

2015 Sec 4 English (Total 306 Pages)

1	Anderson Sec	SA2	Ans
2	ACS Baker	SA2	Ans
3	ACS Independent	SA2	Ans
4	Bukit Panjang Govt High	SA1	No
5	Clementi Town Sec	SA1	Ans
6	Dunman High School	SA2	Ans
7	Ngee Ann	SA2	Ans
8	Paya Lebar MGS	SA2	Ans
9	School of Science & Technology	SA2	Ans
10	SCGS	SA2	Ans
11	St. Margaret's Sec	SA2	Ans
12	Tanjong Katong Girls	SA2	Ans



ANDERSON SECONDARY SCHOOL
Preliminary Examination 2015
Secondary Four Express & Five Normal

CANDIDATE NAME:

CLASS:

INDEX NUMBER:

ENGLISH LANGUAGE

1128/01

Paper 1: Writing

21 August 2015
1 hour 50 minutes

0800 – 0950

Additional Materials: Writing paper

READ THESE INSTRUCTIONS FIRST

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

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

For **Section A** write your answers in the spaces provided in the Question Paper.
For **Section B** and **Section C** write your answers on the separate writing paper provided.
At the end of the examination, fasten all your writing paper together.
Hand in your writing paper and Question Paper separately.

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

This document consists of **5** printed pages

Setter: Ms Anne Tan

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, entitled "**Wild - A Journey from Lost to Found**". The first and last two 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.

My mother always wears sensible clothes.

at
✓

The trees were tall, but I was taller, standing above them on a steep mountain slope
at northern California. Moments before, I had removed my hiking boots and the left 1 _____
one had fallen into those trees, first catapult into the air when my enormous 2 _____
backpack topped onto it, then skittering across the gravelly trail and flying over the 3 _____
edge. It bounced into the forest canopy below, impossible to retrieve. I let off a 4 _____
stunned gasp, though I have been in the wilderness thirty-eight days and by then I 5 _____
had come to know that anything could happen and that everything will. But that 6 _____
does not mean I was not shocked when it did. My boots was gone. I clutched its 7 _____
mate to my chest like a baby, though of course it was futile. What is one boot 8 _____
without the other boot? It is nothing. It is useless, a orphan forevermore, and I 9 _____
could take no mercy on it. I lifted it high and threw it with all my might and watch 10 _____
it fall into the lush trees and out of my life.

By Cheryl Strayed, 'Wild- A Journey from Lost to Found'

Section B [30 marks]

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

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

The Old Andersonians Alumni Society (OAAS) offers opportunities for members to know each other better as well as to organise activities for the entire Andersonian family. The school would like more graduating students to join the alumni society as a way of maintaining their bonds with the school after graduation. Thus, the Principal has decided to organise a post-examination camp that will strengthen the school spirit and bond amongst graduating students, encouraging them to become alumni members. The Student Council has been tasked to propose suitable bonding activities that can be carried out during this camp session.

As the head of the Student Council, write a proposal report to your Principal stating clearly:

- two activities from the information sheet
- one activity of your own and
- how these activities will encourage graduating students to become alumni members.

Write your report in clear, accurate English and in a **positive and persuasive** tone so that your Principal will approve your proposal.

You should use your own words as much as possible.

Camp Activities



Dinner Under The Stars

Every class will be supplied with surprise ingredients, which you will use to cook your own dinner! A huge picnic sheet will be laid across the field so that all of you will be able to enjoy your sumptuous home-cooked meal under the stars. What a memorable way to spend the evening!

Graduation Campfire

Take a walk along memory lane and reminisce about the Secondary One Orientation Campfire that took place four or five years ago. What kind of experiences have you had in school? What have you learnt? How have you grown? Come a full circle and enjoy the final campfire of your secondary school life!



Presentation by the Alumni Association

Listen to a presentation by Josephine Seo, an Andersonian Alumni from the batch of 2008. As President of the Andersonian Alumni Youth Wing, she will tell you more about the activities organised by the Youth Wing for the Alumni as well as the school population. Learn more about how you can benefit by paying it forward and contributing to the Anderson family!

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 incident that you enjoyed immensely and how it encouraged you to try out new experiences.
2. Discuss the advantages and disadvantages of caning as a form of punishment.
3. "Education is the most powerful weapon which you can use to change the world." What are your views?
4. You will never understand another person until you stand in his shoes and walk around in them. Write about a time when you found this statement to be true and explain the benefits of possessing empathy.

End of Paper

ANSWER KEY – DO NOT PRINT THIS PAGE

The trees were tall, but I was taller, standing above them on a steep mountain slope **at** northern California. Moments before, I had removed my hiking boots and the left one had **fallen** into those trees, first **catapult** into the air when my enormous backpack topped onto it, then skittering across the gravelly trail and flying over the edge. It bounced into the forest canopy below, impossible to retrieve. I **let off** a stunned gasp, though I **have** been in the wilderness thirty-eight days and by then I had come to know that anything could happen and that everything **will**. But that does not mean I was not shocked when it did. My **boots** was gone. I clutched its mate to my chest like a baby, though of course it was futile. What is one boot without the other boot? It is nothing. It is useless, a orphan forevermore, and I could take no mercy on it. I lifted it high and threw it with **all** my might and **watch** it fall into the lush trees and out of my life.

By Cheryl Strayed, 'Wild- A Journey from Lost to Found'

1 in (Preposition)

2 catapulting (Cont. tense;)

3 Correct

4 out (Preposition)

5 had (Past perfect tense)

6 would (Modal/Aux V)

7 boot (SVA)

8 Correct

9 an (Det/Art)

10 watched (Past tense)



ANDERSON SECONDARY SCHOOL
Preliminary Examination 2015
Secondary Four Express & Five Normal
Academic

CANDIDATE NAME:

CLASS:

INDEX NUMBER:

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

21 August 2015

1 hour 50 minutes

10:45am – 12:35pm

Additional Materials: None

READ THESE INSTRUCTIONS FIRST

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

Answer **all** questions.

Write your answers in the spaces provided in the Question Booklet.
The insert contains the texts for all the sections.

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

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

Section A

Text 1

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

**LIME at PARKROYAL on Pickering**

Famously complex and time-consuming, Peranakan recipes are closely guarded secrets passed down from generation to generation. At LIME Restaurant, Chef Nancy Teo ensures every Nonya dish on the buffet line is not only tasty, but also just the way her Peranakan mother used to make them. Diners can look forward to highlights such as Ayam Buah Keluak, Nonya Laksa and Satay Babi Goreng, perfectly complemented by LIME's signature spread of International and Southeast Asian specialties.



[Turn Over]

Section B

Text 2

In the text below, a National Radio commentator and author describes his visit to his homeland, Vietnam. Read the text carefully and answer Questions 5 – 16 in the Question Paper Booklet.

- 1 I left Vietnam as a child when communist tanks rolled into Saigon and ignominiously¹ ended the Vietnam War for Americans. That was April 28, 1975. My family fled, among the first wave of refugees. I was 11 years old. I grew up and became an American citizen and a writer and journalist. But I have never forgotten Vietnam, and have returned many times to witness my native land emerge from behind the bamboo curtain². 5
- 2 If stories of bicycles in dark nights, of mud and bent backs and long lines for food rations, formed the bulk of the narrative I told a quarter of a century ago, the story I tell now is an entirely different one – that of a country steeped in modernity and change, and a society integrating with the global culture and economy at a breakneck speed. 10
- 3 In Hanoi, the rusty bicycles have long been replaced with Honda motorcycles. The old quarter, with its narrow streets and historic homes, is now filled with video arcades and karaoke bars, with cafes and shops selling candies and dried apricots. Even the ancient lake of Hoan Kiem shimmers at night, its perimeter strung with lights. 15
- 4 In Ho Chi Minh City, still popularly known as Saigon, you can have your pick: Wander around any small neighbourhood and you may still run into old men sitting on small wooden stools in alleys drinking coffee and smoking; or, in the evening, hang out at the Chill Sky Bar on top of the AB Tower to watch the sunset over city boulevards running like golden rivers swift and furious below. 20
- 5 So much has changed, yet my homeland remains an astonishing beauty, a country shaped by mountains and rivers and the eternal sea lapping at her shores. She's also made up of smiles and laughter, of leisure and of celebrations. What I think is odd for a communist country: Vietnam's temples and churches are always full of worshippers on religious holidays. 25
- 6 Some of my favourite memories: watching fishermen in Phan Thiet landing their boats on shore with the day's catch, their silhouettes wavering against the setting sun, and the sea a carpet of silver stretching toward the horizon; or sailing down the Perfume River of Hue, Vietnam's imperial city, one summer evening, the air redolent with the scent of blossoming lotus in nearby ponds, the old boatwoman crooning a folk 30

¹ The word 'ignominiously' means disgracefully, dishonourably, shamefully

² 'Bamboo Curtain' refers to the barrier of secrecy and exclusion that once cut off the People's Republic of China and other Asian Communist countries from the rest of the world. 5

[Turn Over]

- song about the storied citadel and about those who have left yet long to return to the river Perfume. I remember sitting at a campfire on the side of Lam Vien mountain overlooking my hometown, Da Lat. Thousands of French-built villas dotted the hillside, and my best friend accompanied with a guitar three young Lat women singing romantic songs. 35
- 7 One recent early morning out on the balcony of my hotel in downtown Saigon, the roaring din of motorcycles and cars and construction was so deafening that I began to doubt my own memories of the incense wafting in the dark. One can get nostalgic thinking of what is lost and gone. Or one can get on a motorbike and ride with the endless flow of traffic, filling up on the energy of this youthful yet eternal place. Listen to the laughter. Listen to the honking horns. Long night has journeyed into day. The once wounded nation is healed, and its gaze forward is dauntless. 40 45

Adapted from "The Glow of Vietnam: Out of the Shadows and into the Now, at Light Speed" by Andrew Lam, National Geographic Traveller, April 2015

[Turn Over]

Section C

Text 3

The text below is about the arguments for and against the consumption of genetically modified foods. Read the text carefully and answer Questions 17 – 24 in the Question Paper Booklet.

- 1 A farmworker crouches in the hot Texas sun, harvesting celery for the market. That evening, painful red blisters erupt across his forearms. The celery – a newly developed variety prized for its resistance to disease – unexpectedly produces a chemical able to trigger severe skin reactions.
- 2 Traditional breeding methods generated this noxious vegetable, but opponents of genetically modified (GM) foods worry that splicing foreign genes (often from bacteria) into food plants through recombinant-DNA technology could lead to even nastier health surprises. The stakes are high: GM foods are sold in many countries. In the U.S., an estimated 60 per cent of processed foods in supermarkets – from breakfast cereals to soft drinks – contain a GM ingredient, especially soy, corn or canola. 5 10
- 3 Detractors cite several reasons for concern. Perhaps proteins made from the foreign genes will be directly toxic to human beings. Maybe the genes will alter the functioning of a plant in ways that make its food component less nutritious or more prone to carrying elevated levels of the natural poisons that many plants contain in small amounts. Or perhaps the modified plant will synthesise proteins to elicit allergic reactions. 15
- 4 Proponents offer a number of defences for genetically engineered foods. Inserting carefully selected genes into a plant is safer than introducing thousands of genes at once, as commonly occurs when plants are crossbred in the standard way. GM crops designed to limit the need for toxic pesticides can potentially benefit health directly, foods under study are being designed to be more nutritious than their standard counterparts. Further, GM crops that produce extra nutrients or that grow well in poor conditions could provide critical help to people in developing nations who suffer from malnutrition. 20 25
- 5 Advocates note, too, that every genetically engineered food crop has been thoroughly tested for possible health effects. Relatively few independent studies have been published, but manufacturers have conducted extensive analyses, because they are legally required to ensure that the foods they sell meet federal safety standards. Companies voluntarily submit these test results to the U.S. Food and Drug Administration in advance of sale. 30
- 6 Arguably, the testing system has worked well so far. It showed that the protein in StarLink corn might be allergenic (hence the animal-feed-only approval) and led other products – such as soybeans that contained a protein from Brazil nuts – to be abandoned before they had a chance to 35

hit grocery shelves. "I do not know of any evidence that any product on the market is unsafe," says Peter Day, professor emeritus of genetics at Rutgers University. 40

- 7 Meanwhile many consumers remain disturbed that most safety tests are performed by the very corporations that produce GM foods. Steve L. Taylor, professor of food science and technology at the University of Nebraska, admits that some may view the practice as unseemly, but he asks, who else should shoulder the burden – and the expense? I rather see the companies spend the money than have the government use my tax dollars," he adds, "I don't care if we are talking about bicycle or GM corn, it is their obligation to prove that their products are safe." There is no doubt that concerned scientists and citizens will continue watching to see that they do so. 45 50

Adapted from "The Risks on the Table" by Karen Hopkin, Scientific American, December 2006.

[Turn Over]

Section A [5 marks]

Text 1

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

1 Who is the target audience of this advertisement?

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

2 Which phrase gives the main purpose of the advertisement?

..... [1]

3 What does the phrase "Famously complex and time-consuming" suggest about Peranakan recipes?

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

4 "At LIME Restaurant, Chef Nancy Teo ensures every Nonya dish on the buffet line is not only tasty, but also just the way her Peranakan mother used to make them."

What effect is this statement intended to have on the readers?

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

7

[Turn Over]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5 – 16.

- 5 Identify a sentence from Paragraph 1 which tells readers that while the writer left Vietnam at a young age, he will absolutely not be able to cease thinking about his homeland.
-
- [1]
- 6 With reference to Paragraph 2, how does the writer describe Vietnam before modernisation?
-
- [1]
- 7 Explain **in your own words** what the writer means by “a country steeped in modernity and change, and a society integrating with the global culture and economy at a breakneck speed.” (lines 9 – 11)
-
-
-
- [2]
- 8(i) In Paragraph 3, the writer ends the paragraph with this statement, “Even the ancient lake of Hoan Kiem shimmers at night, its perimeter strung with lights.” (lines 15-16) What is the writer’s purpose in using the word ‘even’?
-
- [1]
- 8(ii) Select **two phrases** from Paragraph 3 to indicate that change has taken place in Hanoi.
-
- [1]

[Turn Over]

9 "In Ho Chi Minh City, still popularly known as Saigon, you can have your pick ...". (Paragraph 4) What does "you can have your pick" suggest about the possible activities that one may enjoy in the city?

.....

.....

..... [1]

10 In Paragraph 5, the writer states that "So much has changed, yet my homeland remains an astonishing beauty ...". Why do you think the writer uses the word 'astonishing' to describe the beauty of his homeland?

.....

..... [1]

11 Why does the writer think that it is odd for a communist country to have its temples and churches always full of worshippers? (lines 26 – 27)

.....

.....

..... [1]

- 12 In Paragraph 6, the writer shared some of his favourite memories of his homeland. Select **three** favourite memories and explain how each appeals to the different human senses.

1	
2	
3	

[3]

- 13 Select a word from Paragraph 6 that shares the same meaning as "smells strongly of something pleasant".

[1]

.....

- 14 Explain in **your own words** what the writer means by 'Long night has journeyed into day'. (line 46)

From the passage	Explanation
Long night	
has journeyed into day.	

[2]

[Turn Over]

- 15 The writer uses personification to describe Vietnam's vision of the future. Explain what the writer means in the following descriptions:

The use of personification	What he means
"The once wounded nation is healed..." (line 47)	
"... and its gaze forward is dauntless." (line 47)	

[2]

9

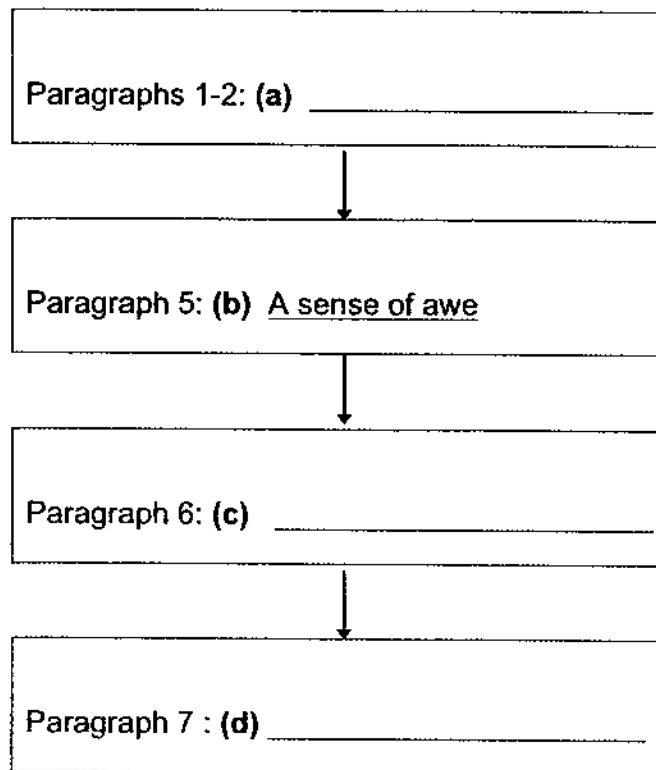
[Turn Over]

16 The structure of the text reflects Lam's feelings as he travels back to his home country, Vietnam. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box that you do not need to use.

Andrew Lam's feelings as he recounts his experiences during his numerous trips back to his homeland, Vietnam.

a sense of joy	a sense of relief	a sense of pride
a sense of peace	a sense of hope	a sense of fear
a sense of reminiscence	a sense of meaninglessness	a sense of loneliness

Flow Chart



[3]

[Turn Over]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17 – 24.

17 The writer started his essay by mentioning the farmworker's severe skin reactions to the newly developed variety of celery. What is his purpose in doing so?

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

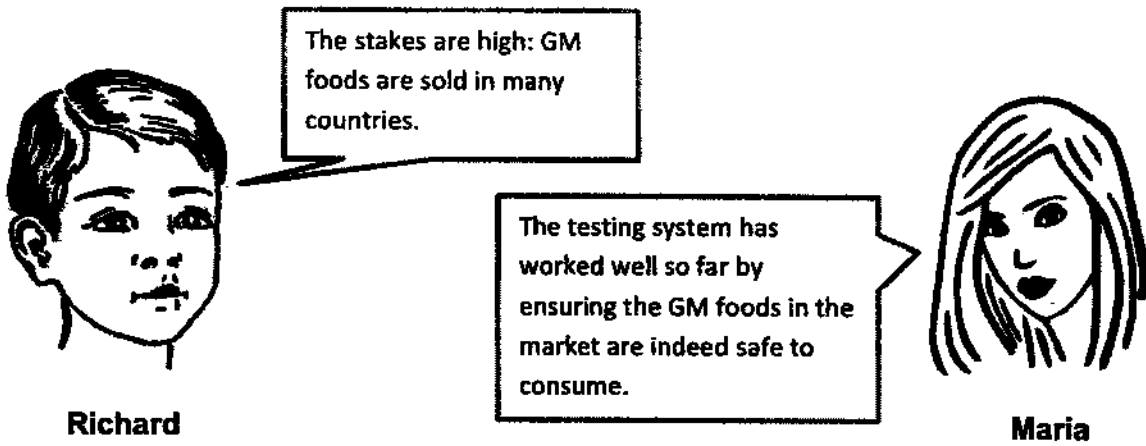
18 What does 'this noxious vegetable' refer to?

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

19 What does the phrase "...could lead to even nastier health surprises" (line 8) tell you about the writer's attitude towards GM foods?

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

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



(i) Identify an example from Paragraph 2 which Richard can use to support his view.

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

(ii) Explain how Maria can use the two examples from Paragraph 6 to defend her view.

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

[Turn Over]

21 With reference to Paragraph 7, why are many consumers disturbed by the organisations which conduct these safety tests?

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

[1]

22 What does the writer mean by the phrase “some may view the practice as unseemly”? (line 44) **Answer in your own words.**

“the practice” means

[1]

“unseemly” means

[1]

23 What tone is the writer creating in the expression “I don’t care...it is their obligation to prove that their products are safe”? (lines 47 – 48)

.....

[1]

12

[Turn Over]



ANDERSON SECONDARY SCHOOL
Preliminary Examination 2015
Secondary Four Express & Five Normal
Academic

CANDIDATE NAME:

CLASS:

INDEX NUMBER:

ENGLISH LANGUAGE

1128/02

Paper 2 Comprehension

21 August 2015

1 hour 50 minutes

10:45am – 12:35pm

Additional Materials: None

ANSWER SCHEME

Section A [5 marks]

Text 1

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

1. Who is the target audience of this advertisement? [1]

Answer:

People who love to eat Peranakan food.

OR

People who enjoy eating Peranakan food.

Not accepted- Singaporeans who enjoy Peranakan food.

Or Tourists who enjoy Peranakan food.

Or Peranakan diners.

Or The target audience is the Nonya.

2. Which phrase gives the main purpose of the advertisement? [1]

Answer:

The phrase is "Savour the taste of things Peranakan".

(Do not credit if there are any spelling errors)

A few students spelt Peranakan incorrectly. A couple of students wrote 'Savouring' instead of 'Savour' and 'thing' instead of 'things'. They were not given the mark.

3. What does the phrase "Famously complex and time-consuming" suggest about Peranakan recipes? [2]

Answer:

	The phrase suggests that
Famously complex and	it is well known that cooking Peranakan food is a complicated process/ made up of several intricate steps. [1] Not accepted- They have many different ingredients. X They are difficult to follow. X
time-consuming	It also takes a long time to carry out these steps / to complete cooking a particular Peranakan dish. [1] Not accepted-It takes a lot of effort to

	make the dish.X
--	-----------------

4. "At LIME Restaurant, Chef Nancy Teo ensures every Nonya dish on the buffet line is not only tasty, but also just the way her Peranakan mother used to make them."

What effect is the statement intended to have on the readers? [1]

Answer:

It aims to entice/lure/ appeal to the readers to come for the Peranakan food buffet, as they can be assured/ it is promised that the food served will be of high quality / is like home-cooked food/ prepared as if it is meant for the family.

To get the full mark students must get both parts of the question correct. Many students left out the part that it is meant to entice/lure/convince/persuade the readers to come for the Peranakan food buffet.

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5 – 16.

5. Identify a sentence from Paragraph 1 which tells readers that while the writer left Vietnam at a young age, he will absolutely not be able to cease thinking about his homeland. [1]

Answer:

The sentence is "But I have never forgotten Vietnam, and have returned many times to witness my native land emerge from behind the bamboo curtain."

****Pls do not credit if there are spelling mistakes.!**

****Accepted: The sentence is "I have never forgotten Vietnam ..."**

- ✓ Only answers that matched the answer scheme were awarded marks.
- ✓ Spelling errors (even one) were penalised.
- ✓ Illegibility is penalised with no negotiation. Students must learn to write neatly and clearly as Cambridge markers may not have patience to re-read answers and benefit of the doubt may not always be given.
- ✓ A small number of candidates provided a phrase instead of a sentence.

6. With reference to Paragraph 2, how does the writer describe Vietnam before modernisation? [1]

Answer:

The writer describes Vietnam of the past as that of 'bicycles in dark nights, of mud and bent backs and long lines for food rations'.

- ✓ This is a factual question. Answers should be taken directly from the passage. There is no need to paraphrase as this was not required by the question.
- ✓ Many students failed to take the answer from the passage, but tried to provide their own version of the details, and in the process, missed some key ideas. This caused them the loss of the mark.
- ✓ Answers that provided the information from the passage (similar to and sufficient with answer scheme) but elaborated further correctly were awarded marks as well.
- ✓ This question was marked as generously as possible. No negotiation will be entertained.

7. Explain **in your own words** what the writer means by "a country steeped in modernity and change, and a society integrating with the global culture and economy at a breakneck speed." (lines 9 – 11) [2]

From the passage	Suggested answer				
a country steeped in modernity and change	<p>Answer: He means that modern Vietnam is a nation that is completely surrounded by modernity and change/ completely involved in bringing in new/ most up-to-date improvements to society.</p> <p>✓ Answers that only paraphrased change/modernity <u>without explaining the steep curve</u> were penalised.</p> <table border="1"> <thead> <tr> <th>Accepted words/phrases</th> <th>Not accepted words/phrases</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ✓ Advancing/improving/developing/evolving and improving/totally immersed in improving ✓ rapidly/tremendously/very high speed/very quickly within a short period of time </td> <td> <ul style="list-style-type: none"> ✓ greatly ✓ quickly ✓ changing ✓ modernising ✓ globalising </td> </tr> </tbody> </table>	Accepted words/phrases	Not accepted words/phrases	<ul style="list-style-type: none"> ✓ Advancing/improving/developing/evolving and improving/totally immersed in improving ✓ rapidly/tremendously/very high speed/very quickly within a short period of time 	<ul style="list-style-type: none"> ✓ greatly ✓ quickly ✓ changing ✓ modernising ✓ globalising
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<ul style="list-style-type: none"> ✓ Advancing/improving/developing/evolving and improving/totally immersed in improving ✓ rapidly/tremendously/very high speed/very quickly within a short period of time 	<ul style="list-style-type: none"> ✓ greatly ✓ quickly ✓ changing ✓ modernising ✓ globalising 				
a society integrating with the global culture and economy at a	<p>Answer: Besides, Vietnam is also making herself part of the world community at a very fast pace/ is also changing herself to suit the needs of the global community at a rapid pace.</p> <p>✓ Answers that failed to address <u>both culture and economy together</u> were penalised. This reflects a lack of</p>				

breakneck speed	<p>understanding of the information given. Candidates should not address them separately. <i>E.g Becoming part of the world, and economy was growing very fast.</i></p> <p>✓ A very large number of candidates associate global culture with globalisation. This is not accurate!</p>	
	<p>Accepted words/phrases</p> <p>✓ merging with the world/becoming part of the world's practices/blending in internationally</p> <p>✓ very quickly/at an impressive rate/rapidly/high speed/extremely fast</p> <p>Other answers that were sensible and complete were accepted.</p>	<p>Not accepted words/phrases</p> <p>✓ greatly</p> <p>✓ quickly/fast</p> <p>✓ advancing</p> <p>✓ modernising</p> <p>✓ globalising</p> <p>✓ catching up with the world</p> <p>✓ good speed</p>
<p>**words in bold and underlined must be paraphrased</p>		

8 (i). In Paragraph 3, the writer ends the paragraph with this statement, "Even the ancient lake of Hoan Kiem shimmers at night, its perimeter strung with lights." (lines 15-16) What is the writer's purpose in using the word 'even'? [1]

Answer:

The writer uses the word 'even' here to provide more details about the change that is already taking place in Hanoi.

- ✓ Many candidates failed to understand the crux of the question. The question is asking you to explain the **rationale/purpose** of using the word 'even'.
- ✓ Many answers were close, but still were incorrect as they were unable to match the requirement of the question.
- ✓ Answers must show how much change has taken place. Answers that merely mention that change has taken place were incorrect.
- ✓ **Accepted answers:** add on to show change, highlight/emphasise the drastic/big change,
- ✓ **Not accepted:** show that everything has changed, show change, show that the lake has also transformed with the rest of the city, everything has changed, highlight that even ancient things have been transformed, show that the whole city has changed

8(ii). Select **two phrases** from Paragraph 3 to indicate that change has taken place in Hanoi. [1]

Answer: (a) 'have long been replaced' and (b) 'now filled'. [must have both to score 1 mark]

- ✓ This question had a very large number of candidates who had the excess denied problem.
- ✓ The question has clearly asked for phrases (not more than 7-8 words) but some students gave the whole sentence.
- ✓ Phrases must be concise.
- ✓ Accepted phrases: replaced with, long been replaced, now filled with, filled with.

9. "In Ho Chi Minh City, still popularly known as Saigon, you can have your pick..." (Paragraph 4) What does "you can have your pick" suggest about the possible activities that one may enjoy in the city? [1]

Answer:

The sentence "you can have your pick" suggests that tourists/ visitors who go to Ho Chi Minh City have many places of interest which they can visit / are spoilt for choice with regard to where they can visit in the city.

- ✓ Majority of students have a misconception that 'take your pick' suggests variety. This is incorrect. Although the phrases indicate some variety usually, the main focus is on the quantity and not variety. Answers that explained variety only were not awarded the mark.
- ✓ Since this question was so badly done, answers that explained both variety and quantity were awarded the mark (even though this may not be the case for O level marking).
- ✓ Accepted answers: many different, many, wide/large/huge variety, numerous activities, myriad of activities, endless number of activities
- ✓ Not accepted: variety, various, different, different types, diverse.

10. In paragraph 5, the writer states that "So much has changed, yet my homeland remains an astonishing beauty..." (line 23). Why do you think the writer uses the word 'astonishing' to describe the beauty of his homeland? [1]

Answer:

The writer intends to highlight / emphasise the fact that his homeland is so **amazingly beautiful/ never fails to make him feel this sense of awe/ admiration each time he returns.**

Astonishing modifies 'beauty'. It has nothing to do with the rest of the sentence.

X It is surprising/shocking that it remains a beauty.

X Despite the changes that Vietnam has undergone, it is still amazingly beautiful

11. Why does the writer think that it is odd for a communist country to have its temples and churches always full of worshippers? (lines 26-27) [1]

Answer:

This is because citizens of communist countries **do not believe in any religion**; hence, it is abnormal/ weird that religious places are constantly filled with worshippers.

Question tests you on a general fact - the nature of a communist country.

ACCEPTED

Discourages religion (Not the best answer but accepted)

The people should worship their leaders/not have any religious beliefs

NOT ACCEPTED

Does not highly value religion

Religion is not popular

Does not promote/encourage [different from discourage]

Does not have a specific religion/has one religion

The people are supposed to be equal (So? You need to link it to the question.)

Limits the freedom of people (Too vague - no specific reference to religious freedom)

12. In Paragraph 6, the writer shared some of his favourite memories of his homeland. Select **three** favourite memories below and explain how each appeals to the different human senses. [3]

1

"watching fishermen in Phan Thiet landing their boats on shore with the day's catch". This appeals to the readers' **sense of sight** as the readers are able to paint a visual image/ mental picture of fishermen nearing the shore with the day's catch.

ACCEPTED

... as the writer portrayed the setting of the scene in a dream-like manner and provided so many details that the reader could picture it.

... able to see the **scenery**

... able to **looking** at the fishermen with their daily catch

[Not the best answer but there is a semblance of the student responding to the question through the adjective 'beautiful']

NOT ACCEPTED

X sense of smell as it describes the smell of the place [Circular logic]

X sense of sight as he sees the silhouettes of the fisherman and describes the sea as a carpet of silver [You are lifting from the passage and not explaining **HOW** it appeals]

2	<p>"sailing down the Perfume River of Hue, Vietnam's imperial city, one summer evening, the air redolent with the scent of blossoming lotus in nearby ponds, the old boatwoman crooning a folk song about the storied citadel..." This memory appeals to the readers' two senses: sense of smell and sense of hearing. Readers are able to smell the fragrance of the lotus flowers as well as imagine hearing the old boatwoman singing a song in an emotional manner/ hearing the touching song sang by the old boatwoman.</p> <p>Words the reflect some appropriate form of analysis of the imagery will be accepted</p> <p>X... able to listen to the song sang by those women. [Listen... how does it APPEAL?]</p>
3	<p>"...sitting at a campfire on the side of Lam Vien mountain overlooking his hometown, Da Lat." This memory appeals to the readers' sense of sight we can paint a mental picture/ visual image/ imagine the writer sitting at the side of the mountain and seeing the thousands of French-built villas on the hillside.</p>
4	<p>" and my best friend accompanied with a guitar three young Lat women singing romantic songs." This appeals to the readers' sense of hearing as readers can imagine the writer listening to the songs and immersing himself in the romantic moments brought out by the melody and lyrics of the songs.</p>

**** accept any 3 of the 4**

13. Select a word from Paragraph 6 that shares the same meaning as "smells strongly of something pleasant". [1]

Answer:

The word is 'redolent'.

***Pls do not credit if student spells the word incorrectly.**

14. Explain in **your own words** what the writer means by 'Long night has journeyed into day.' (line 46) [2]

From the passage	Explanation
<p>Long night</p> <p>The explanation has to show a direct contrast (night-day; Chaotic-stable)</p>	<p>This expression 'long night' refers to the period where Vietnam is experiencing difficult times/ refers to the period where the country was involved in a war</p> <p>ACCEPTED</p> <p>Suffering of the people</p>

	<p>Not ACCEPTED</p> <p>X suffering from long ago [Vague]</p> <p>X dark times (metaphorical)</p>
<p>has journeyed into day.</p> <p>Idea of a TRANSITION</p>	<p>and how it <u>has now become</u> a peaceful nation / looking forward to a <u>bright future</u>/ it is now experiencing good times.</p> <p>X ...modernised country (not a direct contrast/modernisation doesn't necessarily mean good times)</p> <p>X... there is hope/happiness (Vague)</p> <p>X... prosperous and successful country it is today (not stated in the passage. It is progressing but it may not be prosperous yet)</p> <p>X ... better times (better does not equate to good)</p> <p>X ... is finally over [Not specific]</p>

15. The writer uses personification to describe **Vietnam's vision of the future**. Explain what the writer means in the following descriptions: [2]

The use of personification	What he means
<p>"The once wounded nation is healed..." (line 47)</p>	<p>Vietnam, which was previously ravaged by war and unrest, is now in a state of peace/ stability. [1]</p> <p>CONTRAST has to be shown (transited; become)</p> <p>:</p> <p>X Recovered from the war; difficult times (Similar figurative language)</p> <p>X... overcame the problem</p> <p>X ... Vietnam has become better (this is a comparative not absolute state of affairs; Better does not indicate that there is stability)</p> <p>X ...into a modern vibrant nation (the contrast is not reflected)</p> <p>X Vietnam has overcome the hardships faced due to war (to become? Reflect the contrast; Overcome does not imply a peaceful/stable state)</p> <p>X...it is rebuilt and reconstructed (Not just in the physical sense; Also, not everything may not have been rebuilt and reconstructed)</p> <p>X No longer suffers from the damages brought by the war (does not imply a peaceful state)</p> <p>X... become a developed country (does not imply healing)</p> <p>X emerged successful (success is not the opposite of chaos)</p>
<p>"...and its gaze forward is dauntless."</p>	<p>She can now look forward to a bright future with courage/ bravery/ fearlessly. [1]</p>

17

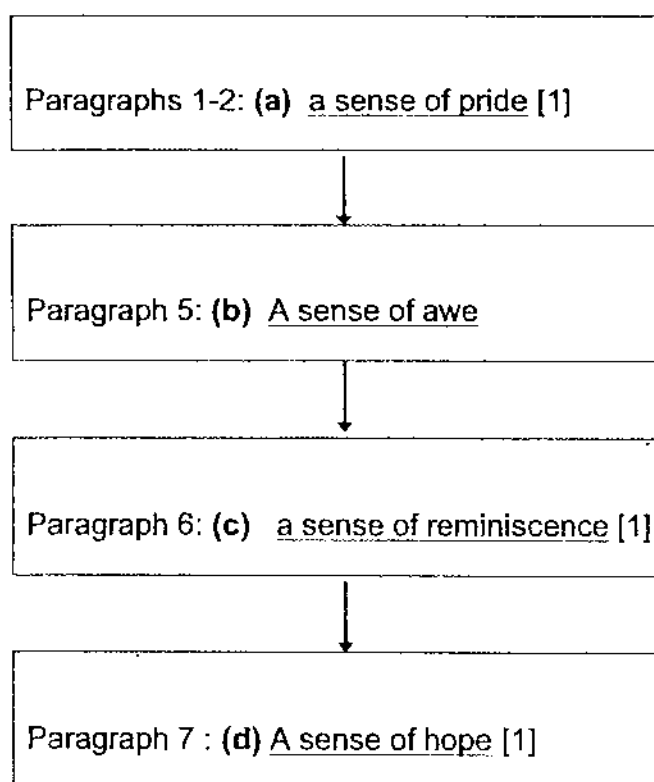
(line 47)	<p>The 'dauntless' attitude implies a confidence in the future because it is promising (bright).</p> <p>X ... No obstacle will stop them from succeeding /unstoppable (NOT TRUE. Being dauntless is more a state of mind not about the difficulties that lie in wait)</p> <p>X bravely looking towards it future</p> <p>X ... advancing with courage and determination (left out the idea of a bright future)</p>
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16. The structure of the text reflects Lam's feelings as he travels back to his home country, Vietnam. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box that you do not need to use.

Andrew Lam's feelings as he recounts his experiences during his numerous trips back to his homeland, Vietnam.

a sense of joy	a sense of relief	a sense of pride
a sense of peace	a sense of hope	a sense of fear
a sense of reminiscence	a sense of meaninglessness	a sense of loneliness

Flow Chart



[3]

Section C [25 marks]**Refer to Text 3 on pages 5 and 6 of the Insert for Questions 17 – 24.**

17. The writer started his essay by mentioning the farmworker's severe skin reactions to the newly developed variety of celery. What is his purpose in doing so? [1]

Answer:

The writer's purpose in using such an anecdote to begin the essay is to highlight/ bring to the reader's attention/ emphasise/ show/ illustrate the dangers/ the negative effects/ harmful effects of GM foods.

(Do not accept "to attract the attention/ arouse the interest of the reader to the topic",
X highlight the negative effects of food from traditional breeding methods)
Do not accept effects/ impact alone without 'negative'.

18. What does 'this noxious vegetable' (line 5) refer to? [1]

Answer:

It refers to a newly developed type of celery which caused the farmworker who harvested it to suffer from severe skin reactions.

OR

It refers to the celery which caused the farmworker who harvested it to suffer from severe skin reactions.

OR

It refers to the celery which caused the farmworker to experience an allergic reaction.

****DO NOT ACCEPT the following:**

It refers to the celery mentioned in paragraph one. (Students must demonstrate that they know that the word 'noxious' has a negative connotation. Besides, the vegetable celery on its own is not necessarily harmful. In this case, it refers to 'a newly developed variety' of celery that was harmful.)

OR

It refers to the newly developed celery in paragraph one. (This is also not acceptable because a newly developed variety of celery need not be harmful, especially since the writer did highlight that it was 'prized for its resistance to disease'. In addition, readers need to pay attention to the word 'unexpectedly')

19. What does the phrase "...could lead to even nastier health surprises" (line 8) tell you about the writer's attitude towards GM foods? [1]

, 8

Answer:

The phrase tells readers that the writer is sceptical about / doubtful of / dubious about/ suspicious of the benefits of GM foods.

****DO NOT ACCEPT** if student says: 'The phrase tells readers that the writer believes that GM foods are dangerous.' (Answer is vague – focus on 'even nastier health surprises'. Note the intensity of emotions words like 'even nastier' and 'health surprises' tell us.)

X disapprove of GM food

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

The stakes are high: GM foods are sold in many countries.

The testing system has worked well so far by ensuring the GM foods in the market are indeed safe to consume.

Richard **Maria**

(i) Identify an example from Paragraph 2 which Richard can use to support his view. [1]

Answer:

The example is: "In the U.S., an estimated 60 per cent of processed foods in supermarkets – from breakfast cereals to soft drinks – contain a GM ingredient, especially soy, corn or canola."

(ii) Explain how Maria can use the two examples from Paragraph 6 to defend her view. [2]

Answer:

It was found that the protein in the StarLink corn and soybeans which contained a protein from Brazil nuts might be allergenic/ might cause allergic reaction should human beings consume them; thus, they had no chance to hit the grocery shelves. [1] This proves that whatever GM foods that are available in the market now have been tested and are safe to consume. [1]

21. With reference to Paragraph 7, why are many consumers disturbed by the

organisations which conduct these safety tests? [1]

Answer:

It is because the safety tests are conducted by the organisations which produce GM foods; thus, there is a possibility that the test results are not reliable/ the test results may be adjusted / rigged / manipulated such that they benefit the companies themselves.

It is because the safety tests are conducted by the organisations which produce GM foods (no mention that consumers are disturbed by the reliability of the test results)

22. What does the writer mean by the phrase "some may view the practice as unseemly"? (line 44) **Answer in your own words.** [2]

Answer:

"the practice" means the activity in which safety tests on GM foods is conducted/ carried out/ performed by the organisations.[1]

"unseemly" means improper/ inappropriate [1]

Do not accept "safety tests on GM foods".

23. What tone is the writer creating in the expression "I don't care...it is their obligation to prove that their products are safe"? (lines 47 – 48) [1]

Answer:

Uncompromising, unsympathetic, stern, strict

Summary

24. Using your own words as far as possible, summarise the arguments for and against the consumption of genetically-modified foods. Use only information from paragraphs 3 - 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).

One reason why opponents do not support the consumption of genetically-modified foods is...

From the passage	Suggested Answer
Arguments against ...	
1 ...proteins made from foreign genes will be directly toxic to human beings. (lines12-13)	because GM foods will be poisonous to mankind.

2 ...the genes will alter the functioning of a plant in ways that make its food component less nutritious (lines13-15)	It is also less healthy
3 or more prone to carrying elevated levels of the natural poisons that many plants contain in small amounts. (lines 15-16)	or has a higher chance of carrying more toxins.
4 ...modified plant will synthesise proteins to elicit allergic reactions. (line 17)	Consuming GM foods may also cause people to have adverse reaction / react in a hypersensitive manner towards certain genetic makeup in the plant.
Arguments for ...	However, GM foods have certain benefits too.
5 Inserting carefully selected genes into a plant is safer than introducing thousands of genes at once...(lines 19-20)	Genes which are specially chosen to be inserted into a plant is less dangerous than a plant which contained many different genes.
6 GM crops designed to limit the need for toxic pesticides can potentially benefit health directly, (lines 21-22)	GM crops which do not need toxic pesticides are good for consumers' health.
7 foods under study are being designed to be more nutritious than their standard counterparts. (lines 22-23)	Consuming GM foods is actually more healthy/ nourishing/ beneficial for human beings since they are designed to contain certain nutrients/ vitamins than the natural product.
8 GM crops that produce extra nutrients or that grow well in poor conditions could provide critical help to people in developing nations who suffer from malnutrition. (lines 24-26)	GM foods is especially beneficial for those living in countries who are experiencing severe food shortage.
9 every genetically modified food crop has been thoroughly tested for possible health effects. (lines 27-28)	GM foods are definitely safe for consumption as they have been checked / assessed for potential side effects.
10 ...but manufacturers have conducted extensive analyses, because they are legally required to ensure that the foods they sell meet federal safety standards. (lines 29-31)	In fact, manufacturers are expected by law to ensure that the GM foods they produced are free from any dangerous ingredients.
11 Companies voluntarily submit these test results to the U.S. Food and Drug Administration in advance of sale. (lines 31-33)	Since companies are not coerced/ forced to test their foods, we may assume that their foods must be safe.

