  
PRELIMINARY EXAMINATION 2016  
SECONDARY FOUR (O-LEVEL)**

**ENGLISH LANGUAGE**

**1128/02**

Paper 2      Comprehension

**INSERT**

**Wednesday**

**20 July 2016**

**1 hour 50 minutes**

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**READ THESE INSTRUCTIONS FIRST**

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

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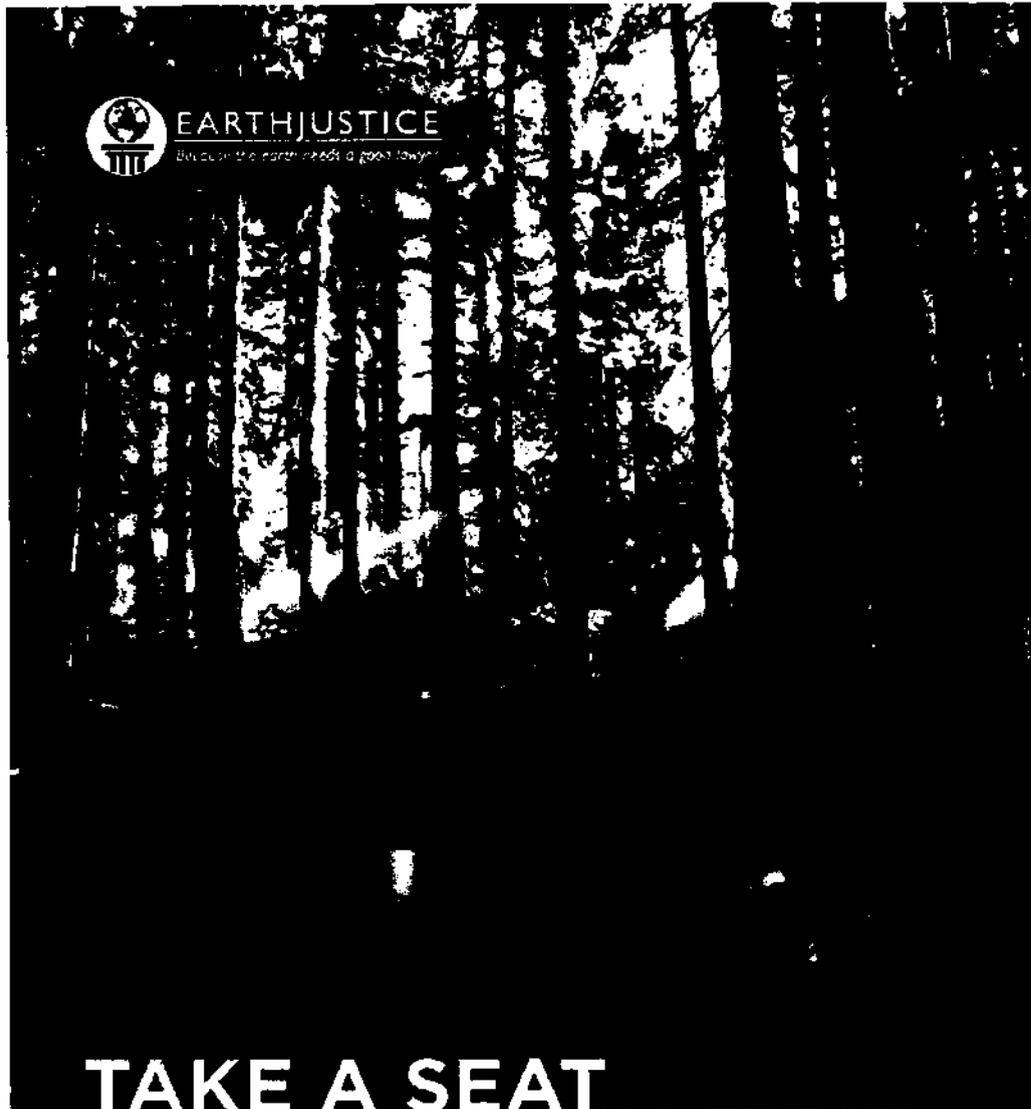
This insert consists of 6 printed pages (including this cover page).

**[Turn over**

## Section A

## Text 1

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

**JOIN EARTHJUSTICE'S FIGHT FOR OUR FORESTS AND WILDLIFE**

Earthjustice protects our wild places in court—because we believe the earth needs a good lawyer. Show your support for our work by scanning the code and taking a stand for the environment.



[EARTHJUSTICE.ORG/STAND](http://EARTHJUSTICE.ORG/STAND)

## Section B

## Text 2

The text below describes an encounter the narrator has with some pensioners at the university where they used to work. Read the text carefully and answer Questions 5 – 15 in the Question Paper Booklet.

- 1 I was there to ask about my pension, yet again. "Good day, Prof," the dried-up-looking clerk, Ugwuoke, said. "Sorry, the money has not come in."
- 2 The other clerk, whose name I have now forgotten, nodded and apologised as well, while chewing on a pink lobe of kola nut. They were used to this. I was used to this. So were the tattered men who were clustered under the flame tree, talking loudly among themselves, gesturing. The Education Minister has stolen the pension money, one fellow said. Another said that it was the Vice-Chancellor who had deposited the money in high-interest personal accounts. They cursed the Vice-Chancellor: His children will not have children. He will die of diarrhoea. When I walked up to them, they greeted me and shook their heads apologetically about the situation, as if my professor-level pension were somehow more important than their messenger-level or driver-level pensions. They called me Prof, as most people do, as the hawkers sitting next to their trays under the tree did. "Prof! Prof! Come and buy a good banana!"
- 3 I chatted with Vincent, who has been our driver when I was Faculty Dean in the eighties. "No pension for three years, Prof," he said. "This is why people retire and die."
- 4 "O *joka*<sup>1</sup>," I said, although he, of course, did not need me to tell him how terrible it was.
- 5 "How is Nkiru. Prof, I trust she is well in America?" He always asks about our daughter. He often drove my wife, Ebere, and me to visit her at the College of Medicine in Enugu. I remember that when Ebere died, he came with his relatives for *mgbalu*<sup>2</sup> and gave a touching, if rather long, speech about how well Ebere had treated him when he was our driver, how she gave him our daughter's old clothes for his children.
- 6 "Nkiru is well," I said.
- 7 "Please greet her for me when she calls, Prof."
- 8 "I will."
- 9 He talked for a while longer, about ours being a country that has not learned to say 'thank you', about the students in the hostels not paying him on time for mending their shoes. But it was his Adam's apple that held my attention; it bobbed alarmingly, as if just about to pierce the wrinkled skin of his neck and pop out. Vincent is younger than I am, perhaps in his late

[Turn over

- sixties, but he looks older. He has little hair left. I quite remember his incessant chatter while he drove me to work in those days; I remember, too, that he was fond of reading my newspapers, a practice I did not encourage. 35
- 10 "Prof, won't you buy us banana? Hunger is killing us," one of the men gathered under the flame tree said. He had a familiar face. I think he was my next-door neighbour Professor Ijere's gardener. His tone had a half-teasing, half-serious quality, but I bought groundnuts and a bunch of bananas for them, although what all those men really needed was some moisturiser. Their faces and arms looked like ash. It is almost March, but the harmattan<sup>3</sup> season is very much here: the dry winds, the crackling static on my clothes, the fine dust on my eyelashes. I applied more lotion than usual today, and Vaseline on my lips, but still the dryness made my palms and face feel tight. 40 45
- 11 "Thank you, Prof!" the men said, and then began to mock one another about who would do the dividing. 50
- 12 I stood around and listened to their talk. I was aware that they spoke more respectably because I was there: carpentry was not going well, children were ill, more moneylender troubles. They laughed often. Of course they nurse resentment, as they well should, but it has somehow managed to leave their spirits whole. I often wonder whether I would be like them if I did not have money saved from my appointments in the Federal Office of Statistics and if Nikiru did not insist on sending me dollars that I do not need. I doubt it; I would probably have hunched up like a tortoise in its shell and let my dignity be whittled away. 55

*Adapted from 'Ghosts' by Chimamanda Ngozi Adichie*

<sup>1</sup>*O joka*: "It is very bad" (translation from the Igbo language of Nigeria).

<sup>2</sup>*Mgbalu*: To quickly reach out; to commiserate and show sympathy, particularly in the cases of death and grieving.

<sup>3</sup>*Harmattan*: A dry and dusty West African trade wind which blows south from the Sahara desert into the Gulf of Guinea between the end of November and the middle of March (winter).

## Section C

## Text 3

The article below explains the negative impacts of tourism on the environment. Read the text carefully and answer Questions 16 – 22 in the Question Booklet and Summary Sheet.

