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Name	Class	Index Number
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**ANG MO KIO SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016
SECONDARY ONE EXPRESS**

ENGLISH LANGUAGE

1128/01

Total Mark: 10

29 April 2016 / Friday

INSERT

1 hour 50 minutes

Setter: Mrs N Nair

Instructions to candidates :

1. This insert contains Section A.
2. Write your answers in the spaces provided.

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

[Turn over]

Section A (10marks)

Carefully read the text below, consisting of 12 lines about Nek Chand, the creator of a famous garden.

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 without 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.

The train stopped for a few minutes at a small village.

at _____

✓ _____

In the early 1960s, Nek Chand, a humble transport official in the Indian city of Chandigarh, began to cleared a little patch of publicly-owned forest reserve to make the small garden area. He set stones around the little clearing and had, after long, sculpted a few figures recycled from materials he found at hand. Gradually Nek Chand's creation developed and grew; soon it covered several acres and comprised hundred of sculptures set in a series of interlinking courtyards. After his normal working day, Chand worked at night, in total secrecy for fear of been discovered by the authorities. When they did discover Chand's garden, local government officials was thrown into turmoil. The creation was complete illegal. It should be demolished. The outcome, although, was to give Nek Chand a salary plus a workforce of fifty labourers to concentrate on his great work known as The Rock Garden of Chandigarh.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Name	Class	Index Number
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**ANG MO KIO SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016
SECONDARY ONE EXPRESS**

**ENGLISH LANGUAGE
PAPER 1**

1128/01

Total Mark: 60

29 April 2016 / Friday

Setter: Mrs N Nair

1 hour 50 minutes

Instructions to candidates :

- 1. Answer Section B and one question from Section C.**
- 2. For Section B and Section C, write your answers on the writing paper provided.**
- 3. Hand in your answers for Section A, B and C separately.**
- 4. At the end of the examination, submit the question paper.**

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

[Turn over]

Section B (30 marks)

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

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

A week ago, you chanced upon this advertisement in our local newspaper, The Straits Times. Being a keen sports person and also because you have taken part in The Straits Times Run in 2015, you are interested in participating in the run again this year. You wish to invite a friend who also participated in the same event in 2015 to join you this year.

Write a letter to invite him or her to join you in this year's run.

Your letter should include:

- details of the event, such as date and venue ;
- the category you wish to compete in and why;
- your suggestions on how you both can train and prepare for the event; and
- why you think both of you will enjoy and benefit from this competition.

Write your letter in **clear, accurate** English and in a **welcoming** tone to encourage your friend to join you.

You should use your own words as much as possible.



MAY 22, 2016 • F1 PIT BUILDING

SIGN UP NOW

Distance	Loyal Runner Rate (per runner)	OCBC Card Members' Rate (per runner)	Full Rate (per runner)
10 km competitive category	\$30	\$35	\$40
18.45 km competitive category	\$40	\$45	\$50

* The loyal runner rate applies to any past participants in The Straits Times Run in 2013, 2014 or 2015.

* OCBC Credit/Debit Card members can enjoy \$5 off the full rates.

Prizes for Competitive Runners

18.45 KM Event	10KM Event
1st Prize Panasonic 55 " TV New Balance vouchers 2nd Prize Panasonic Steam Oven AIBI Exercise Game Bike	1st Prize Panasonic 50 " TV New Balance vouchers 2nd Prize Panasonic Lumix Camera New Balance vouchers

Register at www.straitstimesrun.com

For enquiries, please call 62485777

(Mon – Fri, 10.30am – 5.30pm, except Public Holidays) or

email: info@straitstimesrun.com

Attractive goodies from sponsors will be given to the first 100 registered participants.

Adapted from The Straits Times 28 February 20

Section C (30marks)

Begin your answer on a fresh page.

You are advised to write between 300 and 500 words on one of the following topics.

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

1. Write about an exciting day you experienced in Ang Mo Kio Secondary School.
2. Write about a day when a stray dog or cat followed you home.
3. Write about an occasion when you helped a handicapped person.
4. Write about a time when you misunderstood your teacher's instructions and you had to face the consequences.