Content – 8 marks, Language – 7 marks, Total – 15 marks

Sample Summary

One reason why opponents do not support the consumption of genetically-modified foods is because GM foods will be poisonous to mankind. It is also less healthy or more toxic than non-GM products. It may also cause people to have adverse

reaction to it. That said, GM foods is healthier as they contain special nutrients and do not contain pesticides, and this is especially beneficial for those who have no access to nutritious foods. GM foods are safe for consumption as they have been tested and the law ensures that they do so. (78 words – contains 9 points except points 5 & 11)



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

PRELIMINARY EXAMINATION 2015

SECONDARY FOUR EXPRESS/FIVE NORMAL (ACADEMIC)

**ENGLISH LANGUAGE
PAPER 1128/1**

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST

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

Answer **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, please **detach Section A** and **submit Sections A, B and C separately**.

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

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

You are the Chairman of your Secondary Four class and have been asked by your class teacher to think of some post-exam activities for the graduating cohort of students. You want the activities to be meaningful yet enjoyable. You have seen some brochures advertising some such activities and have selected a couple. Your classmates have left the choice to you as to the type of activity.

Write a letter to your principal, stating clearly:

- two activities you have chosen
- how you will organise and carry out these activities
- why you think these activities will be beneficial to the students
- how students can share the highlights of their activities.

Write your letter in clear, accurate English, using a polite but persuasive tone, showing your enthusiasm for your selection and your conviction that your choice will best benefit the students.

You should use your own words as much as possible.

PROGRAMMES AND ACTIVITIES STUDENTS CAN ENJOY!
Thinking of ways to spend your time wisely?

INDUSTRY ATTACHMENT

Short stints at work places
Hands-on experience and interaction with staff
Talks and forums covering relevant skills

OR



HEALTHCARE



NEWS AND MEDIA

'BIG BROTHER' PROGRAMME

Mentor an underprivileged child
Teach an interesting skill
Develop empathy and community engagement

OR



SPORTS



ART AND CRAFT

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. "The best lessons in life are the ones where we make mistakes." Write about some occasions when you learnt from your mistakes.
2. Should holidays be a time for just relaxation? What are some of the ways in which teenagers can spend their holidays in a useful manner?
3. Which aspects of your school would make it an attractive choice to students considering their choice of secondary school?
4. "Blood is thicker than water". How far do you agree with this statement?

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INDEX NO: _____

SECTION A [10 marks]

Carefully read the text below, consisting of 12 lines, about the famous inventor, Leonardo Da Vinci. 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:

<input checked="" type="checkbox"/> This delicious meals can be made quickly.	_____ These _____
Europe is a popular travel destination.	_____ ✓ _____

In life, we sometimes come across people who excel at	
almost everything, and Leonardo Da Vinci was one of the most	1. _____
incredible example Talented artist, ingenious inventor	2. _____
and revolutionary scientist are just one of the titles the	3. _____
great Da Vinci held during his 67-year long life. When Da	4. _____
Vinci lived a handful of centuries after we were even	5. _____
thought of, it is many of his forward-thinking prototypes that	6. _____
have provided the foundation for a most innovative	7. _____
inventors in recent memory. Forever fascinated by the	8. _____
possibility of flight, Da Vinci spent much of his times thinking	9. _____
up ways to get mankind in the air—and perhaps more	10. _____
importantly, how to get them back down safely.	

25



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

PRELIMINARY EXAMINATION 2015

**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 6 printed pages.

26

TEXT 1

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

Gardens by the Bay

The Gardens Plan Your Visit Dining Event Venues Education Join Us

Skip the queue Buy tickets online now

Home The Gardens What's On Calendar of Events Nursery Rhymes

Nursery Rhymes

Take a walk down memory lane in our latest floral display. From May to July, we bring to life beloved characters from nursery rhymes. Amidst fields of Lupin blooms, Wondrous characters and animals await to take you on a Nursery Rhymes date.

Flowery Fun Times Floral Display

Relive your childhood as we bring to life some of your favourite nursery rhymes! Step into a world filled with beloved characters such as Mary and her little lamb, the old lady in her shoe, and Old MacDonald with his farm animals. Amidst a field of colourful Lupins, Delphiniums and Foxgloves, find Humpty Dumpty before his fall and visit Mary, Mary, Quite Contrary in her garden! Local favourites such as "客人来" will be featured as well!

"Flowery Fun Times" is the third of six chapters in Gardens by the Bay's storytelling journey in 2015. This enchanting series of floral displays for the year will draw visitors into the magical world of folklore, legends, fairy tales and nursery rhymes as told through the language of plants.

SG50 Special - Free Admission for Seniors

In celebration of SG50, local seniors (aged 60 and above) can enjoy free entry into two conservatories. Accompanying caregivers of seniors can also enjoy 50% discount into two conservatories. Valid from 1 June to 31 August 2015.

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Text 2

In the text below, the writer describes the life and career of a Brazilian politician. Read it carefully and answer Questions 5 - 14 in the Question Paper Booklet.

- 1 If the story of Brazil since the 1950s has been about the movement of millions of poor from the country to the city, then few people's lives capture this better than that of Marina Silva. An illiterate rubber-tapper who worked in the Amazon until the age of 16, she has gone on to become a senator, environment minister and two-time presidential candidate. 5
- 2 But if her mind has firmly made the migration to modern Brazil, the spirit of this potential future president seems still to wander in the village of her childhood where an uncle trained her in the art of extracting latex from the trees. "I miss them, of course," she said of the rubber plantations. "I always say I was illiterate until I was 16 but I already had a PhD in the ways of the world." 10
- 3 Forthright, earnest and idealistic are words that spring to mind when meeting Silva. The secret to her appeal is that she has convinced voters that she is that rarest of politicians, one who honestly believes in what she is saying. This is particularly appealing in Brazil, which has scores of political parties but most with one ideal — power. 15
- 4 While her rivals sell a patchwork of populist policies, she offers a more holistic vision of the future — Brazil as a society that is economically successful yet respected in the world for its humanity and environmental and social consciousness. Moreover, she is also a woman and black in a country in which both groups are poorly represented in politics and she seems to capture the rising protest vote in Brazil. 20
- 5 Born in 1958, Maria Osmarina Marina Silva Vaz de Lima was one of 11 children. Her father, one of the few in their community who could read or write, counted the takings of his colleagues to see that the *patrão*, or boss, of the plantation did not rip them off. Her mother was an avid seamstress, her aunt a midwife. None of them demanded money for their services. 25
- 6 Her uncle taught her about "the behaviour of birds, the fragility of the trees, the diversity of the animals". "I learnt from him many things in silence because he spoke very little," she says. She lost her mother at 15 and three siblings to disease. Regularly ill, she left the *rubber plantations* to seek treatment and to study to become a nun. 30
- 7 In the nearby state capital of Rio Branco, Silva learnt to read while working as a maid. She earned a degree in history. She became an evangelical Christian, married twice and had four children. She began her political career as a unionist in 1984, working alongside Chico Mendes, the late Brazilian environmentalist who helped the rubber-tappers fight ranchers trying to clear their forests. 35
- 8 Around this time, she also helped Luiz Inácio Lula da Silva — the man who would become Brazil's most popular leader — stage one of his many campaigns for the presidency. The former unionist appointed her his environment minister when he finally won office in 2003. She engineered a sharp fall in the destruction of the Amazon by cracking down on errant farmers. 40

- 9 Silva staged the first of her presidential bids for the green party in 2010. With almost no party infrastructure or TV advertising time, she still managed to win 19.6 per cent of the vote in the first round, establishing herself as a force in Brazilian politics. She said the vote was a demonstration of the desire for change in Brazil, for leadership that "unites the country around what is important". 45
- 10 She tried and failed to register her own party in this year's elections and ended up joining another opposition leader, the former governor of the northeastern state of Pernambuco, Eduardo Campos, as his running mate. Then in August, fate intervened: Campos was killed in a plane crash. Silva was unexpectedly thrust into his Brazilian Socialist Party's candidacy for president. "I took his place with less than 40 days to go before the election. It was a fragile campaign structure," she says. But she rode a sympathy vote to the top of the opinion polls. The markets rallied to her support, tired of Rousseff's brand of economic interventionism. 50
55

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Text 3

The text below is about the process of depopulation in Spain. Read it carefully and answer Questions 15 – 20 in the Question Paper Booklet.

- 1 People have been leaving the village of Motos for as long as Matías López can remember. Five years ago, there were still 10 inhabitants. Now the local cemetery is almost full, with just two grave sites left unoccupied.
- 2 "You get used to the loneliness," says Mr López, 76, as he watches his sheep graze on the meadow above Motos. Besides, he adds, "there is nothing better than a man alone who can live with himself". 5
- 3 Such endurance, however, is becoming increasingly rare. All around Motos, villages are gradually being abandoned. A process of depopulation and rural flight that has lasted more than five decades is drawing to its seemingly inevitable conclusion. What is left behind is a region twice the size of Belgium but so devoid of people that it rivals the Arctic provinces of Lapland as the least populated zone in Europe. 10
- 4 "The problem is not just the extreme depopulation," says Francisco Burillo, a history professor at the University of Zaragoza and a local campaigner. "This is the most disjointed region in all of Spain and the entire European Union." He points out that the area of concern, the so-called Celtiberian highlands, spans five autonomous Spanish regions and nine provinces. That makes it difficult to formulate a coherent policy. 15
- 5 Reversing the population slide is made harder still by the absence of a big city, and the unusually large number of tiny villages. Many are poorly connected by road and are hours from the nearest rail station. 20
- 6 "If we don't change the trend, we will have the biggest population desert in the European Union," says Prof Burillo, warning that the worst-affected areas are already "biologically dead". The average male age in the Montes Universales, the remote region surrounding Motos, is 57. In many villages, children are a rarity. The fate of the Celtiberian highlands is mirrored in other thinly populated regions such as Galicia and Aragón. But it is also emblematic of demographic trends afflicting Spain. 25
- 7 Thanks to strong economic growth and an unprecedented housing boom, the country became a magnet for migrant workers from Latin America, eastern Europe and north Africa in the years leading up to the financial crisis. The population soared from 40 million in 1999 to 47 million in 2010, one of the most dramatic demographic transformations in recent European history. 30
- 8 Now, however, that trend has gone into reverse. With unemployment still stuck at more than 23 per cent, hundreds of thousands are leaving the country every year. Coupled with Spain's notoriously low birth rate, this shift means that Spain is shedding residents at an alarming pace. According to the national statistics office, the country will lose more than 1 million inhabitants over the next 15 years. For Spain, that decline may be manageable. But in the remote villages of Teruel and Guadalajara, even losing a few dozen residents can spell disaster. 40

- 9 Jesús Alba, the mayor of Checa, a pretty mountain village half an hour's drive from Motos, said, "Checa is at the limit," says Mr Alba. "Right now we still have a medical centre. We have a bank. We have a restaurant and a couple of bars. But if we lose more inhabitants we won't be able to hold on to those services."
- 10 Keeping the local school is crucial, says Juan Vicente Aparicio, the mayor of nearby Orihuela del Tremedal. "The moment when there are not enough children to keep the school going, that is when you know that the village is finished. People don't move to places where there is no school," he says. Orihuela's school is housed in an expansive building far too large for its 38 pupils. The school in Checa is smaller still, with just 25 children. 45 50
- 11 Mr Alba admits that there is no easy solution to halt the slide. He travels to Madrid frequently to raise the plight of his region with senior politicians. More investment and better incentives for businesses to relocate would help, he says.
- 12 Mr Alba also hopes to establish a regional quality brand to improve the marketing of the meat, grain, potatoes and other goods produced in the region. The abundant forest could easily support a factory to produce wood pellets, he argues. 55
- 13 Yet for all the activism, there is no sense yet that a turnaround is at hand. "When I go to Madrid to speak with the high-ups, I always ask them the same thing: 'Do you actually want people to live in the countryside? Or do you want us all to live in the city?'" 60

Text 1 – Adapted from *Gardens By The Bay Website*

Text 2 - Adapted from *The Financial Times Weekend*, 12 December 2014

Text 3 - Adapted from *FT Weekend Magazine*, 2014

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



PRELIMINARY EXAMINATION 2015

SECONDARY FOUR EXPRESS / FIVE 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 10 printed pages

30

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 advertisement? [1]

2 Who is the target audience? [1]

3 What does the heading "Flowery Fun Times Floral Display" suggest about the programme? [1]

4 How does the picture illustrate the main message of the event? [2]

Section B [20 marks]

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

- 5 In Paragraph 1, the writer wrote about the development of Brazil.
Quote a phrase that shows social mobility in Brazil. [1]

- 6 In Paragraph 2, Silva says "I always say I was illiterate until I was 16 but I already had a PhD ~~PHD~~ in the ways of the world".
What is unusual and effective about the phrase "PhD in the ways of the world"? [2]

- 7 State one quality which most politicians display in Paragraph 3. [1]

- 8 In Paragraph 4, the writer describes the different approaches to politics and Maria's entrance into the world of politics.
(a) The writer says "While her rivals sell a *patchwork* of *populist* policies, she offers a more *holistic* vision of the future".
Explain what these words suggest about the qualities of the policies. [3]

Word/phrase	Qualities of the policies
Patchwork	
Populist	
Holistic	

(b) Explain, in your own words, the obstacles Maria faced.

[2]

- 9 In Paragraph 4, the writer says "both groups are poorly represented in politics and she seems to capture the rising protest vote in Brazil". Identify a phrase that suggests that people are increasingly discontented with Brazil's current political system.

[1]

- 10 In Paragraph 5, the writer tells us that Maria's father had to "count the takings of his colleagues to see that the patroa, or boss, of the plantation did not rip them off". In your own words, explain what impression the writer has of the patroa.

[1]

- 11 In Paragraph 5, the writer tells us that "none of them demanded money for their services". What does this suggest about Maria's family?

[1]

- 12 In Paragraph 8, the writer tells us that Maria "engineered a sharp fall in the destruction of the Amazon by cracking down on errant farmers". Identify a word that has the same meaning as thorough planning.

[1]

- 13 At the end of the text, the writer traces the upturn in Silva's political career. Explain how the language used in Paragraph 10 shows the sudden turn around in Silva's political career. [3]

14. The structure of the text reflects the character of Silva. Complete the flow chart by choosing one word from the box to summarise the character described in each part of the text. There are some extra words in the box that you do not need to use. [4]

resilient	formidable	intelligent	sincere	supportive	pious	charming
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Paragraph 3 : (i) _____

Paragraph 6 : (ii) _____

Paragraph 8 : (iii) _____

Paragraph 9 : (iv) _____

Section C [25 marks]

Refer to Text 3 on page 5 - 6 of the Insert for Questions 15 – 20.

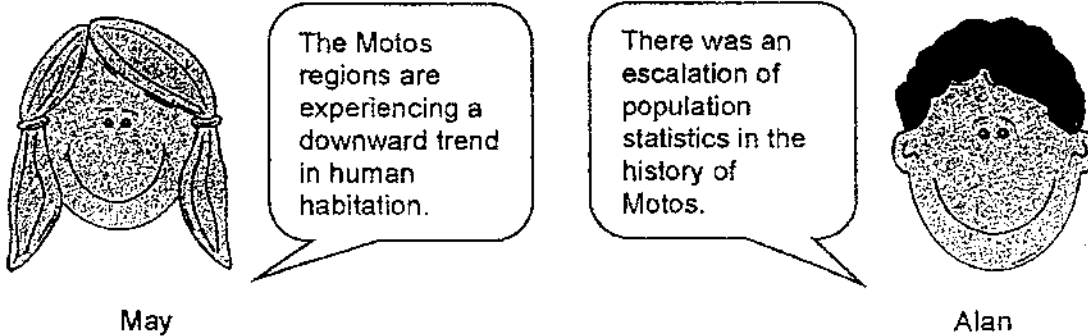
- 15 What does 'endurance' in paragraph 3 refer to? [1]

- 16 Identify the word or phrase from paragraph 3 which means the following : [2]

(i)	movement into the city	
(ii)	unavoidable	

- 17 According to Burillo, why is it difficult to formulate a 'coherent policy'? Answer in your own words. [2]

- 18 Here is a part of the conversation between two students, May and Alan who have read the article.



May: The Motos regions are experiencing a downward trend in human habitation.

Alan: There was an escalation of population statistics in the history of Motos.

- (i) State an evidence from paragraph 6 that supports May's view. [1]

- (ii) Explain how Alan would justify his position, with reference to paragraph 7. [2]

- 19 From paragraph 10, state two reasons why it is important to maintain a sufficient number of children in the villages. [2]

(i)

(ii)

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**Secondary Four Express/Five Normal Academic
English Language**

Preliminary Examination 2015

Marker's Report – Paper 2 Sections A and B

Section A (Visual Text)

Q. 1 – What is the main purpose of this advertisement?

It was not enough to just say 'to inform people about...' or 'to promote...' or 'to advertise...' as Gardens by the Bay clearly want 'people' to not merely know about the Nursery Rhymes display, but to actually go and visit it.

Simply saying 'Gardens by the Bay' was not accurate enough, as the advertisement is specifically about the 'Nursery Rhymes Floral Display', so it was therefore necessary to state this, in order to receive the mark.

Q. 2 – Who is the target audience?

The target audience cannot be 'children', as the advertisement says it wants people to 'relive' their childhood, which children obviously cannot do as they are still actually 'living' their childhood.

'People who like flowers' was not really acceptable, as this could mean or refer to botanists, for example. The answer needed to specify people who like to look at 'floral displays' in order to receive the mark.

'People who want to relive their childhood' was not acceptable, as there would be other people going to see the floral displays who were not trying to 'relive' their childhood – and, in any case, reliving childhoods can be done in other ways and at other times, not only by visiting the displays.

Q. 3 – What does the heading 'Flowery Fun Times Floral Display' suggest about the programme?

The key word in this question was 'suggest'. As such, answers should not have included the word 'fun' in them, as the word 'fun' appears in the title of the display itself and so cannot be 'suggested'. Many answers did include the word 'fun' and so did not receive any mark because of this. The following words were

appropriate and acceptable: beautiful, colourful, entertaining, exciting and even enchanting.

Some answers included the word 'engaging', which seemed to have been used as a verb in many cases and so was not acceptable.

Q. 4 – *How does the picture illustrate the main message of the event?*

Many answers did not receive either one or two marks because they were inaccurate in terms of identifying what was being displayed in the picture. The scene clearly shows a shoe. As 'the old lady who lived in a shoe' was referred to in the text itself, this should have resulted in this particular nursery rhyme being identified as the one depicted in the picture – not 'Old MacDonald' and his farm, as was unfortunately the case on too many occasions.

Other answers mistakenly and wrongly referred to 'fairy tales, legends and folklore', when the text clearly refers to and specifies 'nursery rhymes'. The text also states that the 'Flowery Fun Times' display is the third of six displays in a story-telling series, indicating that the others would have featured or would be featuring fairy tales, legends and folklore.

Section B (Narrative Text)

Q. 5 – *In Paragraph 1, the writer wrote about the development of Brazil. Quote a phrase that shows social mobility in Brazil.*

For this question, the phrase had to be an exact and precise quotation from paragraph 1, namely 'movement of millions from the country to the city'.

Any variation from this would have resulted in no mark being awarded.

Q. 6 – *In Paragraph 2, Silva says "I always say I was illiterate until I was 16 but I already had a PhD in the ways of the world". What is unusual and effective about the phrase "PhD in the ways of the world"?*

In a number of answers, the interpretation of the quotation by Silva was the problem. She does not mean, literally, that she had a PhD at all and the phrase, 'PhD in the ways of the world' is a figure of speech only. In a surprisingly large number of answers, however, the phrase had been taken to mean that she did, literally, have a PhD and this, in itself, meant that at least the first part of the answer was not acceptable (in some cases, both parts of the answer.)

In order to be eligible to receive two marks for this question, answers not only needed to be correct, but also had to follow the protocol for this type of question in terms of how the answer was presented. The protocol is as follows – and students are strongly advised to remember and follow this in the actual 'O' Level examination itself:

One sentence, beginning with the words, 'It is unusual because...', to explain HOW and WHY the phrase is unusual, followed by another sentence, beginning with the words, 'It is effective because...', to explain HOW and WHY the phrase is effective.

For example:

It is unusual because a PhD is normally associated with academic qualifications from an educational institute, which Silva didn't have when she was 16. It is effective because it shows how knowledgeable and experienced Silva was at 16, even though she hadn't had any formal schooling at that stage of her life.

Q. 7 – State one quality which most politicians display in Paragraph 3.

Too many answers disappointingly just said 'power', which is a noun, not a quality, and so was unacceptable. 'Power-hungry' was the correct and acceptable quality here.

Q. 8 (a) – The writer says "While her rivals sell a patchwork of populist policies, she offers a more holistic vision of the future." Explain what these words suggest about the qualities of the policies.

The key word in the question itself was 'suggest', as this indicates that an inference has to be made here; also, that answers should not include or make use of any words that appear in either the quotation, the question or the table.

Examples:

The word 'qualities' appears in both the question and the table, so should not have been used in any answer.

The word 'popular' is very similar to 'populist', which itself appears in both the quotation and the table and so should not have been used in any answer.

An important point to remember here – and indeed for any question where an explanation of what words mean or suggest is required – is that it is not possible to explain what a word means or suggests by using either the same word itself or a variation of it.

For 'patchwork', the following words were acceptable as explanations: random, messy, sloppy, poorly done. 'Incomplete' was not acceptable, as a 'patchwork' can most certainly be complete and 'incomplete' does not necessarily relate to quality in any case.

For 'holistic', the word 'wholesome' was not acceptable, as this relates to 'health', rather than something that is 'comprehensive' or 'well-rounded'.

Q. 8 (b) – Explain, in your own words, the obstacles Maria faced.

The key words to note here were 'in your own words', which had clearly not been taken note of in a large number of answers, as the words 'black' and 'woman' appeared in them and so would have rendered such answers ineligible to receive any marks, as the two words both appear in the text.

'Skin colour' was rather too vague and needed to be clarified.

'Race' and 'ethnicity' are not necessarily the same thing, so answers which used the latter word would not have been awarded a mark for doing so.

Some answers talked about Silva being in a 'minority', that itself was not an obstacle as such. Furthermore, being a woman does not constitute being in a 'minority'.

Q. 9 – In Paragraph 4, the writer says, "both groups are poorly represented in politics and she seems to capture the rising protest vote in Brazil". Identify a phrase that suggests that people are increasingly discontented with Brazil's current political system.

Many answers lost the mark here for 'excess denials'. When 'capture the' or 'she seems to capture the' are added to the actual answer ('rising protest vote') they change the context and so render the answer, as it stands, unacceptable.

Conversely, although the words, 'in Brazil' were also not required as part of the answer, adding them to the actual answer did not change the context and so those answers that included them were still awarded the mark.

The word 'rising' was necessary here, as the question asked for a phrase that suggests people are '**increasingly** discontented' and not merely 'discontented', which is what 'rising' indicates.

Q. 10 – *In Paragraph 5, the writer tells us that Maria's father had to "count the takings of his colleagues to see that the patrao, or boss, of the plantation did not rip them off." In your own words, explain what impression the writer has of the patrao.*

Another 'own words' question, so 'rip them off' should not have appeared in any answers.

What was required here were – ideally – adjectives or character traits to describe what kind of people the patraos were. Hence, 'dishonest' or 'greedy' (ie. for money, which should have been specified) were the given answers, but other words such as 'cunning', 'deceitful', 'cheats' or even 'scammers' would have been accepted, if used accurately.

Q. 11 – *In Paragraph 5, the writer tells us that "none of them demanded money for their services". What does this suggest about Maria's family?*

As with Question 10, the best way to answer this question would have been to use adjectives or character traits to describe the family. Hence, 'generous', 'giving' and 'caring' were the given answers. 'Charitable' was another possibility. However, 'humble' was used in a number of answers but was not acceptable, as this only suggests that the family were not proud, rather than that they 'took care of' their colleagues and 'looked out for them', which was what was required in terms of an answer.

Q. 12 – *In Paragraph 8, the writer tells us that Maria "engineered a sharp fall in the destruction of the Amazon by cracking down on errant farmers". Identify a word that has the meaning as thorough planning.*

Most answers for this question were correct, but some chose the word 'cracking' instead of 'engineered', which was both surprising and disappointing, as it indicates a limited vocabulary.

Those students who did not get this question correct should make a genuine effort to rectify gaps and shortcomings in their vocabulary in the time available to them before their 'O' Level examination.

Q. 13 – *At the end of the text, the writer traces the upturn in Silva's political career. Explain how the language used in Paragraph 10 shows the sudden turn around in Silva's political career.*

For practical reasons, this is an important question because it is worth three marks (out of a total of 20 for Section B). Unfortunately, and by and large, the

question was not answered successfully and so 1, 2 or even 3 marks were lost by many students here. It is therefore important that those students who did lose marks for this question understand why they did so – and how they can improve their chances of not doing so again in the actual 'O' Level examination.

The key word in the question itself was 'sudden', as answers should have included an indication of this in the selection of quotations/evidence. This, alone, was where many marks were lost for Question 13 – through a failure to focus on the suddenness of the turnaround in Silva's political career.

As with Question 6, there is a definite protocol to be observed and followed for this type of question, so answers here need to be both correct AND presented in accordance with this protocol. The protocol in question is as follows:

First quotation (ie. evidence) + introduction of explanation (in this case, 'suggests that') + explanation.

Second quotation (ie. evidence) + introduction of explanation (in this case, 'suggests that') + explanation.

Third quotation (ie. evidence) + introduction of explanation (in this case, 'suggests that') + explanation.

The introductory word (ie. verb) or phrase for the explanation does not always have to be 'suggests that'. Alternatives can be 'shows that' or 'indicates that'. Sometimes, the question itself will give a clue or indication in its own wording as to what the introductory 'verb' should be. If not, students should exercise their own discretion as to which particular 'verb' they consider to be the most suitable for the particular question they are asking.

The bottom line here is that **ONE MARK** will be awarded for each correct and appropriate point, consisting of the three components of quotation/evidence + introductory phrase + explanation respectively. Answers that do not follow this protocol will almost certainly render themselves ineligible to receive any marks at all.

Some answers referred to 'fate' intervening and resulting in the death of Campos, but there is no reference in the paragraph to this being 'sudden', whereas the next sentence does use the word 'unexpectedly', which is related to suddenness and so was one of the three acceptable examples or pieces of evidence.

For the quotation, 'rode a sympathy vote to the top' too many answers merely said that Silva quickly gathered support, without making any reference to the words 'sympathy vote' – or in some cases they merely repeated the word

'sympathy', which was not acceptable. A different word was required –such as 'empathy'.

The 'markets rallied to her support' refers to the financial markets, such as the stock exchange, and not street markets, which is how many answers appeared to have interpreted the word, as they stated that 'many people' started to support Silva. The point here was that the sudden and rapid rise in the price of stocks and shares was an indication that Silva was quickly garnering the support of the business and financial sectors in Brazil.

Q. 14 – The structure of the text reflects the character of Silva. Complete the flow chart by choosing one word from the box to summarise the character described in each part of the text. There are some extra words in the box that you do not need to use.

In a large number of cases, this question served to 'save' students from obtaining an embarrassingly low total mark for Section B, as many managed to achieve 3 or 4 marks here, which for some students almost doubled their total mark at a stroke! Whilst it was pleasing to see so many students scoring well for this question, it should not be the case that they are dependent on it to 'rescue' them from what would otherwise have been something of a disaster, as far as their total mark for Section was concerned. The key requirement for overall success is to score well across the whole of Section B, so students are strongly encouraged to take note of the advice and comments that have been given in this report, in the hope that they may indeed be able to perform better in the actual 'O' Level examination than they did in the Preliminary Examination.

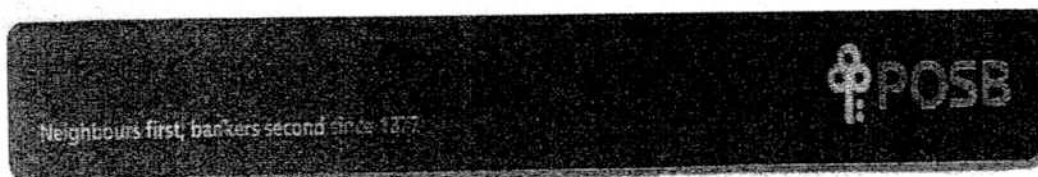
Mr Graham Whiteley
(Marker)

ACS (I)

Section A

Text 1

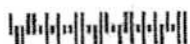
Study the advertisement below and answer Questions 1-3 in the Question Paper Booklet.



Debit Cards

15 November 2013

(S834P571F1251)



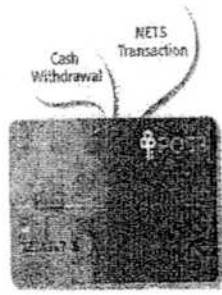
It's time to upgrade and enjoy **MORE** benefits!

Hi Neighbour!

Now, your ATM Card can do much more when you upgrade it to the POSB GO! Debit Card*.

Rest assured, you'll still enjoy all the functions of an ATM Card that you are used to, plus better benefits! What's more, it's free to upgrade with no annual fee, and all the account linkages you currently have will be transferred to this new Card! Alternatively, you also have the option to upgrade to the POSB Chip ATM Card that lets you access your bank account anytime, anywhere!

To upgrade, SMS "GSU" to 76060 and we'll call you in 5 working days. Alternatively, you can upgrade online via iBanking or visit any POSB branch. For more information, please visit posb.com.sg/upgrade



What the POSB Chip ATM Card can do

What the POSB GO! Debit Card can do

Section B

Text 2

The text below is about a murder trial. Read it carefully and answer Questions 4-16 in the Question Paper Booklet.

- 1 It was the strangest murder trial I ever attended. This was not one of those cases of circumstantial evidence, in which you feel the jurymen's anxiety – because mistakes have been made – like domes of silence muting the court. No, this murderer was all but found with the old woman's battered body; no one present when the Crown counsel outlined his case believed that the accused stood any chance at all. 5
- 2 He was a heavy stout man with bulging bloodshot eyes. All his muscles seemed to be in his thighs. Yes, an ugly customer, one you would not forget in a hurry – and that was an important point because the Crown proposed to call four witnesses who had not forgotten him, who had seen him hurrying away from the little red villa in Northwood Street. The clock had just struck two in the morning. 10
- 3 Mrs Salmon in 15 Northwood Street had been unable to sleep; she heard a door click shut and thought it was her own gate. So she went to the window and saw Adams (that was his name) on the steps of Mrs Parker's house. He had just come out and he was wearing gloves. He had a hammer in his hand and she saw him drop it into the laurel bushes by the front gate. But before he moved away, he had looked up – at the window. The fatal instinct that tells a man when he is watched exposed him in the light of a street-lamp to her gaze – his eyes suffused with horrifying and brutal fear, like an animal's when you raise a whip. At that exact moment, he had been seen by three other witnesses – his luck was badly out; he might as well have committed the crime in broad daylight. 15 20
- 4 'I understand,' counsel said, 'that the defence proposes to plead mistaken identity. Adams' wife will tell you that he was with her at two in the morning on February 14, but after you have heard the witnesses for the Crown and examined carefully the features of the prisoner, I do not think you will be prepared to admit the possibility of a mistake.' 25
- 5 It was all over, you would have said, but the hanging.
- 6 After the formal evidence had been given by the policeman who had found the body and the surgeon who examined it, Mrs Salmon was called. She was the ideal witness, with her slight Scotch accent and her expression of honesty, care and kindness. 30
- 7 She spoke very firmly. There was no malice in her, and no sense of importance standing there in the Central Criminal Court with a judge hanging on her every word and the reporters writing them down. Yes, she said, and then she had gone downstairs and rung up the police station. 35

- 8 'And do you see the man here in court?'
- 9 She looked straight across at the big man in the dock, who stared hard at her with his Pekingese eyes without emotion. 40
- 10 'Yes,' she said, 'there he is.'
- 11 'You are quite certain?'
- 12 She said simply, 'I couldn't be mistaken, sir.'
- 13 'Thank you, Mrs Salmon.' 45
- 14 It was all as easy as that. Counsel for the defence rose to cross-examine.
- 15 'Now, Mrs Salmon, you must remember that a man's life may depend on your evidence.'
- 16 'I do remember it, sir.'
- 17 'Is your eyesight good?' 50
- 18 'I have never had to wear spectacles, sir.'
- 19 'You are a woman of fifty-five?'
- 20 'Fifty-six, sir.'
- 21 'And the man you saw was on the other side of the road?'
- 22 'Yes, sir.' 55
- 23 'And it was two o'clock in the morning. You must have remarkable eyes, Mrs Salmon?'
- 24 'No, sir. There was moonlight, and when the man looked up, he had the lamplight on his face.'
- 25 'And you have no doubt whatever that the man you saw is the prisoner?' 60
- 26 I could not make out why he asked that question. He could not have expected any other answer than the one he got.
- 27 'None whatever, sir. It isn't a face one forgets.'
- 28 Counsel took a look round the court for a moment. Then he said, 'Do you mind, Mrs Salmon, examining again the people in court? No, not the prisoner. Stand up, please, Mr Adams,' and there at the back of the court, with thick stout body and muscular legs and a pair of bulging eyes, was the exact image of the man in the dock. He was even dressed the same – tight blue suit and striped tie. 65

- 29 'Now think very carefully, Mrs Salmon. Can you still swear that the man you saw drop the hammer in Mrs Parker's garden was the prisoner – and not this man, who is his twin brother?' 70
- 30 Of course she could not. She looked from one to the other and did not say a word.
- 31 There the big brute sat in the dock with his legs crossed and there he stood too at the back of the court and they both stared at Mrs Salmon. She shook her head. 75
- 32 What we saw then was the end of the case. There was not a witness prepared to swear that it was the prisoner he had seen. And the brother? He had his alibi, too; he was with his wife. 80
- 33 And so the man was acquitted for lack of evidence. But whether – if he did the murder and not his brother – he was punished or not, I do not know. That extraordinary day had an extraordinary end. I followed Mrs Salmon out of court. The police tried to drive the crowd away, but all they could do was keep the roadway clear for traffic. I learned later that they tried to get the twins to leave by a back way, but they would not. One of them – no one knew which – said, 'I've been acquitted, haven't I?' and they walked bang out the front entrance. Then it happened. I do not know how; though I was only six feet away. The crowd moved and somehow one of the twins got pushed on to the road right in front of a bus. 85 90
- 34 He gave a squeal like a rabbit and that was all; he was dead, his skull smashed just as Mrs Parker's had been. Divine vengeance? I wish I knew. There was the other Adams getting on his feet from beside the body and looking straight over at Mrs Salmon. He was crying, but whether he was the murderer or the innocent man, nobody will ever be able to tell. But if you were Mrs Salmon, could you sleep at night? 95

Section C

Text 3

The article below is about Artificial Intelligence. Read it carefully and answer Questions 17-24 in the Question Paper Booklet.

- 1** Circa 2045, argues author Ray Kurzweil, machines will become smarter than people. In his popular 2005 book, 'The Singularity Is Near', the moment when this happens is called the 'singularity'. The bedrock idea is that machines with artificial intelligence (AI) that matches the human level can be built in the lifetime of those of us who are alive right now. 5
- 2** With greater and faster processing power, such a machine would be able to reprogramme itself into one more intelligent than itself. As this machine would be more intelligent than the most intelligent one people can make, it would have superhuman intelligence. But once this happens, this super-intelligent machine would go on to reprogramme itself into a machine that is even more intelligent. This hyper-intelligent machine would then reprogramme itself into an ultra-intelligent machine and so on, exponentially, perhaps without limit. 10
- 3** Based on known rates of advancements in computer processing power and related fields, Kurzweil figures that the tipping point in this hypothetical process of self-amplifying growth in AI capacity will come in 2045. If it does, with limitless intelligence on tap, the biggest worry is whether these ultra-intelligent machines might render humanity completely redundant. 15
- 4** All this was just a fringe idea that serious academics would not touch until Australian National University philosopher David Chalmers published the first formal analysis of the singularity's possibility in a peer-reviewed journal. His 2010 paper in *Journal of Consciousness Studies* attracted responses from twenty-six experts from various fields that were published in the same journal in 2012. Professor Chalmer's analysis of what is already known in AI, neuroscience and the philosophy of consciousness led him to feel that human-level AI would be 'distinctly possible' before 2100. As a result of hardware and software advances, such a system would have the capacity to amplify intelligence. When this happens recursively – as a procedure that can repeat itself indefinitely – then the singularity would be possible, he felt, 'within centuries' rather than decades. 20
25
30

- 5 However, critics argue that the whole enterprise could actually founder at the very first step: emulating normal human intelligence, which proponents implicitly assume to be located in the brain, an organ they liken to a computer, which is a machine. If, as is likely, the human brain is more than a machine, then it actually cannot be perfectly emulated. That is, apart from functioning like a mechanical computing system, if at all, the brain also has non-mechanical processes. But if this is so, an AI system will not actually have a mind, which means that it will not be able to attain even the human level of intelligence, which is the singularity's takeoff point. **35**
- 6 Proponents put the cart before the horse because they ignore the very question of what intelligence itself really is. Real human intelligence depends on cognition, which is always carried out by a living person, so it is 'embodied' and always within specific human situations – thus it is 'situated'. This human cognition comes about through human interaction with the environment. This interaction is always carried out through the body's finely tuned sensory and motor systems. That is, the senses deliver environmental stimuli to your mind and your mind directs the actions which you carry out or enact in the real world through your body and limbs. **40**
- 7 For there to be real human intelligence, the person must be able to autonomously experience the environment directly to decipher what the issues are and decide what to do about them. That is why the human sensory and motor apparatus is crucial to human intelligence. But this is something that an AI system, even if it could emulate the brain, cannot achieve. It would be more akin to being just a 'brain-in-a-vat'. **45**
- 50**
- 55**

Section A [5 marks]

Text 1

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

- 1** What ideas are the pictures of the ATM Card and Debit Card at the bottom trying to establish? **[2]**

- 2** The letter begins with *It's time to upgrade and enjoy MORE benefits!* In what way is this an effective opening to this advertisement? **[1]**

- 3** The letter lists the many benefits of upgrading to the POSB GO! Debit Card.
- (i) Identify the benefit that presents the most convenience to the customers. **[1]**

- (ii) Identify the benefit that is the biggest attraction to the customers. **[1]**

Section B [20 marks]

Text 2

Refer to Text 2 on pages 3-5 of the Insert for Questions 4-16.

- 4** At the beginning of this text, the narrator was confident of the outcome of the trial. Explain how the language used in Paragraph 1 emphasises his certainty. Support your ideas with **two** details from the paragraph. **[2]**

- 5** What does 'battered' (line 5) suggest about the manner of the old woman's death? **[1]**

- 6** What made the man conspicuous? Refer to Paragraph 2 and **answer in your own words.** **[2]**

- 7** Why was the man's instinct described as 'fatal' (line 19)? **[2]**

8 'his eyes suffused with horrifying and brutal fear, like an animal's when you raise a whip.' (lines 20-21) Explain the irony here. [2]

9 What tone is the writer creating when he said, 'he might as well have committed the crime in broad daylight' (lines 22-23)? [1]

10 What is the narrator suggesting about Mrs Salmon when he said she had 'no sense of importance' (lines 34-35)? [1]

11 Identify a phrase in Paragraph 7 which first suggests that Mrs Salmon was a captivating witness. [1]

12 In line 61, the narrator says, 'I could not make out why he asked that question.' What does this suggest about the style of language actually used in the preceding question? [1]

- 13 'That extraordinary day had an extraordinary end.' (line 83) Explain why 'extraordinary' is an effective word to use here. [1]

- 14 " 'I've been acquitted, haven't I? " (line 87) What does this question asked by one of the twins tell you about his frame of mind? [1]

- 15 Why do you think the narrator believes that Mrs Salmon has reason to fear? [1]

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

Main focus		
bad impressions	loss of confidence	shaky evidence
an unexpected twist	great certainty	the perfect witness

Flow chart

Paragraphs 1-3: (i) _____

Paragraphs 4-27: (ii) _____

Paragraphs 28-32: (iii) _____

Paragraphs 33-34: (iv) _____

[4]

Section C [25 marks]

Text 3

Refer to Text 3 on pages 6-7 of the Insert for Questions 17-24.

- 17** What is the premise that 'singularity' (line 3) is based on? **[1]**

- 18** Identify the quality that enables machines 'to reprogramme itself into one more intelligent than itself.' (line 7) **[1]**

- 19** What does 'exponentially, perhaps without limit' (line 13) tell you about the rate that machines reprogramme themselves? **[1]**

- 20** According to Kurzweil, what is the greatest concern regarding the 'self-amplifying growth in AI capacity' (line 16)? **Answer in your own words.** **[2]**

21 'All this was just a fringe idea that serious academics would not touch' (line 20).
(i) Explain why 'fringe' is an effective word here. **[1]**

(ii) What does the word 'fringe' suggest about the writer's attitude towards Kurzweil's ideas? **[1]**

22 What does the writer mean by:
(i) amplify (line 29). **[1]**

(ii) recursively (line 30). **[1]**

23 How does the sentence, 'Proponents put the cart before the horse' (line 43) suggest that the writer disapproves of the proponents? **[1]**

ACS (I) Preliminary Examination 2015 Paper 2
Answer Scheme

Section A [5 marks]

Text 1

- 1** What ideas are the pictures of the ATM Card and Debit Card at the bottom trying to establish? **[2]**

- The many/wide-ranging features/benefits/perks of the cards
- The difference in the POSB GO! Debit Card and the POSB Chip ATM Card
- a visual emphasis that the POSB GO! Debit Card has many more perks and/or more attractive looking
- The advantages/ superior /extra / additional/improved benefits of the Debit card over the ATM card
- The Debit card is personalised (name printed on the card)

NB: Important to show **TWO** ideas ~ 'to show the difference between the Debit and ATM card and that the Debit card has more benefit' counts as ONE idea.