- 1 Negative impacts from tourism occur when the level of visitor use is greater than the environment's ability to cope with this use within the acceptable limits of sustainability. Uncontrolled conventional tourism poses potential threats to many natural areas around the world. It can put enormous pressure on an area and lead to impacts such as the depletion of natural resources, soil erosion, increased pollution, the destruction of natural habitats, increased pressure on endangered species and heightened vulnerability to forest fires. It can also force hapless local populations to compete for the use of critical resources. 5
- 2 Tourism development can put pressure on natural resources when it increases consumption in areas where resources are already scarce. Water, and especially fresh water, is one of the most critical natural resources. The tourism industry generally overuses water resources for hotels, swimming pools, golf courses and personal use of water by tourists. This can result in water shortages and degradation of water supplies, as well as the production of a greater volume of waste water. In drier regions like the Mediterranean, the issue of water scarcity is of particular concern. Because of the hot climate and the tendency of tourists to consume more water when on holiday than they do at home, the amount used can run up to 440 litres a day. This is almost double what the inhabitants of an average Spanish city use. 10 15
- 3 In areas with high concentrations of tourist activities and appealing natural attractions, the mass disposal of waste is also a serious problem and improper disposal can be a major defiler of the natural environment. For example, cruise ships in the Caribbean are estimated to produce more than 70,000 tonnes of waste each year, which is then discharged at sea. Solid waste and littering can degrade the physical appearance of the water and shoreline and cause the death of marine animals. In mountain areas, trekking tourists on expeditions leave behind their garbage, oxygen cylinders and even camping equipment. Such practices degrade the environment with all the detritus<sup>1</sup> typical of the developed world, in remote areas that have few garbage collection or disposal facilities. Some trails in the Peruvian Andes and in Nepal frequently visited by tourists have been nicknamed 'Coca-Cola Trail' and 'Toilet Paper Trail'. 20 25 30
- 4 Even important land resources like minerals, fossil fuels, fertile soil, forests, wetland and wildlife, are not spared from the rampages of tourism. Increased construction of tourism and recreational facilities has increased the pressure on these resources and on scenic landscapes. Direct impact on natural resources, both renewable and non-renewable, in the provision of tourist facilities can be caused by the use of land for accommodation and other infrastructure, and the use of natural land resources for building materials. Forests often suffer negative impacts of tourism in the form of deforestation caused by fuel wood collection and land clearing. For example, a 35

[Turn over

typical trekking tourist in Nepal – an area already suffering the effects of deforestation – can use four to five kilogrammes of wood a day. 40

- 5 Although the argument for the expansion of tourism is its vast potential as a money-spinning machine for the local economy, it often fails to integrate its structures with the natural features and indigenous architecture of the destination. Large, dominating and gleaming resorts of disparate design can blight any natural environment and clash with the local architectural landscape. A lack of land-use planning and building regulations in many destinations has facilitated sprawling developments along coastlines, valleys and scenic routes. The sprawl includes tourism facilities themselves and supporting infrastructure such as roads, employee housing, parking lots, service areas, and waste disposal facilities. Due to this encroachment and the tourism leisure activities taking place in these reconstructed places, the natural habitat of native flora and fauna can be greatly damaged. For example, wildlife viewing can bring about stress for the animals and alter their natural behaviour when tourists come too close. For example, safaris and wildlife watching activities have a degrading effect on the natural environment as they often are accompanied by the noise and commotion created by tourists as they chase wild animals in their trucks and aircraft. This puts high pressure on animal habits and behaviours and even tends to bring about behavioural changes. In some cases, as in Kenya with its many tourist safari parks, it has led to animals becoming so distressed that at times, they neglect their young or fail to mate. 45  
50  
55  
60

*Adapted from 'Tourism's Three Main Impact Areas', by The United Nations Environment Programme*

<sup>1</sup>*detritus*: waste or debris of any kind

**END OF INSERT**



SINGAPORE CHINESE GIRLS' SCHOOL  
PRELIMINARY EXAMINATION 2016  
SECONDARY FOUR (O-LEVEL)

ENGLISH LANGUAGE

1128/02

Paper 2      Comprehension

Wednesday

20 July 2016

1 hour 50 minutes

Candidates answer on the Question Booklet.

Additional Materials:      Insert

---

**READ THESE INSTRUCTIONS FIRST**

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

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

At the end of the examination, hand in the Question Booklet, the Summary question and the Insert **separately**.

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

**To be completed.**

<b>Candidate Name:</b>			
<b>Index Number:</b>		<b>Class:</b>	SEC 4 ____

---

This question booklet consists of **9** printed pages (including this cover page) and **1** blank page.

[Turn over

**Section A [5 marks]**

**Text 1**

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

**1** What is the intended message of this poster?

..... [1]

**2** Give **two** reasons why the image in the poster is effective.

(i) ..... [1]

(ii) ..... [1]

**3** How could you show your support for Earthjustice?

..... [1]

**4** Why is the tagline, 'Take a seat, Take a stand', effective?

.....  
..... [1]

**Section B [20 marks]**

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

- 5** From paragraph 2, state **two** theories the men had about where their pension money had disappeared to.

.....  
.....  
..... [2]

- 6** What does the phrase ‘they were used to this’ suggest about the clerks, the narrator and the men under the flame tree? (line 4)

..... [1]

- 7** In paragraph 2, what do the curses levelled at the Vice-Chancellor reveal about the emotions of the men? Explain your answer.

..... [2]

- 8** What does the phrase ‘as if my professor-level pension were somehow more important than their messenger-level or driver level-pensions’ suggest about the narrator? (lines 11 – 13)

..... [1]

**[Turn over**

9 In paragraph 5, the writer states that Vincent gave a 'touching, if rather long, speech' (line 24) when Ebere died.

In your own words, state two reasons for his fondness for the narrator's family.

.....  
.....  
.....  
..... [2]

10 In paragraph 9, Vincent complains to the narrator that the country 'has not learned to say 'thank you' ' (lines 30 – 31).

(i) What was the narrator distracted by during his conversation with Vincent?

.....  
..... [1]

(ii) What does this reveal about him?

.....  
..... [1]

11 How does the writer create a sense of irony in paragraph 10?

.....  
.....  
.....  
..... [2]

[Turn over

12 'I was aware that they spoke more respectably because I was there: carpentry was not going well, children were ill, more moneylender troubles. They laughed often. Of course they nurse resentment, as they well should, but it has somehow managed to leave their spirits whole.' (lines 51 – 55)

In your own words, how does the narrator describe the men under the flame tree?

.....  
.....  
.....  
..... [2]

13 From paragraph 12, what is the main difference between the narrator and the other men in the passage?

.....  
..... [1]

14 'I would probably have hunched up like a tortoise in its shell and let my dignity be whittled away.' (lines 58 – 59)

(i) What does this description of the narrator reveal about his character?

.....  
..... [1]

(ii) Why is this description so effective?

.....  
..... [1]

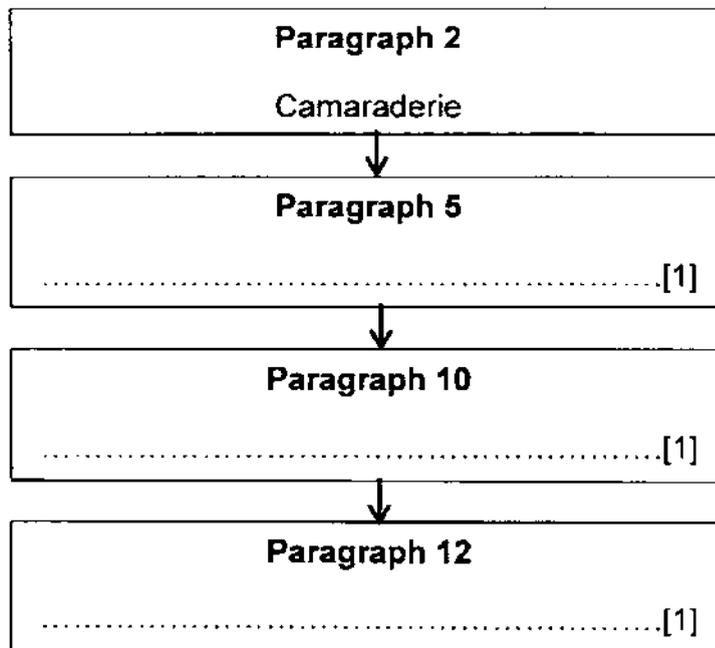
[Turn over

- 15** In this text, the narrator experiences different emotions over the course of the passage. Complete the flow chart by choosing one phrase or word from the box to describe these feelings. There are some extra phrases in the box you do not need to use.

**Description of emotions**

Resentful	Concerned	Selfless
Tired	Magnanimous	
Arrogant	Inferior	Nostalgic

**Flow chart**



[3]

**Section C [25 marks]**

**Refer to Text 3 on pages 5 – 6 of the Insert for Questions 16 – 22.**

**16** According to paragraph 1, when would the tourism industry be considered to negatively impact the environment? **Use your own words** in your answer.

.....  
..... [1]

**17** In paragraph 1, which word evokes our sympathy for the local people affected by the expansion of the tourism industry?

.....  
..... [1]

**18** From paragraph 2, give **two** impacts resulting from the overuse of water resources that the tourism industry might bring about.