Name	Class	Index Number



**ANG MO KIO SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016
SECONDARY ONE EXPRESS
INSERT**

**ENGLISH LANGUAGE
PAPER 2**

1128/02

3 May 2016 / Tuesday

Setter: Mrs N Nair

1 hour 50 minutes

INSTRUCTIONS TO CANDIDATES :

1. The Insert contains the texts for all the sections.
2. Submit the Insert at the end of the examination.

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

[Turn over]

Section A

Text 1

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

THE NEW PAPER / AIBI "GET LEAN, GET STRONG" CHALLENGE 2016



the new paper **AIBI**
Get lean
GET STRONG
CHALLENGE • 2016

Be THE BIGGEST LOSER
To Win More Than
\$20,000 Worth Of Prizes!

Get the fit body you've always wanted and be rewarded for it! If you are game to undergo an intensive six-month training with AIBI's weight-loss guru David Devito, step forward and tell us why you should be one of the ten to be picked. The participant who sheds the most kilos after the programme will be crowned the winner.

Visit <http://tinyurl.com/tnpfit> to submit your entry of less than 300 words on why The New Paper should pick you. Closing date: 15 March 2016.

Single two guys David Devito
 has been helping people lose weight for more than 10 years

David Devito
 100kg before, 60kg now
 worth \$20,000

There is no entry fee. The programme must be supported by either The New Paper or AIBI and The Fitness Institute, and must include a weekly meal plan and a personal training session. They must be available for at least 10 weeks. Any local club can contact us for the terms of the challenge and fitness programme. The New Paper, AIBI and The Fitness Institute support the challenge between 15 March to 15 October 2016. They must also agree to participate in publicity activities at any time. If they do not, they will be removed from the list. Details of the challenge will be shared broadly to our members and the public. Other terms and conditions apply and are available at <http://tinyurl.com/tnpfit> or on request.

Jointly Organised by: **the new paper** **AIBI** Programme Co-ordinator: **David Devito**

Section B

Text 2

The text is about Virginia, a child from a poor family before she was sent to live and work for a wealthy family. Read it carefully and answer Questions 5 – 15.

1	Before dawn, I wake up to the sound of creatures scurrying inside the wall near my head. Mice and rats and dogs have burrowed these tunnels through the dried clay, searching for food scraps. I'm always searching for food scraps too. Right now my belly's already rumbling and it's hours till breakfast.	
2	The house is as dark as a cave except for the bits of blue light coming through the holes in the earthen walls. My gaze fixes on a new trail of golden honey oozing from a crack, just within arm's reach. Bees live in there, black bees that sting terribly, but make the best honey in the world. I poke my hand in the crack and scoop out the sticky sweetness and lick it from my finger. It's gritty but good.	5
3	Our guinea pigs are hungry now too, squeaking and dancing around in their corner, waiting for alfafa grass. I can see every corner of our house from my sleeping place on the floor. Mamita (mother) and Papito (father) are snoring under their wool blanket on a bed frame made of scrap wood. My brother and sister are curled up next to me – Hermelinda on the end and Manuelito wedged in the middle – the fleas and bedbugs and lice are crawling wherever they please. My spot against the wall is cosy, the perfect place for licking honey in secret.	10 15
4	Soon Mamita will awaken, standing up and stretching in her white blouse that hangs midway down her thighs. Then yawning, she'll open the door and a rectangle of misty morning light will shine into our house's musty darkness. Then she'll light the cooking fire and we'll all slurp potato soup around the fire pit.	20
5	When people tell Mamita that I am so smart, she snorts, "Humph, she's clever for stealing food, that's about all."	
6	It's true. I do use my wits to fill my belly with fresh cheese or warm rolls. Or to get something I really want, like a pet goat or a pair of shoes. But there's more. I have dreams. Dreams bigger than the mountaintops that poke at the clouds. In the pasture, I always climb my favourite tree and shout to the sheep, "I'm travelling far from here!" and my tree turns into a truck and I ride off to a place where I can eat rice and meat and watermelon everyday.	25
7	After breakfast, I'm in the valley pasturing sheep under a sky the dull grey of cow intestines, when Hermelinda appears on the hill. I squint up at her. The mountains loom behind her, peaks lost in heavy clouds. She waves her little arms at me, the wind whipping her hair in all directions. "Virginia!" she cries in her squeaky toddler voice. "There are mishus at the house. Mamita says to come right away!"	30
8	Mishus are what we call mestizos*. It's a mean word, in the same way their names for us – longos, or dirty Indians – are mean. With my golden goat, Cheetah, at my side, I climb toward home, urging the straggling sheep along with my stick. Feeling suddenly sick, I call out, "Hermelinda, which mishus?"	35