- 2** The letter begins with *It's time to upgrade and enjoy MORE benefits!* In what way is this an effective opening to this advertisement? **[1]**

- A reminder to the reader that it is an opportune time to get the better card.
- It is an opportunity/ a chance that is not to be missed
- Appeals to the bargain hunters
- Stresses on the **new/ better/ additional/ extra** benefits that the customers can now enjoy.
- Tells the customers that they are entitled and deserve more

Do not accept:

- Paraphrases of the statement, '... enjoy MORE benefits'
- Vague/generic statements e.g. the statement:
 - o goes straight to the point
 - o conveys the main idea
 - o attracts attention
 - o appeals to the readers
 - o allows readers to understand what the advertisement is about
 - o makes the readers curious

- 3 The letter lists the many benefits of upgrading to the POSB GO! Debit Card.
- (i) Identify the benefit that presents the most convenience to the customers. [1]
- All the account linkages currently held will be transferred to the new card.
- (ii) Identify the benefit that is the biggest attraction to the customers. [1]
- S\$1.2 million worth of cash prizes to be won.

Section B [20 marks]

Text 2

- 4 At the beginning of this text, the narrator was confident of the outcome of the trial. Explain how the language used in Paragraph 1 emphasises his certainty. Support your ideas with **two** details from the paragraph. [2]
- 'This was not one of those cases of circumstantial evidence' **suggests that there is solid/concrete evidence to prove the crime.**
 - 'in which you feel the jurymen's anxiety – because mistakes *have* been made' **suggests that this case has no mistakes /the jurymen all very certain about the case.**
 - 'this murderer was all but found with the old woman's battered body' **suggests that all evidence points to the murderer/ the criminal is already addressed as a murderer.** (Wrong to say that the criminal was found beside the body).
 - 'no one present when the Crown counsel outlined his case believed that the accused stood any chance at all' **suggests that everyone was certain of the verdict.**
 - **Any two of the above.**
- 5 What does 'battered' (line 5) suggest about the manner of the old woman's death? [1]
- It was very brutal / gruesome / cruel / merciless / heartless / wicked / evil / very harsh/ violent /
 - she was beaten repeatedly/ badly beaten
- Do not accept 'she was smashed and flattened', 'she was pounded on'

- 6 What made the man conspicuous? Refer to Paragraph 2 and answer in your own words. [2]
- (conspicuous = stand out/ easily noticed/ attract special attention)
- 'ugly' = He was hideous/ grotesque/ repelling/ misshapen looking/off-putting
 - 'not forget in a hurry' 'had not forgotten him' = one would not fail to remember his face / he had a memorable face
- 7 Why was the man's instinct described as 'fatal' (line 19)? [2]
- His instinct caused him to look up and hence he was seen
 - Witnesses could testify against him in court.
 - He got caught as a result of his instinct and could be put to death
- 8 'his eyes suffused with horrifying and brutal fear, like an animal's when you raise a whip.' (lines 20-21) Explain the irony here. [2]
- The man is a murderer who bludgeoned an old woman.
 - But here, he is seen as a helpless victim, who is about to be attacked.
- 9 What tone is the writer creating when he said, 'he might as well have committed the crime in broad daylight' (lines 22-23)? [1]
- Sarcastic / mocking / ironic / derisive / cynical / scornful
- 10 What is the narrator suggesting about Mrs Salmon when he said she had 'no sense of importance' (lines 34-35)? [1]
- She was humble / modest / unassuming / not arrogant / not proud.
- 11 Identify a phrase in Paragraph 7 which first suggests that Mrs Salmon was a captivating witness. [1]
- '(a judge) hanging on her every word'.

- 12 In line 61, the narrator says, 'I could not make out why he asked that question.' What does this suggest about the style of language actually used in the preceding question? [1]

- It was intended to bring out doubts / hesitation / uncertainty / reservations / misgivings.

NB: Students should refer to the 'preceding question' in line 60, '*And you have no doubt whatever that the man you saw is the prisoner?*'

Most candidates erroneously assumed that this question begs for the 'literary technique' used and responded 'It is a rhetorical question'.

However, the expression, '*what does this suggest about the style of language actually used*' is looking for the purpose or the intention of the speaker, who seems to have a hidden agenda in asking such a question.

The hidden agenda or motive is to cause the listener to feel uncertain about her previous response(s). Hence, an appropriate answer would be any of the above in the list.

NB: Not acceptable - 'It is doubtful'. Acceptable - 'It is intended to create/bring out doubt', etc.

- 13 'That extraordinary day had an extraordinary end.' (line 83) Explain why 'extraordinary' is an effective word to use here. [1]

- It was a day of strange / odd / unusual / unexpected / astonishing / surprising / amazing / bizarre / peculiar / uncommon occurrences.
- **Do not accept = special / particular / exceptional / remarkable / great / wonderful / fascinating / out of the ordinary.**

- 14 " 'I've been acquitted, haven't I?' " (line 87) What does this question asked by one of the twins tell you about his frame of mind? [1]

- He was proud / arrogant / smug / cocky / over-confident.

NB: Not acceptable - confident / gloating. 'Gloating' suggests an action; it is not a 'state of the mind' emotion).

15 Why do you think the narrator believes that Mrs Salmon has reason to fear? [1]

- The surviving twin might blame Mrs Salmon for testifying and want to take revenge. / The surviving twin might want to exact revenge on Mrs Salmon for indirectly causing the death of his twin just outside the court.

NB: A few candidates misread the text and thought that Mrs Salmon was the one who had pushed one of the twins into the path of a bus, resulting in him being killed instantly. Mrs Salmon did NOT push him or cause his death.

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

Main focus		
bad impressions	loss of confidence	shaky evidence
an unexpected twist	great certainty	the perfect witness

Flow chart

Paragraphs 1-3: (i) great certainty

Paragraphs 4-27: (ii) the perfect witness

Paragraphs 28-32: (iii) loss of confidence

Paragraphs 33-34: (iv) an unexpected twist

[4]

Section C [25 marks]

Text 3

- 17 What is the premise that 'singularity' (line 3) is based on? [1]
- Machines with artificial intelligence that matches the human level can be built in the lifetime of those of us who are alive right now.
- 18 Identify the quality that enables machines 'to reprogramme itself into one more intelligent than itself.' (line 7) [1]
- Greater and faster processing power.
- 19 What does 'exponentially, perhaps without limit' (line 13) tell you about the rate that machines reprogramme themselves? [1]
- Very rapidly / quickly / speedily.
- NB: Not accepted – increasing (means more).
- 20 According to Kurzweil, what is the greatest concern regarding the 'self-amplifying growth in AI capacity' (line 16)? **Answer in your own words.** [2]
- *'whether ... might render humanity'* = If these ultra-intelligent machines can cause mankind
 - *'completely redundant'* = to be totally unnecessary / superfluous / unneeded.
- 21 'All this was just a fringe idea that serious academics would not touch' (line 20).
- (i) Explain why 'fringe' is an effective word here. [1]
- The idea was not well accepted so calling it 'fringe', meaning at the edge, border, or margin, is effective because it highlights the fact that it is not at the core or centre.
- (ii) What does the word 'fringe' suggest about the writer's attitude towards Kurzweil's ideas? [1]
- Dismissive / unconcerned / does not take it seriously / feels that it is unimportant.

- 22 What does the writer mean by:
- (i) amplify (line 29). [1]
 - Increase / intensify / strengthen / augment / magnify / enlarge / add on.
 - (ii) recursively (line 30). [1]
 - Repeatedly / again and again / many times over / time and again / time after time / over and over again / regularly / intermittently / periodically.
 - **Do not accept = frequently / often.**
- 23 How does the sentence, 'Proponents put the cart before the horse' (line 43) suggest that the writer disapproves of the proponents? [1]
- The writer's disapproval is shown in his use of this analogy to suggest that the proponents are doing things in the wrong order, because the horse should come before the cart, likewise, humans should control intelligence and not the other way around.

- 24 **Using your own words as far as possible**, summarise the reasons why despite the known rates of advancement in computer processing power and related fields, the writer feels that AI will not take over real human intelligence.

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 whole AI enterprise will fail at the very first step because ...

[15]

1. proponents implicitly assume human intelligence to be located in the brain.
2. But the human brain is more than a machine, thus it actually cannot be perfectly emulated
3. The brain also has non-mechanical processes.
4. As such, an AI system will not actually have a mind, which means that it will not be able to attain even the human level of intelligence.
5. Real human intelligence depends on cognition, which is always carried out by a living person.
6. This human cognition comes about through human interaction with the environment.
7. This interaction is always carried out through the body's finely tuned sensory and motor systems.
8. For there to be real human intelligence, the person must be able to autonomously experience the environment directly to decipher what the issues are and decide what to do about them.
9. That is why the human sensory and motor apparatus is crucial to human intelligence.
10. But this is something that an AI system, even if it could emulate the brain, cannot achieve.

**BUKIT PANJANG GOVERNMENT HIGH SCHOOL
MID-YEAR EXAMINATION 2015
SEC 4ENA5N ENGLISH LANGUAGE PAPER 2**

INSERT

Section A

Text 1

Study the advertisement below and answer Questions 1 – 4 in the Question Paper booklet.

THE LIFE

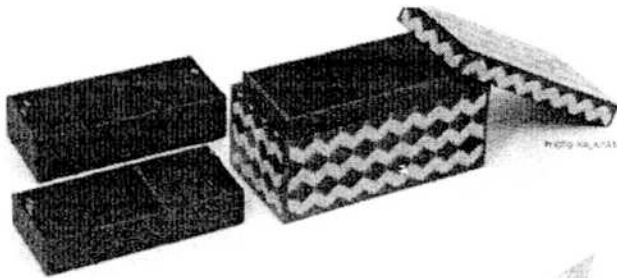
YOUR **E-GUIDE** TO THE GOOD LIFE

DESIGN

Objects of Desire

Add a fresh jolt of colour to your home
with these bold, beautiful items.

TEXT BY DENYSE YEO



Peranakan-inspired hand-made lacquer boxes, with fully-lined
interior in hand-woven fabric and two removable trays
by **Kala Pata**

\$195 each, from kapok at National Design Centre,
#01-05, 111 Middle Road, tel : 6339-7987

Bold and beautiful

Objects to perk up
the home

How to get Issue 9 free:

1. Download "The Straits
Times Star E-books" from
App Store or Google Play for
your iPad or Android device

2. Get The Life

magazine
inside
the app



51

www.straitstimes.com/ST-Star-app

Section B

Text 2

This passage gives us a glimpse of India as a land of contradictions. It is a thriving economic superpower but also has some of the poorest people on earth.

Read it carefully and answer Questions 6 to 13 in the Question Paper Booklet.

"You must have seen the people foraging through that huge garbage dump on the outskirts of Delhi," the Indian paper tycoon remarked.

"The beggars, looking for food?" I asked. "Of course I've seen them."

But that was all I had done. Seen them, then quickly turned away, covering my nose although the car windows were rolled up and the banks of the four-lane highway were planted with bougainvillea bushes to hide a square mile of fetid garbage with vultures circling overhead. 5

"They're not beggars," the tycoon corrected me. "They're rag pickers – supplying raw material to us in the paper industry."

I was shocked. "You mean people working in those subhuman conditions are on your payroll? You hire them to live like that?" 10

"Of course I don't bloody hire them," he said in irritation. "They collect rags and sell them to a contractor. If you are looking for a convenient phrase, you might say these people are self-employed."

Well, talk about the unacceptable origins of capitalism.

"Actually, it's only an extension of the kind of work they have always done," the tycoon explained kindly. "They're all untouchables" by caste. Local sweepers." 15

Intrigued by these self-employed people, so evidently masters of their own destiny, I got out of the car and made my way toward the tiny figures in the middle of that grey landscape. The handkerchief covering my face did little to protect me from the quicksand under my feet. Why hadn't I realized this garbage dump would not be solid ground? That I would be sinking into the effluvia from the deaths, marriages, examination papers, hospital refuse of a giant metropolis of nine million people? 20

Beyond the dump flowed the holy Jumna River. On the far bank I could see the stone battlements of the Red Fort, where languid Moghul Emperors had once enjoyed the evening breeze while their subjects promenaded on the riverbank below. One Emperor had even famously sighed, "If there is a paradise on earth, it is this, it is this."

Today, to the left of the battlements a power station belched grey smoke into the air, colouring the mile of garbage a uniform grey, like filthy flannel. Sunk to my knees in spongy refuse, not daring to look down to see what might be clinging to my legs, I ploughed my way toward a thin woman wearing a short peasant skirt and a torn jacket. She looked middle-aged but could as easily have been in her twenties. In one hand she carried a long spike, hooked at the bottom, which she plunged into the waste. Farther on, I could see other scavengers fishing up bits of rusty iron or stained rags. Children, their heads barely clearing the surface of the garbage, worked beside their parents. 30

The exhausted woman examined me suspiciously when I greeted her. Was I a government inspector about to challenge her right to be here? Or a do-gooder who would take away her children, contributing their pittance to the family's survival? The fact that I was only a voyeur seemed to reassure her and she leaned wearily on her spike to talk. 35

Where was she from?

Rajputana. She used the old name for the Land of Kings.

Had she always done this kind of work?

Of course not. She had only come to the city after seven consecutive years of drought had forced her husband to sell their land to a moneylender. She was a Bhoomiya. 40

I looked at her in surprise. The Bhoomiya people were pathfinders. Traditionally they had guided travellers through the deserts and jungles of Rajputana – knowing every water source, every edible plant, every religious sanctuary. They were paid in arable land that their families cultivated while they delivered wayfarers safely to the next stop on their journey – until trains, buses, telephones had made the work of guides irrelevant. 45

(Adapted from "Snakes and Ladders" by Gita Mehta)

* Glossary

untouchables = an excluded group in the social stratification practised in India

Section C

Text 3

The article below is about light pollution.

Read it carefully and answer Questions 14 to 22 in the Question Paper Booklet.

- 1 If humans were truly at home under the light of the moon and stars, we would go in darkness happily, the midnight world as visible to us as it is to the vast number of nocturnal species on this planet. Instead, we are diurnal creatures, with eyes adapted to living in the sun's light. This is a basic evolutionary fact, even though most of us do not think of ourselves as diurnal beings any more than we think of ourselves as primates or mammals or Earthlings. Yet it is the only way to explain what we have done to the night: we have engineered it to receive us by filling it with light. 5
- 2 This kind of engineering is no different than damming a river. Its benefits come with consequences—called light pollution. Apart from excessive outdoor lighting, light pollution is largely the result of bad lighting design, which allows artificial light to shine outward and upward into the sky, where it is not wanted, instead of focusing it downward, where it is. Ill-designed lighting washes out the darkness of night and radically alters the light levels—and light rhythms—to which many forms of life, including ourselves, have adapted. Wherever human light spills into the natural world, some aspect of life— migration, reproduction, feeding—is affected. 10
- 3 For most of human history, the phrase "light pollution" would have made no sense. Imagine walking toward London on a moonlit night around 1800, when it was Earth's most populous city. Most of the people living there made do with candles, rushlights, torches and lanterns. Only a few houses were lit by gas. There would be no public gaslights in the streets or squares for another seven years. From a few miles away, you would, at best, have seen its dim collective glow. 15
- 4 Now most of humanity lives under intersecting domes of reflected, refracted light, of scattering rays from overfit cities and suburbs, from light-flooded highways and factories. In most cities the sky looks as though it has been emptied of stars, leaving behind a vacant haze that mirrors our fear of the dark and resembles the urban glow of dystopian science fiction. 20
- 5 We have lit up the night as if it were an unoccupied country, when nothing could be further from the truth. Among mammals alone, the number of nocturnal species is astonishing. Light is a powerful biological force, and on many species it acts as a magnet. The effect is so powerful that scientists speak of songbirds and seabirds being "captured" by searchlights on land or by the light from gas flares on marine oil platforms, circling and circling in the thousands until they drop. Migrating at night, birds are apt to collide with brightly lit tall buildings immature birds on their first journey suffer disproportionately. 25
- 6 Other nocturnal creatures—mammals such as desert rodents, fruit bats, opossums, and badgers— forage more cautiously under the permanent full moon of light pollution because they have become easier targets for predators. 30
- 7 Some birds—blackbirds and nightingales, among others—sing at unnatural hours in the presence of artificial light. Scientists have determined that long artificial days—and artificially short nights— induce early breeding in a wide range of birds. As a longer day allows for longer feeding, it can also affect migration schedules. One population of Bewick's swans wintering in England put on fat more rapidly than usual, priming them to begin their Siberian migration early. The problem, of course, is that migration, like most other aspects of bird behaviour, is a precisely timed biological behaviour. Leaving early may mean arriving too soon for nesting conditions to be right. 35
- 8 Nesting sea turtles, which show a natural predisposition for dark beaches, find fewer of them to nest on. They resort to less-than-optimal nesting spots or deposit their eggs in the ocean. Their hatchlings, which gravitate towards the brighter, more reflective sea, find themselves confused by artificial lighting behind the beach. They wander inland where they often die of dehydration or predation. 40
- 9 Like most other creatures we do need darkness. Darkness is as essential to our biological welfare, to our internal clockwork, as light itself. The regular oscillation of waking and sleep in our lives is nothing less than a biological expression of the regular oscillation of light on Earth. So fundamental are these rhythms to our being that altering them is like altering gravity. Thus, for humans, too, light pollution may take a biological toll. At least one new study has suggested a direct correlation between higher rates of breast cancer in women and the night-time brightness of their neighbourhoods. Living in a glare of our own making, we have cut ourselves off from our evolutionary and cultural patrimony—the light of the stars and the rhythms of day and night. In a 45 50

□□

very real sense, light pollution causes us to lose sight of our true place in the universe, to forget the scale of our being, which is best measured against the dimensions of a deep night with the Milky Way—the edge of our galaxy—arching overhead.

55

- 10 Thankfully, of all the pollutions we face, light pollution can be more easily managed. Governments can help greatly by adopting and enforcing policies that require simple changes in lighting design and installation that direct light downwards where illumination is needed and prevent light from travelling sideways. They can also educate people about light pollution. At the end of the day, the responsibility to reduce light pollution and minimise the mortality of wildlife falls on individuals. After all, they are the users of artificial light.

60

(Adapted from 'Our Vanishing Night' by Verlyn Klinkenborg)

Name of Candidate: _____ () Class: _____



BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Mid-Year Examinations 2016

SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 2

Syllabus 1128

Date: 30 April, 2015

Duration: 1 hr 50 mins

Time: 1100h – 1250h

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.

53

Section A [5 marks]

Text 1

Refer to the advertisement in the Insert for Questions 1-5.

1 What does "Objects of Desire" suggest about the target audience? [1]

2 What is the intended effect of the heading & information "THE LIFE / YOUR E-GUIDE TO THE GOOD LIFE" on the reader? [1]

3 How does the advertisement directly address the reader? [1]

4 Pick out **two** features of the objects in the advertisement to show that they are exquisite. [1]

5 What is the main intention of the advertisement? [1]

Section B [20 marks]

Refer to Text 2 in the Insert for Questions 6 – 13.

6 At the beginning of this text, the paper tycoon and the writer are talking about the rag pickers.

Explain how the language used in the first 10 lines emphasizes the writer's repulsion towards the rag pickers. Support your ideas with three details from the paragraphs. [3]

7 "Of course I don't bloody hire them," he said in irritation. [line 11]

(i) What does the word 'bloody' suggest about his view of the writer's question? [1]

(ii) Why did the Indian paper tycoon feel so? [1]

8 (a) In line 16, why is the writer intrigued by the self-employed people? [1]

(b) What did she intend to do when she got out of the car? [1]

(c) Explain the two challenges that the writer faced? [2]

9 "Beyond the dump flowed the holy Jumna River. On the far bank I could see the stone battlements of the Red Fort, where languid Moghul Emperors had once enjoyed the evening breeze while their subjects promenaded on the riverbank below." (Lines 21 to 23)

What do the words 'languid' and 'promenaded' suggest about the Moghul Emperors? [1]

10(a) Why was the writer 'not daring to look down to see what might be clinging to my legs...' (lines 26 to 27)? [1]

54

(b) What does 'I ploughed my way toward a thin woman' (line 27) suggest about the way the writer moved? [1]

11 In Line 32 the writer says "The exhausted woman examined me suspiciously when I greeted her. What does the word 'suspiciously' suggest about what the woman was doing? [1]

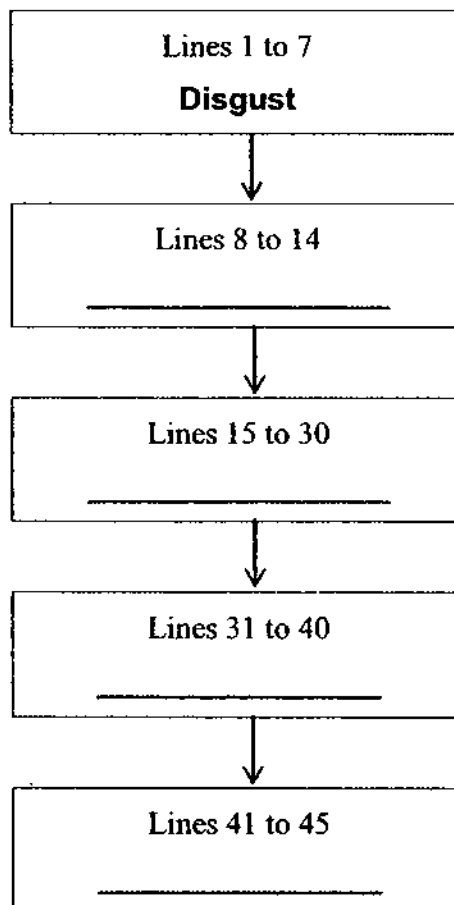
12 Explain how the writer portrays the lives of the rag pickers to be difficult and challenging. Support your answer with **three** pieces of evidences from lines 25 to 35. [3]

13 In this text, the writer experiences a range of feelings towards the rag pickers. Complete the flow chart by choosing one word from the box to describe the main feeling described in each part of the text. There is one extra word in the box you do not need to use. [4]

FEELINGS

Awe	Astonishment	Sympathy	Curiosity	Alarm
-----	--------------	----------	-----------	-------

FLOW CHART



Section C [25 marks]

Refer to Text 3 in the Insert for Questions 14 – 22.

14 (i) What is the ‘basic evolutionary fact’ (line 4) that the writer refers to? [1]

(ii) What does ‘evolutionary’ suggest about humans in the distant past? [1]

15 The writer says that humans have ‘*engineered it to receive us* by filling it with light’ (line 6). How do the italicised words suggest his disapproval of human’s interference with the night? [1]

16 How has the night sky changed, according to lines 18 to 20? [1]

Before	
Now	

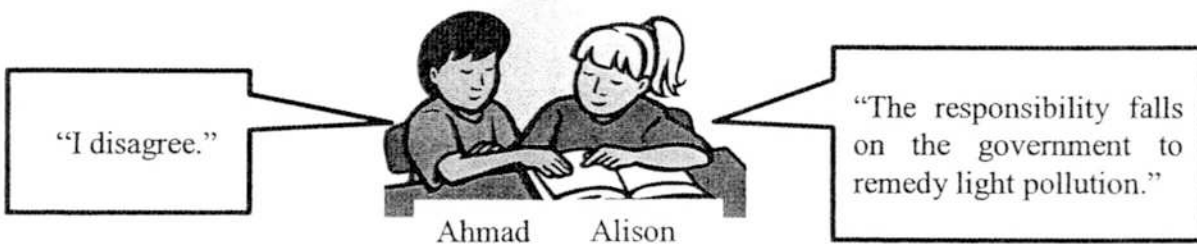
17 Which word in paragraph 4 shows the writer’s negative attitude towards light pollution in cities? [1]

18 ‘Light is a powerful biological force, and on many species it *acts as a magnet*’ (lines 24-25). With reference to the italicised phrase, explain the effect of light on nocturnal creatures. [1]

19 What does ‘disproportionately’ (line 29) tell you about the number of birds that suffer injuries during migration? [1]

20 The writer compares the changing of humans’ biological rhythms to that of gravity (lines 47-48). Explain fully the intention of this comparison. [1]

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



55

BPGHS

Section A (Text 1)

1. The target audience is anyone who has been looking to have these items.
2. The intended effect of the heading & information to the reader is that this e-guide is the lead to anyone who wishes to have a lifestyle that many aspire.
3. It uses words that suggest it is referring more to homemakers.
4. Peranakan-inspired hand-made , fully-lined interior in hand-woven fabric
5. It is intended to get more readers to download the e guide-The Life.

Section B (Text 2)

6.
 - 1) covering my nose although the car windows were rolled up
 - 2) fetid garbage vultures circling ahead
 - 3) subhuman conditions
7.
 - i) He felt that the writer was ridiculous to conclude that he was one of those mean employers.
 - ii) He felt that he was actually helping them to earn a living based on their own effort.
- 8a) He was intrigued on how working in this garbage dump can be a way of earning for these people.
- b) She intended to find out what exactly the rag pickers were doing.
- c)
 - 1) able to stand on the not so solid ground
 - 2) The smell of garbage
9. The Moghul Emperors were lacking in vigour such that they only rest and watch their subjects taking a stroll instead of themselves.
- 10a) The writer was afraid to see something unpleasant.
- b) The writer had difficulty lifting her foot forward for each step.
- 11) The woman was trying to assess if the writer was from the government.
- 12)
 - 1) breathing in the belching grey smoke from the power station
 - 2) ploughing through knee deep refuse
 - 3) government personnels may take away their children

13) Astonishment, Curiosity, Alarm, Sympathy
Section C (Text 3)

14i) It refers to humans belonging to day time in the past but have adapted to living in both day and night.

ii) Humans in the distant past lived under the light of the moon and stars for lighting.

15) The writer was absolutely unhappy and blamed human for filling up the sky with artificial lights.

16) Before- The night sky was lighted by dim glow.

Now- Many cities and suburbs are overlit.

17. dystopian

18. These nocturnal creatures have been attracted to light like it is a natural force.

19. It means the number of birds suffer injuries is in great number.

20. It intends to show that the change has affected humans' daily lives and it was thrown off the balance.

21) i) 1) Adopting and enforcing policies to make simple change in light design
2) educate people about light pollution

ii) Every individual is responsible for light pollution.

22) Causes

1) bad lighting design has allowed artificial light to shine outward and upward into the sky

2) Nocturnal species are affected by the lighting at night

3) The lightning has affected human biologically

Effects

1) It washes out the darkness of night and alters the light levels.

2) songbirds and seabirds are captured by searchlights on land, migrating birds collided into lit buildings and great numbers suffered injuries

3) Human has lost the rhythm of day and night and lost sight of our true place in universe.

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Name : _____ Register Number : _____

Class : _____

Clementi Town Secondary School
Mid-Year Examination 2015
Secondary 4 Express / 5 Normal



ENGLISH LANGUAGE
Paper 2 Comprehension

1128/02
28 April 2015
1 hour 50 minutes

Insert

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READ THESE INSTRUCTIONS FIRST

- Do not open the booklets until you are told to do so.
- 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 answer paper.
- Do not use staples, paper clips, highlighters, glue or correction fluid.

For Examiner's Use

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

[Turn over]

57

Section A

Text 1

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



If your child was given 1 year to live, what would you do?

- See another specialist
- Take him on a world cruise
- Buy him all the toys he wanted
- Do nothing

To tick the last one would be unthinkable. However, if the child lived in Bangladesh, he might be living on the street in complete poverty. He would be terribly undernourished and prone to serious illness, and medical help could be very difficult, if not impossible, to come by.

What has he got to look forward to? Sadly, unfairly, that child would be denied those very rights that every child should have. Love, understanding, nutrition, medical care and free education are just some of those rights, laid down by the United Nations, to which all children should be entitled. This is why Oxfam and Unicef (UK) are getting together for children during the International Year of the Child. The work of both agencies helps some of the very poorest children in the world; children who lack many of the most basic things in life.

So please help our work with those children. Please send £5, £10, or whatever you can spare for the sake of children.

All of our children.

--Please send your donation to Together for Children, Room G4, 274 Banbury Road, Oxford OX2 8Br--

Section B

Text 2

The text below describes the day the writer participated in the honour killing of his sister for defying traditional laws of marriage in their village. Read the text carefully and answer Questions 5- 16 in the Question Paper Booklet.

- 1 My sister's last day began with a brilliant sunrise.
- 2 I had been awakened by the aroma of cooking. As I padded barefoot to the kitchen, I caught my mother's gaze. Her eyes were sunken, her face the colour of the ash that smouldered under the metal pots. I bowed in customary greeting, but she ignored me, choosing instead to wallow in the sorrow that the day would bring. No matter, her approval was not needed for today's agenda. 5
- 3 I can still recall my first time. I was only a lad of seven, but I remember how the entire village buzzed with barely suppressed expectation. The village elders, swathed in their white robes, nodded stoically as the village chief declared the verdict. Amazingly, the men mobilized themselves like a well-practiced drill. There was no confusion, no murmur of dissent as each man fell into his assigned role. Uncle Prana looped the rope around his arm, Uncle Vikram herded the women away while the rest of them lined the pathway outside the house. How admiring I was of the men then, and how desperately I wished to join them as they righted a terrible wrong. 10 15
- 4 My thoughts were disrupted by the blaring horns from Uncle Parvin's car. Uncle was usually late, but on this day, he was actually a little early. I jumped into the car and made our way to the marketplace.
- 5 Elbowing our way into the provision shop, I noticed that a crowd had formed outside. Uncle Parvin picked up a length of coarse rope and three shovels which I helped him carry. As we walked towards the register, a row of colourful 20
ices caught my eye – just the type that Samia would have enjoyed. I remembered how I had scrounged up all my pennies many summers ago for her birthday, and ran barefoot with her into this very shop to buy some to share. After we were sated by our sweet treat, we skipped home, hand in 25
sticky hand.
- 6 I flicked away the memories as a cow would to bothersome flies. That was a long time ago and my sister has obviously changed into something other than the sweet innocent child of yesteryear. Her ingratitude towards Father's kindness in supporting her education leaves a bitter taste in my mouth. He 30
should have just kept her at home and banned her from reading altogether.
- 7 What has Samia's act brought but mockery and humiliation? Her imprudent and repulsive attempt to run away and marry a man not approved by our village elders has insulted the tradition which defines everything that we live by. She has tainted our family name, and made a laughing stock of our family. 35

"I'm marrying for love!"

- 8 Recalling Samia's brazen proclamation infuriated me. I curled my fists so tightly that my nails bit painfully into my palm. This will soon pass, I assured myself, as our car approached the village.
- 9 Mother was in the kitchen crying softly when I entered the house with the men. I ignored her and walked into the living room to summon Father. He looked grave but resolute as I nodded at him. He gestured to my sister's room, giving me permission to fetch her from it. 40
- 10 As I headed to her bedroom, I wondered momentarily if she would struggle, but shrugged off the thought. I was prepared to drag her out if necessary. Her punishment had to be resolved publicly so that the whole village could witness honour being restored to our family. 45
- 11 I walked towards her bedroom. To my surprise, the door opened before I even knocked. She must have realized something was amiss from the commotion in the house. I saw the welcoming smile on my twin sister's face fade as she noticed the pained anguish and determination on my face. 50
- 12 I steadied myself and took a breath. This was for the best.

"Samia," I surprised myself with the strength in my own voice.

"It is time."

Section C

Text 3

The article below describes what traditional marriage used to be like and how love has changed it. Read the text carefully and answer Questions 17-23 in the Question Paper Booklet.

- 1 The nostalgic-sounding concept of "traditional marriage" may conjure soft-focus yellowed photographs of grandma and grandpa. However few consider the actual roots of our marital traditions, when matrimony was little more than a business deal. Even today, legal marriage is not measured by the affection between two people, but by the ability of a couple to share and enjoy tax benefits. 5
- 2 For most of recorded human history, marriage was an arrangement designed to maximize financial stability by cementing beneficial economic relationships. For example a printer and a paper-maker might want a marriage between their children to improve their businesses. Even the honeymoon, often called the "bridal tour," was a communal affair, with parents, siblings, and other close relatives travelling together to reinforce their new familial relationships. 10
- 3 In a typical arranged marriage in 15th century England, the father of the intended bride may have several daughters but might not have chosen which one would be betrothed until the morning of the wedding. In most European countries, married women were forced to give up control over any personal wealth and property rights to their husbands. The practice of wives adopting their husbands' surnames originated in England as a way to enforce patrilineal heritage, signifying that a woman belonged to her husband, thereby suspending any individual rights when she took her marital vows. 15 20
- 4 The idea of marriage as an economic necessity was also reinforced by restrictions on personal independence. A tradesman in training during the Middle Ages could not become a master of his craft if he were not married, even if one had passed the apprenticeship. Marriage was an essential part of adulthood and married people were always given more rights and seen as more responsible. 25
- 5 However as more couples attempted to elope or marry without consent, aristocrats and nobles put pressure on the state to ensure that the family could control whom their children married, ensuring that their wealth would not be mishandled. France enacted its first marital edict in 1557, raising the age to 25 for women and 30 for men, and requiring both parents' consent for marriage before this age. Those who disobeyed could be legally disinherited. Great Britain raised the bar by passing the Marriage Act of 1753, which made certain marital procedures mandatory, including public notices of impending nuptials, proof of age, and the explicit consent of family members. 30 35

- 6 Nonetheless during the 18th century, increased globalization and the Industrial Revolution were changing the world in ways even the most affluent parents could not control. With the development of wage labour, young people started making more decisions independently from their parents. A young woman could earn her own dowry, instead of waiting for her parents to bestow it on her after she married someone they approved of. Conversely, a young man did not have to wait to inherit the farm; he could move somewhere else if he wanted to. This was greatly accelerated by the rise of the Age of Enlightenment with its greater sense of personal freedom and, of course, the French and American revolutions of the 18th century, with the idea that people are entitled to the 'pursuit of happiness.' 40
- 7 As this philosophical support for individual choice spread, more young people wanted some say regarding their future spouses. Even more radical was the idea that marriage might be entered into for emotional, rather than financial, reasons. 50
- 8 Though the murky concept known as "love" has been recorded for all of human history, it was almost never a justification for marriage. Love was considered a reason not to get married. It was seen as lust, something that would dissipate. You could have love or lust for your mistress, if you're a man, but if you're a woman, you had to suppress it. It was condemned as a factor in marriage. In fact, for thousands of years, love was mostly seen as a hindrance to marriage, something that would inevitably cause problems. Most societies have had romantic love, this combination of sexual passion, infatuation, and the romanticization of the partner, but very often, those things were seen as inappropriate when attached to marriage. The southern French aristocracy believed that true romantic love was only possible in an adulterous relationship, because marriage was a political, economic, and mercenary event. True love could only exist without it. 55
- 9 By the 19th century, the tussle between marrying for love or money had come to a head. As the Western world advanced towards a more modern, industrialized society built on wage labour, emotional bonds became more private, focusing more on immediate family and friends than communal celebrations. Simultaneously, mass media helped make sentimental inclinations a larger part of popular culture, resulting in the flourishing of holidays like Valentine's Day and nostalgic hobbies like scrapbooking. 60

Adapted from "Can't buy me love: How romance wrecked the traditional marriage" by Hunter Oatman-Stanford

Name : _____

Register Number : _____

Class : _____

**Clementi Town Secondary School
Mid-Year Examination 2015
Secondary 4 Express/ 5 Normal**



**ENGLISH LANGUAGE
Paper 2 Comprehension**

**1128/02
28 April 2015
1 hour 50 minutes**

Answer Booklet

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For Examiner's Use

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

[Turn over]

60

Section A [5 marks]

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

- 1 Look at the photograph at the top of the webpage. With reference to the webpage, how does the photograph illustrate any one right that a child should have? [1]

- 2 The list of options ends with *Do nothing* at the bottom. What effect is this intended to have on the reader? [1]

- 3 Quote two words that express the dire state that children in complete poverty are in. [2]

- 4 Which sentence suggests the main purpose of the webpage? [1]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the insert for Questions 5-16.

- 5** At the beginning of the text, the writer's mother was wallowing in sorrow. Support this idea with two details from Paragraph 2. [2]

- 6** "No matter, her approval was not needed for today's agenda" (line 6). How does the writer view his mother's opinion? [1]

- 7** Find words in Paragraph 3 which suggest

(i) an atmosphere of anticipation _____ [1]

(ii) familiar routine _____ [1]

- 8** "There was no confusion, no murmur of dissent" (line 11). What does this tell us about the villagers' response to the verdict? [2]

- 9** What was the relationship between the author and his sister like when they were young? Support your answer with two pieces of evidence. [2]

10 "I flicked away the memories as a cow would to bothersome flies" (line 27). How does the author feel about his childhood recollections? Answer in your own words. [1]

11 What has his sister done to defy tradition? [1]

12 In the author's opinion, how has his sister changed? [1]

13 Was the author's sister expecting the punishment? Give evidence to support your answer. [1]

14 Why did the writer feel "anguish and determination" (line 51) about what he was about to do? [2]

15 Suggest a reason why the author was surprised by the strength of his own voice. [1]

- 16 The structure of the text reflects the main feelings of the writer as he reacts to the events of the day. 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.

Writer's feelings

Loss	Resolution	Adoration	Nostalgia
Optimism	Bitterness	Confusion	Anticipation

Flow chart

Paragraph 1-2	Optimism	
Paragraph 3	(i) _____	
Paragraph 4	Anticipation	
Paragraph 5	(ii) _____	
Paragraph 6-8	(iii) _____	
Paragraph 9-12	(iv) _____	[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the insert for Questions 17-23.

- 17 According to the article, in what way does the modern marriage resemble a business-like arrangement? [1]

- 18 Suggest one possible way in which the family of a printer might benefit from a marriage with a family of a paper-maker. [1]

- 19 How has marriage changed for young people during the 18th Century? [2]

(i) Young women

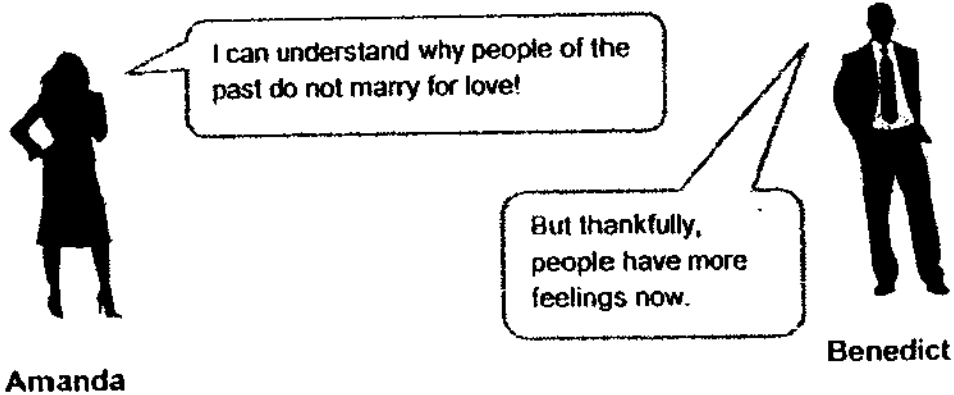
Previously	
Now	

(i) Young men

Previously	
Now	

- 20 What was one effect the Age of Enlightenment had on people's beliefs? Answer in your own words. [2]

21 Here is part of a conversation between a couple, Amanda and Benedict, who have read the article.



i) Identify **two** reasons from Paragraph 8 that make Amanda feel this way. [2]

ii) What is the main reason Ben can give to explain the change? [1]

22 The writer states that the struggle between marrying for love or money had '*come to a head*' (line 64-65) by the 19th Century. [1]

Explain what the author meant by the italicised expression.

23 Using your own words as far as possible, summarise how marriages used to be a practical and economic arrangement, often dictated by one's parents.

Use only information from paragraphs 2 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).

[15]

In the olden days, marriages used to be planned to...

(words)

Name : _____

Register Number : _____

Class : _____

Clementi Town Secondary School
Mid-Year Examination 2015
Secondary 4 Express/ 5 Normal
ANSWERS cum Error Analysis



ENGLISH LANGUAGE
Paper 2 Comprehension

1128/02
28 April 2015
1 hour 50 minutes

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For Examiner's Use

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[Turn over]

64

Section A [5 marks]

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

- 1 Look at the photograph at the top of the webpage. With reference to the webpage, how does the photograph illustrate any one right that a child should have? [1]

(Refer to extract for facts/answers)

Love or Medical Care

- 2 The list of options ends with *Do nothing* at the bottom. What effect is this intended to have on the reader? [1]

(understanding effect)

The option of 'Do nothing' would definitely be the last thing that parents would do if their child is dying. / Parents would definitely choose the other options to either heal their child or make him happy. / The reader would be shocked to see the option as it appears very cruel for a parent to do.

(Reader needs to put themselves in shoes of parents as based on visual text: If your child....So answer in context of being a parent as a reader.)

- 3 Quote two words that express the dire state that children in complete poverty are in. [2]

(quotation)

'terribly' [1] and 'serious' [1].

- 4 Which sentence suggests the main purpose of the webpage? [1]

(understanding purpose)

Please send £5, £10, or whatever you can spare for the sake of children.

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the insert for Questions 5-16.

- 5 At the beginning of the text, the writer's mother was wallowing in sorrow. Support this idea with two details from Paragraph 2. [2]

(Proof of evidence)

Her eyes were sunken and her face was ashen [1]. She ignored her son's greetings. [1]

(For first part of answer – look at appearance. Second part of answer refers to action.)

- 6 "No matter, her approval was not needed for today's agenda" (line 6). How does the writer view his mother's opinion? [1]

(Inferential)

He sees her opinion as unimportant / insignificant / irrelevant.

- 7 Find words in Paragraph 3 which suggest

(language)

(i) an atmosphere of anticipation buzzed with (atmosphere) barely suppressed expectation (anticipation) [1]

(ii) familiar routine well-practiced (familiar) drill (routine) [1]

- 8 "There was no confusion, no murmur of dissent" (line 11). What does this tell us about the villagers' response to the verdict? [2]

(language Use / Inferential)

Everyone was very sure / clear about his role/understood what would happen / ready or prepared for it [1]. No one protested / everyone agreed to it [1].