.....  
.....  
.....  
..... [2]

**19** What example does the writer use to illustrate his point that tourists ‘consume more water when on holiday than they do at home’ (line 17)?

.....  
..... [1]

**[Turn over**

20 With reference to paragraph 3, why would you find the nicknames for the trekking trails in the Peruvian Andes and Nepal appropriate?

.....  
.....  
.....  
..... [2]

21 Here is a part of a conversation between two tourists, Sandra and Mark, who have read the article.

Sandra:	The growth of the tourism industry has caused quite a few detrimental effects on land resources.
Mark:	But tourism definitely benefits the local community too.

(a) Give **two** pieces of evidence from paragraph 4 that Sandra can use to support her statement.

(i) .....  
..... [1]

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

(b) With reference to paragraph 5, explain in your own words why Mark feels as he does.

.....  
..... [1]

[Turn over



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**SINGAPORE CHINESE GIRLS' SCHOOL  
PRELIMINARY EXAMINATION 2016  
SECONDARY FOUR (O-LEVEL)**

**ENGLISH LANGUAGE**

**1128/02**

Paper 2      Comprehension **ANSWER KEY**

**Wednesday**

**20 July 2016**

**1 hour 50 minutes**

Additional Materials:

Insert

---

**[Turn over**

**Section A [5 marks]**

**Text 1**

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

**1** What is the intended message of this poster?

That awareness needs to be raised to fight for the earth/nature especially when they have no voice to speak up for themselves. [1]

To encourage readers to take a stand for the environment [1]

To garner support for Earthjustice in protecting forests and wildlife in court

NOT: To highlight the importance of saving the Earth (because the visual text is not about saving the earth, but the need to stand up and fight for it instead. No suggestions of why the earth is needs saving)

NOT: We need to care for the environment (but be more precise)

NOT: To stand firm against deforestation

NOT: It is to show that people have been doing the earth injustice by not protecting the wild places

**2** Give **two** reasons why the image in the poster is effective.

(i) It is set in a courtroom, which links strongly to the idea of justice [1]

(ii) Yet the courtroom is set in the middle of a forest, which links to the main victim in the case [1]

(iii) The image shows a courtroom where the trees are to be protected by lawyers

(iv) The trees around the courtroom are waiting for either execution or to be protected by justice

(v) The streaming light suggests hope, or the light of the truth

(vi) It captures readers attention by combining two settings that usually do not go together

(vii) The courtroom is empty, suggesting the lack of supporters and therefore

**[Turn over**

the need for support

- (viii) Majestic forest inspires people to help or want to help
- (ix) NOT: The trees in the background shows trees with thin stems that shows the vulnerability of the environment
- (x) NOT: The angle of the image makes it look as if it is viewed from the viewers perspective, thus making the message feel personalized (wrong explanation)
- (xi) NOT: The picture of the trees and beautiful scenery in the background makes the reader think of why our environment deserves a lawyer
- (xii) *Students must explain, not simply state the example*

**3** How could you show your support for Earthjustice?

By scanning the QR code in the poster

[1]

**4** Why is the tagline 'Take a seat, Take a stand' effective? **[effect of language]**

The tagline is effective because of the use of a paradox, that by sitting down in the 'courtroom', they would essentially be taking a stand for justice. In other words, it is memorable and thus effective.

[1]

It appears to move people and it seems as if they are in court and that they can support this idea with just doing simple procedures

The repetition of the work 'take' is a strong call for the readers to take a stand for the environment.

It is effective as the repetition emphasizes how one can make a positive difference by joining their fight for earth's forests and wildlife.

To show that a small action to protect the environment makes a big difference

NOT: it calls upon our sense of justice for the environment, and the use of literary devices further emphasises the impact we have [vague]

NOT: it is effective as it goes in line with the picture stimulus where you can take a seat in the courtroom of the environment to take a measure for its protection by legal means [lack of focus on language use]

*Mere explanations of the tagline are not enough; Students cannot just state that it is catchy and memorable, but they must explain why. (ie. Because of the*

[Turn over

*repetition, or the similarities, or contradictions)*

**[Turn over**

## Section B [20 marks]

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

- 5 From paragraph 2, state **two** theories the men had about where their pension money had disappeared to.

The education minister has stolen the pension money' [1]

the Vice-Chancellor who had deposited the money in high-interest personal accounts [1]

- 6 What does the phrase 'they were used to this' suggest about the clerks, the narrator and the men under the flame tree? (line 4)

It suggests that they were used to this turn of events **OR** [1]

It suggests that there was an air of acceptance over their fate [1]

- 7 What do the curses levelled at the Vice-Chancellor reveal about the emotions of the men? Explain your answer.

It suggests that they were extremely incensed over the loss of their retirement funds [1]

This is largely seen from how the curses were extreme in nature, and all in the vein of painful death or the loss of lineage. [1]

- 8 What does the phrase 'as if my professor-level pension were somehow more important than their messenger-level or driver level- pensions' imply about the narrator? (lines 11 – 13)

It suggests that the narrator does not see himself as being more important than these working men, even though he is regarded with respect by them, by virtue of his position and profession **OR** [1]

It suggests that he is humble and does not value himself above the men under the flame tree [1]

- 9 In paragraph 5, the writer states that Vincent gave a 'touching, if rather long, speech' (line 24) when Ebere died.

**In your own words**, state **two** reasons for his fondness for the narrator's family.

[Turn over

*Lifted from the passage: 'he often drove my wife, Ebere, and me to visit her at the College of Medicine in Enugu', 'how well Ebere had treated him when he was our driver', 'how she gave him our daughter's old clothes for his children'*

He played a key role in family events, such as when the narrator and his wife would call on their daughter during her studies. **OR** [1]

The narrator's wife was respectful towards him **OR** [1]

The narrator's wife was generous in thinking of his own family, especially seen in how she would hand down her own child's garments to his family to use. [1]

**10** In paragraph 9, Vincent complains to the narrator that the country 'has not learned to say 'thank you'' (lines 29 – 30).

**(i)** What was the narrator distracted by during his conversation with Vincent?

He was distracted by Vincent's Adam's apple. [1]

**(ii)** What does this reveal about him?

It suggests that he is a rather vain character **OR** [1]

It suggests that he is concerned about his looks. [1]

**11** How does the writer create a sense of irony in paragraph 10?

The writer creates a sense of irony in the contrast between the men's and narrator's concerns [1]

While the men are more worried about a basic need of hunger and food, the narrator dwells instead on a superficial concern of dry skin [1]

**12** 'I was aware that they spoke more respectably because I was there: carpentry was not going well, children were ill, more moneylender troubles. They laughed often. Of course they nurse resentment, as they well should, but it has somehow managed to leave their spirits whole.' (lines 51 – 55)

**In your own words**, how does the narrator describe the men under the flame tree?

*Lifted from the passage: 'they spoke more respectably because I was there', 'they laughed often', 'of course they nurse resentment, as they well should', 'but it has somehow managed to leave their spirits whole'*

[Turn over

They were mindful of their speech out of a sense of reverence for the narrator  
OR [1]

They were joyful people OR [1]

They were rightfully/justifiable frustrated and angry OR [1]

Yet they did not allow that anger to eat away at them [1]

- 13 From paragraph 12, lines 55 – 59, what is the main difference between the narrator and the other men in the passage?

The narrator has money saved from his appointments in the Federal Office of Statistics, and money from Nikiru and the men do not [1]

- 14 'I would probably have hunched up like a tortoise in its shell and let my dignity be whittled away.' (lines 57 – 58)

(i) What does this description of the narrator reveal about his character?

It suggests that he is not a resilient character [1]

(ii) Why is this description so effective?

The description is effective in the choice of a tortoise, being unable to assert itself or emerge from its shell, and instead hiding from the world, which is what the narrator suggests he might have done. [1]

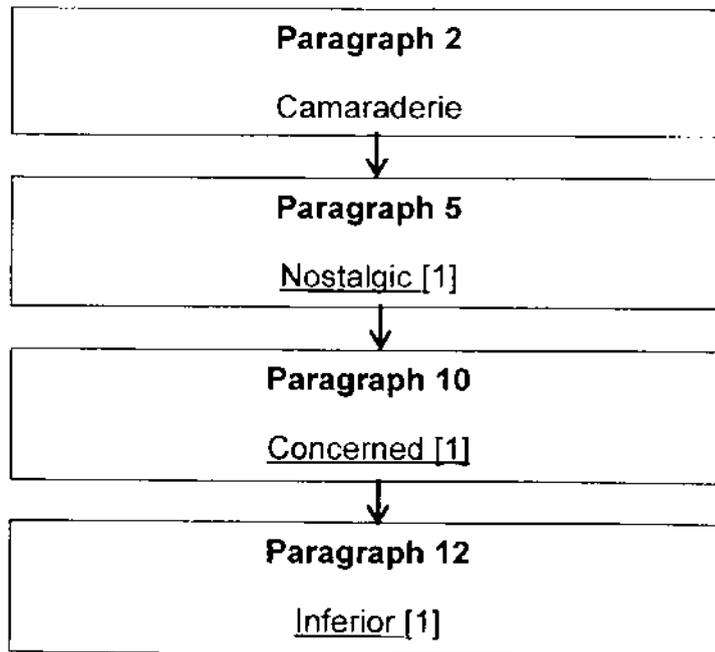
[Turn over

- 15 In this text, the narrator experiences different emotions over the course of the passage. Complete the flow chart by choosing one phrase or word from the box to describe these feelings. There are some extra phrases in the box you do not need to use.