9	"Alfonso and his wife and two others." I stop in my tracks. Alfonso owns the land my family farms. Lately, he and his wife, Mariana, have made a point of talking to me whenever they visit the fields, asking me questions, eyeing me up and down, then murmuring to each other as they walk off, Alfonso is the one who took my cousins, Zoyla and Gregoria, away from their parents two years ago. Zoyla and Gregoria and I used to play market together while we pastured the animals. And then, one day, when they were near my age now – about seven – they left with the mishus. We never heard from them again.	40 45
10	I head up the path, pushing against the crazy wind, kicking at rocks and smacking trees with my stick as I walk. Past the corn and potato fields, my house comes into view, looking small and weak against the mountains towering behind it. I can make out the forms of the mishus sitting on the dirt patio with my parents. My muscles are tensing, the way they do when I see dogs in the distance and I'm not quite sure if they're nice or mean.	50
11	I'm grateful, Cheetah is at my side. Even though she is only a goat, she loves me more than anything in the world. And she'll do anything to protect me. Once, when a vicious dog tried to attack, Cheetah hurled herself in front of me and rose to her hind feet, "Maah, maah!" she bellowed in its face, slashing the air with her front hooves. The dog had never seen such a brazen goat, and it backed away, bewildered. It's good to have someone love you so fiercely. Even if that someone is a goat.	55
12	I rest my hand on her honey brown head and rub her ears, walking slowly, my heart thumping. As I lead the sheep into their pens, I watch the patch of weeds in front of our house where Alfonso sits beside his wife with her ridiculous, huge bun, along with a thin mestizo man. A fat mestiza woman with short hair and a polka-dot dress sits a little off to the side. I take a deep breath, then head toward them, brandishing my stick like a machete. The closer I walk, the hotter my face gets, as though my blood has caught fire.	60 65
13	Mamita is watching the mishus politely as Papito chats with them, his face unusually friendly. As I come closer, Mamita looks up at me and frowns. Her glare orders me to stop swinging my stick and behave. But I look straight ahead ignoring them all and stomp straight into the house.	
Adapted from : Queen of Water by Laura Resau		

* mestizos are rich people of mixed parentage

Section C

Text 3

Houseboats in Australia

The text is about the origins of houseboats in Australia and the pros and cons of their existence. Read it carefully and answer Questions 16 – 24.

1	A narrow lane leads off the road and through a thick forest towards the glittering coast of Sydney harbour. Here, bobbing side-by-side on the gently lapping waters, are three of the last remaining houseboats in Sydney.	
2	These unusual residences –they do not travel on sea and are permanently attached to the shoreline – are in the exclusive suburb of Mosman in north Sydney. Homes here are very expensive and one with a harbour view can add millions of dollars to a home's value. These three houseboats have found a more affordable way to gain a fantastic view.	5
3	They are believed to date back to around the 1910s, and point to a time when local residents were far less wealthy. The harbour was once lined with clusters of houseboats, many of which were first inhabited by people trying to escape homelessness during the Great Depression period from 1929 to 1939.	10
4	The three Mosman houseboats sit in a small inlet called Pearl Bay. In the 1950s, there were twelve of them but only three by the 1980s. Many people in the city appreciate them as curious structures that add to the neighbourhood's character. However, some residents and councillors have long seen them as an eyesore, and have tried to have their licences cancelled.	15
5	The council would have got rid of them all if it could, but to the relief of those who liked them, the New South Wales Maritime Services Board declined to give up its authority over houseboats, and continued to renew existing licences. There is no guarantee that all of the remaining houseboats will continue to have their leases renewed. In 2011, the Mosman council considered a plan to phase out the three houseboats but it received ten public submissions, which argued that the houseboats are part of the rich cultural heritage of Pearl Bay and should be retained.	20 25
6	The state government's reason for wanting to phase out residential houseboats is that it is concerned about the cleanliness of the waterways, particularly if large numbers of people were to swap their homes on land for one on water.	
7	The state allows people to spend twenty-one days at a time on holiday houseboats, something that is popular with tourists, and as weekend getaways for locals. The last three residential houseboats in the harbour are exempted from this rule which was designed to ensure the waterways remain clean and comfortable for the entire boating community.	30
8	From the decks of the houseboats, tourists enjoy an unobstructive view of the harbour and the surrounding leafy coast. Life on a houseboat is also very relaxing.	35