- 9 What was the relationship between the author and his sister like when they were young? Support your answer with two pieces of evidence. [2]

(Inferential, proof of evidence)

They used to be very loving / close [1].

He would save all his pennies (to buy ices as an example to show how loving they are) to buy colourful ices to share on her birthday and they would sprint home hand-in-hand. [1]

- 10 "I flicked away the memories as a cow would to bothersome flies" (line 27). How does the author feel about his childhood recollections? Answer in your own words. [1]

(Language use)

Forbidden words: flicked away, bothersome)

He finds them annoying / irritating. [1]

- 11 What has his sister done to defy tradition? [1]

(Factual)

She attempted to run away and marry a man not approved by the village elders.

- 12 In the author's opinion, how has his sister changed? [1]

(Factual)

He thinks she used to be sweet and innocent but now she is very ungrateful.

(Answer must show the changes: from _____ to _____)

- 13 Was the author's sister expecting the punishment? Give evidence to support your answer. [1]

(Inferential)

No. She smiled in a welcoming manner to her brother when he opened the door. / She opened the door to find out what was causing the commotion in the house.

- 14 Why did the writer feel "anguish and determination" (line 51) about what he was about to do? [2]

(Inferential)

He felt anguished as he was going to kill his own sister (1) and determined to restore his family name. (1)

(Answer must show how he is anguished, and then how he is determined. Cannot summarise the actions as anguished and determined.)

- 15 Suggest a reason why the author was surprised by the strength of his own voice. [1]

(Inferential)

He did not think he would have the courage / guts / heart / determination to punish / kill his own sister.

(Answer must show the action that the author will carry out)

- 16 The structure of the text reflects the main feelings of the writer as he reacts to the events of the day. 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. (Global Question)

Writer's feelings

Loss	Resolution	Adoration	Nostalgia
Optimism	Bitterness	Confusion	Anticipation

Flow chart

Paragraph 1-2	Optimism
Paragraph 3	(i) <u>Adoration</u>
Paragraph 4	Anticipation
Paragraph 5	(ii) <u>Nostalgia</u>
Paragraph 6-8	(iii) <u>Bitterness</u>
Paragraph 9-12	(iv) <u>Resolution</u>

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 and 6 of the insert for Questions 17-23.

- 17 According to the article, in what way does the modern marriage resemble a business-like arrangement? [1]

(Factual)

By the ability of the couple to share and enjoy tax benefits.

- 18 Suggest one possible way in which the family of a printer might benefit from a marriage with a family of a paper-maker. [1]

(Inferential)

The printer may buy paper from the paper-maker cheaply.

(Example given must show how it can improve business. If just say can improve business, 0 mark as never show specific example One Possible Way.)

- 19 How has marriage changed for young people during the 18th Century? [2]

(Factual)

(i) Young women

Previously	<u>The woman has to wait for parents to bestow her dowry.</u>
Now	<u>Earn her own dowry.</u>

(i) Young men

Previously	<u>The man has to wait to inherit the farm.</u>
Now	<u>Move somewhere else.</u>

67

20 What was one effect the Age of Enlightenment had on people's beliefs? Answer in your own words. [2]

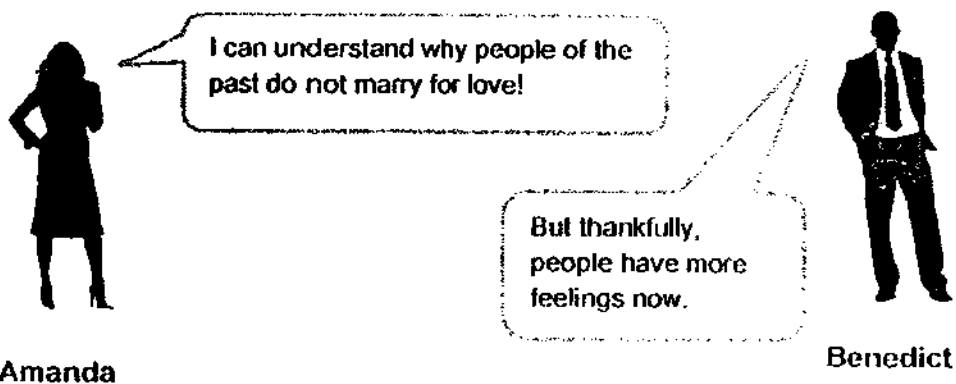
(Factual use-your-own-words)

Forbidden words: greater sense of personal freedom

People believed that they should have more / increased [1] liberty to do what they like / lead their own lives [1].

(Must have the word 'liberty')

21 Here is part of a conversation between a couple, Amanda and Benedict, who have read the article.



(Factual in Conversation)

i) Identify two reasons from Paragraph 8 that make Amanda feel this way. [2]

Love was seen as lust, something that would dissipate [1]. Marriage was such a political, economic, and mercenary event that true love could only exist without it [1].

ii) What is the main reason Ben can give to explain the change? [1]

Mass media helped make sentimental inclination a larger part of popular culture.

- 22 The writer states that the struggle between marrying for love or money had '*come to a head*' (line 64-65) by the 19th Century. [1]

Explain what the author meant by the italicised expression.

(Language)

It meant that the struggle between love or money in marriages has reached its climax / turning point / critical point.

Name:		Index Number:		Class:	
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**DUNMAN HIGH SCHOOL
PRELIM 2015
YEAR 4 SAP**

ENGLISH LANGUAGE

1128/PAPER 1

14 Sept 2015

Question Booklet

1h 50mins

Additional Materials: Writing Paper

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

Do not use correction fluid.

Answer **Section A** in this booklet and **Section B and C** on the writing paper provided.

Please begin **Section C** on a fresh sheet of paper.

Write your answers clearly in the spaces provided.

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

For examiner's use only:

Section A	/10
Section B	/30
Section C	/30
Total	/70

This document consists of (5) printed pages.

69

[Turn over

Section A: Editing [10 Marks]

Carefully read the text below, consisting of 12 lines, about the opera. The first and last lines for each paragraph are correct. For eight of the lines, there is one grammatical error in each line. There are two 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.✓.....

The opera refers to a dramatic art form, originating in Europe, in which the emotion content is conveyed to the audience as much through music, both vocal 1. and instrumental, as it is for the lyrics. Musical theatre differs in that an actor's 2. dramatic performance is primary, and neither the singing or the instrumental music 3. take centre stage. Drama in opera is presented using the primary elements of 4. theatre such as scenery, costumes, and acting. However, the words of the opera, 5. or libretto, are sang rather than spoken. The singers are accompanied by a musical 6. ensemble ranging from the small instrumental ensemble to a full symphonic 7. orchestra. The opera started at the end of the 16th century and soon spreaded through 8. the rest of Europe, attracting foreign composers such as Handel. Opera Seria is the 9. most prestigious form of Italian opera, until Gluck reacted against its artificiality 10. with his "reform" operas in the 1760s.

Section B [30 marks]

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

You should look at the pamphlet on page 4, study the information carefully and plan your answer before writing.

You are the Head of the Student Council of Green Hope Secondary School. You have been asked to deliver the opening speech to the Primary Six students who have come for your school's Open house. The aim of the Open House is to provide prospective students with an understanding of your school's culture and curriculum.

Your speech should:

- include one reason why Primary Six students should join Green Hope Secondary School.
- suggest an itinerary for the Primary Six students, explaining to them the rationale for your plan.
- include in your itinerary at least three activities from the pamphlet that you would recommend. Explain how taking part in these activities will enable the Primary Six students to gain a better understanding of the school's culture and curriculum.

Your speech should be given in proper English, and written in an enthusiastic and engaging manner.

70

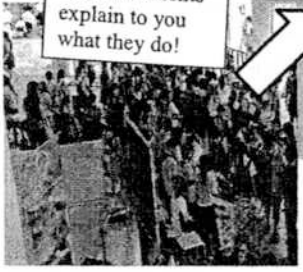
Green Hope Secondary School

To nurture our students to care, to serve and to lead

OPEN HOUSE
8.30AM-2PM

During the Open House duration, there will be many student-initiated activities that will be on-going throughout the whole school. Come interact with and find out more from our students!

CCA Fair
-Find out what CCAs we have in our school!
Let our students explain to you what they do!



Field

Basketball court

Sports Hall

Canteen

Parade Square

The Studio

Student Q&A
-Talk to Green Hope students to find out how their school lives are like



Principal Talk 9am (Hall at Block G)

-Be inspired by our charismatic leader, Mr Tan, and learn more about his vision for the school

Academic Briefing 11.30am (Auditorium at Block F2)

-What new subjects are there? What subject combination should I choose? If you have questions such as these, come down and get advice from our capable teaching staff!

Students' Performance
-Free performances every hour
-Witness talents cultivated in our school!



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 how a national event is celebrated in your country. How effective do you believe it to be in instilling a sense of belonging in its citizens?
2. The error of the past is the success of the future. What are some of the lessons you have learnt from the past?
3. Traditions exist to pass on the flame. In your opinion, what are some family, school and/or national traditions that are worth preserving and why?
4. A little white lie is better than the truth. To what extent do you agree that lying is at times advisable?

Name:		Index Number:		Class:	
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**DUNMAN HIGH SCHOOL
PRELIM 2015
YEAR 4 SAP**

**ENGLISH LANGUAGE
1128/ PAPER 2**

Comprehension
Insert

**14 Sept 2015
1h 50mins**

Additional Materials: Question Booklet
 Writing Paper

READ THESE INSTRUCTIONS FIRST

This insert contains Text A, Text B and Text C.

This document consists of **(6)** printed pages.

72

Text A: Visual [5 Marks]

Analyse the text below carefully and answer Questions 1-4.



PARENTAL DISAPPROVAL is the NUMBER ONE REASON kids DON'T DRINK

DROP BY
UNANNOUNCED

JUST SET CLEAR
"NO-ALCOHOL" RULES

LEARN MORE AT
PARENTSEMPowered.org

Text B: Narrative [20 Marks]

The text below details the interrogation process underwent by Winston in Room 101 by O'Brien. O'Brien is attempting to get Winston to reveal his accomplice. Read the text carefully and answer Questions 5-15.

- 1 At each stage of his imprisonment Winston had known, or seemed to know, whereabouts he was in the windowless building. Possibly there were slight differences in the air pressure. The cell where the guards had beaten him was below ground level. The room where he had been previously interrogated by O'Brien was high up near the roof. This new place, Room 101, was many metres underground. He was strapped tightly, upright in a chair. He knew O'Brien was coming. 5
- 2 The door opened and O'Brien came in. "You asked me once," said O'Brien, "what was in Room 101. I told you that you knew the answer already. Everyone knows it. The thing in Room 101 is the worst thing in the world. The worst thing in the world varies from person to person. It may be burial alive, death by fire, or fifty other deaths. At times, it is quite trivial, not even fatal." 10
- 3 A guard came in, carrying something made of wire, a box of some kind. Winston could see that it was an oblong wire contraption with a handle on top for carrying it by. Fixed to the front of it was something that looked like a fencing mask, with the concave side outwards. He could see that a cage was attached to it, and that there were some creatures in it. 15
- 4 "In your case," said O'Brien, "the worst thing in the world happens to be rats." At this moment, the meaning of the mask-like attachment suddenly sank into him. His bowels seemed to turn to water. He bit back his impulse to scream. 20
- 5 "Do you remember," said O'Brien, "the moment of panic that only occurs in your darkest nightmares? In them, there was always a wall of blackness in front of you, and a roaring sound in your ears. There was something terrible on the other side of the wall. You knew that you knew what it was, but you dared not drag it into the open. It was the rats shrilling to be heard on the other side of the wall." 25
- 6 "O'Brien!" said Winston, making an effort to control his voice. "You know this is not necessary. I will not betray her no matter what." 30
- 7 O'Brien made no indication of having heard Winston. He spoke in the schoolmasterish manner that he sometimes affected. He looked thoughtfully into the distance, as though he were addressing an audience somewhere behind Winston's back. "By itself," he said, "pain is not always enough. There are occasions when a human being will stand out against pain, even to the point of death. But for everyone there is something unendurable – something that cannot be contemplated. Courage and cowardice are not involved. If you are falling from a height it is not cowardly to clutch at a rope. If you have come up from deep water it is not cowardly to fill your lungs with air. It is the same with the rats. You will do what is required of you." 35

- 8 "The rat," continued O'Brien, still addressing his invisible audience, "is carnivorous. In some poor quarters of this town, a woman dares not leave her baby alone in the house, even for five minutes. The rats are certain to attack it. Within quite a small time they will strip it to the bones. They also show astonishing intelligence when it comes to detecting sick or dying people. At times, when hungry, they attack one another." 40
- 9 "You understand the construction of this cage," said O'Brien. "The mask will fit over your head, leaving no exit. When the lever is pressed, the door of the cage will open. These starving brutes will shoot out of it like bullets. They will leap onto your face and bore straight into it, attacking the eyes first, then burrowing through the cheeks and devouring the tongue." 45
- 10 The cage was nearer; it was closing in. The foul musty odour of the brutes struck his nostrils. For an instant, he was insane, a screaming animal. Finally he came out of the blackness clutching an idea. "Do it to Julia! Do it to Julia! Not me! Julia! I don't care what you do to her. Tear her face off, strip her to the bones. Not me! Julia! Not me!" 50

Text C: Non-Narrative [25 Marks]

The article below is about how language can have a profound influence on how people see the world. Read the text carefully and answer Questions 16-22.

- 1 The question of whether languages shape the way we think goes back centuries; Charlemagne proclaimed that "to have a second language is to have a second soul." While little empirical work has been done in the past to verify this, new cognitive science research nowadays is showing that language does influence our perception of the world. 5
- 2 In Pormpuraaw, a remote Aboriginal community in Australia, everything is talked about by the indigenous people in terms of cardinal directions instead of "left" and "right". To say hello in Pormpuraaw, one asks, "Where are you going?", and an appropriate response might be, "A long way to the south-southwest. How about you?" If you do not know which way is which, you literally cannot get past hello. Like the Pormpuraaw community, about a third of the world's languages rely on absolute directions to interpret space. As a result of this constant linguistic training, speakers of such languages are remarkably good at staying oriented, even in unfamiliar landscapes. Moreover, they are able to perform navigational feats scientists once thought were beyond human capabilities, trained by their language. These people also rely on their spatial knowledge to build other complex representations like number, kinship relations, morality and emotions. 10
15
- 3 The manner in which agents are encoded in languages also shape how we understand causality. For example, English likes to describe events in terms of agents doing things. English speakers tend to say things like "John broke the vase" even for accidents. Speakers of Japanese would say "the vase broke itself." Such differences between languages have profound consequences on how their speakers construct notions of agency. In studies conducted, speakers of English and Japanese watched videos of two people breaking eggs and spilling drinks either intentionally or accidentally. Later everyone got a surprise memory test where they had to recount the agent for each event. A striking cross-linguistic difference in eyewitness memory was discovered. Japanese speakers did not remember the agents of accidental events as well as English speakers. While all speakers remembered the agents of intentional events; nonetheless when it comes to accidental events, the Japanese did not remember the agent as well, given that their languages do not encode for the agent. 20
25
30
- 4 Patterns in language thus offer a window on a culture's dispositions and priorities. As English sentence structures focus on agents, its criminal-justice system perceives that justice has been done when the transgressor is found and punished accordingly. This is in contrast to an alternative approach of finding the victims and facilitating their restitution. 35
- 5 Patterns in language have also been shown to shape many other domains of thought. The Piraha, a tribe in the Amazon in Brazil, whose language eschews number words in favour of terms like few and many, is not able to 40

keep track of exact quantities. Shakespeare, it turns out, was wrong about roses: Roses by many other names, as told to blindfolded subjects, do not smell as sweet.

- 6 Indeed, new cognitive research has facilitated this process of cultural excavation and these archaeological digs have enabled us to understand how language has profoundly shaped our constitution of reality since time immemorial. Such progress is uplifting as the uncovering of these rudimentary tenets that guide our thoughts could perhaps make us more aware of the rationale behind our actions and hence release us from the shackles of our thoughts as dictated by language. 45 50

Acknowledgements

Visual Text A is adapted from: Parents Empowered (Online), accessed on 13/8/2015
http://adsoftheworld.com/media/outdoor/parents_empowered_your_influence_is_bigger_than_you_think_the_return_of_the_parents

Narrative Text B is adapted from: *1984* by George Orwell. Oxford Publishing (1948).

Non-Narrative Text C is adapted from: Lera Boroditsky (2010) "Lost in translation." United States: The Wall Street Journal. Accessed on 28th June 2015 at
<http://www.wsj.com/articles/SB10001424052748703467304575383131592767868>

Name:		Index Number:		Class:	
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**DUNMAN HIGH SCHOOL
PRELIM 2015
YEAR 4 SAP**

ENGLISH LANGUAGE

1128/PAPER 2

14 Sept 2015

Question Booklet

1h 50mins

Additional Materials: Insert
 Writing Paper

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen.

Do not use correction fluid.

DO NOT MAKE ANY ROUGH WORKING IN THE QUESTION BOOKLET.

Answer **all** questions in this booklet.

Write your answers clearly in the spaces provided.

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

For examiner's use only:

Section A	/5
Section B	/20
Section C	/25
Total	/ 50

This document consists of **(10)** printed pages.

[Turn over

75

Section A: Visual Text [5 Marks]

For
examiner's
use only

Instructions: Answer questions 1- 4 based on Text A.

1. **Identify the sentence that conveys the main message of the poster.**
[1 mark]

.....
.....

2. **Who is the target audience of the poster?**
[1 mark]

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3. **How does the picture of the two parents becoming menacing giants achieve its intended effect?**
[2 marks]

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4. **Identify two ways in which parents can prevent underage drinking.**
[1 mark]

.....
.....

Section B: Narrative Text [20 Marks]

For
examiner's
use only

Instructions: Answer questions 5-15 based on Text B.

5. How did Winston know the whereabouts of "each stage of his imprisonment" (line 1)?

[1 mark]

.....

6. In paragraph 2, O'Brien says that "The thing in Room 101 is the worst thing in the world. The worst thing in the world varies from person to person.... At times, it is quite trivial, not even fatal." (lines 10-12)

Explain what "the thing in Room 101" is. Use your own words.

[1 mark]

.....

.....

7. Upon realising "the meaning of the mask-like attachment" (line 19), Winston's "bowels seemed to turn to water" (line 20).

i. Explain "the meaning of the mask-like attachment" by filling in the table below that describes its different components. The first one has been done for you.

	Different Components	Functions
E.g.	"Handle on top" (line 14)	To carry the contraption
a.	"Something that looked like a fencing mask, with the concave side outwards" (lines 15-16)	[1 mark]
b.	"cage" (line 16)	[1 mark]

For
examiner's
use only

ii. What does the expression “bowels seemed to turn to water” (line 20) suggest?

[1 mark]

.....
.....

8i. Would you agree that the cause of “the moment of panic” (line 21) described by O’Brien is a fear that Winston would avoid thinking about while conscious?

Identify a piece of evidence from paragraph 5 that shows this.

[1 mark]

.....
.....

ii. Based on two pieces of evidence from paragraph 5, explain fully how the language used by O’Brien suggests that Winston wants to mentally avoid thinking about the rats.

[2 marks]

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.....

9. Explain why Winston was making “an effort to control his voice” (line 27).

[1 mark]

.....
.....

For
examiner's
use only

10. Identify a word from paragraph 7 that suggests that O'Brien was putting on an act while interrogating Winston.

[1 mark]

.....

11. Besides speaking in a "schoomasterish manner" (line 30), how else did O'Brien create the impression that he was not acknowledging Winston's presence? Use your own words for your answer.

[2 marks]

.....

.....

.....

12. Through his description of the rats, O'Brien emphasises on two character traits of the rats so as to strike fear into Winston. Using the textual clues in the table below, identify these character traits.

No	Textual Clues in Passage	Character Trait
i.	"They also show astonishing intelligence when it comes to detecting sick or dying people" (lines 42-43)	[1 mark]
ii.	"At times, when hungry, they even attack one another." (lines 43-44)	[1 mark]

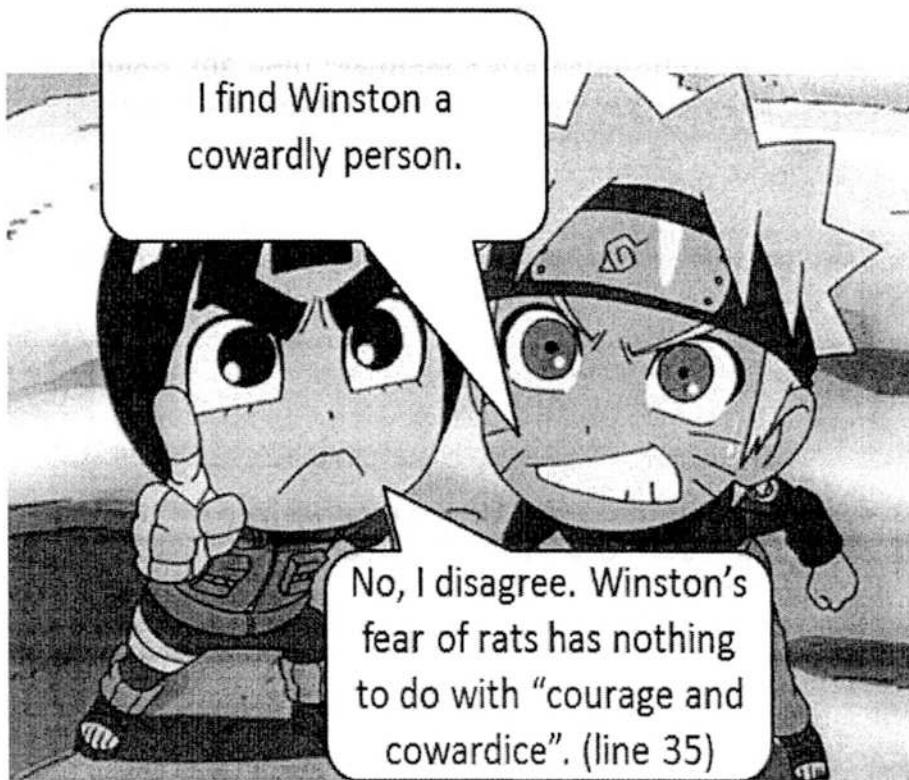
13. Why is the expression "shoot out like bullets" (line 47) effective in describing the rats?

[1 mark]

.....

.....

14. The picture below shows a conversation between Lee and Naruto who are discussing the character of Winston after reading the passage.



Lee

Naruto

- i. From paragraph 10, explain what Winston did which could have caused Naruto to have this opinion of him. [1 mark]

.....
.....

- ii. Explain how Lee can justify his position, with reference to lines 35-37. [1 mark]

.....
.....

15. The passage is revealing of Winston's state of mind during the interrogation in Room 101. Complete the flow chart below by choosing one expression from the box that best describes each part of the text. You can only use each expression once. There are extra expressions in the box you do not need to use.

For
examiner's
use only

[3 marks]

Cool as a cucumber	Putting on a brave front
Courageous and unafraid	Petrified and illogical
Impulsive and reckless	Composed and analytical

Flow Chart:

Paragraph 1-3
Paragraph 4 & 6
Paragraph 10

Section C: Non-Narrative Text [25 Marks]

For
examiner's
use only

Instructions: Answer questions 16-22 based on Text C

16. **Why is Charlemagne’s proclamation that “to have a second language is to have a second soul” (lines 2-3) both unusual and effective?**

[2 marks]

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17. **Why will you not be able to “get past hello” (line 11) in Pompokuraaw if you “do not know which way is which” (line 10)?**

[1 mark]

.....

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.....

18. **Paying attention to the underlined phrase, explain what the writer means when he says that “patterns in language offer a window into a culture’s dispositions and priorities.” (lines 34-35)**

[1 mark]

.....

.....

For
examiner's
use only

19. According to Shakespeare, "a rose by any other name would smell as sweet". With reference to paragraph 5, would you agree with Shakespeare? Identify a piece of evidence to support your answer.

[1 mark]

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

20. Why is the term "cultural excavation" (lines 45-46) effective in describing what new cognitive research does?

[2 marks]

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21. In paragraph 6, the writer suggests that language can "shackle" our "thoughts".

i. Identify a word in paragraph 6 that has a similar meaning to "shackles" (line 50).

[1 mark]

.....

ii. Do you agree with the writer that language "shackles" our "thoughts"? Identify an example in paragraph 4 to support your answer.

[2 marks]

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.....

For
examiner's
use only

Summary

22. Using your own words as far as possible, summarise the different ways by which languages have been constructed and how their differing constructions have influenced their users.

Use only information from Paragraphs 2 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).

[15 marks]

The manner in which different languages are constructed can differ and hence influence its users in distinctive ways. For instance, about a third of the world's languages rely on.....

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(_____) words

2015 SAP Prelim Examination Answers

Text A: Visual [5 marks]

- 1) **Identify the sentence that conveys the main message of the poster.**
[1 mark] Quotation

Answer: Parental disapproval is the number one reason kids don't drink.

Do not accept: Your influence is bigger than you think [This is a figurative statement. Students should choose the literal message given that it is clearly the main message]

- 2) **Who is the target audience of the poster? [1 mark] Inferential**

Answer: Parents (of youth who are drinking despite being underage)

- 3) **How does the picture of the two parents becoming menacing giants achieve its intended effect? [2 marks] Language for Impact—Effect**

Answer: The two parents becoming menacing giants conveys the message that

[Message-1 mark]

-Parents can strike fear into their children and prevent them from drinking

Textual Clue: ("Your influence is bigger than you think")

[Intended effect—1 mark]

-The reader (parents) will

a) Feel empowered/ more confident regarding their ability to stop their children from drinking

b) Take on a more active role to stop their children from drinking

- 4) **Identify two ways in which parents can prevent underage drinking. [1 mark] Factual**

-Parents can drop by unannounced

-Parents can set clear "no-alcohol rules"

Do not accept "Learn more at a parentsempowered.org" (This does not prevent underage drinking)

Text B: Narrative [20 Marks]

5) How did Winston know the whereabouts of “each stage of his imprisonment” (line 1) ? [1 mark] Factual

-Answer: He could tell from the slight differences in the air pressure (such that the pressure was lower nearer the top as compared to the roof).

6) In paragraph 2, O'Brien says that “The thing in Room 101 is the worst thing in the world. The worst thing in the world varies from person to person.... At times, it is quite trivial, not even fatal” (lines 10-12)

Explain what “the thing in Room 101” is. Use your own words. [1 mark]
Inferential

-Answer [Any 1 of the three]:

-It is every individual prisoner's greatest fear (“worst thing in the world” that “varies from person to person”)

-It is the respective treatment that the prisoner will get

-It is the punishment that the prisoner will get

7) Upon realising “the meaning of the mask-like attachment” (line 19), Winston's “bowels seemed to turn to water”(line 20).

- i) Explain “the meaning of the mask-like attachment” by filling in the table below that describes its different components. The first one has been done for you. [2 marks] Global (Have to refer to paragraph 9 for clues as well)

No	Different Components	Function
e.g.	“Handle on top” (line 14)	To carry the contraption
A	“Something that looked like a fencing mask, with the concave side outwards” (lines 15-16)	To place/ secure/ fit the attachment on Wilson's head (Textual Clue: see paragraph 9)
B	“cage” (line 16)	To hold the rats(“cage”) Do not accept: To hold the creatures

- ii) What does the expression “bowels seemed to turn to water” suggest? [1 mark] Language for Impact-Suggestion

Answer: It suggests that Winston was so frightened that he was unable to control (“water”) his bodily functions (“bowels”)

8i) Would you agree that the cause of “the moment of panic” (line 21) described by O’Brien is a fear that Winston would avoid thinking about while conscious?

Identify a piece of evidence from paragraph 5 that shows this. [1 mark]
Evaluative-Accurate

Answer: Yes. This is because that “moment of panic only occurs in [Winston’s] darkest nightmares”.

ii) Based on two pieces of evidence from paragraph 5, explain fully how the language used by O’Brien suggests that Winston wants to mentally avoid thinking about the “rats” (line 25). [2 marks] Language for Impact-Evidence

Answer [Any 2 of the 3]:

- (A) The “wall” (“with something terrible on the others side”) (**Evidence**) suggests that the Winston has created some sort of (mental) barrier to stop himself from thinking about the rats (**Explanation**)
- (B) “dared not drag it into the open” (**Evidence**) suggests that Winston was reluctant to confront his fear of rats (**Explanation**)
- (C) “Roaring sound in your ears” (**Evidence**) suggests that Winston had strong (mental) defences to overwhelm (“roaring”) the squealing of the rats. (**Explanation**)

9. Explain why Winston was making “an effort to control his voice” (line 27). [1 mark] (Own Words-recast)

Answer (in passage): Winston wanted O’Brien to know that what he was doing was not necessary.

Answer (Own Words):

-Winston wanted to give O’Brien the impression that he was **not afraid/ not affected** by the rats / Winston wanted to **hide his fear** from O’Brien

OR

-that the method of interrogation would be **futile** (**Textual evidence**: “I will not **betray** her no matter what”) [1 mark] **Note**: Do not accept “not required” (e.g. The interrogation was not required)—does not show understanding of the context

Note: Do not accept “not required” (e.g. The interrogation was not required)—does not show understanding of the context

10. Identify a word from paragraph 7 that suggests that O'Brien was putting on an act while interrogating Winston. [1 mark] Quotation

Answer: affected

11. Besides speaking in a "schoomasterish manner" (line 30), how else did O'Brien create the impression that he was not acknowledging Winston's presence? Use your own words for your answer. [2 marks] Own words

Answer from passage: He looked thoughtfully into the distance as though he was addressing an audience somewhere behind Winston's back.

Answer (own words): He did not make eye contact ("looked"- 1 mark) with Winston and pretended that he was talking/ conversing ("addressing"-1 mark) with someone else.

Note: Do not accept "He peered thoughtfully into the distance"—answer needs to tackle the question that O'Brien was not acknowledging Winston's presence.

12. Through his description of the rats, O'Brien emphasises on two characteristics of the rats so as to strike fear into Winston. Using the textual clues in the passage, identify these characteristics. [2 marks] Inference

No	Textual Clues from passage	Character Trait
a	"They also show astonishing intelligence when it comes to detecting sick or dying people." (lines 42-43)	Opportunistic / Devious/ Discerning/ Perceptive/ Shrewd/ Crafty Accept any answer related to the "mind"
b	"At times, when hungry, they even attack one another." (lines 43-44)	Bestial / Treacherous/ Brutal Do not accept: "Evil"—To general Accept any answer that accept "brutality"

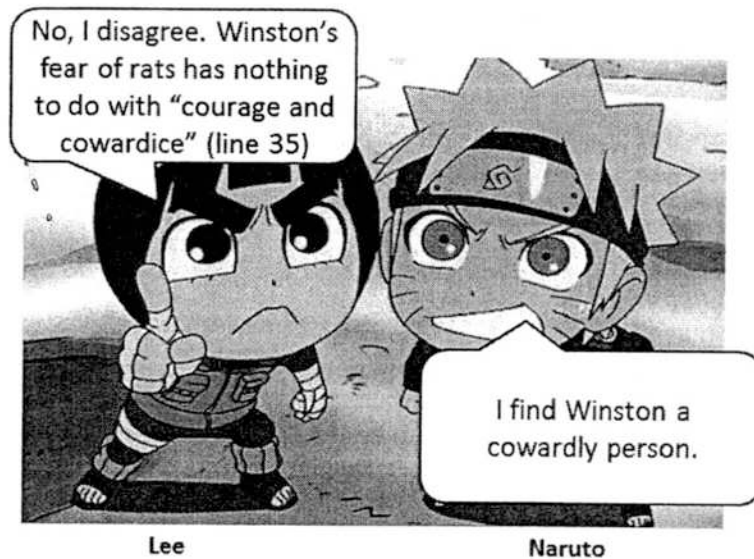
Note: Answer must be an adjective

13. Why is the expression “shoot out like bullets” (line 47) effective in describing the rats? [1 mark] Language Use-Effectiveness

Answer:

- (a) Just like bullets move at an intense speed, the rats are swift/ fast.
- (b) Just like bullets can kill/ hurt, the rats can cause immense damage/hurt/ pain.
(Textual Clue: Sometimes they attack the eyes first... sometimes they burrow through the cheeks and devour the tongue”

14. The picture below shows a conversation between Lee and Naruto who are discussing the character of Winston after reading the passage.



a. From paragraph 10, explain what Winston did which could have caused Naruto to have this opinion of him. [1 mark] Viewpoint

Answer: Winston would rather implicate/ sacrifice Julia then suffer torture by the rats (Textual evidence: “Do it to Julia! Do it to Julia! Not me! Julia! I don’t care what you do to her. Tear her face off, strip her to the bones. Not me! Julia! Not me!”)

b. Explain how Lee can justify his position, with reference to lines 35-37 ? [1 mark]. Viewpoint

Answer: Winston’s fear of rats is instinctive (and hence is something that cannot be “contemplated”/ and hence he can’t help himself).

It is natural reaction to save oneself/ natural impulse/ natural reflex/ spontaneous reaction

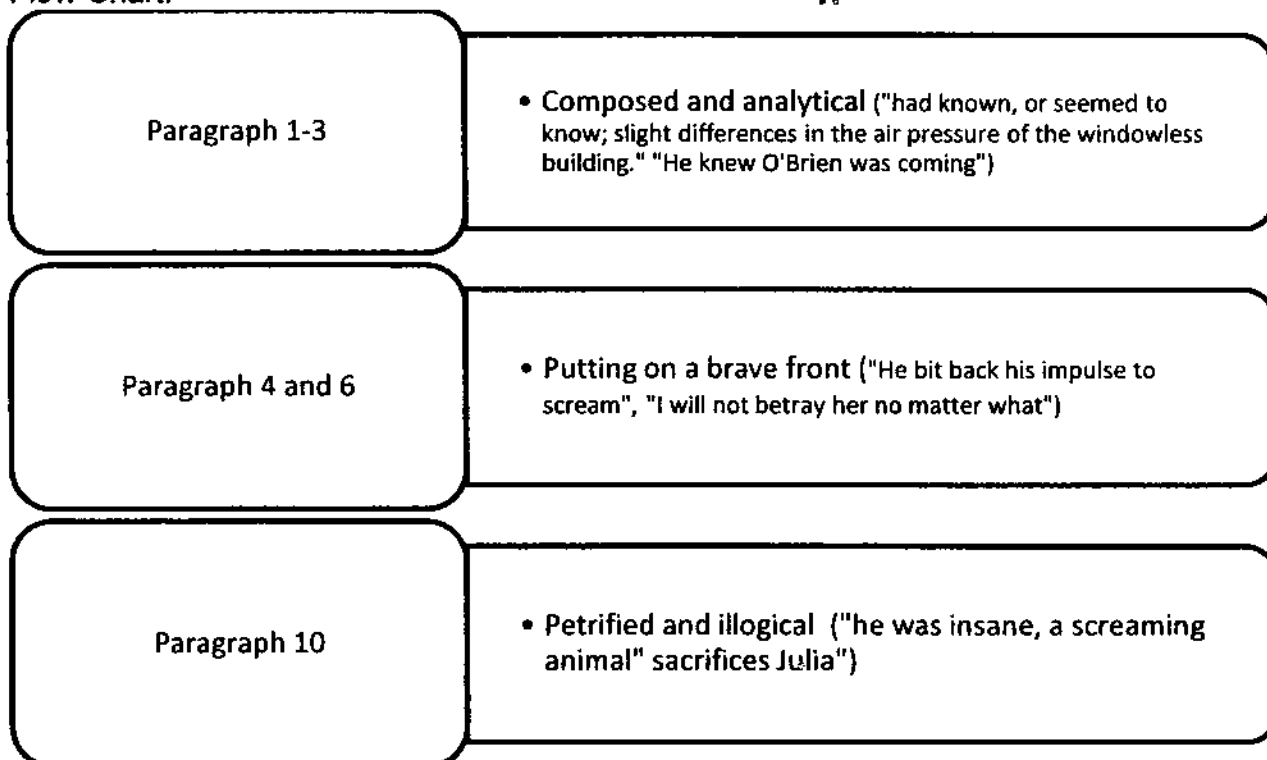
(Textual Evidence: If you are falling from a height it is not cowardly to clutch at a rope. If you have come up from deep water it is not cowardly to fill your lungs with air. It is the same with the rats.)

Note: Winston was impulsive

15. The passage is revealing of Winston's state of mind during the interrogation in Room 101. Complete the flow chart below by choosing one word from the box that best describes each part of the text. You can only use each expression once. There are extra expressions in the box you do not need to use. [3 marks] Global

Cool as a cucumber	Putting on a brave front	Courageous and unafraid
Petrified and illogical	Impulsive and reckless	
Composed and analytical		

Flow Chart:



Text C: Non-Narrative [25 Marks]

16. Why is the Charlemagne's proclamation that "to have a second language is to have a second soul" (lines 2-3) both unusual and effective? [2 marks]
Unusual and Effective

It is unusual because it is commonly believe that an individual only has one soul and not two [1 mark]; nonetheless it is effective as it suggests that learning a second language will enable one to have experience the world in another manner beyond our first language [1 mark—Textual Evidence: "Language does influence our fundamental experiences of the world"]

17. Why will you not be able to "get past hello" (line 11) in Pomapuraaw if you "do not know which way is which" (line 10)? [1 mark] Inferential

Answer: This is because the people of Pomapuraaw will ask where one is going as a greeting and one is required to state the direction of one's journey as a reply.

(Textual Evidence: To say hello in Pomapuraaw, one asks, "Where are you going?", and an appropriate response might be, "A'long way to the south-southwest. How about you?")

18. Paying attention to the underline phrase, explain what the writer means when he says that "patterns in language offer a window into a culture's dispositions and priorities" (lines 34-35). [1 mark] Own Words

Answer: He means that patterns of language offer us an opportunity to learn about a culture's dispositions and priorities.

19. According to Shakespeare, "a rose by any other name would smell as sweet". With reference to paragraph 5, would you agree with Shakespeare? Identify a piece of evidence to support your answer. [1 mark] Evaluative-Evidence

Answer: No, I disagree. This is because during an experiment when subjects were blindfolded and told they were different roses, they found some smelt better than others based on the roses' names.

20. Why is the term "cultural excavation" (lines 45-46) effective in describing what new cognitive research does? [2 marks] Language effectiveness

Answer: (Just like an excavation which seeks to investigate the remains of the past), new cognitive research seeks to find patterns of language that has existed since the past [1 mark] so as to infer its impact/ influence on our culture [1 mark-awarded to impact/ influence].

21. In paragraph 6, the writer suggests that language can “shackle” our “thoughts”.

- (i) Identify a word in paragraph 6 that has a similar meaning to “shackles” (line 50).

Answer: dictated

- (ii) Do you agree with the writer that language “shackles” our “thoughts”? Identify an example in paragraph 4 to support your answer. [2 marks] Viewpoint /Evaluative

Answer: Yes, I agree. As the “English sentence structures focuses on agents”, this causes the criminal-justice system to focus on finding and punishing the criminal [1 mark—for agents and impact on the system] instead of directing its focus to help the victims [1 mark].

22. Using your own words as far as possible, summarise the different ways by which languages have been constructed (A) and how their differing constructions have influenced their users (B).

Use only information from Paragraphs 2 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). [15 marks]

The manner in which different languages are constructed can differ and hence influence its users in distinctive ways. For instance, about a third of the world's languages rely on....

No	From passage	Own Words
1	Absolute directions to interpret space (A)	cardinal directions to understand/ construe/ represent space
2	which enable its speakers to be remarkably good at staying oriented (B)	which enable its speakers to be proficient/ highly capable at figuring out their location
3	even in unfamiliar landscapes; (B)	even when it is alien to them; OR, even in new territories ;
4	and perform navigational feats once thought to be beyond human capabilities (B)	and succeed in/ accomplish navigation exploits once thought to be (humanly) impossible
5	These speakers also rely on spatial knowledge to build other complex representations . (A)	Their spatial knowledge also affects their understanding of abstract concepts .
6	The manner in which agents are encoded in languages (A)	How subjects are encrypted/ determined in language
7	also shape how we understand causality/ construct notions of agency (B)	Determines/affects how we comprehend causality/ agency
8	which affects one's memory of the agents of events (B) (Japanese speakers did not remember the agents of accidental events as well as English speakers.)	which can affect one's recollection of the perpetrator of events
9	and a culture's dispositions and priorities . (B)	and the characteristics and concerns of a culture.
10	Language can also affect one's ability to keep track of exact quantities . (B)	Language can also affect one's mathematical/ arithmetic ability
11	and whether one perceives the smell of roses of different names as sweet.(B)	and his/her sense of smell .

Name: Register no: Class:



NGEE ANN SECONDARY SCHOOL

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PRELIMINARY EXAMINATION

ENGLISH LANGUAGE

1128/1

PAPER 1 Writing

22 July 2015

1 hour 50 minutes

Additional Materials: Writing Paper

Instructions to Candidates

Write your name, register number and class at the top of this page, as well as on each sheet of writing paper you hand in.

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

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

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

For **Section A** write your answers in the spaces provided on the question paper.

For **Section B** and **Section C**, write your answers on the separate writing paper provided.

At the end of the examination, submit each section separately.

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

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

85

Section A [10 marks]

Carefully read the text below consisting of 13 lines about the need for water conservation in Singapore. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

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

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

Examples:

I arrived to my destination at 2pm.

at

My mother always wears sensible clothes.

✓

For a water-scarce country, Singapore has done remarkably well since independence with providing clean water to both citizens and industries. The national water agency PUB has announced plans for a underground reservoir system to enhance storage capacity and help the city deal better with climate-change effects. And after decades of certainty, the city-state needs to improve its water conservation efforts. When Singapore faced its longest and worse dry spell in history last year, instead of saving water, people consume 5 per cent more over the two months. That is a clear sign that more need to be done to cultivate a culture of conservation. Singaporeans need to be reminded of the primacy of this scarce resource, especially younger generations which have never experienced water ration. A proper understanding of water's strategic importance is key to ensuring the sustainability and future success of this global city.