**Description of emotions**

Resentful	Concerned	Selfless
Tired	Magnanimous	
Arrogant	Inferior	Nostalgic

**Flow chart**



[3]

[Turn over

## Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 14 – 20.

16 According to paragraph 1, when would the tourism industry be considered to negatively impact the environment? Use your own words in your answer. [2]

The tourism industry is considered to be negatively affecting the environment when the **degree of use of natural resources by tourists** [*the level of visitor use*] [1] **can no longer be supported by the environment** [*within the acceptable limits of sustainability*]. [1]

*From passage:*

*Negative impacts from tourism occur when the level of visitor use is greater than the environment's ability to cope with this use within the acceptable limits of sustainability. (lines 1 – 3)*

17 In paragraph 1, which word evokes our sympathy for the local people affected by the expansion of the tourism industry? [1]

The word is, '**hapless**'. [1]

18 From paragraph 2, give **two** impacts resulting from the overuse of water resources that the tourism industry might bring about. [1]

(i) The overuse of water resources can result in a **drought / dearth of water supplies**.

OR

(ii) Water resources could also be **tainted**.

OR

(iii) A **larger amount of waste water** could also be produced.

[Any 1 answer above for 1 mark.]

*From passage:*

*This can result in **water shortages and degradation of water supplies**, as well as the **production of a greater volume of waste water**. (lines 13 – 15)*

19 What example does the writer use to illustrate his point that tourists 'consume more water when on holiday than they do at home' (line 17)? [1]

The writer writes that **tourists can consume up to 440 litres a day, which is almost double what the population of a typical Spanish city uses**. [1]

[Turn over

From passage:

*Because of the hot climate and the tendency of tourists to consume more water when on holiday than they do at home, the amount used can run **up to 440 litres a day**. This is almost double what the inhabitants of an average Spanish city use. (lines 16 – 19)*

**20** With reference to paragraph 3, why would you find the nicknames for the trekking trails in the Peruvian Andes and Nepal appropriate? [2]

The tourists who trek the Peruvian Andes and Nepal often **litter these mountain trails where waste disposal facilities are rare, with their waste that they bring from home which are common items in the developed world not usually found in developing countries like Peru and Nepal, like empty Coca-Cola cans or bottles and toilet paper.** [1] The amount of such garbage that they leave behind is so huge that they can be described to form a trail on the mountain paths themselves. [1]

From passage:

*In mountain areas, trekking tourists on expeditions **leave behind their garbage, oxygen cylinders and even camping equipment**. Such practices **degrade the environment with all the detritus typical of the developed world, in remote areas that have few garbage collection or disposal facilities**. Some trails in the Peruvian Andes and in Nepal frequently visited by tourists have been nicknamed "**Coca-Cola Trail**" and "**Toilet Paper Trail**". (lines 26 – 31)*

**21** Here is a part of a conversation between two tourists, Sandra and Mark, who have read the article.

Sandra:	The growth of the tourism industry exploits our land resources.
Mark:	But tourism definitely benefits the local community too.

**(a)** Give **two** pieces of evidence from Paragraph 4 that Sandra can use to support her statement. [2]

**(i)** The tourism industry exploits our land resources by the **use / clearance of land for building lodging spaces and other infrastructure**. [1]

OR

**(ii)** Also, the tourism industry **uses natural land resources for building supplies**. [1]

OR

[Turn over

(iii) **Forests are also cleared / Deforestation also takes place when trees are felled for fuel wood. [1]**

[Any 2 points above, 1 mark for each point.]

*From passage:*

*Direct impact on natural resources, both renewable and non-renewable, in the provision of tourist facilities can be **caused by the use of land for accommodation and other infrastructure**, and the **use of natural land resources for building materials**. Forests often suffer negative impacts of tourism in the form of **deforestation caused by fuel wood collection and land clearing**. [lines 35 – 40]*

(b) With reference to paragraph 5, explain in your own words why Mark feels as he does. [1]

Mark feels that the tourism industry benefits the local community as **it has the potential to bring in foreign spending / the tourist dollar / profits, that positively contributes to / boosts the country's economy**. [1]

*From passage:*

*Although the argument for the expansion of tourism is its vast potential as a money-spinning machine for the local economy [lines 43 – 44]*

[Turn over

**22** Using your own words as far as possible, summarise the negative impacts of the growth of the tourism industry on Nature and our natural resources.

**Use only information from paragraphs 3 to 5.**

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 growth of the tourism industry can bring about ...*

	<b>Lifted</b>	<b>Paraphrased</b>
1	the mass disposal of waste is...a serious problem	a large-scale dumping of waste
2	improper disposal can be a major defiler of the natural environment	which when incorrectly disposed of, can taint / despoil / tarnish / pollute / degrade / contaminate our ecosystem.
3	cruise ships...produce...tonnes of waste each year, which is then discharged at sea	Cruise liners also generate a lot of litter / garbage / trash / rubbish / waste products annually that is disposed of in the oceans,
4	Solid waste and littering can degrade the physical appearance of the water and shoreline	and which can destroy / damage the physical façade of the coastline.
5	In mountain areas, trekking tourists on expeditions leave behind their garbage, oxygen cylinders and even camping equipment. Such practices degrade the environment with all the detritus typical of the developed world, in remote areas that have few garbage collection or disposal facilities.	Tourists who trek mountain areas also dispose of their trash and equipment and this defiles the mountain trails in these areas with limited waste disposal capabilities.
6	Even important land resources like minerals, fossil fuels, fertile soil, forests, wetland and wildlife, are not spared from the rampages of tourism. Increased construction of tourism and recreational facilities has increased the pressure on these resources	The intensified building of tourism and leisure amenities is a growing drain on our land resources.

[Turn over

7	Direct impact on natural resources, both renewable and non-renewable, in the provision of tourist facilities can be caused by the use of land for accommodation and other infrastructure, and the use of natural land resources for building materials.	Both our renewable and non-renewable land and natural resources are also being depleted for the construction of tourist amenities and infrastructure.
8	Forests often suffer negative impacts of tourism in the form of deforestation caused by fuel wood collection and land clearing.	Deforestation also occurs when trees are felled for fuel wood and land.
9	it often fails to integrate its structures with the natural features OR  Large, dominating and gleaming resorts of disparate design can blight any natural environment	Buildings and infrastructure for tourists do not blend in harmoniously with the natural landscape,
10	it often fails to integrate its structures with...indigenous architecture of the destination OR  clash with the local architectural landscape	and they also jar / collide with local architecture / topography.
11	A lack of land-use planning and building regulations in many destinations has facilitated sprawling developments along coastlines, valleys and scenic routes	An absence of proper land development strategies and policies in numerous areas has caused the spread of construction areas in our natural landscape,
12	Due to this encroachment and the tourism leisure activities taking place in these reconstructed places, the natural habitat of native flora and fauna can be greatly damaged	which has massively destroyed the natural environment for indigenous plants and animals.
13	wildlife viewing can bring about stress for the animals and alter their natural behaviour when tourists come too close OR	Wildlife watching by tourists also causes so much trauma and anxiety to animals that it causes alterations to their natural behaviour.

[Turn over

	puts high pressure on animal habits and behaviours and even tends to bring about behavioural changes	
		217 words for 13 points Points 1-8 = 136 words

[Each complete point that is accurately rephrased is worth 1 mark each.]

**END OF PAPER**

**[Turn over**

Name: \_\_\_\_\_ ( )

Class: \_\_\_\_\_

PRELIMINARY EXAMINATION  
GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL

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**ENGLISH LANGUAGE**

**1128/01**

Paper 1 Writing

**18 August 2016**

INSERT

**1 hour 50 minutes**

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**READ THESE INSTRUCTIONS FIRST**

This Insert contains **Section A**.

Write your answers in the spaces provided.

Hand in the completed **Section A** Insert separately.

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This document consists of 2 printed pages.



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

[Turn over

## Section A [10 marks]

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

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

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

Examples:

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

My mother always wears sensible clothes. ✓  
.....