9	Houseboats have proven tempting as a cheap escape from Australia's soaring property prices in recent years, particularly for retirees, with some costing as little as A\$50,000. The stress of receiving electricity bills is removed as the electricity is run from generators which you buy fuel for yourself, allowing you to budget your money. They are equipped with working kitchens and bathrooms but there are typically strict requirements about disposing of dirty water without damaging the environment.	40
10	Some other states in Australia discourage people from living in houseboats on rivers. It may result in an increase in houseboat numbers leading to inaccessibility of important public waterways.	45
11	Houseboat activities may also damage fragile waterbird habitats, obstruct public access along the coast and affect the social values of waterways, such as fishing and recreation.	
12	Mr Heuzenroeder, 60, a retired public servant usually spends a weekend staying on the boat at its mooring. "I like being on the water," he said. "I enjoy the nature and the creatures you see on the bank – the kangaroos, emus, birds, snakes and large lizards. It is very comfortable. You have everything you'd have in a normal house."	50

Name	Class	Index Number
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**ANG MO KIO SECONDARY SCHOOL
MID-YEAR EXAMINATION 2016
SECONDARY ONE EXPRESS**

**ENGLISH LANGUAGE
PAPER 2**

1128/02

Total Mark: 50

3 May 2016 / Tuesday

Setter: Mrs N Nair

1 hour 50 minutes

Instructions to Candidates :

1. Answer all questions.
2. Write your answers in the spaces provided in the Question Booklet.
The Insert contains the texts for all the sections.
2. At the end of the examination, **submit the Question Booklet and the Insert separately.**

This document consists of 7 printed pages, including the cover page.

[Turn over]

Section A (5 marks)**Text 1**

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

1. What is the purpose of this advertisement?

(1)

2. Quote a sentence from the advertisement that explains “**Be THE BIGGEST LOSER To Win.....**”.

(1)

3. Give two reasons why readers would be interested in this advertisement.

(2)

4. ‘David Devito’ is mentioned in the advertisement. What is the intended effect on the readers?

(1)

Section B (20marks)

Text 2

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

5. Which two expressions in paragraph 1 suggest that Virginia woke up very early that morning?

_____ (1)

_____ (1)

6. Why do you think the writer deliberately repeats the use of 'and' in the phrase "the fleas and the bedbugs and lice" (line 15)?

_____ (1)

7. In your own words, explain why Virginia loves the spot where she sleeps at night.

_____ (2)

8. Do you think good food is plentiful in Virginia's home?
Support your answer with an expression from paragraph 6.

_____ (1)

9. What does Virginia imagine when she climbs up her favourite tree?

_____ (1)

10. What do the following phrases suggest about the weather condition when Virginia was pasturing the sheep? Fill in the table with your answers.

Details from the passage	Weather condition
"a sky a dull grey of cow intestines"	
"whipping her hair in all directions"	

(2)

11. "When people tell Mamita that I am so smart, she snorts, 'Humph, she's clever for stealing food, that's about all.'" (lines 21-22)
Does Mamita think that the writer is smart? Give one piece of evidence to support your answer.