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)

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 4, study the information carefully and plan your answer before beginning to write.

You are President of the Art Club in your school. As part of the school's SG50 celebrations, your Co-Curricular Activity has been invited to organise an activity for the Secondary 2 students. You have been tasked by the teacher-in-charge to propose an activity that the Art Club will organise. Recently, you came across details of an EZ-Link card design competition on a website and would like to organise a similar competition for the students. You intend to submit the winning entries for the EZ-Link card design competition.

Write an email to the teacher-in-charge of the Art Club in which you will:

- describe the competition you are planning
- explain the relevance of the competition to the school's SG50 celebrations
- outline your plans to carry out the competition
- explain the rationale for the selection criteria of the winning entries

Write your email in clear, accurate English and in an appropriate tone, seeking the approval and support of the teacher-in-charge.

You should use your own words as much as possible.

ezlink
PRESENTS

MY JOURNEY // MY HOME

**EZ-LINK SG50
CARD DESIGN ART COMPETITION**

**SG
50**

In celebration of Singapore's Golden Jubilee and 50 years of progress in 2015, EZ-Link is unveiling a nationwide "My Journey, My Home" Card Design Art Competition.

"My Journey, My Home" calls for participants to depict what SG50 means to them. Four winning designs will be printed on 200,000 ez-link cards which will be made available to the public. The set will be a meaningful collectible to commemorate Singapore's 50th birthday.

EZ-Link will pledge part of the sales proceeds of these cards to the Dyslexia Association of Singapore (DAS), in support of children with dyslexia to help them achieve their fullest potential and be a part of Singapore's prosperity and growth beyond 50 years.

SUBMISSION DEADLINE 31 OCTOBER 2015

Four Grand Winners (one from each category) will have their designs printed on ez-link cards for sale island-wide as part of EZ-Link SG50 Card Design Art Competition ez-link card series.

20 designs will be recognised as 'Best of Show' with a token of appreciation.

ENTRY CATEGORIES

DAS Participants

- 12 years old & below
- 13–25 years old

Open Category

- 12 years old & below
- 13–25 years old

FIND OUT MORE @ EZLINK.COM.SG/HAPPENINGS/SG50

Organised by:



Supported by:



In Celebration of:



Beneficiary:



Section C [30 marks]

Begin your answer on a fresh page.

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

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

- 1 Describe some of the things that make you proud of your country.
- 2 Describe a person, place or activity that interests you greatly and explain why you feel so.
- 3 Do you agree that young people are becoming increasingly self-centred?
- 4 'Great works are performed not by strength but by perseverance'. Write about some occasions when you have found this to be true.

- End of Paper -

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EL PRELIM 1 2015 - EDITING

SECTION A

For a water-scarce country, Singapore has done remarkably well since independence with providing clean water to both citizens and industry. The national water agency PUB has announced plans for a underground reservoir system to enhance storage capacity and help the city deal better with climate-change effects. And after decades of certainty, the city-state needs to improve its water conservation efforts. When Singapore faced its longest and worse dry spell in history last year, instead of saving water, people consume 5 per cent more over the two months. That is a clear sign that more need to be done to cultivate a culture of conservation. Singaporeans^s need to be reminded of the primacy of this scarce resource, especially younger generations which have never experienced water ration. A proper understanding of water's strategic importance is key to ensuring the sustainability and future success of this global city.

- 1) in / by (pp)
- 2) an (art)
- 3) ✓
- 4) But / Yet (con)
- 5) worst (wf)
- 6) consumed (t)
- 7) needs (sv)
- 8) ✓
- 9) who (pro)
- 10) rationing (wf)

EL PRELIM 1 2015 – SITUATIONAL WRITING (EMAIL)

SECTION B

SUGGESTED OUTLINE FOR EMAIL

Introduction	<ul style="list-style-type: none"> • Objectives of school's SG50 celebration • How the idea for the EZ-Link card design competition was conceived • Need for support of the teacher-in-charge
Body Paragraphs	<ol style="list-style-type: none"> 1. Description of competition <ul style="list-style-type: none"> - Name of competition - Theme - Submission deadline - Prizes 2. Explanation of the relevance of the competition to the school's SG50 celebrations <ul style="list-style-type: none"> - How will the competition promote sense of belonging / national pride / national identity - How it commemorate 50 years of independence 3. Outline of plans to carry out the competition <ul style="list-style-type: none"> - Registration - Publicity - Judging - Exhibition 4. Rationale for the selection criteria <ul style="list-style-type: none"> - Closely follows the theme of 'My Journey, My Home' - Focus is on transport - Students must explain why the criteria is important/relevant
Conclusion	<ul style="list-style-type: none"> • Concerns • Resources needed • Advice from teacher-in-charge • Involvement of teacher-in-charge as judge

EL PRELIM 1 2015 – CONTINUOUS WRITING

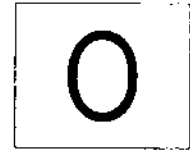
SECTION C

1	<i>Describe some of the things that make you proud of your country.</i>
	<ul style="list-style-type: none"> • Treatment: Description/Explanation • Students should identify at least two things that makes them proud of their country <ul style="list-style-type: none"> - 'Things' can include places, food, items, systems, behaviour - For every 'thing' mentioned, students must explain why it makes them feel proud • The country need not be Singapore if students are not Singaporeans. • Students should not equate pride with happiness – should focus on their pride/satisfaction rather than happiness • Students should not discuss what they are displeased with
2	<i>Describe a person, place or activity that interests you greatly and explain why you feel so.</i>
	<ul style="list-style-type: none"> • Treatment: Description/Explanation • Students must only choose one person/place/activity that interests them • Explanations must be provided to support their claim • Students should be able to distinguish that the focus of the essay should be on what 'interests' them. They should not equate it to 'like'. Interest = the feeling of wanting to know or learn about something or someone Like = find agreeable, enjoyable, or satisfactory
3	
4	<i>'Great works are performed not by strength but by perseverance'. Write about some occasions when you have found this to be true.</i>
	<ul style="list-style-type: none"> • Treatment: Personal Recount • Students should write about more than one occasion which shows how they persevered to achieve their goals/something great (great works) • Essay should not focus on one single occasion

Name: Register no: Class:



NGEE ANN SECONDARY SCHOOL



PRELIMINARY EXAMINATION

ENGLISH LANGUAGE **1128/02**

PAPER 2 - COMPREHENSION **22 July 2015**

INSERT **1 hour 50 minutes**

Additional Materials: Question Booklets I, II and III

Instructions to Candidates

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

Checked by student: _____ Date: _____

This document consists of 6 printed pages.

90

Section A

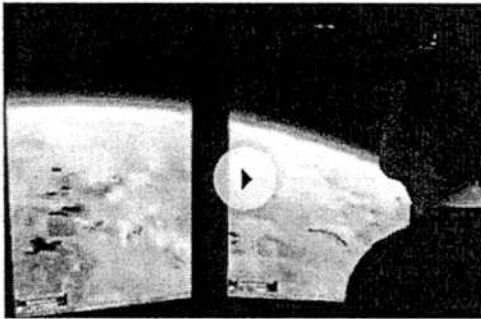
Text 1

Study the webpage below and answer Questions 1 to 4 in Question Booklet I.

Google Careers
About Google Careers Students



Search all student jobs



Technical Internships

Build new features and improve our products (and get some extra guidance along the way). Start dates are flexible and are offered year-round, but you'll need to commit to at least three months of full-time work.



Product Management Internships

Get a head start on learning how to drive product development while working at Google speed. Start dates are flexible, but you'll need to commit to at least three months of full-time work over the summer.



How to Apply

We'll take you through the steps of applying for a job or an internship (and don't worry: we won't tell anybody you read the manual).



Culture at Google

Not sure what to make of this whole "Google" thing? Wondering whether it is right for you? Pull up a chair and stay a spell. Let us tell you a bit about why we love working here.

Section B

Text 2

The text below is an account of a climber's experience as he explores Ethiopia's bedrock with the help of the local orphans. Read the text carefully and answer Questions 5-14 in Question Booklet II.

- 1 I jumped down from the bus and hurried out of the station before any street urchins attached themselves to my shadow. Finding a nearby hotel, I dropped my bag and headed out of the door. I had been in Ethiopia for just four months and, in such a mountainous country, had made it my custom to get to the highest point above every city I visited, to scan for climbing opportunities. My climbing shoes were always stuffed in my backpack. 5
- 2 The village of Mekele sits in the high desert of Tigray, northern Ethiopia, just a few hours from the famous Gheralta massif, a world of sandstone towers and rock churches. I reached the edge of town and came across a holy man. With my broken Amharic, I mustered the question: Path to mountain? He may have interpreted my question as more metaphysical than literal, and took me by hand up a series of steep, rocky roads, walking for some ten minutes to an Ethiopian Orthodox church. I told him I was looking for *dingay*, the Amharic word for rock. Spotting an interesting boulder, I bade him farewell. 10
- 3 He sat and watched from the church wall. When I reached the boulder, he gestured that it was indeed a *dingay*. Curious to find out more, I walked around a corner, looking back at the holy man. He waved his arms furiously with his sacred book in the air, as if trying to tell me something about the *dingays*. 15
- 4 I immediately came to a half-dozen boulders at the base of a ten-metre wall. In seconds, I was surrounded by children who gathered in excitement, shouting the word *farenji*, or foreigner. 20
- 5 There are few moments of solitude in Ethiopia, Africa's second-most populous country. If not following you, asking questions, holding hands and vying for gifts and friendship, rural Ethiopians could just as easily spend the day staring at you. I thought that day would be different, and perhaps the holy man had been trying to save me the trouble of dealing with a pack of desperate children. On the hunt for boulders, I had crossed an invisible line and entered the hectic world of the Mekele rock orphans. 25
- 6 A boy wearing tattered pants and an oversized, dusty white T-shirt stepped toward me. He said his name was Samy and he was twelve. He grabbed my hand. 30
- 7 "Come," he said in Amharic. The rest of the boys eagerly watched as I followed Samy to a small opening at the bottom of the cliff. He crawled out of the sunlight into the rock, and his feet disappeared into the tunnel's shadows.
- 8 "Come," he repeated. Without much assessment, I bent down and started crawling up the ramp leading to the cave. After three metres, I reached a chamber where 35

Samy waited. I switched my Ethiopian cell-phone flashlight and saw that the space was just one metre wide. I assumed this was the end of the cave tour.

- 9 I looked back down the tunnel, where numerous scrubby-headed rock orphans entered behind us, blotting out the light and the rest of the world. Samy pointed up and started climbing. 40
- 10 "Come," he called from above my head. I stuck the cell-phone in my mouth and employed my chimneying technique. The walls of the cave were conglomerate masses of rounded stones, frozen in time, following an ancient volcanic explosion in the Great Rift Valley before there were orphans.
- 11 After another two metres, I reached the next chamber, where Samy was wedged between the walls, smiling. I could no longer see the entrance of the cave, and the terrain above resembled a narrow mouth of crooked teeth leading to an ever-tighter oesophagus. Suffocating, difficult. I wrestled with thoughts of claustrophobia. Sought quiet, steady breathing. 45
- 12 I looked at Samy and read an adolescent coolness in his beady eyes. He had sat there numerous times. Again, he pointed up and moved. I had to remove the backpack and give it to Samy so I could manoeuvre through the vertical cavern. After another two metres I reached a chamber where I could look down, into the darkness where I could hear the voices but see no children. 50
- 13 If the rock orphans were after my backpack, this was their time. Samy was just below me. All he had to do was drop it to his friends. Instead he handed it up and joined me in the chamber. This time he smiled wider and pointed to a corner of the cave where a faint light filtered through the darkness. 55
- 14 "End," he said. I did not know if he meant it was the end for me or the cave, but I was thrilled to see sunlight. The final move – which I call the birth canal – required worm-like manoeuvring. Headfirst, I shifted my shoulders through a thirty-centimetre split. After negotiating the shoulders, I slid my hips through, one at a time, and came out in a small cave perched eight metres above the ground. 60
- 15 I was overcome with happiness and looked back at Samy, whose 35-kilogramme body seemed to dart through the hole. We hugged and shouted our triumph over the top of the city. If the holy man had prayed for me, his prayer was answered. I struggled to understand the child, but thought he said I was the first *farenji* to do this. 65

Section C

Text 3

The article below is about how the discovery of the origins of the whale could unlock the secrets of evolution. Read the text carefully and answer Questions 15-21 in the Question Booklet III.

- 1 Thirty-seven million years ago, in the waters of the prehistoric Tethys Ocean, a sinuous, 15-metre-long beast with gaping jaws and jagged teeth died and sank to the seafloor. Over thousands of millennia a mantle of sediment built up over its bones. The sea receded, and as its former seabed became a desert, the wind began to plane away the sandstone and shale above the bones. Slowly the world changed. Shifts in the Earth's crust pushed India into Asia, heaving up the Himalaya. In Africa, the first human ancestors stood up on their hind legs to walk. The pharaohs built their pyramids. Rome rose, Rome fell. And all the while the wind continued its patient excavation. Then one day, Philip Gingerich showed up to finish the job. 5
10
- 2 At sunset one evening last November, Gingerich, a vertebrate palaeontologist at the University of Michigan, lay full length beside the spinal column of the creature, called *Basilosaurus*, at a place in the Egyptian desert known as Wadi Hitan. The sand around him was strewn with fossil shark teeth, sea urchin spines, and the bones of giant catfish. Gingerich was searching for a key bit of the creature's anatomy. 15
- 3 He moved down the spine toward the tail, probing around each vertebra with the handle of his brush. Then he stopped, and set down the tool. "Here's the mother lode," he said. Clearing the sand delicately with his fingers, he laid bare a slender bone, barely thirty centimetres long. "It isn't every day that you see a whale's leg," he said, lifting the bone reverently in both hands. 20
- 4 *Basilosaurus* was indeed a whale, but one with two delicate hind legs, each the size of a three-year-old girl's leg, protruding from its flanks. These winsome little limbs – perfectly formed yet useless, at least for walking – are a crucial clue to understanding how modern whales, supremely adapted swimming machines, descended from land mammals that once walked on all fours. Gingerich has devoted much of his career to explaining this metamorphosis. Once celebrated as the best evidence against evolution, Gingerich has shown that whales may be evolution's best proof. 25
- 5 The common ancestor of whales and of all other land animals was a four-legged creature that hauled itself out of the sea onto some muddy bank about 360 million years ago. Its descendants gradually improved the function of their primitive lungs, morphed their fins into legs, and adapted their jaw joints to hear in the air instead of water. Mammals turned out to be among the most successful of these land lovers; by 60 million years ago they dominated the Earth. Whales were among a tiny handful of mammals to make an evolutionary U-turn, retrofitting their earthly body plan to sense, eat, move, and mate underwater. 30
35

- 6 How whales accomplished such an enormous transformation has baffled even the greatest scientific intellects. Recognising the dilemma as one of the greatest challenges to his theory of evolution by natural selection, Charles Darwin took a stab at accounting for whales in the first edition of *Origin of Species*. He noted that black bears had been seen swimming with their mouths open for hours at a time on the surface of a lake, feeding on floating insects. "I can see the possibility in a race of bears becoming, by natural selection, more and more aquatic in their structure and habits, with larger and larger mouths," Darwin concluded, "till they became a creature as monstrous as a whale." His critics poked such loud and gleeful fun at this image, however, that he eventually omitted it from later editions of the book. 40
- 7 Nearly a century later George Simpson, the well-known palaeontologist of the 20th century, was still at a loss to explain where whales fit in his otherwise orderly evolutionary tree of mammals. "Whales are on the whole the most peculiar and deviant of mammals," he remarked peevishly. "There is no proper place for them in the natural order of things. They may be imagined as coming from a different dimension or planet!" 50
- 8 If science could not account for the transformation of whales, anti-evolutionists argued, perhaps it never happened. They reasoned that land animals that began to adapt to aquatic life would soon be neither bird nor fish, incapable of surviving in either medium. And if whales really had made this huge transition, where were the fossils to prove it? 55

Copyright Acknowledgements

Text 1: Adapted and extracted from <https://www.google.com/about/careers/students/>

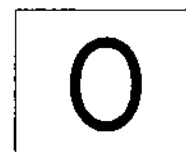
Text 2: Adapted and extracted from 'The Rock Orphans of Mekele' by Nico Parkinson, *Ascent*

Text 3: Adapted and extracted from 'The Valley of the Whales' by Tom Mueller, *National Geographic*

Name: Register no: Class:



NGEE ANN SECONDARY SCHOOL



PRELIMINARY EXAMINATION

ENGLISH LANGUAGE	1128/02
PAPER 2 - COMPREHENSION	22 July 2015
QUESTION BOOKLET I	1 hour 50 minutes

Additional Materials: Insert, Question Booklets II & III

Instructions to Candidates

Write your name, register number and class at the top of this page.
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.

Checked by student: _____ Date: _____

This document consists of 2 printed pages. 93

Section A [5 marks]

Text 1

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

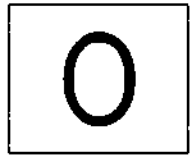
- 1 Explain how the photograph at the top supports the tagline for the webpage – ‘Do Cool Things that Matter’.
.....
..... [2]
- 2 With reference to the internships offered, give two features which would appeal to potential applicants.
.....
..... [1]
- 3 ‘(and don’t worry: we won’t tell anybody you read the manual)’
Why does Google assure potential applicants not to ‘worry’?
.....
.....[1]
- 4 Refer to the write-up under the heading ‘Culture at Google’. What does the phrase ‘Pull up a chair and stay a spell’ suggest about the culture of the company?
.....[1]

- End of Booklet I -

Name: Register no: Class:



NGEE ANN SECONDARY SCHOOL



PRELIMINARY EXAMINATION

ENGLISH LANGUAGE **1128/02**

PAPER 2 - COMPREHENSION **22 July 2015**

QUESTION BOOKLET II **1 hour 50 minutes**

Additional Materials: Insert, Question Booklets I & III

Instructions to Candidates

Write your name, register number and class at the top of this page.
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.

Checked by student: _____ Date: _____

This document consists of 4 printed pages.

9/4

9 In paragraph 3, the writer and the holy man communicate through their actions. Explain in the table below what each party is trying to convey to the other.

Action	Message
'...he gestured that it was indeed a <i>dingay</i> .'	
'...I walked around a corner, looking back at the holy man.'	
'He waved his arms furiously with his sacred book in the air...'	

[3]

10 'I thought that day would be different ...' (lines 24-25).

Explain what the writer was referring to here.

.....[1]

11 'On the hunt for boulders, I had *crossed an invisible line* and entered the hectic world of the Mekele rock orphans' (lines 26-28).

What does the italicised expression tell you about the writer's experience in encountering the orphans?

.....[1]

12 'I could no longer see the entrance of the cave, and the terrain above resembled a narrow mouth of crooked teeth leading to an ever-tighter oesophagus. *Suffocating, difficult.* I wrestled with thoughts of claustrophobia. *Sought quiet, steady breathing.*' (lines 46-49).

(i) Explain how the writer creates a contrast between the sentences in italics and the rest of the sentences.

..... [1]

(ii) What is the effect of this contrast?

..... [1]

13 In paragraph 14, the writer is climbing the last part of the route led by Samy.

Explain fully the effectiveness of the writer's description of the final move as 'the birth canal' (line 60).

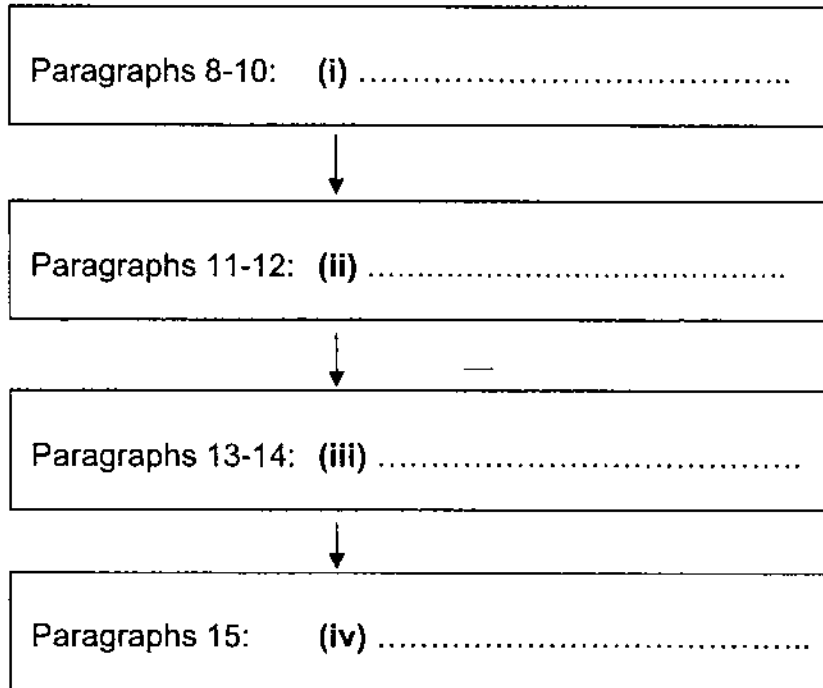
.....
.....
.....
.....[2]

14 The structure of the text reflects how the writer feels as he completes the climbing route set out by the rock orphans. Complete the flow chart by choosing one word or phrase from the box to summarise his thoughts and feelings in each part of the text. There are some extra words in the box you do not need to use.

Main focus

relieved	exhilarated	bold
wary	intrigued	panic

Flow chart



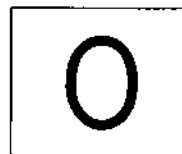
[4]

- End of Booklet II -

Name: Register no: Class:



NGEE ANN SECONDARY SCHOOL



PRELIMINARY EXAMINATION

ENGLISH LANGUAGE **1128/02**

PAPER 2 - COMPREHENSION **22 July 2015**

QUESTION BOOKLET III **1 hour 50 minutes**

Additional Materials: Insert, Question Booklets I & II

Instructions to Candidates

Write your name, register number and class at the top of this page.
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.

Checked by student: _____ Date: _____

This document consists of 4 printed pages.

96

Section C [25 marks]

Refer to Text 3 on pages 5–6 of the Insert for Questions 15–21.

15 What does the expression ‘patient excavation’ (line 9) suggest about the process of uncovering the bones?

..... [1]

16 ‘Then one day, Philip Gingerich showed up to finish the job’ (lines 9-10).

(i) How does the sentence contrast with the rest of paragraph 1?

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

(ii) What does it suggest about Philip Gingerich's role in the discovery?

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

17 The writer portrays Gingerich to be a committed and passionate palaeontologist. Show how this is conveyed with any **one** observation in Paragraph 2.

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

18 “It isn’t every day you see a whale’s leg,” he said, lifting the bone reverently in both hands’ (lines 20-21).

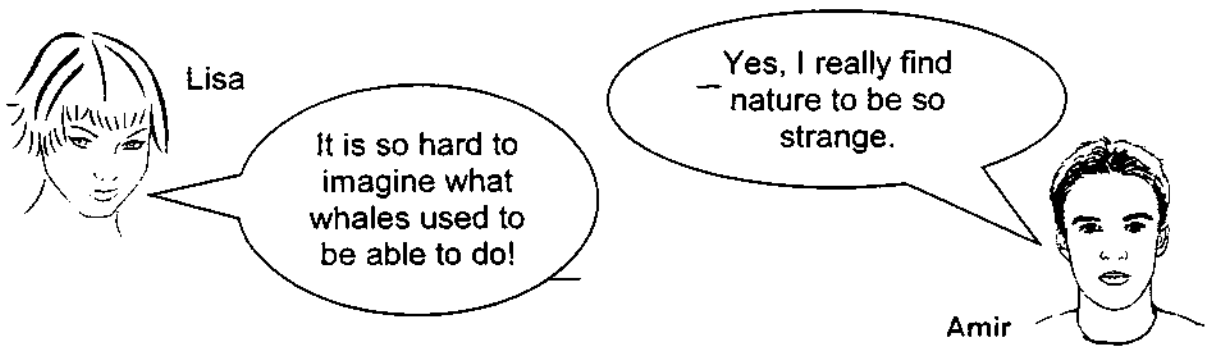
(i) Explain what Gingerich means when he says ‘It isn’t every day...’

..... [1]

(ii) What attitude is Gingerich expressing in the way he lifts the bone ‘reverently’?

..... [1]

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



(i) Give evidence from paragraph 4 which illustrates Lisa's view.

..... [1]

(ii) Explain how Amir would explain his view with reference to paragraph 5.

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

20 What did Darwin's critics think of his theory?

..... [1]

21 Using your own words as far as possible, summarise the different views and ideas on the evolution of whales throughout the years.

Use only information from paragraphs 6–8.

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

Darwin tried to account for how the whales evolved by.....

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No. of words: _____ [15]

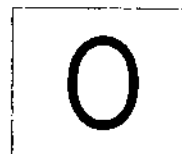
- End of Booklet III -

--- End Of Paper ---

Name: Register no: Class:



NGEE ANN SECONDARY SCHOOL



PRELIMINARY EXAMINATION

ENGLISH LANGUAGE **1128/02**

PAPER 2 - COMPREHENSION **22 July 2015**

QUESTION BOOKLET I **1 hour 50 minutes**

Additional Materials: Insert, Question Booklets II & III

Instructions to Candidates

Write your name, register number and class at the top of this page.
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.

Checked by student: _____ Date: _____

This document consists of 2 printed pages.

98

Section A [5 marks]

Text 1

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

Legend:

E.D: Excess Denies

F: Wrong focus

Ltd: Limited expression

^^: Not enough elaboration

- 1 Explain how the photograph at the top supports the tagline for the webpage – ‘Do Cool Things that Matter’.

..... [2]
*It shows young people who are smiling/enjoying themselves [describe-1]
 Which suggests the sense of fulfilment/achievement they feel from doing things
 that 'matter' [explain how it 'matters'-1]*

*Student's Answer: It shows a picture of young adults who are smiling and
 dressed smartly. It suggests that they feel accomplished when doing meaningful
 things.*

*Comments: Students tend not to describe the emotions of the people portrayed,
 but talk about the more superficial things like the clothes they wear.*

*Some even link matter to the scientific aspect of the word, which is not the focus
 here.*

*[INFER: Students need to describe and link features of the photograph to the
 tagline.]*

- 2 With reference to the internships offered, give two features which would appeal to potential applicants.

..... [1]
*Potential applicants would get some extra guidance.
 They can start anytime / they can decide when they would like to start.
 They can apply throughout the year.
 They can get a head start over others if they work there.*

*Comments: Some students tend to talk about the 3 months of compulsory
 internship, which is not something that would appeal to applicants who want to
 work for a short duration. Others merely describe the job description (E.g.
 Building new features to improve on the products)*

[FACTUAL: ANY TWO, some recasting/rephrasing required]

- 3 '(and don't worry: we won't tell anybody you read the manual)'
Why does Google assure potential applicants not to 'worry'?

.....[1]
.....[1]
They understand that potential applicants might be worried about being seen as inexperienced / incompetent / lacking confidence / needing guidance / needed instructions by the company if they read the manual.

Student's Answer: It suggests that they are embarrassed to expose the fact that they are inexperienced because they have to read the manual.

Student's Answer: They do not want to appear as though they are not competent for the job, by reading the manual.

[INFER: What kind of impressions are created if you read the manual to do things? What's there to worry about?]

- 4 Refer to the write-up under the heading 'Culture at Google'. What does the phrase 'Pull up a chair and stay a spell' suggest about the culture of the company?

.....[1]
It suggests that the company is welcoming / friendly / inviting.

[LANG. EFFECT/STYLE/TONE]

Student's Answer: They appear to be warm and friendly. OR The employers at Google are approachable and welcome new employees to its company.

XX: They are friendly, laid-back and easy-going. E.D.
XX: It suggests that the place is magical.

Comments: Students tend to have a lot of Excess Denies (E.D.) because they tend to include more than one contrasting adjective to describe.

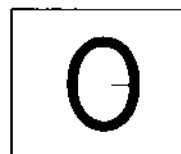
- End of Booklet I -



Name: Register no: Class:



NGEE ANN SECONDARY SCHOOL



PRELIMINARY EXAMINATION

ENGLISH LANGUAGE

1128/02

PAPER 2 - COMPREHENSION

22 July 2015

ANSWERS BOOKLET II

1 hour 50 minutes

Additional Materials: Insert, Question Booklets I & III

Instructions to Candidates

Write your name, register number and class at the top of this page.
Write in dark blue or black ink on both sides of the paper. obuy and himion 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.

Checked by student: _____ Date: _____

This document consists of 4 printed pages.

100

Section B [20 marks]

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

- 5 At the beginning of this text, the writer has just arrived in the village of Mekele.

Explain how the language used in Paragraph 1 emphasises his eagerness to explore his surroundings for climbing opportunities. Support your ideas with three details from the paragraph.

LEARNING POINTS :

- DO NOT LABEL LITERARY DEVICES IN YOUR ANSWER.
THIS MAY LEAD TO INACCURACY

- ANSWER IN FULL SENTENCES IN RESPONSE TO THE QUESTION

.....

.....

.....

.....

.....

.....[3]
He jumped down from the bus – shows his haste to get off the bus

The word 'jumped' in the phrase 'jumped down from the bus' shows his haste to get started on the exploration.

'jumped off the bus' shows his haste to start exploring. (NOT A FULL SENTENCE)

The use of figurative language (X) in 'jumped off the bus' shows that he was eager to explore.

'jumped off the bus' ...appeals to the reader's sense of touch (X) as the fast motion of his body crystallises his eagerness.

He hurried out of the station before any street urchins attached themselves to his shadow – he did not want to be waylaid or waste time disengaging himself from the locals

The word 'hurried' suggests that he wanted to begin his exploration as soon as possible.

He found a nearby hotel – wasted no time in his search for accommodations

The fact that he settled for a 'nearby hotel' instead of taking time to make a choice shows that he did not want to waste time before starting his exploration

He dropped his bag and headed out of the door – he did not unpack anything or check the room but immediately left.

His action of dropping his bag and heading out the door without spending time in the room shows that he was eager to begin exploring.

He headed out the door shows he was eager (X)

He always had his climbing shoes packed in his backpack , which shows his readiness to climb and explore at any time

Having his climbing shoes in his backpack shows how he wanted to access them easily, because he wanted to be ready to climb at any notice

'Climbing shoes stuffed in my backpack' uses metaphor / is a hyperbole (X) to show that he is always ready to explore.

Not accepted:

**It was his custom to scan for... - intent, habit, not about immediacy of action
Custom is not eagerness**

Climbing shoes... shows his interest (X)

[ANY THREE – supported by explanations]

6 '...before any street urchins attached themselves to my shadow' (lines 1-2).

Explain the effectiveness of this description in conveying how the street children behave when they see travellers like the writer.

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

As your shadow cannot be separated from you, it / the word 'attached' is effective in showing

how very closely they will follow any foreigners.

how difficult it will be to separate yourself from the children once they get a hold of you /

how difficult it will be to shake them off / lose them - once they get a hold of you.

It shows how they are glued (X) to you – do not answer using figurative language

Not accepted – they are like sea urchins who stick themselves to foreigners.

Answer must reference the language used. Students do not link the answer to the description:

It (X) shows that they will follow the foreigners closely.

(5)

[LANGUAGE USE]

- 7 Why did the writer find it hard to communicate with the holy man? **Answer in your own words.**

..... [1]
 [1]
*He was not proficient / fluent in the language ('With my broken Amharic').
 Thus he was not confident of his language / he was not sure if he had the right words / could not find the right words ('I mustered the question') [1]*

Not accepted:

He could not speak in full sentences / proper sentences. (not a barrier to communication)

There was a language barrier.(vague)

He spoke the language incorrectly. (not true – he had a limited command of the language)

- 8 'He may have interpreted my question as more metaphysical than literal...' (lines 10-11).

(i) What **evidence** is there to show that the holy man thought that the writer was asking a 'metaphysical' question?

..... [1]
He led the writer to an Ethiopian Orthodox church.

Learning point: Evidence questions allow you to lift, but the lifting must be selective and focused. (F / ED)

ED *He took me by the hand up a series of steep, rocky roads, walking for some ten minutes to an Ethiopian church.*

(ii) Give another example which suggests that the writer felt that the holy man **could not understand him**.

..... [1]
The writer had to rephrase his question / ask the question in another manner.
OR

He found the answer to his question on his own by spotting an interesting boulder.

Not accepted:

He sat down and watched / waved (no evidence / link to understanding)

- 9 In paragraph 3, the writer and the holy man communicate through their actions. Explain in the table below what each party is trying to convey to the other.

Action	Message
'...he gestured that it was indeed a <i>dingay</i> .'	
'...I walked around a corner, looking back at the holy man.'	
'He waved his arms furiously with his sacred book in the air...'	

[3]

Action	Message
'...he gestured that it was indeed a <i>dingay</i> .'	<i>The holy man was affirming the writer's query.</i> <i>that it was a rock</i>
'...I walked around a corner, looking back at the holy man.'	<i>The writer was seeking confirmation from the holy man.</i> <i>enquiring whether he should go on</i> <i>Whether he could (X) go on</i> <i>Asking for approval (X)</i> <i>Trying to get more information (X)</i>
'He waved his arms furiously with his sacred book in the air...'	<i>The holy man was warning / alerting the writer.</i> <i>Stopping him from proceeding</i> <i>No evidence:</i> <i>Telling him to come back / return(X)</i> <i>Telling him to get out of there (X)</i> <i>To inform him about something(X)</i> <i>Showing him the book (X)</i>

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10 I thought that day would be different ...' (lines 24-25).

Explain what the writer was referring to here.

.....[1]

He was referring to the thought that he could have a moment/day of solitude.

He did not expect to have a crowd of people around him./ be disturbed / bothered/ followed / trailed

He was referring to the typical behaviour of the Ethiopians of crowding visitors.

A larger understanding of the context is required. Not accepted:

He was referring to the children (X) following him.

He was referring to the people staring (X) at him.

11 'On the hunt for boulders, I had *crossed an invisible line* and entered the hectic world of the Mekele rock orphans' (lines 26-28).

What does the italicised expression tell you about the writer's experience in encountering the orphans?

.....[1]

He did not expect it/did not see it coming/could not have foreseen such an encounter/ was surprised

He had unknowingly/unintentionally/ accidentally / suddenly /moved into the area.

Not accepted: He was shocked (X) – word too strong

12 'I could no longer see the entrance of the cave, and the terrain above resembled a narrow mouth of crooked teeth leading to an ever-tighter oesophagus. *Suffocating, difficult.* I wrestled with thoughts of claustrophobia. *Sought quiet, steady breathing.*' (lines 46-49).

(i) Explain how the writer creates a contrast between the sentences in italics and the rest of the sentences.

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

***He creates a contrast by
varying the sentence length alternately
using sentence fragments and complete sentences alternately
alternating incomplete sentences with complete sentences
juxtaposing experience and narration***

Not accepted – inaccurate

He uses more descriptive words in the longer sentences (X –the short sentences also have descriptive words)

He alternates sentences on actions with sentences on thoughts (X – both have thought and action)

(ii) What is the effect of this contrast?

..... [1]
The effect of the contrast in the shorter sentences reflect the writer's experiences of / reactions to claustrophobia where he is (literally)getting short of breath

13

In paragraph 14, the writer is climbing the last part of the route led by Samy.

Explain fully the effectiveness of the writer's description of the final move as 'the birth canal' (line 60).

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

.....[2]
Learning point : ANALOGIES / METAPHORS – answers must draw the similarities between the two situations.

Like a birth canal, the passage was narrow and constricting. (squeezy X) [1]

As a baby laboriously moves down the birth canal , the author had to struggle / found it challenging to climb to reach the light/opening. [1]

The passage was dark, like a birth canal.

The birth canal is the final stage of a baby's journey to the outside world; similarly, the passage was the last phase of the writer's journey.

The writer had to move head first through the passage, like a baby does when it is born. (giving birth X)

Not accepted:

As a baby starts a new life, the author was looking forward to starting his life afresh./ a new life / a new beginning (over-reading)

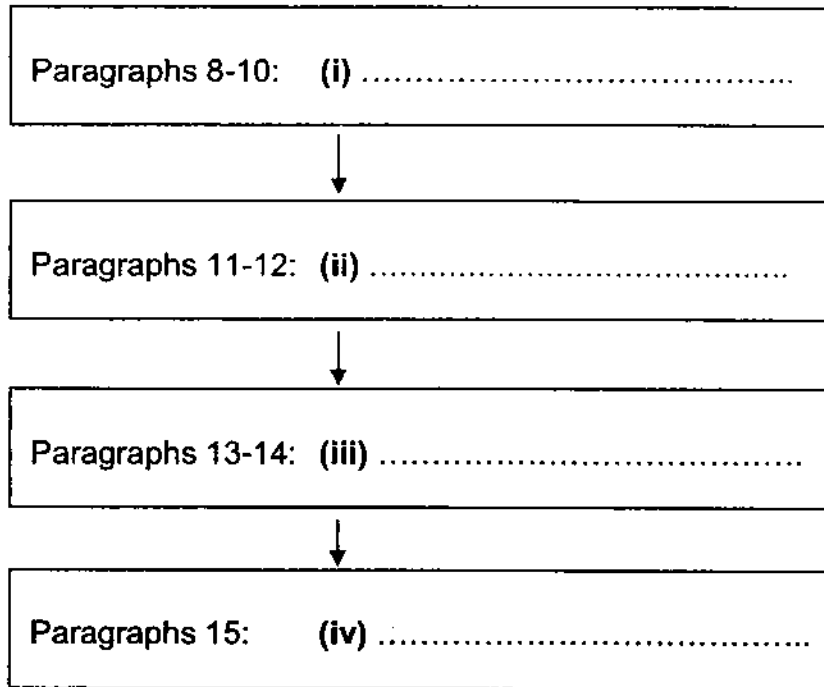
The author had to suffer during the journey like a baby giving birth. (X)

- 14 The structure of the text reflects how the writer feels as he completes the climbing route set out by the rock orphans. Complete the flow chart by choosing one word or phrase from the box to summarise his thoughts and feelings in each part of the text. There are some extra words in the box you do not need to use.

Main focus

relieved	exhilarated	bold
wary	intrigued	panic

Flow chart



[4]

- (i) *intrigued*
(ii) *panic*
(iii) *wary*
(iv) *exhilarated*

- End of Booklet II -

OTHER COMMENTS:

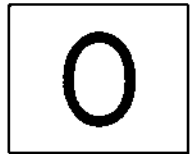
- Do not repeat yourself.
-
- Learn to express yourself succinctly – wordiness shows a lack of conviction in what you are saying and does not necessarily impress the marker.
-
- Spend time constructing your response
-
- Respond in full sentences where possible.
-
- Read over your answer to see if it is an accurate response to the requirements of the question.
-
- Watch your tenses!

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Name: Register no: Class:



NGEE ANN SECONDARY SCHOOL



PRELIMINARY EXAMINATION

ENGLISH LANGUAGE **1128/02**

PAPER 2 - COMPREHENSION **22 July 2015**

ANSWERS BOOKLET III **1 hour 50 minutes**

Additional Materials: Insert, Question Booklets I & II

Instructions to Candidates

Write your name, register number and class at the top of this page.
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.

Checked by student: _____ Date: _____

This document consists of 4 printed pages.

105

Section C [25 marks]

Refer to Text 3 on pages 5–6 of the Insert for Questions 15–21.

- 15 What does the expression 'patient excavation' (line 9) suggest about the process of uncovering the bones?

..... [1]
*It suggests that it was a slow process.
 Painstakingly long/ difficult and long/ a very long time/ tedious process
 It took a long time X*

- 16 'Then one day, Philip Gingerich showed up to finish the job' (lines 9-10).

(i) How does the sentence contrast with the rest of paragraph 1?

..... [1]
*It contrasts with the rest of the paragraph by showing the difference in the time Philip took in comparison with just letting nature take its course over history / showing how long nature took / showing how quickly he completed the job in comparison with how long nature took.
 It is a reference to the historical events...X*

(ii) What does it suggest about Philip Gingerich's role in the discovery?

..... [1]
It suggests that his role is significant/key/important/monumental/ momentous/ catalytic in the discovery of the bones. [Answer to the question]

His role was big/ huge/ he was the first/ his role has impacted people X

- 17 The writer portrays Gingerich to be a committed and passionate palaeontologist. Show how this is conveyed with any **one** observation in Paragraph 2.

..... [2]
*[This question requires you to give the best possible response from a few possible ones.]
 He was lying full length on the sand which shows he has no qualms about getting dirty/ being uncomfortable.*

The sand around him shows the amount of excavation work he has done with the

fossil shark teeth, sea urchin spines, and bones of giant catfish.

He was working in a desert which is very hot / he was searching for a key bit of information/ he was working past sunset...X

- 18 "It isn't every day you see a whale's leg," he said, lifting the bone reverently in both hands' (lines 20-21).

(i) Explain what Gingerich means when he says 'It isn't every day...'

..... [1]
He means that it is very rare/ uncommon/ unusual/ to see a whale's legbone.

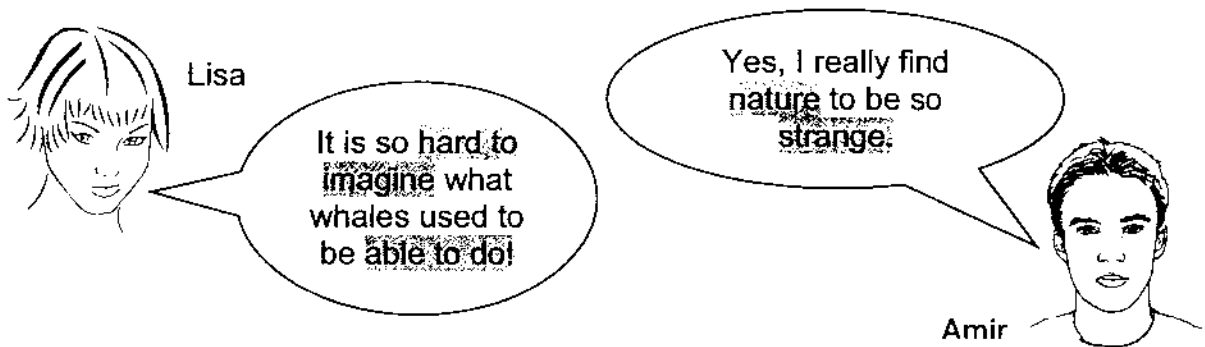
It is not easy to see it X abnormal X

(ii) What attitude is Gingerich expressing in the way he lifts the bone 'reverently'?