The numerous bans on plastic shopping bags have arisen due to new findings regarding the extend of harm caused by plastic in our environment. Since plastic is not biodegradable, it ends up either in landfills and as litter. Plastic can take hundreds of years to decompose, releasing toxins into the soil and water on the process. Additionally, littered plastic are also a threat to the health of wildlife, as much animals ingest it thinking it is food and can have problems thereafter breathing and digesting. The Worldwatch Institute reports that above 267 species of marine wildlife are known to have suffered from entanglement or ingestion of marine debris, most of which is compose of plastic, causing tens of thousands of marine wildlife to die every year. It is hard to measure an impact of pre-existing plastic bag bans, but environmental groups continue to push for more of such bans. They suggest a ready alternative: the reusable bag.

1 .....  
2 .....  
3 .....  
4 .....  
5 .....  
6 .....  
7 .....  
8 .....  
9 .....  
10 .....

*Adapted from <http://www.scientificamerican.com/article/do-plastic-bag-bans-work/>*

Name: \_\_\_\_\_ ( )

Class: \_\_\_\_\_

PRELIMINARY EXAMINATION  
GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL

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**ENGLISH LANGUAGE**

**1128/01**

Paper 1 Writing

**18 August 2016**

**1 hour 50 minutes**

Additional Materials: Writing Paper  
Insert

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**READ THESE INSTRUCTIONS FIRST**

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

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 writing papers provided.

Start **Section C** on a fresh sheet of paper.

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

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This document consists of 4 printed pages and 1 Insert.



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[Turn over

**Section B [30 marks]**

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

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

Over the March holidays, the Secondary Four cohort attended four workshops as shown on the poster. Your Year Head would like to gather feedback from each class. As the Class Monitor, you are tasked to gather feedback from your class and recommend some workshops beneficial to the Secondary Four students in future.

Write a proposal to your Year Head, stating clearly:

- which two workshops you would recommend for future Secondary Four students
- one other workshop not listed in the poster that would benefit the students
- reasons for your recommendations.

Write your proposal in clear, accurate English and in a polite tone, convincing your Year Head of your choices.

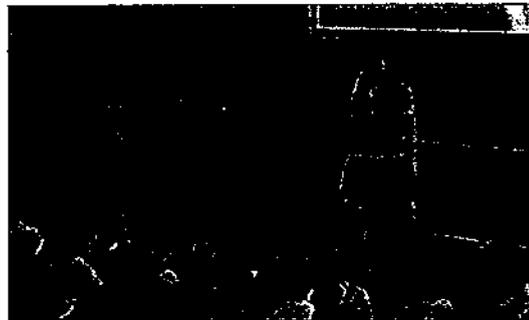
You should use your own words as much as possible.

## Workshops For Secondary 4 Students



### Designing with Technology Workshop

- Develop skills to be the next generation of app developers, game designers and innovators.
- Learn to use computer software such as Java, Adobe Photoshop and 3D printing.
- Learn in a conducive environment with a small student-to-instructor ratio of 8:1.
- Be inspired by professionals in the field who will share their wealth of experience.



### Public Speaking Workshop

- Hone our skills and confidence in public speaking with this step-by-step programme.
- Practise public speaking in a safe environment.
- Improve through feedback provided after each practice.
- Be mentored by a highly qualified coach who will monitor your public speaking progress.



### Mind Over Body Workshop

- Improve your joint flexibility and range of movement.
- Learn how to manage your stress levels.
- Focus your mind and raise your level of mindfulness.
- Feel a lasting sense of well-being and calmness.



### Personal Grooming & Social Etiquette Workshop

- Learn how to create a positive first impression.
- Pick up styling and grooming tips.
- Understand basic etiquette relating to the use of smartphones, email and social media.
- Learn how to do well at interviews.



**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 'Do good and good will come to you.' What are some occasions when you found this to be true?
- 2 'Young people prioritise appearance above everything else.' How far do you agree?
- 3 'Of all the creatures on Earth, man is the most dangerous.' Discuss.
- 4 Describe an uncomfortable experience on a train and how it affected you.

Name: \_\_\_\_\_ ( )

Class: \_\_\_\_\_

PRELIMINARY EXAMINATION  
GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL

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**ENGLISH LANGUAGE**

**1128/01**

Paper 1 Writing

**18 August 2016**

ANSWER

**1 hour 50 minutes**

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**READ THESE INSTRUCTIONS FIRST**

This Insert contains **Section A**.

Write your answers in the spaces provided.

Hand in the completed **Section A** Insert separately.

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This document consists of **2** printed pages.



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[Turn over

Need a home tutor? Visit us at [www.championtutor.com](http://www.championtutor.com)

## Section A [10 marks]

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

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Examples:

I arrived to my destination at 2pm.

My mother always wears sensible clothes.

The numerous bans on plastic shopping bags have arisen due to new findings	
regarding the <b>extend</b> of harm caused by plastic in our environment. Since plastic	1 extent
is not biodegradable, it ends up either in landfills <b>and</b> as litter. Plastic can take	2 or
hundreds of years to decompose, releasing toxins into the soil and water <b>on</b> the	3 in
process. Additionally, littered plastic <b>are</b> also a threat to the health of wildlife, as	4 is
<b>much</b> animals ingest it thinking it is food and can have problems thereafter	5 many
breathing and digesting. The Worldwatch Institute reports that <b>above</b> 267	6 about/over
species of marine wildlife are known to have suffered from entanglement or	7 ✓
ingestion of marine debris, most of which is <b>compose</b> of plastic, causing tens of	8 composed
thousands of marine wildlife to die every year. It is hard to measure an impact	9 the
of pre-existing plastic bag bans, but environmental groups continue to push for	10 ✓
more of such bans. They suggest a ready alternative: the reusable bag.	

*Adapted from <http://www.scientificamerican.com/article/do-plastic-bag-bans-work/>*

Name: \_\_\_\_\_ ( )

Class: \_\_\_\_\_

PRELIMINARY EXAMINATION  
GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL

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**ENGLISH LANGUAGE**

**1128/02**

Paper 2 Comprehension

**18 August 2016**

INSERT

**1 hour 50 minutes**

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**READ THESE INSTRUCTIONS FIRST**

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

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This document consists of 6 printed pages.



圣尼各拉女校  
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[Turn over

Section A

Text 1

Study the advertisement below and answer Questions 1 – 4.

The advertisement is a black and white image with a grainy, high-contrast texture. At the top right, there is a logo for 'Pimalai RESORT & SPA' which includes a stylized leaf icon. The central focus is a diver in silhouette, captured in a graceful, horizontal glide just below the water's surface. The diver is framed by a thin white rectangular border with small white squares at the corners, suggesting a photo being taken. Below the diver, the text 'CREATE AN ETERNAL MOMENT' is written in a bold, sans-serif font. At the bottom of the advertisement, there is a row of four small, square inset images showing different resort amenities: a swimming pool, a dining area, a spa treatment room, and a lounge area. At the very bottom, there is a line of small text and a small logo on the right side.

Adapted from: <http://www.pimalai.com/home/>

## Section B

## Text 2

*The text below describes the daily frisking of political prisoners in a forced labour camp. Read the text carefully and answer Questions 5 – 15 in the Question Paper Booklet.*

- 1 Now, Shukhov was on the point of being frisked. Today he had nothing to conceal. He would step forward fearlessly. He slowly unbuttoned his coat and undid the canvas belt round his wadded jacket and although he could not remember having anything forbidden, eight years in camp had given him the habit of caution. He thrust a hand into his knee-pocket to make sure it was empty. 5
- 2 However, there lay a small piece of broken hacksaw-blade, the tiny length of steel that he had picked up in his thriftiness at the building-site without any intention of bringing it to camp. He had not meant to bring it but now, what a pity to throw it away. Why, he could make a little knife out of it, very handy for cobbling or tailoring! If he had intended to bring it with him, he would have thought hard about where to conceal it. However, now the guards were only two rows ahead and the first of these rows was already stepping forward to be searched. His choice had to be as swift as the wind. 10
- 3 Should he take cover behind the row in front of him and toss the bit of metal in the snow (it would be noticed but they would not know who the culprit was) or keep it on him? For that strip of hacksaw he could get ten days in the cells, if they classed it as a knife. However, a cobbling knife was money, it was bread. It would be a pity to throw it away. 15
- 4 He slipped it into his left mitten. At that moment, the next row was ordered to step forward and be searched. Now the last three men stood in full view – Shukhov and two other prisoners. 20
- 5 Due to the fact that they were three and the guards facing them were five, Shukhov could try a ruse. He could choose which of the two guards on the right to present himself to. He decided against a young ruddy-faced one and went for an older man with a grey moustache. The older one, of course, was experienced and would find the blade easily if he wanted to, but because of his age, he must have gotten fed up with the work. It must stink in his nostrils by now like burning sulphur. 25
- 6 Meanwhile, Shukhov had removed both mittens, the empty one and the one with the hacksaw, and held them in one hand (the empty one in front) together with the untied rope-belt. He fully unbuttoned his jacket, lifted high the edges of his coat and jacket (never had he been so servile at the search but now he wanted to show he was innocent – Come on, frisk me!), and at the word of command stepped forward. 30