_____ (2)

12. What had happened to Zoyla and Gregoria two years ago?

 _____ (1)

13. "Once, when a vicious dog tried to attack, Cheetah hurled herself in front of me and rose to her hind feet, 'Maah,maah' she bellowed in its face, slashing the air with her front hooves" (lines 53 - 56)

Identify the words in the given sentence which suggest the following:

i) made a loud noise : _____ (1)

ii) hitting in a moving action: _____ (1)

14. Referring to paragraph 13, explain **in your own words** how the writer showed her defiance to her mother.

 _____ (2)

15. The text reflects the main feelings of the writer on one 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

anger	puzzled	dread	jealousy	suspicious	anxiety
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Paragraphs 7-8: (i) _____



Paragraph 9: (ii) _____



Paragraph 10: (iii) _____



Paragraph 12: (iv) _____

(4)

Section C (25marks)

Text 3

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

- 16 "Here, bobbing side-by-side on the gently lapping waters, are three of the last remaining houseboats in Sydney." (lines 2-3)

Identify the word in the given sentence which suggest:

i) an up and down movement: _____ (1)

17. Explain why the houseboats are referred to as "unusual residences".

 _____ (2)

18. "These three houseboats have found a more affordable way to gain a fantastic view." (lines 7-8)

Explain how this is so.

 _____ (1)

19. Why was Sydney's harbour once lined with clusters of houseboats?

 _____ (1)

20. Why did some residents and councillors try to get the licences of the houseboats cancelled? **Answer in your own words.**

 _____ (1)

21. How did the New South Wales Maritime Board contribute to the existence of the houseboats in Sydney?

 _____ (1)

22. Here is a part of a conversation between two people, Bobby and Alice, who have read the article.



- i) How would Alice explain her viewpoint with reference to paragraph 5?

 _____ (1)

- ii) Identify one example from paragraph 6 that Bobby can give to support his view.

 _____ (1)

23. Why was the 21-day stay restriction on holiday houseboats imposed by the state government?

 _____ (1)

24. Using **your own words as far as possible**, summarise why people love to stay in houseboats and the problems they bring to the public and environment. (15)

Use only information from paragraphs 8 – 12.

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

Houseboats in Australia are popular with tourists and locals

[illegible]

No. of words _____

Content	/8
Style	/7
Total	/15

End of Paper

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ANSWER KEY

Section A (Editing) 10 marks

1. clearedclear (tense)
2. the.....a (article)
3. after.....before (preposition)
4. ✓
5. hundred.....hundreds (plural)
6. ✓
7. been.....being (tense)
8. waswere (subject –verb agreement)
9. completecompletely (adverb)
- 10 although.....however /though (conjunction)

AMKSSMID-YEAR EXAMINATIONSECONDARY 1 EXPRESS- FREE WRITING MARKERS' REPORT**General Feedback**

- 1) Majority of the students adopted a good structure to the essay, starting with an introduction, body paragraphs and ending with a conclusion.
- 2) A handful of students (an average of 2 per class) omitted writing their questions numbers or wrote the wrong question number. Students should take note of this. A good idea would be to standardise the writing of the question number as several students wrote it in different ways: writing the question as a heading, writing it on the top right and top left corners.

Suggestion: all students to write on top left hand corner of the answer script.

- 3) Several phrases were repeated across the different essay genres such as:
 - a. My jaw dropped
 - b. Stood rooted to the spot
 - c. Apologised/ thanked me profusely
 - d. Walked with a spring in my step/ springs in my steps
 - e. I turned as pale as a ghost
 - f. My heart started thumping at a thousand beats per minute

Though the use of such phrases are good as they suggest a level of vocabulary, the excessive use or inappropriate use of such terms tend to overly exaggerate the situation being described, creating a counter-effect. Students should exercise prudence in the use of such phrases to show a good grasp of the vocabulary.

- 4) Some overly casual/ unacceptable/ colloquial jargon used in the essays at times:
 - a. Chitchatty
 - b. Singlish
 - c. Writing words in capital letters to reemphasise points unnecessarily.
 - d. Using words such as "like" – 'I was, like, upset.' Or "you know" - 'You know, when you fall down...', when not in a dialogue.