..... [1]
He is in awe/awed/filled with wonder/ amazed/ fascinated.

He appreciates it / he is careful/ he respects it X

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



(i) Give evidence from paragraph 4 which illustrates Lisa's view.

..... [1]
Whales used to be able to walk on all fours. [Recasting of answer]

OR 'modern whales with supremely adapted swimming machines descended from land mammals that once walked on all fours.

(ii) Explain how Amir would explain his view with reference to paragraph 5.

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

He could refer to the fact that the whales are among the tiny handful of mammals that made an evolutionary U-turn, retrofitting their earthly body plan to sense, eat, and mate underwater / OR that land mammals evolved from a creature from the sea / that sea creatures could learn to walk and breathe on land
[focus is on the means of adaptation and evolution in order to survive on land or sea - which shows how strange nature is].

It hauled itself from land.....X

20 What did Darwin's critics think of his theory?

..... [1]

They thought it was ridiculous/implausible/a joke./ nonsensical/ absurd/ [use the correct form of the word]

Impossible / nonsense/ invalid/ stupid/ funny/ hilarious/ amusing/ flawed/ amusing/ X

Mocked/ poked fun X

Funny & absurd X

Funny & ridiculous X

21 Using your own words as far as possible, summarise the different views and ideas on the evolution of whales throughout the years.

Use only information from paragraphs 6–8.

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

Darwin tried to account for how the whales evolved by.....

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No. of words: _____ [15]

- End of Booklet III -

— End Of Paper —

107

PT	LIFTED	OWN WORDS
	Darwin tried to account for how the whales evolved by	
01	noted that black bears had been seen swimming with their mouths open for hours at a time on the surface of a lake, feeding on floating insects.,	observing that black bears fed with their mouths ajar on the water/lake
02	"I can see no difficulty in a race of bears being rendered, by natural selection, more and more aquatic in their structure and habits	He theorised that these bears had adapted to live in water
	with larger and larger mouths," Darwin concluded, "till a creature was produced as monstrous as a whale."	And their mouths grew bigger till they became whales.
03	His critics poked such loud and gleeful fun at this image,	His critics thought this so ridiculous
04	however, that he eventually omitted it from later editions of the book	so Darwin retracted his theory.
05	Nearly a century later George Simpson, the well-known palaeontologist of the 20th century, was still at a loss to explain where whales fit in his otherwise orderly evolutionary tree of mammals / There is no proper place for them in the natural order of things "	Simpson was puzzled that whales did not belong to any of the classifications for mammals.
06	"Whales are on the whole the most peculiar and deviant of mammals," he remarked peevishly.	He saw them as strange,
07	"They may be imagined as coming from a different dimension or planet!	seeming to belong to another world.
08	If science could not account for the transformation of whales, / And if whales really had made this huge transition,	As it could not be explained by science
09	Anti-evolutionists argued, perhaps it never happened. / where were the fossils to prove it	maybe the whales never evolved in the first place
10	They reasoned that land animals that began to adapt to aquatic life would soon be neither bird nor fish, incapable of surviving in either medium.	it is not possible to classify or see the survival of any creature that evolved from land to sea

Darwin tried to account for how the whales evolved by observing that black bears fed on insects with their mouths ajar on water He theorised that these bears adapted to live in water and their mouths grew bigger till they became whales. His critics thought this so ridiculous so Darwin retracted his theory. Simpson was puzzled that whales did not belong to any of the classifications for mammals. He saw them as strange, belonging to another world. As it could not be explained, maybe the whales never evolved in the first place. Furthermore, it is not possible to classify or see the survival of

any creature that evolved from land to sea. (102 words)

Summary Style Descriptors

7m	<ul style="list-style-type: none"> • Sustained and successful attempt to re-phrase text language • Free from lifting except for phrases which are difficult to substitute • Apart from very occasional slips, language is accurate
5-6m	<ul style="list-style-type: none"> • Noticeable attempt to re-phrase text • Free from stretches of concentrated lifting • Language almost always accurate. Serious errors are isolated or almost unnoticeable.
3-4m	<ul style="list-style-type: none"> • Recognisable but limited attempts to re-phrase text detail. Groups of text expression are interlaced with own words • Expression not always secure but attempt to substitute text will gain credit • Language largely accurate
1-2m	<ul style="list-style-type: none"> • Wholesale copying of large areas of text but not a complete transcript. Attempts to substitute own language limited to single word expression • Meaning is not in doubt but serious error are more frequent • Irrelevant sections of text more frequent at this level and below
0m	<ul style="list-style-type: none"> • Pretty well a complete transcript of the text expression. Originality is barely noticeable • Heavy frequency of serious errors impeding reading in many places • Random transcript of irrelevant sections of the text

No of Points reworded (Maximum of 8 points)	Marks awarded for Style
0	1-2m
1	2-3m
2	3-4m
3	4-5m
4	5-6m
5 and above	5-7m

***Students may be penalised if there are grammatical errors in the answer and obtain the lower mark in the mark range.**

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****If there are attempts to substitute other words/structures other than those underlined in the answer, credit may be given.***



Paya Lebar Methodist Girls' School (Secondary)
Preliminary Examination 2015
Secondary 4 Express / 5 Normal (A)

Subject : English Language

Date : 20 July 2015

Subject Code: 1128/01

Duration : 1h 50 min

Name : _____ ()

Class : _____

Instructions to candidate:

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

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

Answer all questions.

Write your answers in the spaces provided for Section A.

Detach Section A from Section B and C of this paper.

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

Information for candidate:

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

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

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

• 109

Section A [10 marks]

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

✓ _____

Until recently, artificial intelligence seemed to belong in the realms of sci-fi. Artificial intelligence has slipped into our lives despite most of us noticing. Order something from Amazon or try to make Siri understand you on your iPhone, and you are dealing with the form of artificial intelligence. A recent survey within a team at Oxford University found that most experts in the field pointed that by 2040, there can be a realistic chance of production a human-comparable machine that could actually outsmart humans. Investigations have go underway on how future machines would be computerised for rogued behaviour to be fixed. Converse, some experts have said that artificial intelligence might accelerated the search for new drugs to fight cancer or help us find new ways to generate carbon-free electricity.

1
2
3
4
5
6
7
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9
10

Adapted from: "We need to talk about artificial intelligence." (BBC Knowledge Vol. 7 Issue 4)

Name : _____ ()

Class : _____

Section B [30 marks]

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

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

Singapore has experienced some poor air quality recently which has led people to believe that the city has not done enough to control it. Though Singapore's air quality may be cleaner than that of many Asian cities, it is not yet up to the World Health Organisation's exacting standards. Last week, the government introduced a slew of new standards and measures to improve the country's air quality.

As a member of the Environment Society, you know that poor air quality has many detrimental effects. Write a speech, to be delivered during the school's morning assembly, to raise awareness about the issue.

In your speech, state clearly:

- some sources of air pollution
- two effects of air pollution
- two steps the government will take to clean up the air
- what you think the school can do to help improve air quality.

Write your speech in clear, accurate English and in a persuasive tone to convince your school about your suggestions.

You should use your own words as much as possible.

CLEARING THE AIR

Singapore's air quality may be cleaner than that of many Asian cities, but it is not yet up to the World Health Organisation's exacting standards. Last week, Singapore introduced a slew of new standards and measures to improve its air quality. Here are some measures and challenges.

THE BIGGEST CULPRITS



Vehicles and engines STEPS TO CLEAN UP

- Minimum emission standards for imported off-road diesel engines (July 1, 2012) (for cranes, construction equipment etc)
- Near sulphur-free diesel (0.001% S) (July 1, 2013)
- Cleaner petrol for motor vehicles – sulphur content <math><0.005\% S</math> (Oct 1, 2013)
- Euro V emission standards for new diesel vehicles, up from Euro IV (Jan 1, 2014)
- Euro IV emission standards for new petrol vehicles, up from Euro II (April 1, 2014)



Refineries STEPS TO CLEAN UP

- Cleaner fuels such as natural gas
- Improve sulphur recovery processes
- Measures to cut emissions, such as sulphur dioxide scrubbing systems



Power stations STEPS TO CLEAN UP

- Increase use of natural gas and lower-sulphur fuel oil

Hot spots in the region STEPS TO CLEAN UP

- Asean agreement on transboundary haze pollution – all Asean countries are parties to this agreement except Indonesia
- Regular international meetings: two Asean meetings on Transboundary Haze Pollution are scheduled for next month in Bali
- In the past few years, Singapore has collaborated with the Indonesian province of Jambi to train officials and NGO staff to detect and monitor fire activity

Air pollution sources:

- Sulphur dioxide is a by-product of the burning of fossil fuels that contain sulphur. It also arises from industrial processes.
- Nitrogen dioxide is formed from a chemical reaction between nitrogen oxides and other chemicals; main sources include combustion of fossil fuels, especially petrol and refining of petrol.
- Carbon monoxide is a by-product of natural processes such as volcanoes and human activities such as incomplete burning of fossil fuels like petrol.

Air pollution effects:

- Health problems like respiratory problems such as bronchitis, irritation of nose, throat and lungs, increased risk of respiratory infection, poor lung function
- Reduction in the amount of oxygen that the body tissues receive, dizziness, and even death.
- Acid rain.

Taken from The Straits Times Online, 28th August 2012

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. 'Parents and teachers are partners in the education of children.' Write about some of the occasions when your parent worked together with the school in your education journey.
2. Choosing a career is one of the most important decisions to be made in life. What are the factors that would affect your choice?
3. Describe an occasion whereby you witnessed how Singapore celebrated the Golden Jubilee this year. How did the celebration take place and why was it significant to you?
4. Money cannot buy happiness. Do you agree?

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

11

Section A [10 marks]**ANSWERS**

Until recently, artificial intelligence seemed to belong in the realms of sci-fi. Artificial intelligence has slipped into our lives despite most of us noticing. Order something from Amazon or try to make Siri understand you on your iPhone, and you are dealing with the form of artificial intelligence. A recent survey within a team at Oxford University found that most experts in the field pointed that by 2040, there can be a realistic chance of production a human-comparable machine that could actually outsmart humans. Investigations have go underway on how future machines would be computerised for rogued behaviour to be fixed. Converse, some experts have said that artificial intelligence might accelerated the search for new drugs to fight cancer or help us find new ways to generate carbon-free electricity.

- 1 without (conj)
- 2 √
- 3 some/a (article)
- 4 by (prep)
- 5 √
- 6 producing (verb)
- 7 gone (tense)
- 8 rogue (adj)
- 9 Conversely (adv)
- 10 accelerate (tense)



Paya Lebar Methodist Girls' School (Secondary)
Preliminary Examination 2015
Secondary 4 Express / 5 Normal (Academic)

Subject : English Language

Date: 22 July 2015

Subject Code : 1128/02

Duration: 1 hr 50 min

Name : _____

Class: _____

Centre / Index No: _____ / _____

Additional Material: INSERT

Instructions to candidate:

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

Write in dark blue or black ink.

Answer all questions.

Write your answers in the spaces provided.

Information for candidate:

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

The total marks for this paper is **50**.

Section A [5 marks]

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

1 Refer to the pictures used in the advertisement. What purpose do they serve?

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

2 Why does the advertisement list a number of ways to get involved?

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

3 List one way Red Cross intends to generate additional publicity beyond what is provided by this advertisement.

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

4 Refer to the section on 'ways to get involved'. How does the advertisement encourage people to be personally involved in the donation drive?

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

Section B [20 marks]

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

5 At the beginning of this text, the writer describes the weather conditions.

Explain how the language used in paragraph 1 emphasises that the weather conditions were chilly. Support your ideas with three details from the paragraph.

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.....[3]

6 In paragraph 1, the writer describes her first encounter with a skunk. Which phrase tells us that she was not in control of her situation?

.....[1]

7 In paragraph 2, the writer writes '... it did not smell all that bad, or perhaps it was just that I took shallow breaths in numb surprise'. What is unusual about the phrase 'numb surprise'?

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

8 '... it trod out a spot for itself and then, with a serene little groan, curled up and lay perfectly still. That made two of us' (lines 9-11). What is ironic about this situation?

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

9 'Carefully, making only the slightest of rustles, I drew the bag away from my face...' (lines 13-14). Why do you think the writer was being careful?

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

10 Find words in paragraph 3 which suggest

(i) the grass has dried up[1]

(ii) the foul smell from the skunk[1]

11 In paragraph 4, the writer expounds on the topic of dreams. Explain what type of dreams the writer thinks a skunk might have. —

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

12 Why is the phrase 'vile perfume' (line 35) ironic?

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

13 What does the writer mean when she describes the odour from the skunk as 'powerfully *there*'?

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

14 'I met no one – not a dog, not a squirrel, not even an early robin.' (lines 46 – 47)

(i) What tone does this line display?

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

(ii) How is the tone emphasised in this line?

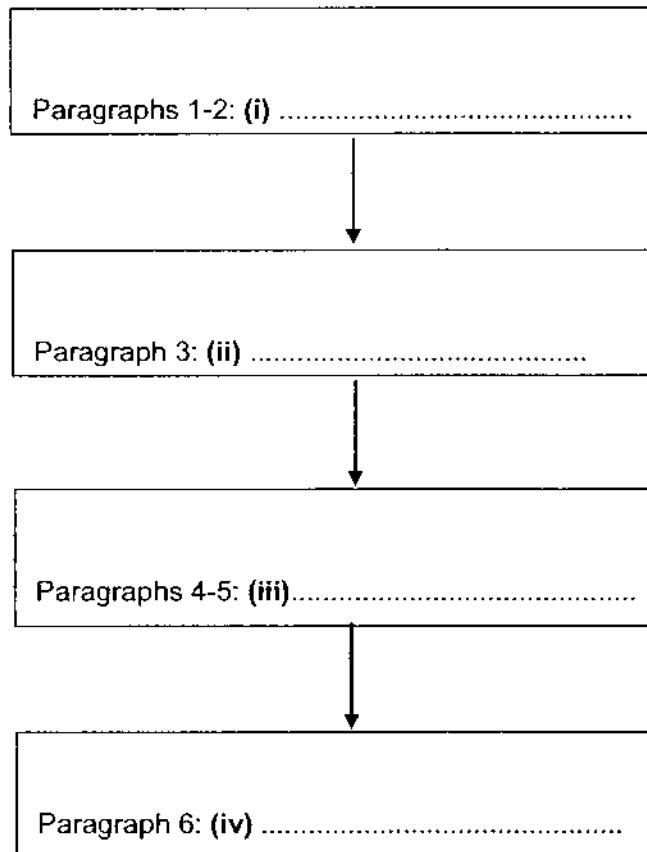
.....
.....[1]

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

Main focus in each of the stages

a frenzied struggle	a different approach	philosophical musings
a stoic acceptance of fate	a playful reflection	a peaceful resolution
meticulous preparation	an unlucky encounter	a stubborn refusal

Flow Chart



[4]

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Section C [25 marks]

Refer to Text 3 on pages 5 - 6 of the Insert for Questions 16 - 22.

16 Why was Charles Edward Mudie feared by working novelists in the middle of the 19th century?

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

17 Why does the writer say 'the story of Mudie comes to mind' (line 6) when referring to Le Guin's post at Book View Café. List two similarities between Mudie and the company, Amazon.

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

18 Here is a part of a conversation between two students, Grace and Ben, who have read the article.

Grace: I feel that Amazon is to be blamed for the decline in Literature.

Ben: No, the writer says there are other reasons and Amazon is not the sole reason.

(i) How would Ben explain his position with reference to lines 15 – 16? **Answer in your own words.**

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

(ii) Give an example from paragraph 4 that Grace can give to support her view.

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

19 Le Guin warns of the effect of books we consume and states that it makes the mind obese. Explain why Le Guin chooses to describe the effect using the underlined phrase.

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

20 What does the writer mean when he says book burning began 'as a bottom-up phenomenon' (lines 28 – 29)?

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

21 'As the demands of readers changed, the publishing market evolved to meet them.' (lines 47 – 48) What does the word 'evolved' reveal about the state of the publishing market?

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

22 Using your own words as far as possible, summarise the reasons for the decline of literature. Use only information from paragraphs 4 to 7.

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

The reasons for the decline of literature are

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No. of words: [15]

————— **End of Paper** —————

**SEC 4EXP / 5NA ENGLISH 2015
PRELIMINARY EXAM, PAPER 2 ANSWERS**

Section A (5m)

Refer to the pictures used in the advertisement. What purpose do they serve?

1. They identify the types of humanitarian services that the Singapore Red Cross is raising funds for (1) and aid in persuading people to help raise funds. (1) [2]
X Depict the activities that they will be involved with – students need to be careful about the way they phrase their answer

Why does the advertisement list a number of ways to get involved?

2. It lists a number of ways so that people are encouraged / compelled / will be inclined to help out in any way they can / people can help out in a manner that best suits them. / To offer them a choice [1]
X Different backgrounds
X Ensure there are people helping

List one way Red Cross intends to generate additional publicity beyond what is provided by this advertisement.

3. By getting people to spread the word to 50 friends on their social media networks by using the hashtag #sgredcrossflagday. [1]
X QR Code
X Rally 5 friends (Must focus on the words "additional publicity")

Refer to the section on 'ways to get involved'. How does the advertisement encourage people to be personally involved in the donation drive?

4. Through the use of verbs like 'be', 'make', 'get' to directly address the reader and call the reader to action – that is to contribute by spreading the word, donating or getting people to donate. / Through the use of "your" and "our" – signifies that they are already considered as being a part of the event. [2]
X Wrong section – "YOU can make a difference"
X Any of the ways listed such as "Be a tin bearer" as this looks at the entire section and not the individual activities

Section B (20m)

At the beginning of this text, the writer describes the weather conditions.

Explain how the language used in paragraph 1 emphasises that the weather conditions were chilly. Support your ideas with three details from the paragraph.

5. The phrase 'cold stars' as stars are normally hot masses of gas and are unable to provide any warmth as felt by the writer in this instance. (1) [3]
'Fall progresses swiftly' indicates that it is coming to the end of fall and the start of winter. (1)
'Frost formed in the grass' shows that the weather is cold enough for ice to form. (1)
'Trailed a plume of steam' indicates that it is cold enough for condensation to occur when the skunk's odour was released into the air. (1)
(Any three from above).
X It is very cold because even the stars feel cold – style of language and contextual cues do not lead reader to understand that the stars have been personified
X Fall is coming soon
X Skunk – Fog / Mist

In paragraph 1, the writer describes her first encounter with a skunk. Which phrase tells us that she was not in control of her situation?

6. 'walked onto me with simple authority' [1]
 X with simple authority – does not illustrate the skunk's course of action

In paragraph 2, the writer writes '... it did not smell all that bad, or perhaps it was just that I took shallow breaths in numb surprise'. What is unusual about the phrase 'numb surprise'?

7. It is unusual as it is an oxymoron - 'numb' indicates a lack of feeling and 'surprise' is a strong emotion. [1]

'... it trotted out a spot for itself and then, with a serene little groan, curled up and lay perfectly still. That made two of us' (lines 9-11). What is ironic about this situation?

8. The skunk found itself a comfortable position to rest in [1] but the writer was not at all content. (1) [2]
 X Skunk and writer were both comfortable even though the skunk was smelly – "I was wildly awake, trying to forget the sharpness and number... trying not to think of the high percentage..."

'Carefully, making only the slightest of rustles, I drew the bag away from my face...' (lines 13-14). Why do you think the writer was being careful?

9. She did not wish to rouse the skunk from its sleep / wake the skunk from its sleep. [1]
 X Stir up versus stir the skunk from its sleep
 X Afraid that the skunk would attack – "lay perfectly still", "did not stir at all" – the skunk is asleep.

the grass has dried up

10. (i) (harboured a) sere (dust) [1]
 X "along with my sleeping bag's smell, slightly mildewed, forever smoky"

the foul smell from the skunk

- (ii) rank tone of my bag-mate [1]
 X "the thick pungency of newly manured fields"

In paragraph 4, the writer expounds on the topic of dreams. Explain what type of dreams the writer thinks a skunk might have.

11. The skunk may have realistic dreams which it has physically experienced or it may be fantastical dreams, where a skunk dreams of being a human. [2]
 X It dreamt the writer's thoughts.

Explain the effect achieved by the juxtaposition in the phrase 'vile perfume'. (line 35)

12. A comical effect / humorous tone is achieved - It is ironic because 'perfume' is supposed to be sweet-smelling, but here it is described as 'vile', which means the smell is extremely unpleasant. [1]
 X the skunk smells nice

What does the writer mean when she describes the odour from the skunk as "powerfully there"?

13. The odour was so pungent that she could not escape it, and it could not be ignored. [1]
 Must have 2 parts – Very / extremely strong and it lingers

'I met no one – not a dog, not a squirrel, not even an early robin! (lines 46 – 47).

(i) What tone does this line display?

14. (i) The tone is matter-of-fact / desolate / one of acceptance / (the following are not as accurate but accepted) - despondent / dreary / depressed / cheerless / despairing [1]

X gloomy / melancholic / sarcastic / disappointment / sad / disbelief / defeated by skunk [1]

(ii) How is the tone emphasised in this line?

(ii) The **short phrases** in the line, where the phrases are separated by **punctuation**, emphasises the tone.

OR The **repetition of 'no' and 'not'** emphasises / depicts the tone.

15. Paragraphs 1-2 - an unlucky encounter
Paragraph 3 - a stoic acceptance of fate
Paragraphs 4-5 - philosophical musings
Paragraph 6 – a peaceful resolution

[4]



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Section C (25 m)**Refer to Text 3 for Questions 16 – 22.**

16. He could make or break their careers / he could refuse to carry their books or the books they wrote [1]

Not accepted : he was powerful / he was the largest buyer of books

17. Like Mudie, Amazon is now the largest retailer in the United States. (1) It has the power to influence the writing careers of authors. (1) [2]

18. (i) Many popular works ('bestsellers') contain content that are similar ('much like') unhealthy ('junk') food. *comparison is needed

From the passage:

'The readability of many bestsellers is much like the edibility of junk food' (line 15 – 16). [2]

(ii) Amazon rides on mass culture, which is the reason why serious literature is declining. [1]

19. When reading bestsellers, the mind is not fed with good writing / gorges on pre-packaged writing. (1) It therefore becomes unhealthy / unthinking / not discriminating / does not think critically. (any other reasonable answer) (1) and therefore becomes obese. *comparison is needed. [2]

20. It is the people / masses who start the episodes of book burning / a desire to rid the world of complexity. [1]

21. The publishing market is always changing / volatile / going with the flow of consumer demands. [1]

22. *The reasons for the decline of literature are ...*

	From the passage	In own words
1	(Le Guin is right) that the public's taste is changing [x difference in preference of books]	Consumers' choice is shifting / altering / varying
2	The mass culture has been convicted of killing off serious writing	The majority of people are to be blamed for the deterioration of good literature / texts
3	the decline of serious fiction damages our taste for serious argument.	The decrease / drop in the quality of good works has negatively affected our ability to critically debate / discuss issues.
4	We have developed the preference for the simplicity [simplistic not equal to simplicity]	We are more inclined towards / gravitate towards the easier options as
5	(and) a desire to rid the world of complexity	we wish for a world that is simple / more manageable / uncomplicated
6	the attention span is shorter. [x less attentive]	the amount of concentrated time spent on a task without becoming distracted is getting shorter
7	young people are reading less than before.[x lesser]	youth are reading less
8	The Internet...has dampened curiosity and altered what we mean by	the Internet...has diminished interest / curiosity and changed our perception of

	knowledge,	facts
9	it has also changed the way we consume writing	It has also transformed the way we look at writing
10	- pushing writers towards the short and quick. [x produces fast reading books / causing writers to be shorter and quicker – books are not short /quick]	forcing authors to produce works that can be easily read in the least possible time.

Content: 8m, language: 7m, total 15m

Note: Do not leave out articles *a*, *an* and *the*

Few vs less (No: 7)

What is Literature?? Eg. Many people prefer the simpler writing to literature???

Section A

Text 1

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



Polluted river water
kills as many people
as a nuclear explosion.

884 million

deprived of improved sources of drinking water

Chaos reigned as women jostled in the long snaking lines in Kapurani. Kalyani brought along a stick to fight for the water. There is never enough.

443 million

school days lost each year from water-related illness

Laughter floated in the air as Devi and her friends played and swam in the Ganges river. 50 feet away, the river water churned and foamed as a sewage pipe continued its deadly delivery.

117 million

disability adjusted life years (DALYs) lost annually due to diarrhea and intestinal worm infections


Rani wrinkled her pretty little face as raw sewage overflowed and seeped into her home. The hazard of disease was real, and the smell was terrible.

1.8 million

lives lost each year due to diarrheal disease

Ashok coughed and placed a hand protectively over his stomach, his skeletal frame in obvious pain. He was only forty.

BE THE CHANGE

 **charity: water**

<https://donate.charitywater.org/donate>

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Section B

Text 2

In the text below, the writer describes his experience during the Algerian war of liberation from the French. Read the text carefully and answer Questions 5-14 in the Question Paper Booklet.

- 1 I had no sooner sat down at the Tizaoui café, a short time ago, than a patrol descended on us; and with all the other customers at the terrace tables I was pushed inside with my hands above my head. We stood packed tightly together, each waiting his turn to be searched and have his identity checked. The black muzzles of automatic weapons promised death to anyone foolish enough to move. We stood without flinching and in silence, a silence over which a strange calm reigned. I said to myself, 'They won't, they won't get the better of us'. 5
- 2 The checking lasted an hour, an hour in which each man had to put his self-control to the test. Then we were released into an afternoon laden with menace. My throat was sore from the insults I had swallowed. Curfew, which was at half-past four, would soon be emptying the streets. I left the café, but instead of going straight home I decided to walk round for a bit. The fronts of houses were set in deathly expectation. People were going about in silence, walking carefully. The town was hunched up in itself and had its look of evil days. 10
- 3 At the end of the boulevard the blue Mansourah hills were standing out against a pale sky, and cast an unflinching promise of happiness into my face. I would have walked around the ramparts, gone through the gates and ... If it had still been possible! 15
- 4 The aim of my stroll was merely the newspaper-kiosk; as I knew the paper-seller slightly I should be able to glance at all the papers without being obliged to buy any. I read the news, which was much like the previous day's, and went on my way again. I was walking past the museum railings and had just reached the corner, when it happened. The blast shook the walls around me so violently that I was brought up against a rush of air, which scorched my face. At the same moment, there came a deafening avalanche of glass and cries from all sides. People were scattering in every direction across the tree-lined square. I plunged down the nearest street. That, too, was noisy with cries, shouts, orders. 20 25
- 5 A burst of small-arm fire swept the street. A man fell just in front of me, and then a woman, who got entangled in her long veil.
- 6 The street froze.
- 7 Sirens wailing loudly, some army trucks arrived, braked violently, and armed paratroopers swarmed down. One of them, with icy blue eyes, motioned that I could go. I made off. But at the corner of the next street, some Arab Territorials shouted to me to stop. 30

[Turn over

- 8 I halted. Then, looking straight at them, I made the decision to walk towards them. At every moment I expected them to open fire on me. I was quite cool and calm and filled with disdain. 'They shan't have the satisfaction of seeing the man they shoot cringe before them,' I was thinking as I forced myself to go forward. Among them were some whose faces I knew by sight; a few had been at school with me. 35
- 9 'Don't move!' shouted one in the group.
- 10 I took a few more steps, then a sick feeling came over me. I don't remember just what happened after that. I was led to the square, having received a blow on the back of my neck. I found myself standing with a number of other Algerian Arabs being held at gun-point. There were dead and dying bodies sprawled in the roadway. Just then, a man coming out of a bar spotted someone in a corner and started to gesticulate and shout, 'That's him! That's the man who left the bomb! I saw him do it!' 40 45
- 11 The other looked at him in bewilderment and clutched a rubbishy basket to his shabby black jacket. A few of the Territorials ran across and grasped him by the arms. The man made no resistance. They dragged him to the middle of the square, then shot him several times in the chest and stomach. He sank to the ground, still clutching his worthless basket. 50
- 12 The man who had denounced him, a bookseller, shouted, 'Hurrah for justice!'
- 13 It was undoubtedly he, that poor little man, who saved us all; a builder's labourer by the look of him, smaller still in death, lying there in the middle of the square, rigid, but seeming to challenge the whole world now. I could not tear my eyes away from him or rid my mind of his muteness. 55

Adapted from *Naema Disparue (Whereabouts Unknown)* by Mohamed Dib

Section C

Text 3

The article below discusses Man's changing relationship with animals through time. Read the text carefully and answer Questions 17-23 in the Question Paper Booklet.

- 1 In prehistoric times, Man's treatment of animals was full of respect and sometimes even of awe. His main reason for this was that the wild bulls, mammoths, rhino and boar he hunted were dangerous enemies. The hunting tribes never regarded animals as their inferiors. Indeed, they undoubtedly noticed that in many ways – muscular strength, speed, faculties of hearing, sight and smell – they were superior to humans. Later it became common to believe in the concept of life after death. It was then natural to think that animals had souls, as Man did. The body of the prey would be eaten, its bones turned into tools and its skin worn as clothes, but its soul would still have a home in painted and engraved form on the walls, reflecting a huge respect for the animals which had been killed. Eventually certain animals, particularly, the most dangerous and impressive ones, were seen by some tribes as being sacred animals, or totems. 5 10
- 2 Each totem animal became so revered that it was no longer hunted. On the contrary, it was protected because it was believed to have a special relationship with the tribes. To some it was an ancestral figure; to others, it was the messenger of the gods, or even the god himself. However, there was a grave disadvantage in being a totem animal because, if an animal was the sacred totem of some tribe, it could be attacked or destroyed by their enemies. All this shows how closely linked Man and animals were in the minds of these early thinkers. But as time passed, this link was broken. The belief that animals possessed souls disappeared and Man therefore began to think he was in fact superior to animals. Once animals had lost the respect they once enjoyed, it was hardly surprising that they were often mistreated or killed unnecessarily. 15 20
- 3 There were several effects of this new attitude towards animals. One was that they were used for entertainment, often of a degrading nature. Travelling showmen included performing monkeys and dancing bears in their displays, making these animals look foolish. Circuses attracted crowds curious to see animals specially trained to entertain them with tricks. Audiences felt a satisfying glow of superiority as they witnessed their antics, insensitive to the humiliation the creatures suffered. The fact that circus animals were superior in some respects to humans was carefully overlooked. The most obvious was in sheer strength. The lion and elephant were clearly much stronger than humans, so circus acts were devised in which the strength of the animals was dominated by human intelligence: the lion was skilfully trained to jump through the hoop, the elephant to bow to the audience. Such acts have a particular appeal for children, nor can they be blamed for this, since animals have been consistently misrepresented as cuddly toys, and characters in cartoons and stories. 25 30

[Turn over

- 4 Another way in which animals were subdued for Man's pleasure was through zoos. Zoo animals are seen by many as mere captives who are bored, frustrated and deprived of almost all activities natural to them. Directors of zoos argue that such criticism is unfair, and claim that zoos play a major role in the modern world by educating people at first hand about the wildlife that exists elsewhere. Conscious of their limitations, zoos have struggled to develop a style of zoo-keeping which gives animals living conditions that are as close as possible to the way they would live if still in the wild. In some parts of Europe, safari parks have been set up. Here, small herds of game and troops of monkeys can move about freely, although serious drawbacks have emerged. Some of these animals are made ill by exhaust fumes from visitors' cars, and tropical animals which do not belong in Europe's northern climate may suffer through not having suitable winter quarters. However, for all their faults, zoos and safari parks are a lifeline to nature, a slender thread that leads us to an increasing interest in living things. 35 40 45
- 5 Animals also suffered at the hands of Man in that they were gradually but systematically destroyed to make way for agricultural land to provide food for a fast-growing population. Farmers in Europe started to use pesticides, poisoning the creatures on which so many of the remaining larger animals depended. Throughout all this, the rich were hunting, shooting and fishing for sport. Looking back, one is surprised that modern Europe has any wildlife left at all. 50
- 6 With increasingly sophisticated weapons, it was a one-sided competition as Europeans travelled to Africa and India to hunt wild animals for sport. Many European naturalists also joined in the slaughter, in order to build up vast collections of skulls, skins and other museum specimens. With time, the folly of such behaviour was recognized and practical steps were taken to protect animals by the building of magnificent game parks, where the visitors shot the animals with cameras. Unfortunately, this brought about other issues. Tourist pollution is considered the main cause in the dramatic decline of the numbers of certain predatory animals. In desperation, some of these animals have abandoned their natural behaviour patterns and concentrated on nocturnal hunting to avoid the swarm of trucks, zebra-striped vans and other vehicles that bump and lurch through the game parks from first light. 55 60

Adapted from *The Animal Contract* by Desmond Morris

Section A [5 marks]

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

1 What is the main purpose of the poster?

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

2 What is effective about the way the pollutant is shown in the glass?

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

3 What is the intended effect of providing specific examples under each statistic?

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

4 'He was only forty.' What do you think is the purpose of giving Ashok's age?

.....[1]

[Turn over

Section B [20 marks]

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

- 5 At the beginning of this text, the writer described the atmosphere at the café upon the arrival of an armed patrol.

Explain how the language used in Paragraph 1 shows the oppressive ways of the patrol and its effect on the customers at the café.

Support your ideas with three details from the paragraph.

Oppressive ways of the patrol	
Details	Explanation
(i)	
(ii)	
Effect on the customers	
Detail	Explanation
(iii)	

[3]

- 6 In lines 8–9, the writer says that ‘the checking lasted an hour, an hour in which each man had to put his self-control to the test.’

- (i) What does this suggest about the checking people were subjected to?

.....[1]

- (ii) Identify an expression from Paragraph 2 which reinforces the atmosphere during the checking.

.....[1]

- 7 In Paragraph 2, give a reason why the streets would be empty shortly. Answer in your own words.

.....
[1]

122

[Turn over

8 'The fronts of houses were set in deathly expectation' (line 12).

(i) Explain what this means in your own words.

.....[1]

(ii) What is effective about describing the town as being 'hunched up in itself' (line 13)?

.....[1]

9 'I would have walked around the ramparts, gone through the gates and ... If it had still been possible!' (lines 16–17).

What do you think the writer intended to say in place of the ellipsis?

.....[1]

10 Refer to Paragraphs 5 and 6.

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

.....[1]

(ii) What is the effect of this contrast?

.....[1]

11 'Among them were some whose faces I knew by sight; a few had been at school with me.' (lines 37–38)

What is the writer suggesting about the effect of war on people?

.....[1]

12 'The man who had denounced him, a bookseller, shouted, 'Hurrah for justice!' '(line 51).

What is ironic about this proclamation?

.....[2]

[Turn over

13 Why did the writer claim that 'it was undoubtedly he, that poor little man, who saved us all' (line 52)?

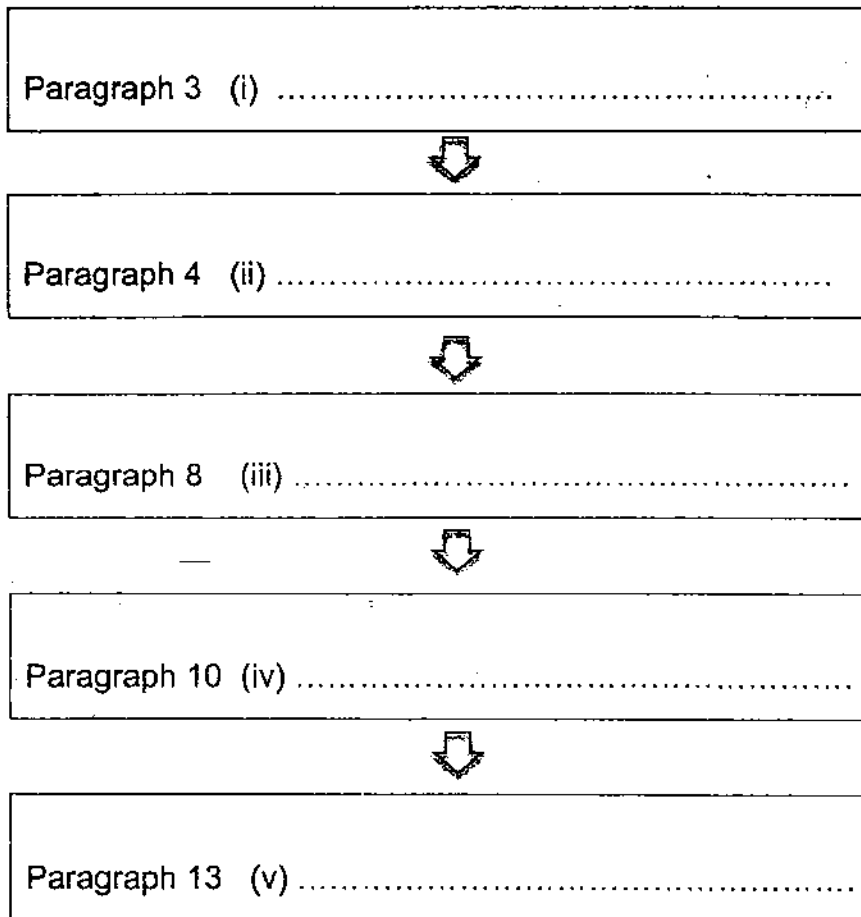
.....
[1]

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

Main stages

reminiscing	sense of longing
panic and chaos	defiance
melancholic	sense of injustice
lawlessness	provoking an attack

Flow chart



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[5]

[Turn over

Section C [25 marks]

Refer to Text 3 on pages 5–6 of the insert for Questions 17–23.

- 17 Cite a reason each from Paragraphs 1 and 2 to show Man's respect for animals in the past.

.....

.....

.....

.....[2]

- 18 From Paragraph 2, explain the paradox of being a totem animal.

.....

.....

.....[1]

- 19 The writer refers to zoos and safari parks as '*a lifeline to nature, a slender thread that leads us to an increasing interest in living things*' (lines 46–47).

What does the description suggest about the role zoos and safari parks play between Man and nature?

Description	Explanation
'a lifeline to nature'	
'a slender thread'	

[2]

- 20 From Paragraph 5, what are two ways in which animals suffered as a result of Man's agricultural activities? Answer in your own words.

(i)

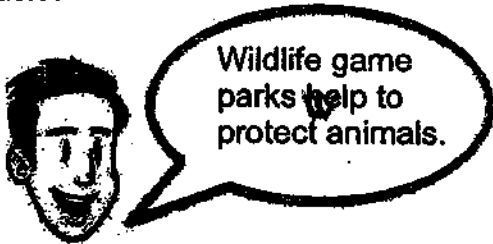
(ii)[2]

[Turn over

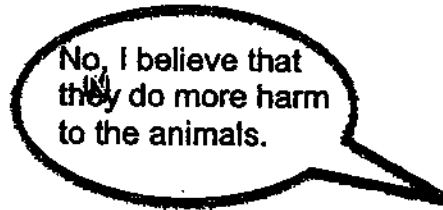
21 Explain why increasingly sophisticated weapons made the competition 'one-sided' (line 54).

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

22 Here is part of a conversation between two students, Fiona and Alex, who have read the article.



Alex



Fiona

(i) Identify a reason from paragraph 6 that Alex can use to support his view.

.....[1]

(ii) Explain how Fiona would justify her position with reference to lines 61-64.

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

124

[Turn over

23 Using your own words as far as possible, summarise the ways Man abused and inflicted suffering on animals.

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).

In recent times, Man mistreated animals, using them

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..... words

END OF PAPER

Answer Keys

Section A (Text 1)

1. To create awareness about the effects of polluted water on millions of people in the world and get people to 'donate' water.
2. The mushroom cloud of pollutants has effects of like atomic bomb which portrays the extent of devastation.
3. It is intended to show that individuals are affected and make the advertisement more persuasive.
4. It is to bring attention to the fact that pollution of water is real and people are dying young because of lack of clean water for daily usage.

Section B: (Text 2)

Details

5. i) Pushed inside with my hands above my head
ii) stood packed tightly together

Explanation

- 5 i) using 'pushed' showed people are moved against their will, treated like criminals
ii)'stood packed' showed lack of concern for personal space and freedom

Effects on the customers

Details

- iii) Stood without flinching and in silence'

Explanation

- iii) It shows that the customers cannot move an inch or talk, they will be killed if they do.

6. i) The checking includes having to endure insults and humiliation.
ii) laden with menace

7. There was a curfew which people were told to keep it and risk being killed.

8i) Most of the households were anticipating the curfew and there would be some of checks and deaths if anyone was caught .

ii) It tells that the town is cooped up with its internal situation and exclude itself from the outside world.

9) I think the writer had intended to mention the many other things and activities which he used to do but no longer possible.

125

10. i) The writer creates a contrast through using sound such as from loud burst of firearms to complete silence.

ii) it demonstrates the intensity of the situation that it happened.

11. It had caused humans to turn against each other when they uphold their beliefs fervently.

12. In this proclamation, the bookseller who was killed was not even given a chance to explain for himself and he was killed which was an injustice to him.

13. The little man was shot for his act and that was why the rest of the men were let off free.

14. i) reminiscing
ii) panic and chaos
iii) defiance
iv) lawlessness
v) sense of injustice

Section C (Text 3)

17. 1) Man noticed the animals' abilities is superior to humans.

2) Man believed the animals have souls and some are considered as scared animals.

18. If an animal is considered as a totem animal by one tribe, this totem animal could be attacked or destroyed by the enemies from another tribe.

19. 1) They provide another avenue to the animals which is close to their living conditions.

2) an open lead to bridge the gap where man can understand how animals live in their environment

20. i) To have more lands to grow crops as food, farmers killed animals indirectly destroying their natural habitat.

ii) For farming purposes, farmers use pesticides which poison the animals if they feed on the crops. As such, other animals which prey on the poisoned animals will be killed.

21. The animals would not be able to escape from being hunted as the sophisticated weapons are usually able to 'outwit' the animals.