- 7 The guard slapped Shukhov's sides and back and outside of his knee-pocket. Nothing there. He kneaded the edges of his coat and jacket. Nothing there either. He was about to pass him through when, for safety's sake, he crushed the mitten that Shukhov held out to him – the empty one. 35
- 8 The guard crushed it in his hand and Shukhov felt as though pincers of iron were crushing everything inside him. One such squeeze on the other mitten and he would be sunk. He imagined how weak he would grow, how difficult he would find it to get back to his present condition, neither fed nor starving and an urgent prayer rose to his heart, "Oh Lord, save me! Don't let them send me back to the cells." 40
- 9 While all this raced through his mind, the guard, after finishing with the right-hand mitten, stretched a hand out to deal with the other (he would have squeezed them at the same moment if Shukhov had not held them in separate hands). Just then the guard heard his chief who was in a hurry to get on and shouted to the escort, "Come along, bring up the machine-works column." Thus, instead of examining the other mitten, the old guard waved Shukhov on. He was through. 45

Adapted from *One Day in the Life of Ivan Denisovich* by Alexander Solzhenitsyn

## Section C

## Text 3

*The text below discusses the selfie trend and why selfies matter from different perspectives. Read it carefully and answer Questions 16 – 22 in the Question Paper.*

- 1 Whether it is the duckface smirk or the coyly suggestive close-up, selfies are a mainstay of Twitter and Instagram and they have parents and psychologists wringing their hands over what they mean.
- 2 Some social scientists lump the selfie trend – which is most popular among younger social media users – with the larger narcissism that they say is prevalent among today's preteens and adolescents, arguing that the self-portraits are an extension of their self-absorption. Others view it as nothing more than an outlet for self-expression, which just happens to be shared more publicly through the communication mode of our times – social media. 5
- 3 However, how aware are young children, or even teenagers, of the impression that their selfies leave? Do they appreciate that with their likenesses, they are often sending strong visual messages – some even suggestive – that they might not want conveyed? 10
- 4 Developmentally, selfies make sense for children and teenagers. For many of them, selfies are simply reflections of their self-exploration. "Self-captured images allow young adults and teens to express their mood states and share important experiences," says Dr. Andrea Letamendi, a clinical psychologist and research fellow at University of California, Los Angeles. As youths try to form their identity, selfies serve as a way to test how they look, and therefore feel, in certain outfits, make-up, poses and places. Since they live in a digital world, self-portraits provide a way of participating and affiliating with that world. 15 20
- 5 Even though taking selfies is a part of growing up in the digital world, that does not mean all self-portraits are acceptable. Just like all behaviours that youths test out, parents should help them learn the limits and guidelines for which types of pictures are acceptable and which are not acceptable as some may be perceived as suggestive or too indulgent. It is important for parents to remember that finding and establishing this threshold of appropriateness may be particularly challenging since it could be different for each adolescent. However, such discussions are likely the most positive way to solve the issue – explaining to a child what "questionable" selfies are – why it is not acceptable to send out a sexually suggestive picture – is more constructive than blocking their Facebook accounts or taking away their phones. 25 30
- 6 However, increasingly, other experts say that selfies can also be a window into deeper adolescent issues. In cases where the patients find it hard to open up about issues, selfies can be a way for therapists to break the ice and start a dialogue about what

the teenager was feeling when the self-portrait was taken, or why he snapped the picture in the first place. 35

- 7 Even apart from situations where selfies can inform emotional or behavioural problems, research has shown that adults make emotional connections to what they see posted online, and that their behaviours and decisions are influenced by how peers in their social network are interacting. People often feel envy, loneliness and generally worse about themselves after perusing their friend's party pictures, for instance, and the latest research, published in the Journal of Adolescent Health, suggests that teenagers are more likely to engage in risky activities like smoking and drinking if they see their friends doing it in photographs. That is not surprising, given the ubiquity of social media influences in our lives. 40 45

Adapted from <http://healthland.time.com/2013/09/06/why-selfies-matter/>

Name: \_\_\_\_\_ ( )

Class: \_\_\_\_\_

PRELIMINARY EXAMINATION  
GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL

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**ENGLISH LANGUAGE**

**1128/02**

Paper 2 Comprehension

**18 August 2016**

**1 hour 50 minutes**

Additional Materials: Insert

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**READ THESE INSTRUCTIONS FIRST**

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

Answer **all** questions.  
Write your answers in the spaces provided in the Question Paper.  
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	

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[Turn over

**Section A [5 marks]**

**Text 1**

**Refer to the advertisement (Text 1) on page 2 for Questions 1 – 4.**

**1** Look at the image above the phrase 'Create An Eternal Moment'. How is the image an effective illustration of the phrase?

.....  
.....[2]

**2** Pick out **two** phrases which suggest that the resort is set in an isolated place.

.....  
.....[1]

**3** What is the main purpose of the poster?

.....  
.....[1]

**4** What does 'Sip champagne on our private jetty' suggest about the holiday experience at the resort?

.....  
.....[1]

**Section B [20 marks]**

Refer to Text 2 on pages 3 and 4 for Questions 5 – 15.

**5** From paragraph 1, give **two** ways in which the writer emphasises Shukhov's clear conscience.

(i) .....  
.....[1]

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

**6** In paragraph 2, why did Shukhov pick up the broken hacksaw-blade at the building-site? **Answer in your own words.**

.....  
.....[1]

**7** What does the phrase 'as swift as the wind' (lines 12-13) tell us about Shukhov's state of mind?

.....  
.....[1]

**8** In paragraph 3, the writer says, 'a cobbling knife was money, it was bread.' What does he mean by this expression?

.....  
.....[1]

**9** What does the word 'ruse' (line 23) suggest about Shukhov?

.....  
.....[1]

10 'He decided against a young ruddy-faced one' (line 24). Why do you think Shukhov made this decision?

.....  
..... [2]

11 In describing the older guard, the writer says, 'it must stink in his nostrils by now like burning sulphur' (line 27).

(i) What does 'it' refer to?

.....  
..... [1]

(ii) Explain fully what is suggested by the phrase, 'like burning sulphur' (line 27).

.....  
..... [2]

12 Which phrase in paragraph 6 suggests that Shukhov is more cooperative than usual during the search?

.....  
..... [1]

13 'Shukhov felt as though pincers of iron were crushing everything inside him' (lines 37-38).

(i) What does this suggest about Shukhov's emotion?

.....  
..... [1]

(ii) Give one reason why this comparison is effective.

.....  
..... [2]

14 What does the writer mean by the expression, 'he would be sunk' (lines 38-39)?

.....

..... [1]

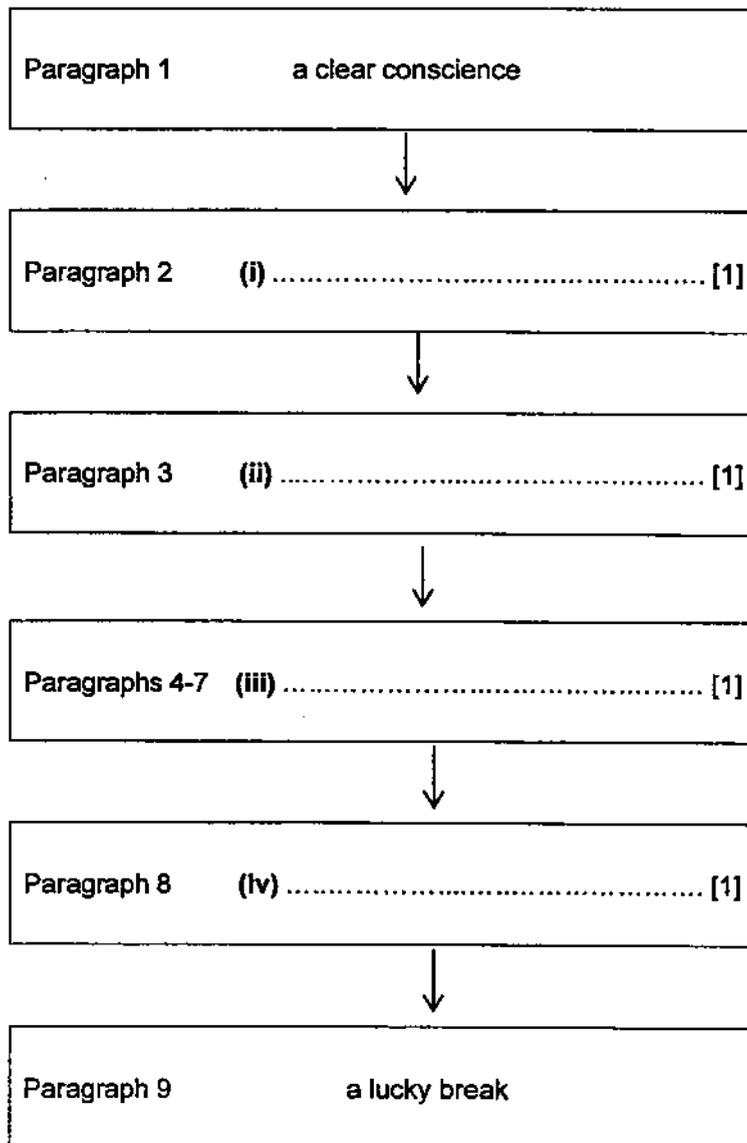
[turn to page 6 for question 15]

- 15 The structure of the text reflects the different stages of Shukhov's eventful day. Complete the flowchart by choosing one phrase from the box to summarise the main focus of each stage described in each part of the text. There are some extra phrases in the box you do not need to use.