Students should remember that this is still a formal essay assignment and they should avoid using such words/ jargons at all.

- 5) Students tended to write in their essay "'How can it be?', I thought to myself..." Though this is an acceptable form of creative writing in a recount/ narrative, however, over use of this technique can be repetitive and frustrating. It does not show the aptitude of the student to describe the scenarios.
- 6) Students need to minimise the grammar errors in their papers. They should check their work before submitting it.

Specific Question Breakdown

- 1) Write about an exciting day you experienced in AMKSS
 - Students tended to write about one of the following events: Sec 1 Orientation Camp, first day of school or class bonding
 - A significant number of students merely listed the activities that happened that day instead of describing the activities in some detail
 - Majority of the students who wrote about S1OC tended to write about the days leading up to it as well as the 2nd day when the question clearly stated **write about an exciting day**. A good number of students spent half the essay elaborating about the preparation for the camp and the other half about the camp itself, lending insufficient emphasis to the main day.
- 2) Write about a day when a stray dog or cat followed you home
 - a. Students generally harnessed this topic well.
 - b. Students need to be careful with their pronouns for this particular topic. On a few occasions, sentences such as "It wagged his tail" came out across different essays.
 - c. Similar to Qn 1, the essay question states **write about a day**. Students tended to venture above and beyond it, writing about what happened after the incident. Some even talked about a few months beyond.
 - d. For students who did not do as well, they need to focus more on the flow of the essay and making sure that there is no contradiction. For eg: One essay had a story about a stray kitten who followed him home. Only for a few days later for the owner to turn up at their house, saying the kitten had ran away after giving birth.
- 3) Write about an occasion when you helped a handicapped person
 - a. By and large, students who wrote this topic handled it averagely well.
 - b. A handful of students did not talk about a handicapped person, but merely spoke of a person who fell, or fainted and then people came to assist him. The question was not answered well in this instance.
 - c. For a number of students, more effort was spent on describing the situation than on the help or aid rendered to the handicapped person. Ample focus has to be given to the assistance. There were a few students who spent 3 paragraphs describing the scenario and only one paragraph describing the aid that was rendered.
- 4) Write about a time when you misunderstood your teacher's instructions and you had to face the consequences
 - a. This question was one of the more poorly attempted questions.
 - b. Students were not clear what "misunderstood" meant, as they wrote about a time they misheard, did not hear or were not attentive in class, than a misunderstanding.
 - c. A handful of students did not write the consequences for the misunderstanding. A separate handful of students exaggerated the consequences. It would be good for students to be realistic with the story development, for eg: getting caning because you forgot to do your homework is unrealistic. Getting detention would be a more realistic alternative.
 - d. Students also need to choose realistic instructions to be given by the teacher. For example, no teacher would give the exam scripts to a student to ask them to pass it to another teacher.

English Department

Marker's Report

Paper 1
Section B

MID YEAR EXAM 2016 SECONDARY 1E

Task fulfilment:**Format:**

Most candidates observed the proper format required of an informal letter. In a few instances, candidates did not provide the complete recipient details, omitting either the street name or postal code. A handful of candidates even failed to provide the necessary recipient details (e.g. address) and started their letter with salutation.

Content:

In attempting this question, most of the candidates scored 5 for task fulfilment as they showed an understanding of the task requirements and attempted to answer the four bullet points in the question.

All the candidates provided important details about the run such as the date and the venue. However, to adequately answer the first bullet point, students should go on to provide other details such as the cost of taking part in the 10km and 18.45km race as well as the website or hotline which could furnish your friend with more information about the race. Most of the candidates read the question carefully and mentioned that both they and their friend are eligible for the loyal runner rate. Candidates who were careless wrote at length the three different rates for the two races, wasting precious time in doing so.

All the candidates stated the race category that they would like to take part in, with many candidates explaining that they would like to join the 18.45km race since they participated in the 10km race last year and would like to challenge their limits this year. There were also quite a number of candidates who explained that they would like to join the 10km run since they would stand a higher chance of winning the race and the attractive prizes. While most candidates encouraged their friend to join the same race category as them, there were also some who left the option open to their friend.