22. i) the animals are protected in game parks and visitors can view and shot them with cameras.

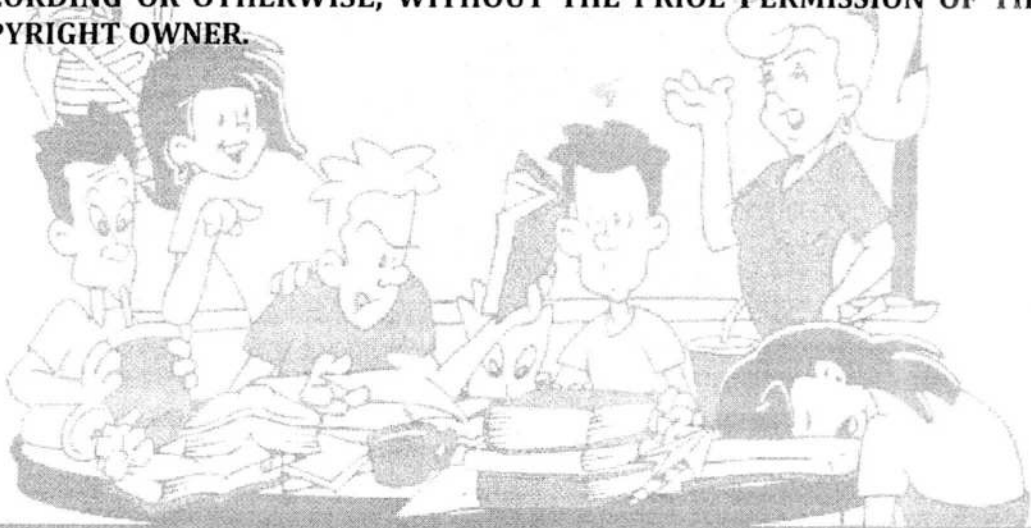
22ii) Due to the increased number of visitors coming with vehicles, the animals are disturbed such that they have abandoned their natural behavior pattern where they hunt at nights to avoid visitors.

23

1) a form of entertainment in a degrading nature where they are trained to perform stunts which made them 2) look foolish and 3) insensitive to the humiliation the creatures suffered while performing 4) the acts were devised where the strength of animals was dominated by human intelligence 5) animals in the zoo are captives who are bored, frustrated and deprived of all activities natural to them 6) in Safari parks, the exhaust fumes from visitors also made the animals ill. 7) tropical animals was not provided suitable winter quarters in Europe's northern climate when they are kept in the zoo there.

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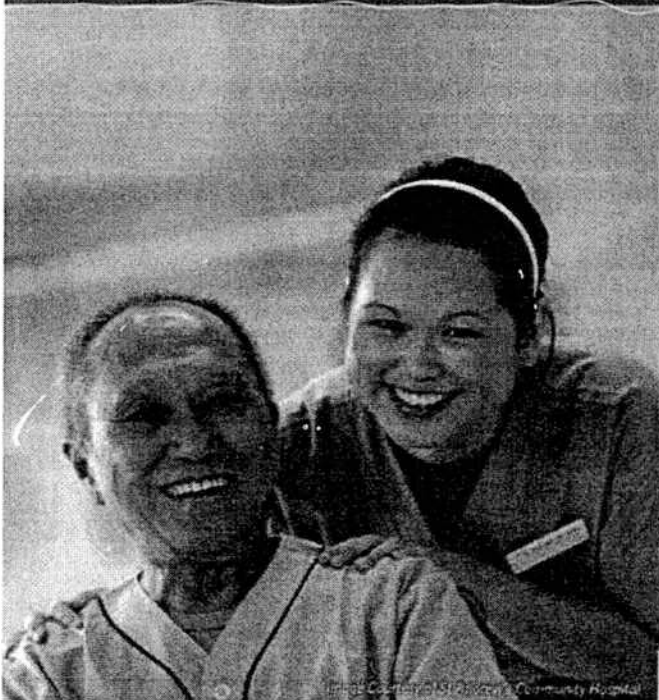
examsutra@yahoo.com.sg

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Section A

Text 1

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

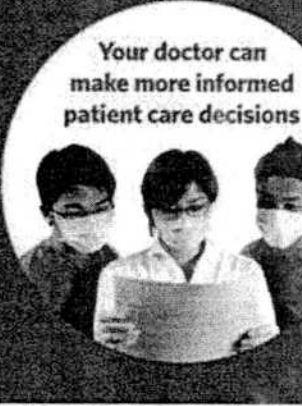
Imaged Courtesy: SAF 25 Year Community Hospital

Wouldn't it be helpful and assuring if, each time you see your doctor, he has your past medical record? You wouldn't have to try to remember past episodes of illnesses or test results. Your doctor would see your record even if you had visited different public hospitals or clinics using the National Electronic Health Record (NEHR) system.

The NEHR is a data exchange system that stores the medical record of every person in Singapore who has seen a doctor in the public healthcare system since February 2011.

Through the NEHR, doctors have access to the medical history of patients to support them in decision-making. The goal of the NEHR is to ensure a seamless healthcare experience for each patient.


Your doctor can make more informed patient care decisions



**One Patient,
One Health Record**

What medical information is in the NEHR?
Information in the NEHR includes:

1. Admission and visit history
2. Hospital inpatient discharge summaries
3. Laboratory results
4. Radiology results
5. Medication history
6. History of past operations
7. Allergies and adverse drug reactions
8. Immunisations



Visual text adapted from "National Electronic Health Record",
https://www.moh.gov.sg/content/moh_web/home/Publications/educational_resources/2014

Section B

Text 2

The text below depicts the challenges the narrator faces while being stranded at sea with a tiger named Richard Parker. Read the text carefully and answer Questions 5 - 13 in the Question Booklet.

- 1 I heard loud sniffing and a body being dragged. His shifting weight made the boat rock a little. I began hearing the sound of a mouth eating. I peeked beneath the tarpaulin¹. He was in the middle of the boat, eating the hyena by great chunks, voraciously. This chance would not come again. I reached and retrieved the six remaining life jackets and the last oar. They would go to improving the raft. I noticed in passing a smell - not the sharp smell of cat urine, but vomit. There was a patch of it on the floor of the boat. It must have come from Richard Parker. So he was indeed seasick. 5
- 2 Richard Parker opened his maw and the squealing rat disappeared into it like a baseball into a catcher's mitt². Its hairless tail vanished like a spaghetti noodle sucked into a mouth. He seemed satisfied and backed down, returning beneath the tarpaulin. My legs instantly became functional again. I leapt up, raising the locker lid again to block the open space between the bench and tarpaulin. 10
- 3 I hitched a long rope to the raft. Lifeboat and raft were now tethered. Next, I attached a life jacket to each side of the raft, on its underside. Another life jacket I strapped across the hole of the lifebuoy to act as a seat. I turned the last oar into a footrest, lashing it on one side of the raft, about two feet from the lifebuoy, and tying the remaining life jacket to it. My fingers trembled as I worked, and my breath was short and strained. I checked and rechecked all my knots. 15
- 4 I looked about the sea. Only great, gentle swells. No whitecaps. The wind was low and constant. I looked down. There were fish – big fish with protruding foreheads and long dorsal fins, smaller fish and smaller ones still – and sharks. I eased the raft off the lifeboat. If for some reason it did not float, I was as good as dead. It took to the water beautifully. In fact, the buoyancy of the life jackets pushed the oars and lifebuoy right out of the water. But my heart sank. As soon as the raft touched the water, the fish scattered – but the sharks remained. Three or four of them. One swam directly beneath the raft. Richard Parker growled. I felt like a prisoner being pushed off a plank by pirates. 20 25

¹ tarpaulin: a protective covering of canvas or waterproof material.

² mitt: a rounded glove used in baseball.

- 5 I brought the raft as close to the lifeboat as the tips of the oars would allow. I leaned out, laying my hands on the lifebuoy. Through the “cracks” in the floor of the raft – yawning crevasses would be more accurate – I looked directly into the sea’s bottomless depths. I heard Richard Parker again. I flopped onto the raft on my stomach. I lay flat and spread-eagled, not moving a finger. I expected the raft to overturn at any moment. Or a shark to lunge and bite right through the life jackets and oars. Neither happened. The raft sank lower and pitched and rolled, the tips of the oars dipping underwater, but it floated robustly. Sharks came close, but did not touch. 30 35
- 6 I felt a gentle tug. The lifeboat and the raft had already separated as far as the rope would go, while the rope tensed and lifted out of the water, wavering in the air. It was a highly distressing sight. It only needed a shark to bite the rope, or a knot to become undone, or a large wave to crash upon me, and I would be lost. The lifeboat now seemed a haven of comfort and security. 40
- 7 I gingerly sat up. Stability was good, so far. My footrest worked well enough. But it was all too small. There was just enough space to sit on and no more. This toy raft, mini-raft, micro-raft, might do for a pond, but not for the Pacific Ocean. I took hold of the rope and pulled. The closer I got to the lifeboat, the slower I pulled. When I was next to the lifeboat, I heard Richard Parker. He was still eating. 45
- 8 I stayed on the raft. I didn’t see what else I could do. My options were limited to perching above a tiger or hovering over sharks. I knew perfectly well how dangerous Richard Parker was. 50

Adapted from 'Life of Pi' by Yann Martel.

Section C

Text 3

The article below explains the link between genetics and sports. Read the text carefully and answer Questions 14 – 20 in the Question Booklet and Summary Sheet.

- 1 Ron Duguay, who played 12 seasons in the National Hockey League, was bracing for bad news. Famous in the 1980s for playing without a helmet, he fiddled with his mammoth New York Rangers championship ring as he sat in a doctor's office.
- 2 He was in town to talk with Dr. Braverman, hoping to get some help with his deteriorating memory. "People tell me I should write a book about my career," Duguay said, "but I'd have to call up my teammates. There's a lot I can't remember." He guesses that he had between one and three serious concussions during his career, and he frequently suffered hits on his unprotected head. After a battery of exams, Braverman informed Duguay that he had flunked three tests of his memory and of the processing speed of his brain. "He's a mess compared to his old self," Braverman said. Braverman also ordered a test to see what versions Duguay has of the ApoE gene. 5
10
- 3 Duguay's grandmother died from Alzheimer's disease. Studies of Alzheimer's patients have found that a particular variant of the ApoE gene is associated with increased risk of the disease. Each person has two copies of the ApoE gene. Each copy would be ApoE2, ApoE3, or ApoE4. People with one copy of the ApoE4 gene have a three-to- four-fold increased risk of Alzheimer's, while people with two ApoE4 copies have eight times the risk. Alzheimer's patients with ApoE4 variants also tend to show dementia at an earlier age than Alzheimer's patients who do not have this particular variant. 15
20
- 4 A series of small studies also suggests that athletes with ApoE4 variants who get hit in the head are more likely to recover slowly and to suffer greater dementia later in life. It is not entirely clear how ApoE affects brain recovery, but the gene is involved in the inflammatory response of the brain after injury, and people with the ApoE4 variant appear to take longer to clear their brains of amyloid, a protein, which floods in heads after trauma. 25
- 5 A 1997 study of 30 boxers found that those who had taken many blows to the head and had an ApoE4 copy scored significantly worse on tests of brain impairment than similar fighters who did not have the ApoE4 copy. The ApoE4 variant is present in less than 25% of the general population but it was present in all three of the boxers in the study who were severely impaired. In 2000, a study of 53 active professional footballers concluded that three factors caused some players to score lower than others on brain function tests: age, having been hit in the head a lot and possessing an ApoE4 variant. 30
35

- 6 Last year, doctors from Boston University made news with research on dozens of cases of brain damage in football players and boxers. What escaped the news was the genetic data they had for nine of the athletes. Five, or at least 56%, had at least one ApoE4 variant, more than twice the proportion found in the general population, showing another link between ApoE4 and increased risk of brain damage. 40
- 7 Barry Jordan, the chief medical officer of the New York State Athletic Commission, considered requiring ApoE screening for all boxers in the state, but then backed off. Doctors agree that more understanding of how ApoE4 affects brain recovery is needed before a genetic test becomes common practice. Jordan and James P. Kelly, a neurologist, cited two other arguments against offering the ApoE test to athletes: first, teams and insurance companies may unfairly discriminate against athletes with certain genes; second, to tell someone he has an ApoE4 variant is to tell him his risk of developing Alzheimer's – information he might not want to know. "With ApoE4, some would argue that knowledge is not power," Kelly says. "The world of genetics for decades has suggested that there's no reason to give people genetic-risk information unless there's something proven you can do about it." 45 50
- 8 For athletes facing head trauma, perhaps there are relatively painless actions they could take. "If this gene is how you're describing it," says Duguay, whose test showed that he has one ApoE4 copy "and I knew I had it when I was playing, I would've seriously considered wearing a helmet." 55

Adapted from 'Sports Genes', by David Epstein.

END OF INSERT

129

Section A [5 marks]

Text 1

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

1 With reference to the first paragraph, why is it assuring if a doctor has one's past medical records?

[1]

2 What is the purpose of this brochure?

[1]

3 Explain two ways in which the National Electronic Health Record (NEHR) will be beneficial for patients with chronic illnesses.

1.

[1]

2.

[1]

4 Look at the photograph placed at the left side of the visual text. What idea is the photograph trying to establish?

[1]

[Turn over

Section B [20 marks]

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

- 5 Find two words in Paragraph 1 which suggest that Richard Parker had been stranded at sea for a long time.

(i) _____ [1]

(ii) _____ [1]

- 6 In Paragraph 1, the narrator mentioned that 'This chance would not come again' (line 4).

(i) What does 'this chance' refer to?

 _____ [1]

(ii) Why do you think this chance would not come again?

 _____ [1]

- 7 '...the squealing rat disappeared into [the tiger's maw] like a baseball into a catcher's mitt' (lines 9 - 10). What is unusual and effective about this description?

 _____ [2]

- 8 'Its hairless tail vanished like a spaghetti noodle sucked into a mouth' (lines 10 – 11). What is so interesting about the way the writer describes Richard Parker's act of eating the rat?

 _____ [1]

[Turn over

- 9 Select three details in Paragraph 4 and explain how each detail highlights the narrator's feeling of doom.

[3]

- 10 At the end of Paragraph 6, the narrator admitted that 'The lifeboat now seemed a haven of comfort and security' (line 42).

(i) Explain the irony of the statement.

[1]

(ii) What does this reveal about the situation he was in?

[1]

- 11 'This toy raft, mini-raft, micro-raft, might do for a pond, but not for the Pacific Ocean' (lines 44 - 45).

(i) Explain how the repetitive effect of the word 'raft' in 'toy raft, mini-raft, micro-raft' reveals the writer's state of mind.

[1]

(ii) Apart from the size of the raft, why do you think the raft was not suitable for the narrator?

[1]

[Turn over

/ 3 /

- 12 In Paragraph 8, the narrator stayed on the raft at a distance which balanced his two fears. What were the two fears of the narrator?

[2]

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

Main stages

Trying to put theory into practice	Searching for help
Necessary preparations	Facing up to a threat
Testing out possibilities	Observing the enemy
Realising the unfortunate outcome	

Flow chart

Paragraphs 1 - 2:
(i) _____

Paragraph 3:
(ii) _____

Paragraphs 4 - 6:
(iii) _____

Paragraphs 7 - 8:
(iv) _____

[4]

[Turn over

Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 14 – 20.

- 14 Ron Duguay was 'bracing for bad news' (line 2). Which other word in Paragraph 1 indicates that he was feeling nervous?

_____ [1]

- 15 From Paragraph 1, state two reasons why Duguay was famous.

_____ [2]

- 16 'He's a mess compared to his old self' (line 12). With reference to Paragraph 2, suggest what Duguay's 'old self' was like.

_____ [2]

- 17 **In your own words**, what adverse consequence is associated with Alzheimer's patients with ApoE4 in Paragraph 3?

_____ [1]

- 18 Here is a part of a conversation between two athletes, Joe and David, who have read the article.

Joe:	I agree with James P. Kelly that knowledge is not power, when it comes to ApoE4 screening.
David:	I definitely do not agree. Surely we can take preventive measures if we know that we have ApoE4.

- (i) Cite information from Paragraph 7 that Joe can use to support his statement.

_____ [1]

[Turn over

132

- (ii) How do you think David could explain his position with reference to Paragraph 8?

[1]

- 19 'If... I knew I had it when I was playing, I would have seriously considered wearing a helmet' (lines 55 – 57). In the light of the Alzheimer's threat facing those with the ApoE4 gene variant, explain how Duguay's statement is rather unexpected.

[2]

[Turn over

This page is to be detached and handed in separately.

Candidate Name:			
Index Number:		Class:	SEC 4 ____

- 20 **Using your own words as far as possible**, summarise the links between possessing the ApoE4 gene variant and possible negative health effects.

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 long (not counting the words given to help you begin).

People with the ApoE4 gene variant are more likely to...

No. of words: [15]

END OF PAPER

133

**SINGAPORE CHINESE GIRLS'
SCHOOL PRELIMINARY
EXAMINATION 2015 SECONDARY
FOUR**

PAPER 2 COMPREHENSION

SUGGESTED ANSWERS

Section A

1. Any possible answer from:

"You wouldn't have to try to remember past episodes of illnesses or test results"

OR

"Your doctor would see your record even if you had visited different public hospitals or clinics".

Answers must be tweaked to fit the question and cover the area of how it ASSURES one.

2. To inform and educate patients on the National Electronic Health Record System.
3. Any 2 possible answers from:

[Any possible answer from the list at the bottom right table

Eg: Admission and visit history / Hospital inpatient discharge summaries/ laboratory results/ radiology results/ medication history/ history of past operations / allergies and adverse drug reactions / immunisations as long as it includes explanation of how the Information helps one with an ONGOING illness].

4. The smiles on both the patient and healthcare officer suggests that with the NEHR, one would have a more pleasant / positive healthcare experience.

134 .

Section B

5. i) voraciously
ii) seasick
6. i) The chance for Richard Parker to be distracted enough for the narrator to reach into the lifeboat and remove the life jackets from it without being noticed by Richard Parker.

ii) Richard Parker was busy eating the hyena and based on the situation of them being stranded out in sea, there would be no other living creature to distract the tiger after the hyena was eaten.

Or

The writer will be the next in line to be killed as there would be no other living creature to distract the tiger after the hyena was eaten. Hence he would have no other chance of escaping.

- ~~7. The comparison of the rat that is a squealing, living creature to a baseball is unusual as a baseball is an inanimate object. But it is effective as it emphasizes how easily the rat is snugly engulfed in the tiger's mouth like the tight firm grip of the ball in the catcher's mitt normally associated with the sport.~~

The comparison was unusual because the hyena is actually a much larger creature than it was described (as 'the rat') by the writer.

Or

The hyena, a fearsome predator (that just kill a zebra and orangutan), is described as a squealing rat by the author.

[1]

However it was effective in showing,

how much smaller the hyena was as compared to the tiger (rat vs cat / hyena vs tiger) such that it can fit snugly into the maw of the tiger,

or

how helpless it was being subdued/captured by powerful the Bengal Tiger.

as if it were a baseball in the catcher's mitt.

[1]

~~8. The rat, commonly known as a rodent or a pest is in fact described here as a delicious and appetising human meal (spaghetti) to a tiger.~~

The writer described the manner which the tiger ate the hyena, as if it were a human enjoying a delicious meal. (after facing starvation on the boat)

Or

It shows how effortless it was for the tiger to consume the hyena (???)

(next up – the 'special' language use question)

9. Three Details:

"I was as good as dead" – clearly expresses his resigned fate. [1]

"My heart sank" – the heaviness of his heart highlights the knowledge of how severe his situation is. [1]

By comparing his plight to "a prisoner being pushed off a plank by pirates", it also reinforces how trapped he felt in a hopeless situation that would inevitably end up in a disaster. [1]

10. i) It was ironic because he spent his whole time planning to leave the lifeboat where the tiger was in only to find himself trapped on the raft which was just as dangerous. (weak raft, surrounded by sharks)

OR

He wanted to leave the raft due to the dangerous sharks in the sea only to enter the lifeboat that contains another predator, a tiger.

ii) The situation was bleak / dangerous / hopeless

11. i) The repetition highlights and emphasizes the smallness / small size of the raft and it reveals the writer's total sense of hopelessness/ despair that he will not survive.

ii) The conditions of the raft was not sturdy enough for the unpredictable ocean. [FOCUS ON CONDITIONS OF RAFT]

12. perching above a tiger or hovering over sharks

13. i) observing the enemy

ii) necessary preparations

iii) testing out possibilities

iv) realizing the unfortunate outcome

135

Section C

14. Fiddled

15. .

- He is a skilled/ experienced hockey player/ won championships
- He was famous for playing without a helmet

16. He had a good memory and he had higher brain processing speed.

17. They are more likely to develop dementia (symptoms of the disease/ memory loss) at a younger age.

18. i) Insurance companies may unfairly discriminate against an athlete with a certain gene.

OR

There's no reason to give people genetic-risk information unless there's something proven you can do about it (or simply, 'there's nothing proven that we can do about preventing Alzheimer's')

ii) For athletes facing head trauma, they could try to avoid taking damaging blows to the head / wear a helmet.

19.

Expected Response:	Duguay should have acknowledged that he should have worn a helmet
Unexpected Response	He does not commit to/ say for sure that he will wear a helmet/ He is non-committal about wearing a helmet

Summary
(ANSWERS)

the links between possessing the ApoE4 gene variant, and possible negative health effects. Use only information from paragraphs 3 to 5.

	Points Lifted from the Passage
1	Have increased risk of the disease
2	Those with one copy... three-to-fourfold increased risk of Alzheimer's
3	Two copies... eight times the risk\
4	... tend to show dementia at an earlier age...
5	Hit in the head... more likely to recover slowly
6	Suffer greater dementia later in life
7	Involved in the inflammatory response of the brain after injury
8	Take longer to clear brains of Amyloid... floods in flowing head trauma
9	... scored significantly worse on tests of brain impairment / caused some players to score lower on brain function tests
10	...present in all three boxers in the study who were severely impaired. (must paraphrase to suit question)



Founded 1842

**St. Margaret's Secondary School
Secondary Four Express /
Secondary Five Normal Academic
Preliminary Examinations 2015**

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

September 2015

READ THESE INSTRUCTIONS FIRST

This Insert contains **Section A**.

Write your answers in the spaces provided.

This document consists of 2 printed pages

137

[Turn over

ANSWER KEY
Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the sharp rise in cancer cases in Singapore. 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 beautiful clothes.

✓ _____

Each day, thirty-six people in Singapore are told that they have cancer,

marking the worrying rise in our country's top killer. Cancer cases have

1 _____ a _____

jumped to about 17 per cent since 2010, despite certain cancers being

2 _____ by _____

preventable if people choose healthier lifestyles and drop bad habits.

3 _____ ✓ _____

The rate at which cancer occurred to the population in the last decade

4 _____ in _____

was higher then in preceding decades. However, experts say that four in

5 _____ than _____

ten cases of cancer can be prevented. This is if people adopt certain

6 _____ ✓ _____

lifestyle habits, like not smoking, keep a healthy body weight and cutting

7 _____ keeping _____

back on alcohol. The Health Promotion Board, which releases the

8 _____ released _____

interim annual report on trend in local cancer incidence recently, said

9 _____ trends _____

forming healthier habits take time. Lifestyle and environmental factors

10 _____ takes _____

will take time to change.



Founded 1842

ST. MARGARET'S SECONDARY SCHOOL

Preliminary Examinations 2015

CANDIDATE NAME

CLASS

--	--	--

REGISTER NUMBER

--	--

ENGLISH LANGUAGE

1128/01

Paper 1 Writing

19 August 2015

Secondary 4 Express / 5 Normal (Academic)

1 hour 50 minutes

Additional Materials: Answer Paper
Insert

READ THESE INSTRUCTIONS FIRST

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

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

Section A is an Insert.

For **Section A**, write your answers in the spaces provided on the Insert.

For **Section B** and **Section C** write your answers on the separate Answer Paper provided.
At the end of the examination, fasten your work securely together as instructed.

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

138

This document consists of 4 printed pages and 1 Insert

[Turn over

Section B [30 marks]

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

You should look at the students' proposals on page 3, study the information carefully and plan your answer before beginning to write.

Your school would like to organise an event that aims to enhance the school spirit and involve the community living in the estate where your school is located. As a student leader, you have studied the students' ideas. On behalf of your schoolmates, you are to propose one of the events that the school would enjoy organising to come together to work with the community.

Write a speech, to be delivered to a panel comprising your school Principal, teachers and student representatives, stating clearly:

- which of the two events you would recommend
- how the students and the community will be involved
- how the event will be organised
- why you think this event will be meaningful

Write your speech in clear, accurate English and in a persuasive tone, to convince your Principal, teachers and schoolmates that your suggestion will benefit both the school and the community more than the other.

You should use your own words as much as possible.

Students' Proposals

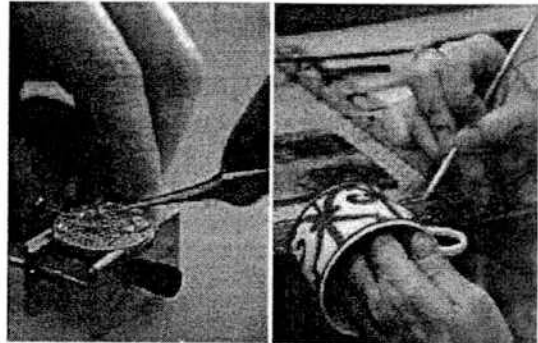
Event 1: A Funfair



- Individuals and classes set up stalls and classes compete on sales



- Guest vendors



- Exhibition and sale of local handicrafts

Event 2: A Sports Day



- Individual races and Inter-class competitions



- Invitation competitions



- Showcase and meet local sporting heroes

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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 "Young people in Singapore should contribute more to improving the local community." What are your views?
- 2 Describe some of your experiences on public transport. How important is it to show consideration to fellow commuters?
- 3 Which events in your country have made an impact on you this year, and why?
- 4 Other than bringing you into this world, what do you consider to be the best thing your parents have done for you? How has this made you who you are?



Founded 1642

ST. MARGARET'S SECONDARY SCHOOL

Preliminary Examinations 2015

CANDIDATE NAME

CLASS

--	--	--

REGISTER NUMBER

--	--

ENGLISH LANGUAGE

1128/01

Paper 1 Writing
Insert

19 August 2015

1 hour 50 minutes

Secondary 4 Express / 5 Normal (Academic)

Additional Materials: Nil

READ THESE INSTRUCTIONS FIRST

This Insert contains **Section A**.

Write your answers in the spaces provided.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about the sharp rise in cancer cases in Singapore. 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 beautiful clothes.

✓

Each day, thirty-six people in Singapore are told that they have cancer, marking the worrying rise in our country's top killer. Cancer cases have jumped to about 17 per cent since 2010, despite certain cancers being preventable if people choose healthier lifestyles and drop bad habits. The rate at which cancer occurred to the population in the last decade was higher than in preceding decades. However, experts say that four in ten cases of cancer can be prevented. This is if people adopt certain lifestyle habits, like not smoking, keep a healthy body weight and cutting back on alcohol. The Health Promotion Board, which releases the interim annual report on trend in local cancer incidence recently, said forming healthier habits take time. Lifestyle and environmental factors will take time to change.

1 _____

2 _____

3 _____

4 _____

5 _____

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8 _____

9 _____

10 _____



Founded 1542

ST. MARGARET'S SECONDARY SCHOOL

Preliminary Examinations 2015

CANDIDATE NAME

CLASS

--	--	--

REGISTER NUMBER

--	--

ENGLISH LANGUAGE

1128/02

Paper 1 Comprehension
Insert

19 August 2015

1 hour 50 minutes

Secondary 4 Express / 5 Normal (Academic)

Additional Materials: Question Booklet

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.

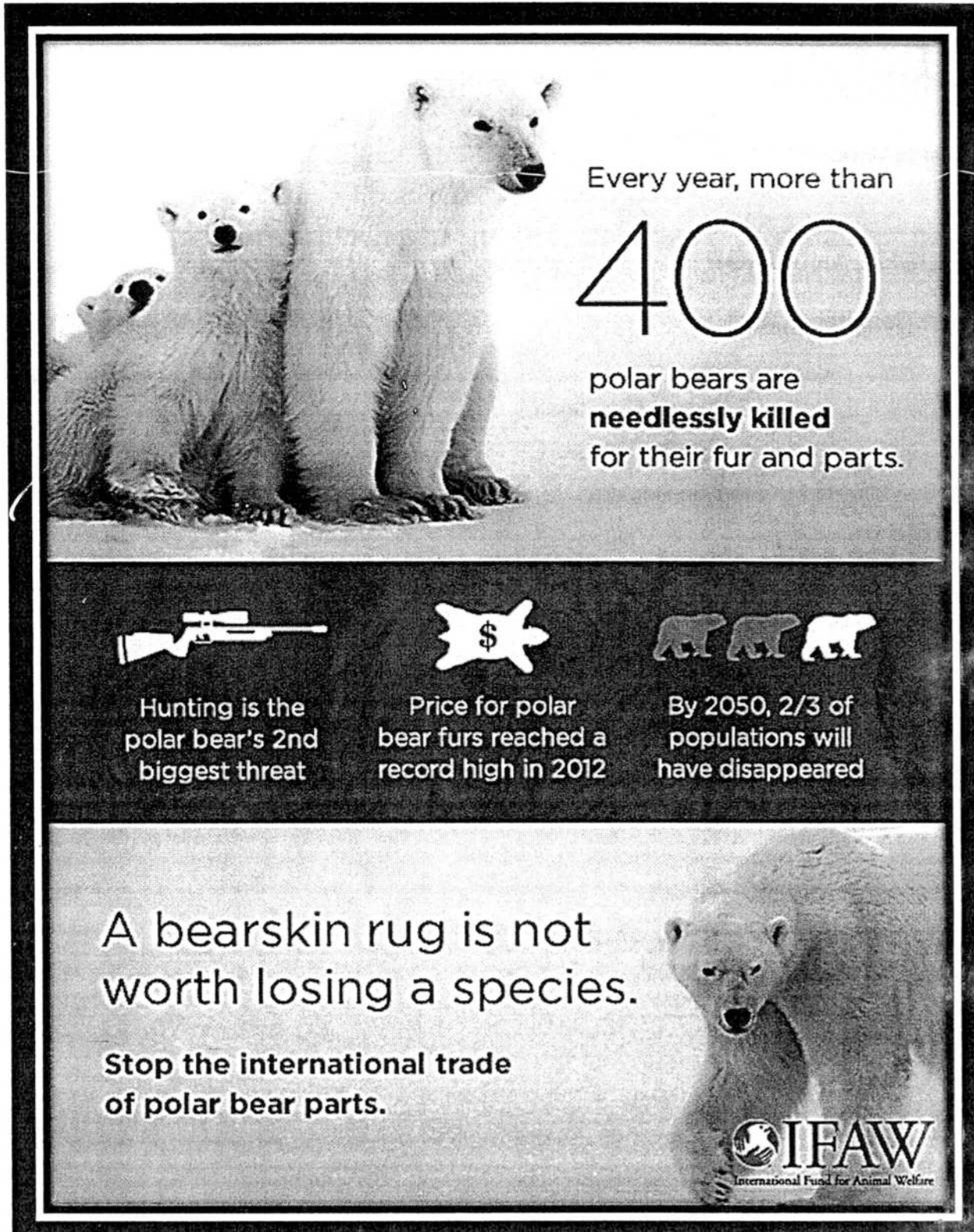
[Turn over

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Section A

Text 1

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





Every year, more than

400

polar bears are **needlessly killed** for their fur and parts.

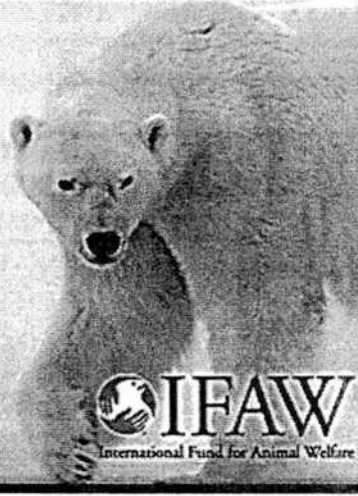
 Hunting is the polar bear's 2nd biggest threat

 Price for polar bear furs reached a record high in 2012

 By 2050, 2/3 of populations will have disappeared

A bearskin rug is not worth losing a species.

Stop the international trade of polar bear parts.

 **IFAW**
International Fund for Animal Welfare

Section B

Text 2

The text below describes the writer's experiences in Pakistan. Read the text carefully and answer Questions 5 – 17 in the Question Paper Booklet.

- 1 Travel broadens the mind. You see new customs, eat new food, do new things and come back home with a broader mind. This led me to set out on my journey to Pakistan. As the pass widened considerably and levelled out just before we came to Landi Kotal, I could see many caves in the nearest rock faces. Here again, were fortified dwellings in the more open space. A bare platform alongside three sets of track marked the end of Pakistan's railway system, half a mile from the town. The line had come up from Peshawar in a straighter fashion than the road before making its way through a multitude of tunnels in the rock. It had been invisible for most of the time after leaving the plain. There were Afghan refugees around, with a score of homespun tents pegged down in the shade of a cliff. Some children were playing while three women walked in line ahead towards the camp with metal pitchers balanced on their heads. There was no sign of anything that might have transported them there. "They come all the time and move on down to Peshawar after a day or two," said Sher Halim. 5 10
- 2 We stopped by a stall halfway down the main street of Landi Kotal and had a drink. It was hard to imagine this as the chief trading outpost of all the heroin in the world. There was a small bazaar with the incongruous addition of three multi-storeyed buildings, not yet complete. In the local jeweller's shop, a man was limply fanning himself in front of a glass case containing two tiny alarm clocks and five wrist watches. His eyes did not brighten as I approached with Sher Halim and Khassadar Zaman. Some men a few yards away were loading boxes and sacks of cargo into a truck. Otherwise, the male population of Landi Kotal seemed to have nothing to do but idle away the hours on the street. Not a woman was to be seen anywhere. It was a desperately enervated place. 15 20
- 3 We walked past the tea stalls and food stalls. The people we passed gave me curious glances and had I not been under escort, I do not doubt that sooner or later someone would have sidled up to me. That day, Landi Kotal was keeping to itself, while it speculated on a stranger from the West who had been permitted to come up from Peshawar. 25
- 4 As we coasted out of Landi Kotal on the way back, a loud crack very close to us made me stop in surprise. It was the second detonation of the day. When I was out of the car, looking at the regimental badges, there was an explosion. This time, it was the unmistakable sound of a rifle shot. Sher Halim grinned at my sudden alarm. "Here, firing is free. The government has no authority. 30
- 5 Just ahead of us was the most heavily overloaded truck I had ever seen, with one cardboard box after another lashed together high above the sides. Each bore an inscription in Chinese, and I thought it very likely that the contents were contraband. I was tempted to ask Guja to follow the truck down the Khyber, so that I could see what its driver did before he reached the customs checkpoint beyond Jamrud. However, it was so dangerously top-heavy that I could foresee a disaster if the boxes fell over with us trailing just behind. I did not try to stop Guja when he saw his chance to overtake. 35 40

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- 6 There was a sense of relief when we came to the last bend and slipped out of the defile onto the plain again. Though the rifle shot and explosion were more likely gestures of deliberate recklessness and not intended to scare anyone, there had nevertheless been menace from start to finish of that traverse. It was partly the menace of the encircling hills. It was also the notional menace of the gun that might be pointed at you without you ever being aware of it. Above all, there was the certainty that if you walked off the narrow strip of road, there was nothing that any authority could do to help you if you got on the wrong side of belligerent men. That was the comprehensive menace of the Khyber Pass.

Adapted from 'To The Frontier'
by Geoffrey Moorhouse

Section C

Text 3

The article below is about the establishment of universities and boarding for students. Read the text carefully and answer Questions 18–23 in the Question Paper Booklet.

- 1 The medieval universities came to full existence very quickly. They happened, because the closed, settled, stagnant world of the dark ages was at last breaking up. The towns which had become small and insignificant in the seventh and eighth centuries, were growing again as trade began to flow once more over Europe. By the twelfth and thirteenth centuries, the exchange of trade was becoming lively and there was a need for an educated professional class to cope with affairs that were daily growing more complex. This seems to have been the reason why western Europe suddenly broke out in universities. In England, Oxford became in the thirteenth century a university of European reputation; Cambridge, was not a rival in the same class for a long time. 5 10
- 2 Students attended these universities to hear the teachers lecturing in the schools. The lectures began early in the morning in the cold, comfortless, straw-strewn rooms. The stuff of the lectures seemed arid, valueless, just word-chopping; but out of it students gained facility in argument.
- 3 Students scraped money to go to Cambridge. If they could get their degree, jobs lay ahead. The students liked the life. It was entirely uncontrolled. They found their own lodging, often in the garrets of the little town. Though the students liked their life, no one else did, certainly not the students' parents, teachers or more studious and domesticated of the students. Consequently, almost from the origin of the university, there were attempts to get them out of their lonely lodgings into boarding-houses. Boarding-houses were cheaper. Students could live four or five to a room and have meals in common. It was also possible to get a university teacher to live in the same house and keep an eye on them. 15 20
- 4 These boarding-houses had nothing to do with teaching: the students just lodged there, and went off in the morning to the schools. Some of them were given money and rules and became known as colleges, but their purpose remained the same. They were a mixed crowd of people who endowed the first colleges – ecclesiastical politicians and administrators, country clergymen, noble ladies, kings and lords. Behind the kings and noble ladies one could usually find the hand of some priestly adviser who had himself attended the school; those who knew the need for direct experience set about getting money and went as high as their influence could take them. For those who were persuaded and provided a little money, what moved them? Possibly the sensible recognition of a need; possibly a spark of imagination; certainly the desire to have their names remembered on earth. 25 30 35
- 5 The endowments were small. These glorified boarding-houses were not ambitious affairs. They were called colleges, for that was the jargon of the day for any collection of men. A large proportion of the endowments went into buildings, as is the usual wish of benefactors, since buildings are easy to see and give a satisfactory impression of permanence. They were built using cheap materials. The yard-thick walls of my room, for instance, contained two feet of rubble. In these buildings there were just the bare necessities of a community: a kitchen; a large room to eat in; stark unheated rooms where the young men could live in 40

twos, threes or fours; a set of rooms for the university teacher who was paid to look after the college and was called the Master. He was an unmarried priest and the Master's quarters in the early colleges were nothing like the great lodges of later years. The only luxury was the chapel, which was larger than such a small community required. 45

- 6 The community was usually a very small one. This college of ours was founded towards the end of the fourteenth century. It was given rents of a few manors in order to maintain a Master, eight fellow-scholars who had passed their first degree and were studying for higher ones and thirty-six scholars who were boys coming up for the courses in the schools. 50

*Adapted from The Masters
by C. P. Snow*



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ST. MARGARET'S SECONDARY SCHOOL

Preliminary Examinations 2015

CANDIDATE NAME

CLASS

REGISTER NUMBER

ENGLISH LANGUAGE

1128/02

Paper 1 Comprehension

19 August 2015

Secondary 4 Express / 5 Normal (Academic)

1 hour 50 minutes

Candidates answer on the Question Booklet

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

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

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

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

Answer **all** questions.

Write your answers in the spaces provided in the Question Booklet.

The insert contains the texts for all the sections.

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

Section A [5marks]

Text 1

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

1 What effect is the use of the phrase 'needlessly killed' intended to have on the reader?

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

2 'A bearskin rug is not worth losing a species'. Explain why this sentence is effective in reinforcing IFAW's message.

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

3 The advertisement specifies that the 'Price for polar bear furs reached a record high in 2012'. Suggest a reason for the high price.

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

4 Which **two** consecutive words explain the high demand for polar bear fur and parts?

.....[1]

Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5-17.

5 "Here again, were fortified dwelling in the more open space" (lines 5-6). What is suggested by "Here again"?

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

6 "It had been invisible for most of the time..." (line 10). Why did the railway line become inconspicuous?

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

7 How do we know that the women in Paragraph 1 were walking in an orderly manner? **Answer in your own words.**

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

8 What did the writer find odd about the presence of the Afghan refugees (Paragraph1)?

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

9 Write down two consecutive words about Landi Kotal which explain the writer's surprise at it being "the chief trading outpost of all the heroin in the world." (lines 18-19).

.....[1]

10 "There was a small bazaar with the incongruous addition of three multi-storeyed buildings ..." (lines 19-20). Explain what "incongruous" in the above line suggests about the buildings.

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

11 "His eyes did not brighten as I approached ..." (line 23). Why did the writer say this of the jeweller?

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

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12 "Landi Kotal was keeping to itself,"... (line 32) What did the writer mean by this?

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

13 Pick out two separate words in Paragraph 4 to show the writer's reaction to events.

.....[2]

14 In what way was the truck "dangerously top-heavy" (line 47)?

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

15 Which phrase in Paragraph 6 tells us that the writer found the physical features of the place intimidating?

.....[1]

16 According to Paragraph 6, what might happen to a visitor who wandered off the road? **Answer in your own words.**

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

- 17 The structure of the text reflects the main stages in the writer's recount of his experience. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the recount. There are some extra phrases in the box that you do not need to use.

Main focus

discovering the unexpected	embarking on an adventure
a fearful experience	possible danger
odd encounters	inviting an attack
an arduous journey	

Flow Chart

Paragraph 1(i)



Paragraphs 2-3(ii)



Paragraphs 4-5(iii)



Paragraph 6 (iv)

[4]

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Section C [25 marks]

Refer to Text 3 on pages 5 - 6 of the Insert for Questions 18-23.

18 According to Paragraph 1, what were two effects of the growth in trade in Europe?

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

19 With reference to Paragraph 2, how did students benefit from the lectures? **Answer in your own words.**

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

20

I think students must have enjoyed staying in the garrets.

Anna

Yes, but I am sure the parents would have preferred to have them stay in the boarding-houses.

Julie

(i) By referring to Paragraph 3, what can Anna say to support her view? **Answer in your own words.**

.....[1]

(ii) With reference to the same paragraph, what reasons can Julie give to explain her assertion?

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

21 Why would people "have their names remembered on earth" (line 41) by contributing money and land for the building of colleges?