**Main focus**

a thorough search	unpleasant experience	a desperate situation
inviting trouble	breaking the rules	working at building-site
	calculating the risk	

**Flow chart**



[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 16 – 22.

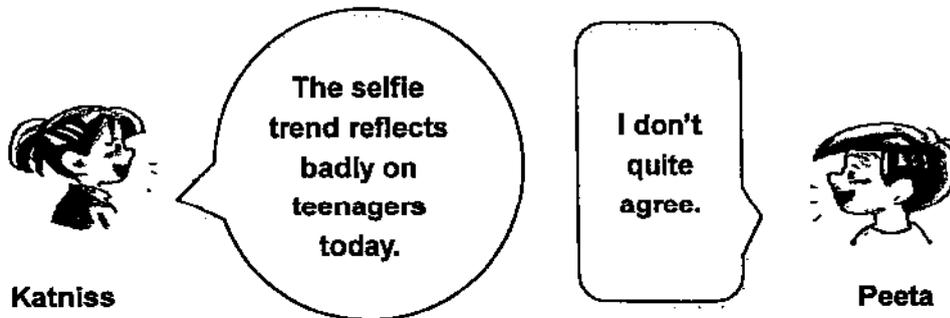
- 16 Pick out a phrase from paragraph 1 which hints that some selfies reveal flirtatious behaviour.

.....  
..... [1]

- 17 What does the phrase 'wringing their hands' in paragraph 1 suggest about the feelings of parents and psychologists?

.....  
..... [1]

- 18 Here is a part of a conversation between two friends, Katniss and Peeta, who have read the article.



- (i) Give two pieces of evidence from Paragraph 2 to support Katniss's view.

.....  
..... [2]

- (ii) How would Peeta explain his position with reference to lines 7-9?

.....  
..... [1]

19 What does the sentence 'Do they appreciate that with their likenesses, they are often sending strong visual messages – some even suggestive – that they might not want conveyed?' (lines 11-13) suggest about the writer's attitude towards people taking selfies?

.....  
..... [1]

20 (i) According to paragraph 5, what is the most constructive way to stop children from posting suggestive selfies?

.....  
..... [1]

(ii) Why is it the most constructive way?

.....  
..... [1]

21 Explain what the writer means by the phrase 'selfies can also be a window into deeper adolescent issues' (lines 32-33)? Answer In your own words.

.....  
.....  
..... [2]





Name: \_\_\_\_\_ ( )

Class: \_\_\_\_\_

PRELIMINARY EXAMINATION  
GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL

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**ENGLISH LANGUAGE**

**1128/02**

Paper 2 Comprehension

**18 August 2016**

[Answer Key]

**1 hour 50 minutes**

Additional Materials: Insert

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**READ THESE INSTRUCTIONS FIRST**

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

Answer **all** questions.

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

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This document consists of 9 printed pages.



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

[Turn over

## Section A [5 marks]

## Text 1

Refer to the advertisement (Text 1) on page 2 for Questions 1 – 4.

- 1 Look at the image above the phrase 'Create An Eternal Moment'. How is the image an effective illustration of the phrase?

It is to show that the memory is captured in a photograph [1] so that it can be remembered long after the holiday is over / the memory can last forever. [1]

DNA: never ending / the moment lasts long  
(1 mark for EACH part, 2 marks total)  
(0m for wrong evidence with correct explanation)

- 2 Pick out **two** phrases which suggest that the resort is set in an isolated place.

They are 'secluded luxury retreat' and 'cocooned by the ocean and lush tropical forest'. [1]

Also accepted: 'our private jetty'

(1 mark for TWO phrases, 1 mark total)

- 3 What is the main purpose of the poster?

It is to convince/encourage/persuade readers to stay at/visit Pimalai Resort & Spa. / to choose Pimalai Resort Spa when they are in Thailand. [1]

Note: Answer needs a persuasive verb + action (1 mark total)

Also accepted: Answer from the resort owner's perspective (*i.e. It is for the resort to attract more customers to book their holiday at Pimalai Resort & Spa*)

- 4 What does 'Sip champagne on our private jetty' suggest about the holiday experience at the resort?

It suggests that it will be a luxurious/lavish experience. [1]

Also accepted: classy/posh/ luxurious and relaxing/pleasant/enjoyable

DNA: expensive experience/exclusive/fanciful/grand/exciting

(1 mark total)

## Section B [20 marks]

Refer to Text 2 on pages 3 and 4 for Questions 5 – 15.

- 5 From paragraph 1, give **two** ways in which the writer emphasises Shukhov's clear conscience.

(i) The writer mentioned that Shukhov had nothing to conceal.[1] (line 1)

(ii) The writer mentioned that Shukhov would step forward fearlessly.[1] (line 2)

(iii) The writer stated that Shukhov could not remember having anything forbidden. [1] (lines 4-5)

(Any 2 answers. 1 mark for EACH way, 2 marks total)

(0m for correct evidence with wrong explanation)

DNA: The writer mentioned that Shukov thrust his hand into his knee pocket.

- 6 In paragraph 2, why did Shukhov pick up the broken hacksaw-blade at the building-site?  
**Answer in your own words.**

From the text: Picked it up in his thriftiness

Paraphrased: He did not want to let it go to waste OR He thought it would be useful OR He took it due to his frugal nature. [1]

(1 mark total)

DNA: He wanted to save his money / He wanted to use it to become a cobbler or a tailor / He could use it to make shoes or alter clothes.

- 7 What does the phrase 'as swift as the wind' (lines 12-13) tell us about Shukhov's state of mind?

It tells us that Shukhov was feeling anxious OR decisive OR He knew he had to act quickly. [1]

(1 mark total)

DNA: panic/frenzy/frantic/alert/calm/determined/sure

- 8 In paragraph 3, the writer says, 'a cobbling knife was money, it was bread.' What does he mean by this expression?

It means that Shukhov could sell the knife/ make use of the knife to attain monetary rewards and to feed himself. [1]

DNA: survival or use it to kill someone/ to earn a living to buy bread

(1 mark for BOTH points, 1 mark total)

- 9 What does the word 'ruse' (line 23) suggest about Shukhov?

It suggests that he was deceptive/shrewd, to trick the guards to believe him. [1]

(1 mark total)

Also accepted: cunning/sly/sneaky/crafty/deceptive

DNA: devious/calculative/manipulative/scheming/strategic/clever/witty

- 10 'He decided against a young ruddy-faced one' (line 24). Why do you think Shukhov made this decision?

Shukhov believed that the young guard would be very thorough in his search [1] since he was more energetic/passionate/enthusiastic or less disillusioned, unlike the older guard. [1]

(2 mark for BOTH points, 2 marks total)

- 11 In describing the older guard, the writer says, 'it must stink in his nostrils by now like burning sulphur' (line 27).

(i) What does 'it' refer to?

It refers to the work/job as a guard/ job of searching the prisoners. [1]

(1 mark total)

(ii) Explain fully what is suggested by 'like burning sulphur' (line 27).

He finds the job painful/ terrible /horrible/terribly tedious[1], just like how burning sulphur is suffocating/choking. [1]

OR

He finds the job extremely torturous/painful/terrible/ horrible/detestable [1], just like how life in hell amidst burning sulphur is one of pain and torture. [1]

(2 mark for BOTH points, 2 marks total)

- 12 Which phrase in paragraph 6 suggests that Shukhov is more cooperative than usual during the search?

The phrase is 'never had he been so servile (at the search)'. [1]

(1 mark total)

DNA: 'Come on, frisk me!' as it does not show cooperation. It shows his eagerness instead.

- 13 'Shukhov felt as though pincers of iron were crushing everything inside him' (lines 37-38).

(i) What does this suggest about Shukhov's emotion?

Shukhov was extremely frightened/anxious/scared/distraught. [1]

(1 mark total)

DNA: in agony/devastated/worried/desperate

(ii) Give **one** reason why this comparison is effective.

The idea of pincers of iron crushing everything inside him causes great pain [1] which highlights the great agony caused by his fear. [1]

(2 marks for BOTH points)

DNA: He felt hopeless/helpless or any answer that talks about irony.

**14** What does the writer mean by the expression, 'he would be sunk' (lines 38-39)?

He would be done for/ in great trouble/doomed.