.....[1]

22 Which two pieces of evidence in Paragraph 5 suggest that the college was largely a religious establishment?

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

.....

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No of words: [15]

Content	/8
Language	/7
Total	/15

Section A [5marks]

Text 1

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

- 1 What effect is the use of the phrase 'needlessly killed' intended to have on the reader?

It is intended to communicate to the reader that **this slaughter** of the polar bears **is not essential** / that there is **no good reason for the slaughter** of the polar bears

It is **not essential to slaughter** these polar bears for their body parts. /

To discourage the reader from using things / buying things made of polar bear parts so that these animals **will not be slaughtered for no good reason.**

[1]

- 2 'A bearskin rug is not worth losing a species'. Explain why this sentence is effective in reinforcing IFAW's message.

It presents how **our need for material things (1)** such as bearskin rugs may result in the **annihilation of an entire species. (1)**

[2]

- 3 The advertisement specifies that the 'Price for polar bear furs reached a record high in 2012'. Suggest a reason for the high price.

The high price is the result of the **increasing demand for the furs** in the face of the **reduction in the number of polar bears** that can be hunted for their furs.

[1]

(Students must make a reference to both the demand for and supply of furs to be awarded 1 mark)

- 4 Which **two** consecutive words explain the high demand for polar bear fur and parts?

The words are 'international trade'

[1]

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Section B [20 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5-17.

- 5 "Here again, were fortified dwellings in the more open space" (lines 4-5).
What is suggested by "Here again"?

The writer had earlier seen similar dwellings/ These were not the first of such dwellings seen. [1]

- 6 "It had been invisible for most of the time..." (lines 8-9).
Why did the railway line become inconspicuous?

It ran through a multitude of tunnels in the rock. [1]

- 7 How do we know that the women in Paragraph 1 were walking in an orderly manner? **Answer in your own words.**

We are told that they walked in single file.

(from passage – "... in line ...") [1]

- 8 What did the writer find odd about the presence of the Afghan refugees (Paragraph 1)?

There was no indication of how they might have been transported to Landi Kotal. [1]

- 9 Write down two consecutive words about Landi Kotal which explain the writer's surprise at it being "the chief trading outpost of all the heroin in the world." (lines 16-17).

They are "desperately enervated." [1]

- 10 "There was a small bazaar with the incongruous addition of three multi-storeyed buildings ..." (lines 17-18).
Explain what "incongruous" in the above line suggests about the buildings.

**- The obviously taller buildings seemed
- out of place next to the small bazaar.** [2]

- 11 "His eyes did not brighten as I approached ..." (line 20)
Why did the writer say this of the jeweller?

He knew the jeweller was not optimistic about making any business from him. [1]

- 12 "...Landi Kotal was keeping to itself,"... (lines 27-28).
What did the writer mean by this?

The people in Landi Kotal did not attempt to speak to/ communicate with/ interact with the writer. [1]

- 13 Pick out two separate words in Paragraph 4 to show the writer's reaction to events.

They are "surprise" and "alarm" [2]

- 14 In what way was the truck "dangerously top-heavy" (line 40)?
- **There were just so many cardboard boxes secured high above the sides of the truck**
 - **that there was the possibility of them falling over.** [2]

- 15 Which phrase in Paragraph 6 tells us that the writer found the physical features of the place intimidating?

It is "(the) menace of the encircling hills." [1]

- 16 According to Paragraph 6, what might happen to a visitor who wandered off the road? **Answer in your own words.**

- **He might incur the wrath of the aggressive locals and**
- **not be able to receive any government protection.** [2]

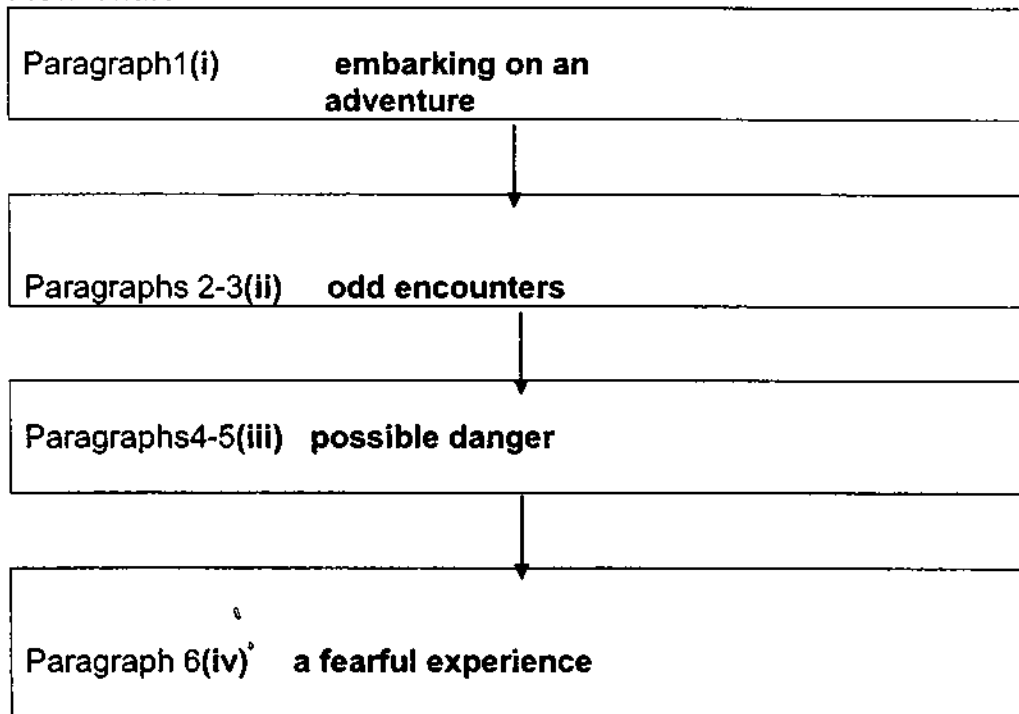
(from passage – "...there was nothing that any authority could do to help you if you got on the wrong side of belligerent men.")

- 17 The structure of the text reflects the main stages in the writer's recount of his experience. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the recount. There are some extra phrases in the box that you do not need to use.

Main focus

discovering the unexpected	embarking on an adventure
a fearful experience	possible danger
odd encounters	inviting an attack
an arduous journey	

Flow Chart



..

[4]

Section C [25 marks]

Refer to Text 3 on pages 5 - 6 of the Insert for Questions 18-23.

- 18 According to Paragraph 1, what were two effects of the growth in trade in Europe?

They were the growth of towns and the establishment of universities.
[2]

- 19 With reference to Paragraph 2, how did students benefit from the lectures?
Answer in your own words.

They acquired skill in debate.

(from passage – "...facility in argument.") [2]

20

I think students must have enjoyed staying in the garrets.

Anna

Yes, but I am sure the parents would have preferred to have them stay in the boarding-houses.

Julie

- (i) By referring to Paragraph 3, what can Anna say to support her view?
Answer in your own words.

They could do whatever they wanted, without any restrictions. — [1]

Other acceptable answers:

**They are free to do what they want
They enjoyed their independent lifestyle
The students enjoyed their freedom —**

(from passage – “uncontrolled.”)

With reference to the same paragraph, what reasons can Julie give to explain her assertion?

- (ii) **- The boarding-houses were cheaper.
- A university teacher could also live in the house and keep an eye on students. [2]**

- 21 Why would people “have their names remembered on earth” (lines 34-35) by contributing money and land for the building of colleges?

They would have performed a good deed/ They would be recognised for their generosity. [1]

- 22 Which two pieces of evidence in Paragraph 5 suggest that the college was largely a religious establishment?

**- The Master was an unmarried priest.
- There was a chapel. [2]**

Not accepted:

‘He was an unmarried priest’ – Who was ‘He?’

‘The chapel was larger than such a small community needed’

‘The college hired unmarried priests’

‘The university teacher at a college was an unmarried priest’

‘The university teacher called the Master was looked after by an unmarried priest’

‘An unmarried priest known as the Master.....’

- 23 **Using your own words as far as possible**, summarise how colleges came into existence and describe their features.

Use only information from paragraphs 4 and 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).

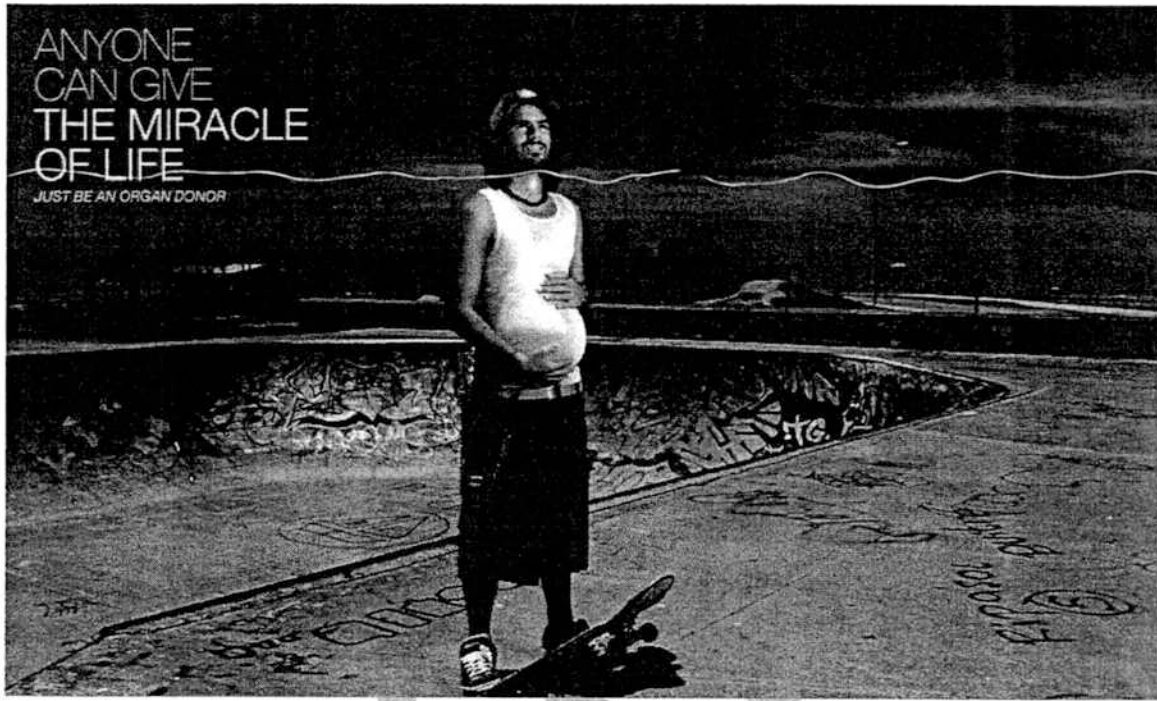
When the colleges first started, they were simply rooms in ...

	From Passage	Own Words
1.	boarding-houses...	boarding-houses
2.	...the students just lodged there, and went off in the morning to the schools.	where students stayed while attending the schools.
3.	Some of them were given money	Some received funding
4.	They were a mixed crowd of people who endowed the first colleges...	from all sorts of people
5.	... rules...	and had regulations to abide by.
6.	...glorified boarding-houses were not ambitious affairs.	The college buildings looked modest
7.	The endowments were small.	owing to the limited funds.
8.	They were built using cheap materials	They were constructed with inexpensive materials
9.	In these buildings were just the bare necessities of a community...	and consisted of basic facilities.
10.	The only luxury was the chapel, which was larger than such a small community required.	However, there was a chapel that was bigger than necessary.

Section A

Text 1

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



Organ transplantation has become an accepted medical treatment for end-stage organ failure. But only you can help make it happen. Here are some important facts about donation:

- At least 67% of organ recipients live on for 3 more years after the organ transplant; at least 55% of organ recipients live on for 5 more years after the organ transplant. Without the organ transplants, these organ recipients would otherwise have died of organ failure.
- During your visit to organdonor.gov someone may have been added to the waiting list. It happens every 10 minutes.
- People of every age give and receive organ donations. Each day, an average of 79 people receive organ transplants. However, an average of 21 people die each day waiting for transplants that can't take place because of the shortage of donated organs.
- In 2003, there were 13,285 donors, 25,473 transplants, and 83,731 on the waiting list; in 2013, there were 14,257 donors, 28,954 transplants, and 121,272 on the waiting list. The reality is that the number of candidates waiting continues to dwarf the number of donor organs available, and only you can change this—by registering as an organ donor and encouraging others to do so as well.

Adapted from Instituto Nacional de Donación y Transplante (INDT, 2010) and Organ Procurement and Transplantation Network (2013).

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[Turn over]

Section B

Text 2

The text below describes an expedition to Sutherland in Patagonia, South America, a wild, remote and almost inaccessible landscape nestled against the sea, knife-edge cliffs and mountains. Sebastian Iglesias and a team of cattlemen, horses and cattle dogs set out to capture savage livestock with the aim of clearing the land for future tourist visits. Fuller, an acquaintance of Sebastian's, had asked to tag along. Read it carefully, and answer Questions 5-14 in the Question Paper Booklet.

- 1 It was clear to Fuller from the outset: This expedition to Sutherland would not be an ordinary cattle drive to market. For a start, the feral bulls hadn't seen a rope in generations. And to get to Sutherland, the team would be riding a couple of days through the kind of terrain that rewards a false step with whatever comes after life. 5
- 2 Fuller phoned home for moral support. "I've been told to pack goggles," he told his father. There was a brief silence. "Goggles are for invading enemy country, not for rounding up a couple of cows," his dad said. He was a farmer in his 70s who thought nothing of plunging into the darkness of the Zambesi valley to chase elephants off his bananas. "What's the object of the exercise?" 10
- 3 "Fifty wild cattle, if we can get them," Fuller said - so money, of course, but also something harder to define. "When you come back, you can wear goggles and chase the crocodiles out of my pond here," his father replied, with a guffaw.
- 4 He didn't pack the goggles, but by the time Fuller encountered a bull in Sutherland, it turned out to be the least of his worries. Sebastian had assured them a ferry would come to Sutherland to collect them all, but it had been a difficult ride in. The vegetation had grown with a vengeance over the years, so it had taken a week to get there. The horses kept trying to turn around, slithering on the rain-slicked ground. Twice, a packhorse fell off the trail, rolling helplessly till lodged by a tree or rock. It took hours to right it, each time, the dogs nipping at its legs, the men pulling on ropes. "Everything's going perfectly," Sebastian told his girlfriend on the last thread of cell phone reception they had. She begged him to consider turning back before it was too late. "No, no. It's all great," he said. 15 20
- 5 On the third night, the group ran out of food. "Watch the dogs," the cattlemen warned Fuller from experience. "They'll start eating our leather." But the dogs, apparently equally experienced, were stealthy. As the men dried sodden clothes around a fire, the dogs ate the straps off Sebastian's spurs and the leather cover off a bottle. Fuller had already lost weight, and now the incessant cold from freezing winds had taken permanent hold, first of extremities, then of his bones. 25
- 6 The foliage in front of them crashed as if felled by a bulldozer. "Find a tree," he'd been advised. But before he could move his horse, the bull pitched into view, and despite thirty dogs ripping at its ears and heels, the animal stood its ground, flanks heaving. It appeared to be taking stock. 30
- 7 Fuller turned his horse toward a stand of trees. As a child, he'd spent hours in the

[Turn over]

- branches of a muscular flamboyant¹, where he'd felt both invisible and powerful. 35
But he had long since lost that magical thinking and this bull looked more than
equal to any tree he could get into, even if he scrambled up from the advantage
of his saddle. "The bulls will charge you," he'd been warned. "So climb high."
- 8 Fuller was beginning to wonder if he'd be in one piece to see the end of the trip. 40
After all, he still hadn't found a suitable tree to climb. But then four cattlemen
suddenly appeared, riding with unimaginable speed through the forest, one hand
on the reins, another with a coil of rope. Seeing them, the bull fled into the trees,
toward the lake. Fuller followed at an immoderately safe distance.
- 9 By the time he reached the lake, the bull had accidentally strangled to death on 45
one of the ropes. In an effort to revive it, someone was bouncing on its belly,
CPR² on a grand scale and to no avail. Its eyes turned from black to glacial
green. Alive, that bull represented for each cattleman a month's salary. Dead, it
was just meat for them and the dogs.

Adapted from 'Cowboys on the Edge', National Geographic (December 2014) by Alexandra Fuller

¹ A tropical tree.

² cardio-pulmonary resuscitation

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[Turn over]

Section C

Text 3

The article below is about how movies in recent years have caused more young men to have body image issues. Read it carefully and answer Questions 15-21 in the Question Booklet.

- 1 Young men—whether they were looking for their dose of battle gore or a chance to chew over the battle of Thermopylae³—lined up for the opening of *300: Rise of an Empire*. And though some parents may forbid their teenage children from seeing the 'R'-rated film due to blood and violence, these parents should probably be more concerned about the Greeks' washboard abdominals. 5
- 2 We are all familiar with the pressures on women to look thin, but discussions of body image often overlook men, a demographic increasingly at risk of unhealthy behaviours due to insecurity about the body. Men are feeling increased pressure to add muscle mass and gain weight, not lose it.
- 3 The average man wants six to twelve more kilogrammes of muscle and a three to four percent decrease in body fat. A medical study in January 2014 found that 18 percent of boys are very concerned about their weight and physique. Failure to attain these unrealistic body goals can lead to depression, high-risk behaviours (like drinking and drugs) and eating disorders. Though about 15 percent of boys concerned with their weight are worried about thinness, about half are concerned with gaining more muscle and an additional third are concerned with both muscle gain and thinness. 10 15
- 4 Many of these changes are thanks to media images, with the *300* movie series leading the way in the promotion of unfeasible male body standards, augmented by video games and clothing advertisements featuring bare-bodied men. When the first *300* film hit theatres in 2006, a gruelling fitness programme called the '300 workout' swept across the United States as men hoping to get gladiator-like bodies signed on. The workout, which was developed to get the cast of the film in fighting shape, has a basic concept: 300 repetitions of various exercises with no breaks. But it is so intense that the cast had to train six hours every weekday for four months before they could even attempt the '300 workout', and only one actor, Andrew Pleavin, was able to actually complete it. In an interview, Gerard Butler, the lead actor in *300*, admitted that he could not work out for a year after filming *300* because the programme made him so physically exhausted. 20 25
- 5 And yet publications like *Men's Health* touted beginner and intermediate versions of the '300 workout'. Instructional YouTube videos of similar workouts abounded. Suddenly average men were aiming for '300 bodies'. 30
- 6 Why? The well defined male bodies that grace our movie screens have boys thinking they are inadequate. Research has shown that 25 percent of men with a healthy weight think that they are underweight. A body image survey conducted in America found that men worry about their appearance more than they do about their health, family relationships or professional success. 53 percent of men said they felt insecure about their appearance at least once a week. 35

³ A location in ancient Greece where a famous battle took place between the Greek and the Persian forces, which the film *300: Rise of an Empire* is centred around.

[Turn over]

- 7 Parents, teachers and doctors often miss weight disorders in men because the symptoms are not the same as for women. Most eating disorder assessments focus on girls who starve themselves or induce vomiting in order to look thin. Boys are engaging in a different type of unhealthy behaviour—working out obsessively, taking natural but unregulated substances like powders or shakes to bulk up, and even using steroids. Such efforts can hurt young boys' growth and, in the case of steroids, cause behavioural problems, rage or depression. 40 45
- 8 Health professionals are slowly defining the line between health-conscious behaviour and over-the-top behaviour for boys and men. But it will likely be a while before public awareness catches up on the dangers posed by the over-emphasis on impossible physical goals.

Adapted from "The 300 Workout: How Movies Fuel Boys' Insecurities", Time (11 March, 2014) by Eliana Dockterman.

Section A [5 marks]

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

- 1** Which **two** phrases suggest the severity of the shortage of donated organs?
- (i) [1]
- (ii) [1]
- 2** Why do you think this advertisement was created?
-
- [1]
- 3** How does the visual text complement the phrase 'miracle of life' in the headline?
- (i) From the visual:
-
- [1]
- (ii) From the text below the visual:
-
- [1]

For Examiner's Use

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[Turn over]

This Question Booklet consists of 4 printed pages, including this page.
Section B [20 marks]

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

- 4 In paragraph 1, explain how the writer uses language to make the danger of the expedition clear.

For Examiner's Use

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

- 5 In paragraph 2, Fuller sought for his father's moral support. Identify and explain the evidence that supports the view that Fuller did **not** get this support.

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

- 6 In paragraph 3, identify the *two* phrases which support the view that Fuller's father *did* provide moral support. Explain your answer.

(i) [1]

(ii) [1]

- 7 In paragraph 4, the 'vegetation had grown with a vengeance'. What is unusual and effective about this description?

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

- 8 What does the information on Sebastian in paragraph 4 suggest about his attitude to life?

..... [1]

[Turn over]

9 'But the dogs, apparently *equally experienced, were stealthy*' (lines 25-26). With reference to the italicised words, is the writer's representation of the dogs an accurate one? Explain your answer clearly.

.....

.....

.....

.....

..... [2]

10 'The foliage in front of them crashed as if felled by a bulldozer' (line 30). Why does the writer describe the appearance of the bull in this manner?

.....

.....

..... [2]

11 'But he had long since lost that magical thinking' (line 36). Explain clearly what Fuller thought he had lost.

.....

..... [2]

12 What evidence is there in paragraph 9 that the writer was largely unaffected by the death of the bull?

.....

.....

..... [2]

- 13 The structure of the text reflects the shift in focus of the narrative, as events unfold during the expedition to Sutherland. Complete the flow chart by choosing one phrase from the box to summarise the focus of the narrative in each part of the text. There are some extra phrases you do not need to use.

Shift in focus of the narrative

an unexpected outcome	doubtful thoughts	a challenging encounter	
seeking reassurance	fighting fatigue	traversing the terrain	a tough day

Flow chart

Paragraph 1	<u>assessing the scenario</u>
-------------	-------------------------------

Paragraphs 2-3	(i)
----------------	-----------

Paragraphs 4-5	(ii)
----------------	------------

Paragraphs 6-7	(iii)
----------------	-------------

Paragraphs 8-9	(iv)
----------------	------------

[4]

Section C [25 marks]

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

For
Examiner's
Use

14 From paragraph 1, what are the **two** reasons why young males watch *300: Rise of an Empire*? Explain in your own words.

(i) [1]

(ii) [1]

15 From paragraph 4, give **two** examples of media and explain how each of them is to be blamed for the increase in body image issues among men.

(i) [1]

(ii) [1]

16 From paragraph 4, quote a word or a phrase that conveys the meaning of

(i) heightened [1]

(ii) extremely tiring [1]

17 (i) From paragraph 5, what is the writer's attitude towards "publications like Men's Health"?

..... [1]

(ii) List **one** word (from paragraph 5) that supports your answer.

..... [1]

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[Turn over]

18 According to paragraph 2, more men in today's society are "at risk of unhealthy behaviours due to body insecurity".

(i) Using evidence from paragraph 6, support this statement.

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

(ii) Using evidence from paragraph 8, disagree with this statement.

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

19 **Using your own words as far as possible**, summarise the body image issues that men increasingly face, the consequences, and the part media plays in them.

Use only information from paragraphs 2 to 6.

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

In present times, the well-defined muscles of actors in movies

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

[Turn over]

[This area contains multiple horizontal dotted lines for writing.]

No. of words: [15]
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TEACHER'S COPY



TANJONG KATONG GIRLS' SCHOOL

**MID-YEAR EXAMINATION 2015
SECONDARY FOUR**

1128/02

**ENGLISH LANGUAGE
Paper 2**

Thursday

30 April 2015

1hr 50min

Candidates answer on the Question Booklet.

Additional Materials: Insert

The total marks for this paper is 50.

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Section A [5 marks]

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

- 1 Which **two** phrases suggest the severity of the shortage of donated organs?
- (i) **“(an average of) 21 people die each day”** [1]
- (ii) **“number of candidates waiting continues to dwarf the number of donor organs available”** [1]

- 2 Why do you think this advertisement was created?

To encourage the reader to register as an organ donor and for him/her to encourage others to do the same. [1]

(“only you can change this—by registering as an organ donor and encouraging others to do so as well”)

(Answer must have **both** parts.)

- 3 How does the visual text complement the phrase “miracle of life” in the headline?

- (i) From the visual

The visual features a man who is visibly pregnant. Considering that men cannot be pregnant (only women can), this phenomenon is a “miracle of life”. [1]

(Identifying and explaining how “miracle of life” is literally represented by the visual.)

- (ii) From the text below the visual

Organ recipients, who would have died without a transplant, receive an extension in life, symbolising a “miracle of life”. [1]

(“At least 67% of organ recipients live on for 3 more years after the organ transplant; at least 55% of organ recipients live on for 5 more years after the organ transplant. Without the organ transplants, these organ recipients would otherwise have died of organ failure.”)

(Relating the life extension an organ recipient gets to a “miracle of life”.)

SSAB

Provide and interpret evidence to support understanding

Identify the audience of text read or viewed.

Identify and analyse techniques used in visual texts to achieve a variety of purposes.

Section B [20 marks]

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

Para1	It was clear to Fuller from the outset: This expedition to Sutherland would not be an ordinary cattle drive to market. For a start, the feral bulls hadn't seen a rope in generations. And to get to Sutherland, the team would be riding a couple of days through the kind of terrain that rewards a false step with whatever comes after life.	
Qn 5	In paragraph 1, explain how the writer uses language to make the danger of the expedition clear. [2]	
Ans	<ul style="list-style-type: none"> • The cattle they were in search of "hadn't seen a rope in generations" The men would be after <u>wild bulls which had not or had never been pursued nor captured by men for many years</u> [1] hence there was obvious danger involved. • The group would be riding over "the kind of terrain that rewards a false step with whatever comes after life" The <u>land</u> through which the expedition team would travel had <u>concealed dangers</u>, so <u>one wrong move</u> could result in death [1] <p><i>(Do not accept "no ordinary cattle drive to market" as this does not focus on danger.)</i></p> <p><i>(Do not accept carelessness (for "a false step") leading to death.</i></p>	<p>LO3</p> <p>Apply critical reading & viewing by focusing on implied meaning</p> <p>SSAB: Demonstrate understanding of how a writer's choice of words impacts viewers' interpretation of text</p>
Para2	Fuller phoned home for moral support. "I've been told to pack goggles," he told his father. There was a brief silence. "Goggles are for invading enemy country, not for rounding up a couple of cows," his dad said. He was a farmer in his 70s who thought nothing of plunging into the darkness of the Zambesi valley to chase elephants off his bananas. "What's the object of the exercise?"	

Qn 6	In paragraph 2, Fuller sought for his father's moral support. Identify and explain the evidence that supports the view that Fuller did <i>not</i> get this support. [1]	
Ans	<p>"Goggles are for invading enemy country, not for rounding up a couple of cows," [1]</p> <p>Fuller's father seemed to be mocking Fuller about his idea to bring goggles along for protection against what he called "cows", as if these would be harmless ordinary creatures. In actual fact, Fuller was going after wild bulls.</p>	<p>LO3</p> <p>SSAB:Provide and interpret evidence to support understanding</p>
Para3	<p>"Fifty wild cattle, if we can get them," Fuller said - so money, of course, but also something harder to define. "When you come back, you can wear goggles to chase the crocodiles out of my pond here," his father replied, with a guffaw.</p>	
Qn 7	In paragraph 3, identify the <i>two</i> phrases which support the view that Fuller's father <i>did</i> provide moral support. Explain your answer. [2]	
Ans	<ul style="list-style-type: none"> • "When you come back" Fuller's father sounded confident that his son would return safely so this would be assuring to Fuller [1] • "with a guffaw" The father's loud/noisy laughter at his joke would have made Fuller feel that his fear (& therefore wearing goggles for protection) was a light matter /unnecessary [1] <p>(Do not any other answer which is not a phrase)</p>	<p>LO3</p> <p>SSAB:Provide and interpret evidence to support understanding</p> <p>SSAB:Demonstrate understanding of how writer's style impacts</p>

		<i>the readers' interpretation through writing techniques (i.e. humour)</i>
Para4	He didn't pack the goggles, but by the time Fuller encountered a bull in Sutherland, it turned out to be the least of his worries. Sebastian had assured them a ferry would come to Sutherland to collect them all, but it had been a difficult ride in. The vegetation had grown with a vengeance over the years, so it had taken a week. The horses kept trying to turn around, slithering on the rain-slicked ground. Twice, a packhorse fell off the trail, rolling helplessly till lodged by a tree or rock. It took hours to right it, each time, the dogs nipping at its legs, the men pulling on ropes. "Everything's going perfectly," Sebastian told his girlfriend on the last thread of cell phone reception they had. She begged him to consider turning back before it was too late. "No, no. It's all great," he said.	
Qn 8	In paragraph 4, "The vegetation had grown with a vengeance". What is unusual and effective about this description? [2]	
Ans	<p>It is unusual to give plant life a human attribute such as vengeance since plants are incapable of taking revenge, unlike human beings. [1]</p> <p>OR</p> <p>Usually, the growth of plant life is not associated with a desire for revenge.</p> <p>It is effective because the writer is able to suggest the idea that the plants had been growing so abundantly, <u>as if on purpose, they blocked the men's progress/were an obstacle.</u> [1]</p>	<p>LO3</p> <p>Apply critical reading & viewing by focusing on implied meaning</p> <p>SSAB:</p> <p>Recognise writer's intentions through literary language</p>

Qn 9	What does the information on Sebastian in paragraph 4 suggest about his attitude to life? [1]	
Ans	<p>Students should study these lines closely to derive the answer:</p> <p>“Sebastian had assured them a ferry would come to Sutherland to collect them all, but it had been a difficult ride in.” (lines 15-17)i.e. [in the end- no ferry]</p> <p>and</p> <p>“It took hours to right it, each time, the dogs nipping at its legs, the men pulling on ropes. “Everything’s going perfectly,” Sebastian told his girlfriend...“No, no. It’s all great,” he said. (lines 21-23)</p> <p>Sebastian had an <u>optimistic / positive view of life</u>. [1]</p>	<p>LO2</p> <p><i>Process & comprehend text at an inferential level</i></p> <p>SSAB: <i>Make inferences to draw conclusions from contextual information</i></p>
Para5	<p>On the third night, the group ran out of food. “Watch the dogs,” the cattlemen warned Fuller from experience. “They’ll start eating our leather.” But the dogs, apparently equally experienced, were stealthy. As the men dried sodden clothes around a fire, the dogs ate the straps off Sebastian’s spurs and the leather cover off a bottle. Fuller had already lost weight, and now the incessant cold from freezing winds had taken permanent hold, first of extremities, then of his bones.</p>	
Qn10	<p>“But the dogs, apparently <i>equally experienced, were stealthy</i>.” (lines 25-26) With reference to the italicised words, is the writer’s representation of the dogs an accurate one? Explain your answer clearly. [2]</p>	
Ans	<p>Yes. (no marks allocated for getting this right)</p> <p>The dogs were indeed ‘equally experienced’ because <u>just as the men were able to predict that the dogs would eat their leather possessions, the dogs knew what to eat (leather) when there was no food</u> [1]</p> <p>The dogs were ‘stealthy’ as they waited till the men were busy drying their</p>	<p>LO3</p> <p>Apply critical reading & viewing by focusing on</p>

	<p>clothes to eat the men's leather possessions, <u>so that they would not be seen doing it.</u> [1]</p> <p>(Do not award mark if student does not explain the men's ability to predict the dog's behaviour, for the first point)</p>	<p>implied meaning</p> <p>SSAB: Evaluate information for accuracy</p>
Para6	<p>The foliage in front of them crashed as if felled by a bulldozer. "Find a tree," he'd been advised. But before he could move his horse, the bull pitched into view, and despite thirty dogs ripping at its ears and heels, the animal stood its ground, flanks heaving. It appeared to be taking stock.</p>	<p>SSAB: Demonstrate understanding of how writer's style impacts the readers' interpretation through writing techniques (i.e. analogy)</p>
Qn11	<p>"The foliage in front of them crashed as if felled by a bulldozer" (line 30). Why does the writer describe the appearance of the bull in this manner? [2]</p>	
Ans	<p>It is because the writer wishes to illustrate <u>the destructive/ravaging nature of the bull which was charging</u> (which is why the leafage 'crashed')[1]</p> <p><u>by likening it to a bulldozer which causes devastation</u> as it mows down trees in a forest ('foliage'). [1]</p> <p>Do not accept 'dangerous/damaging nature of the bull' (inaccurate) since a bulldozer destroys rather than damages things in its path.</p>	<p>LO2</p> <p>Process & comprehend text at an inferential level</p> <p>SSAB: Identify & analyse techniques</p>

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		<i>(image /analogy) to achieve a variety of purposes</i>
Para7	Fuller turned his horse toward a stand of trees. As a child, he'd spent hours in the branches of a muscular flamboyant*, where he'd felt both invisible and powerful. But he had long since lost that magical thinking, and this bull looked more than equal to any tree he could get into, even if he scrambled up from the advantage of his saddle. "The bulls will charge you," he'd been warned. "So climb high."	
Qn12	"But he had long since lost that magical thinking." (line 36) Explain clearly what Fuller thought he had lost. [2]	
Ans	Fuller felt that he no longer had <u>the charming/attractive power of imagination</u> ("magical thinking") that most children have, [1] <u>to make believe that they have super powers</u> in certain conditions. [1]	
Para 8	Fuller was beginning to wonder if he'd be in one piece to see the end of the trip. After all, he still hadn't found a suitable tree to climb. But then four cattlemen suddenly appeared, riding with unimaginable speed through the forest, one hand on the reins, another with a coil of rope. Seeing them, the bull fled into the trees, toward the lake. Fuller followed at an immoderately safe distance.	
Para 9	By the time he reached the lake, the bull had accidentally strangled to death on one of the ropes. In an effort to revive it, someone was bouncing on its belly, CPR* on a grand scale and to no avail. Its eyes turned from black to glacial green. Alive, that bull represented for each cowboy a month's salary. Dead, it was just meat for them and the dogs.	
Qn 13	What evidence is there in paragraph 9 that the writer was largely unaffected by the death of the bull? [2]	
Ans	<ul style="list-style-type: none"> • "bouncing on its belly, CPR* on a grand scale and to no avail" [1] • "Dead, it was just meat for them and the dogs." [1] 	LO3

	<p>The choice of words (e.g. use of abbreviation for CPR & the description of the process) and casual tone show that the writer took the death lightly/factually.</p> <p><u>OR</u></p> <ul style="list-style-type: none"> The writer refers to the dollar value of the bull without any suggestion of compassion in his tone <p>(Accept any 2 of the 3 pieces of evidence)</p>	<p>Apply close & critical reading & viewing of literary text</p> <p>SSAB: Demonstrate understanding of how writer's style impacts the readers' interpretation through writing techniques (i.e. analogy)</p>
Qn14	<p>The structure of the text reflects the shift in focus of the narrative, as events unfold during the expedition to Sutherland. Complete the flow chart by choosing one phrase from the box to summarise the focus of the narrative in each part of the text. There are some extra phrases you do not need to use.</p> <p>Shift in focus of the narrative:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>an unexpected outcome doubtful thoughts a challenging encounter seeking reassurance fighting fatigue traversing the terrain a tough day</p> </div> <p>Flow chart:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>paragraph 1: assessing the scenario</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>paragraphs 2 & 3: (i) <u>seeking reassurance</u></p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>paragraph 4 & 5: (ii) <u>traversing the terrain</u></p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>paragraphs 6 & 7: (iii) <u>a challenging encounter</u></p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>paragraph 8 & 9: (iv) <u>an unexpected outcome</u></p> </div>	<p>LO3</p> <p>Apply close & critical reading & viewing of literary text</p> <p>SSAB: Make generalisations at a critical level from connections within text</p> <p>[4]</p>

Section C [25 marks]

Refer to Text 3 on pages 5-6 of the Insert for Questions 14-20.

- 14 From paragraph 1, what are the **two** reasons why young men watch *300: Rise of an Empire*? Explain in your own words.

- (i) **To indulge in OR To satisfy their desire/want/craving for bloodshed/bloodiness/carnage/butchery/slaughter in combat/fights/war.** [1]
(“For their dose of battle gore”.)

(dose)
(gore)
(battle)

Note that “violence/gruesome” is not accepted for “gore”. “Violence” means “physical force”; “gruesome” means “causing horror/disgust”.

- (ii) **To discuss in great length OR Deliberate about OR Ruminates/Reflect on OR Contemplate/Mull/Ponder over the Battle of Thermopylae.** [1]
(“To chew over the Battle of Thermopylae”.)

(chew over)

- 15 From paragraph 4, give **two** examples of media and explain how each of them is to be blamed for the increase in body image issues among men.

- (i) **Movies promote “unfeasible male body standards”/advocate unrealistic male physiques** [1]
(ii) **Video games OR clothing advertisements “feature bare-bodied men” that have unrealistic male body standards** [1]

Note that for (ii), just stating that they “feature bare-bodied men” is insufficient as the point made is that the “bare-bodied men” have well defined muscles.

(i) & (ii) each must have an example **and** an accurate explanation for it for marks to be awarded.

- 16 From paragraph 4, quote a word or a phrase that conveys the meaning of

- (i) heightened **“augmented”** [1]
(ii) extremely tiring **“gruelling”** [1]

(“Intense” only means “extreme”; “so physically exhausted” is correct in meaning but incorrect in word form i.e. “exhausted” instead of “exhausting”)

- 17 (i) From paragraph 5, what is the writer’s attitude towards “publications like Men’s Health”?

**Attitude of disapproval/disappointment/disdain/displeasure/disgust/dislike/objection/di-
staste/condemnation/unsupportiveness/criticalness/annoyance/anger/unhap-
piness/** [1]

(Any of the above or similar terms)

SSAB

Paraphrase
information
or ideas
(using own
words or
synonyms/
antonyms)

Provide
and
interpret
evidence in
the texts to
support
understand-
ing

Deduce
meaning of
words from
how they
are used in
context.

Recognise
writers’
intentions
(e.g.,
through
their use of
words,
literary
language)

(ii) List **one** word (from paragraph 5) that supports your answer.

“yet” OR “touted” [1]

Provide and interpret evidence in the texts to support understanding

18 According to paragraph 2, more men in today’s society are “at risk of unhealthy behaviours due to body insecurity”.

Provide and interpret evidence in the texts to support understanding

(i) Using evidence from paragraph 6, support this statement.

“Research has shown that 25 percent of men with a healthy weight think that they are underweight.” OR “A body image survey conducted in America found that men worry about their appearance more than they do about their health, family relationships or professional success.” OR “ 53 percent of men said they felt insecure about their appearance at least once a week.” [1]

(Either of the three quotes.)

(ii) Using evidence from paragraph 8, disagree with this statement.

Men are “health-conscious” but are not overtly so/overdoing it (as implied by “health professionals are slowly defining the line between health-conscious behaviour and over-the-top behaviour for boys and men.”) [1]

19 **Using your own words as far as possible**, summarise the body image issues that men increasingly face, the consequences, and the part media plays in them.

Skim for the gist/main idea.

Use only information from paragraphs 2 to 6.

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

Provide and interpret evidence in the texts to support understanding.

In present times, the well-defined muscles of actors in movies...

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		Words from the Text	Paraphrased Words
1	B/M	"The well defined male bodies that grace our movie screens have boys thinking they are inadequate."	In present times, the toned muscles of actors in movies have resulted in males feeling inferior.
2	B/C	"Men are feeling increased pressure to add muscle mass and gain weight"	Men think they need to gain muscle mass and weight
3	C	"Failure to attain these unrealistic body goals	Being unable to achieve such unfeasible physical standards
4	C	can lead to depression, high-risk behaviours (like drinking and drugs) and eating disorders."	can result in depression, detrimental actions (like alcohol and substance abuse) and eating disorders.
5	M	"300 movie series leading the way in the promotion of unfeasible male body standards"	Movies like 300 are at the forefront of advocating unrealistic male physiques.
6	M	"augmented by video games"	They are bolstered/heightened by video games
7	M	"clothing advertisements"	and apparel campaigns
8	M	featuring bare-bodied men"	that show muscular men in revealing attire.
9	C/M	"The workout, which was developed to get the cast of the film in fighting shape, has a basic concept: 300 repetitions of various exercises with no breaks. But it is so intense that the cast had to train six hours every weekday for four months before they could even attempt the '300 workout', and only one actor, Andrew Pleavin, was able to actually complete it."	Such physiques are attained through punishing workout routines.
10	M	"And yet publications like <i>Men's Health</i> touted beginner and intermediate versions of the 300 workout."	Even, health magazines for men promoted such exercises.
11	M	"Instructional YouTube videos of similar workouts abounded."	Online videos for these exercises were also abundant/plentiful.

"B" denotes a point on body image issues; "C" denotes a point on the resulting consequences; "M" denotes a point on media.
 (1 per point to a maximum of 8) [8]
 Style (see below) [7]

Marking Scheme for Summary

1 mark for each correct point, up to 8 marks.

Mark	Summary Style Descriptors
7	<ul style="list-style-type: none">• There is a sustained and successful attempt to re-phrase the text language.• The summary is free from lifting except for phrases from the text which are difficult to substitute.• Apart from very occasional slips, the language is accurate.
5-6	<ul style="list-style-type: none">• There is a noticeable attempt to re-phrase the text.• The summary is free from stretches of concentrated lifting.• The language is almost always accurate. Serious errors will be so isolated as to be almost unnoticeable.
3-4	<ul style="list-style-type: none">• There are recognisable but limited attempts to re-phrase the text detail.• Groups of text expression are interlaced with own words.• The expression may not always be secure, but the attempt to substitute the text will gain credit.• The language is largely accurate.
1-2	<ul style="list-style-type: none">• Wholesale copying of large areas of the text, but not a complete transcript.• Attempts to substitute own language will be limited to single word expression.• Irrelevant sections of the text will be more frequent at this level and below.• Meaning is not in doubt but serious errors are becoming more frequent.
0	<ul style="list-style-type: none">• Pretty well a complete transcript for the text expression.• Originality is barely noticeable.• There may also be random transcription of irrelevant sections of the text.• Heavy frequency of serious errors, impeding the reading in many places.

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END