(1 mark total)

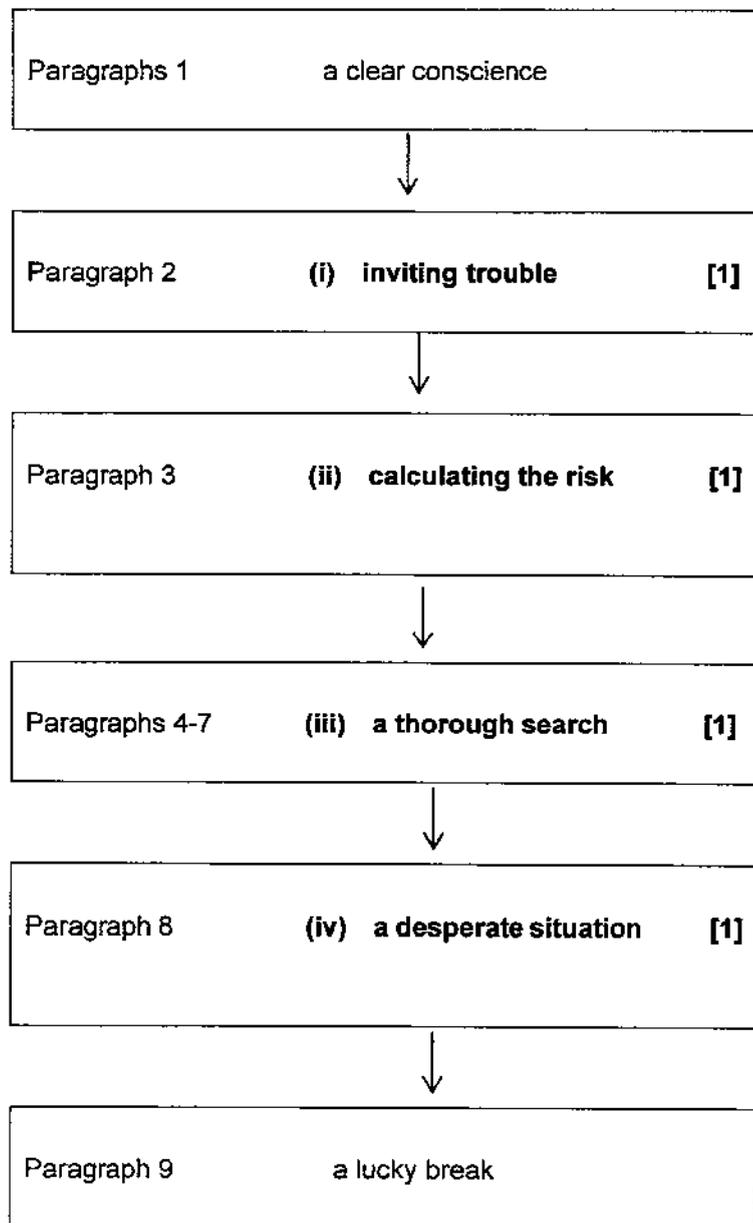
Also accepted: He would be sent back to prison/spend ten days in a prison cell.

- 15 The structure of the text reflects the different stages of Shukhov's eventful day. Complete the flowchart by choosing one phrase from the box to summarise the main focus of each stage described in each part of the text. There are some extra phrases in the box you do not need to use.

**Main focus**

a thorough search	unpleasant experience	a desperate situation
inviting trouble	breaking the rules	working at building-site
	calculating the risk	

**Flow chart**



Penalise for language error if students misspelled or left out any words

[4]

## Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 16 – 22.

- 16 Pick out a phrase from paragraph 1 which hints that some selfies reveal flirtatious behaviour.

The phrase is 'coily suggestive (close-up)' [1]

(1 mark total)

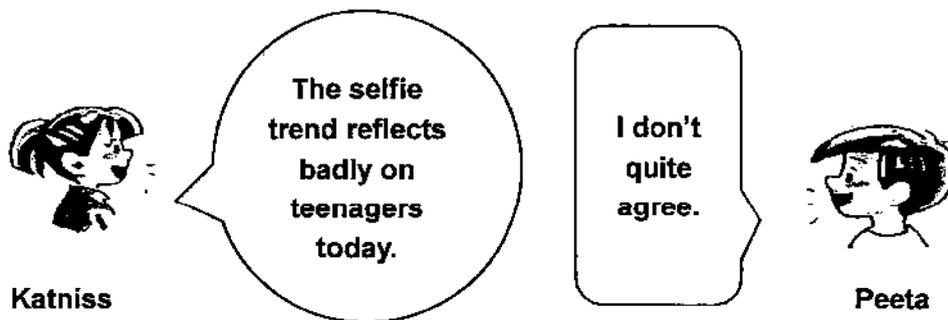
- 17 What does the phrase 'wringing their hands' in paragraph 1 suggest about the feelings of parents and psychologists?

It suggests that they are frustrated/anxious/helpless. [1]

DNA: worried

(1 mark total)

- 18 Here is a part of a conversation between two friends, Katniss and Peeta, who have read the article.



- (i) Give **two** pieces of evidence from Paragraph 2 to support Katniss's view.

The selfie trend is associated with the larger narcissism that is prevalent among today's preteens and adolescents [1] and the self-portraits are an extension of their self-absorption. [1]

(1 mark for EACH point, 2 marks total)

- (ii) How would Peeta explain his position with reference to lines 7-9?

It is nothing more than an outlet for self-expression. [1]

(1 mark total)

- 19 What does the sentence 'Do they appreciate that with their likenesses, they are often sending strong visual messages – some even suggestive – that they might not want conveyed?' (lines 11-13) suggest about the writer's attitude towards people taking selfies?

It suggests that the writer is very concerned about people not being mindful of their behavior in taking selfies/potential consequences or dangers of taking selfies. [1]

(1 mark total)

- 20 (i) According to paragraph 5, what is the most constructive way to stop children from posting suggestive selfies?

The most constructive way is for parents to discuss / explain with their children on what types of selfies are appropriate or inappropriate. [1]

(1 mark total)

- (ii) Why is it the most constructive way?

It is a long term solution/it targets the root issue as children are able to understand/learn/know the reasons behind inappropriate selfies/to stop posting inappropriate selfies. [1]

(1 mark total)

- 21 Explain what the writer means by the phrase 'selfies can also be a window into deeper adolescent issues' (lines 32-33)? **Answer in your own words.**

From the text: '**open up about issues**'

Selfies offer a way to see/understand/ gain insight [1] to teenage problems/troubles [1] that are difficult to understand.

(1 mark for EACH point, 2 marks total)

- 22 Using your own words as far as possible, summarise the advantages and disadvantages of selfies, as outlined in the passage.

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).

One of the advantages of taking selfies is.....

no	From the passage	Paraphrased
1	selfies are simply reflections of their self-exploration (line 15)	that it enables youths' self-discovery.
2	Self-captured images allow young adults and teens to express their mood states (lines 15-16)	Selfies allow them to articulate emotions,
3	share important experiences (lines 16-17)	share memorable experiences
4	to form their identity (line 18)	and establish their identity.
5	Since they live in a digital world, self-portraits provide a way of participating and affiliating with that world. (lines 20-21)	Also, selfies provide avenues for youths to engage with the digital world they inhabit.
6	Selfies can also be a window into deeper adolescent issues (lines 32-33)	In addition, selfies can provide insight into youths' problems
7	In cases where the patients find it hard to open up about issues, selfies could be a way for therapists to break the ice and start a dialogue about what the teen was feeling (lines 33-35)  OR  To inform emotional or behavioral problems	and allow patients to open up to their therapists on the problems they are facing.
8	Some may be perceived as suggestive or too indulgent. (lines 25-26)	One disadvantage is that some selfies may be seen as flirtatious or overly permissive.
9	Explaining to a child what "questionable" selfies are – why it is not acceptable to send out a sexually suggestive picture (lines 29-30)	Youths may not understand why these are potentially dangerous.
10	Adults make emotional connections to what they see posted online, and that their behaviours and decisions are influenced by how peers in their social network are interacting. (lines 38-40)	In addition, the emotional impact of selfies on adults can influence their actions and decisions.

11	People often feel envy, loneliness and generally worse about themselves after perusing their friend's party pictures (lines 40-41)	They may feel worse about themselves after viewing their friend's selfies.
12	Teenagers are more likely to engage in risky activities if they see their friends doing it in photographs (lines 43-44)	Lastly, youths may be encouraged to become involved in dangerous activities when they see these on their friends' selfies.

*One of the advantages of taking selfies is that it enables youths' self-discovery. Selfies allow them to articulate emotions, share memorable experiences and establish their identity. Also, selfies provide avenues for youths to engage with the digital world they inhabit. One disadvantage is that some selfies may be seen as flirtatious or overly permissive. Youths may not understand why these are potentially dangerous. In addition, the emotional impact of selfies on adults can influence their actions and decisions. They may feel worse about themselves after viewing their friend's selfies. [9 points: 80 words] Lastly, youths may be encouraged to become involved in dangerous activities when they see these on their friends' selfies. In addition, selfies can provide insight into youths' problems and allow patients to open up to their therapists on the problems they are facing. [3 extra points; 2 on advantages and 1 on disadvantage]*