All the candidates attempted to answer how they could prepare for the race with their friend. The better candidates came up with a regular training plan which would slowly increase in intensity, taking into consideration the diet that they have to follow to complement their training regime. The weaker candidates suggested to their friend that they could meet up once before the race to train, showing that they did not take into consideration the long distance of the race and that it would be impossible to train for the race in one session.

Mrs Lee HM

All the candidates explained the benefits of taking part in the race, with the majority of candidates mentioning about the health benefits such as keeping fit and training their endurance level. The more able candidates went on to mention that they would learn certain values such as perseverance and determination, and that preparing for this race would provide them with the opportunity to catch up with their friend.

Language:

- A number of candidates used the **contracted forms** in their writing. Even though this is an informal letter task, the use of contracted forms is discouraged. In addition, **informal expressions / slang words** like 'stuff', 'you guys' etc. should not be used.
- Since this is an informal letter, an informal tone is required. Although candidates in majority were able to write in an enthusiastic tone to welcome their pen-friend, some 'sounded' rather formal in using expressions like 'I would like to propose' and 'for your consideration'.
- Proper **paragraphing** is absent in numerous scripts. Some candidates wrote extensively without using any paragraphing convention to help them structure their letter. Some candidates did not use clear line spacing to indicate the start of a new paragraph.

Section A (5 marks)

Text 1

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

1. What is the purpose of this advertisement? (1)

The purpose of this advertisement is to encourage people to participate in the challenge / to take part in the intensive 6-month training with AIBI.

2. Quote a sentence from the advertisement that explains “**Be THE BIGGEST LOSER To Win.....**”. (1)

The sentence is “The participant who sheds the most kilos after the programme will be crowned the winner.”

3. Give two reasons why readers would be interested in this advertisement? (2)

They get a fit body (1) and be rewarded for it. (1)

4. ‘David Devito’ is mentioned in the advertisement. What is the intended effect on the readers? (1)

Readers will be convinced that the programme will work because David Devito is a weight-loss guru.

Section B (20marks)

Text 2

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

5. Which two expressions in paragraph 1 suggest that Virginia woke up very early that morning.

“before dawn” (1)

“it's hours till breakfast” (1)

6. Why do you think the writer deliberately repeats the use of ‘and’ in the phrase “the fleas and the bedbugs and lice” (line 15)? (1)

The writer wants to show/emphasise that there are many different creatures/insects.

7. In your own words explain why Virginia loves the spot where she sleeps at night. (2)

The place is comfortable (and warm)(1) and she could get/eat the honey without anyone knowing. (1)

Taboo words: cosy, licking and secret

8. Do you think good food is plentiful in Virginia's home?
Support your answer with an expression from paragraph 6. (1)

No.

The expression is "I do use my wits to fill my belly with fresh cheese or warm rolls." / "where I can eat rice and meat and watermelon everyday"

9. What does Virginia imagine when she climbs up her favourite tree? (1)

The tree turns into a truck and she rides off to a place (where food is plentiful).

10. What do the following phrases suggest about the weather condition, when Virginia was pasturing the sheep? Fill in the table with your answers.

Details from the passage	Weather condition
"a sky a dull grey of cow intestines"	Overcast sky
"whipping her hair in all directions"	Very windy

(2)

11. "When people tell Mamita that I am so smart, she snorts, 'Humph, she's clever for stealing food, that's about all.'" (lines 21-22)
Does Mamita think that the writer is smart? Give one piece of evidence to support your answer.

No. (1)

She snorted when others commented that the writer was smart. (1)

12. What had happened to Zoyla and Gregoria two years ago? (1)

Alfonso took them away from their parents / They left with the mishus.

13. "Once, when a vicious dog tried to attack, Cheetah hurled herself in front of me and rose to her hind feet, 'Maah,maah' she bellowed in its face, slashing the air with her front hooves" (lines 53 - 56)

Identify the words in the given sentence which suggest the following:

- i) made a loud noise : bellowed (1)
ii) hitting in a moving action: slashing (1)

14. Referring to paragraph 13, explain **in your own words** how the writer showed her defiance to her mother.

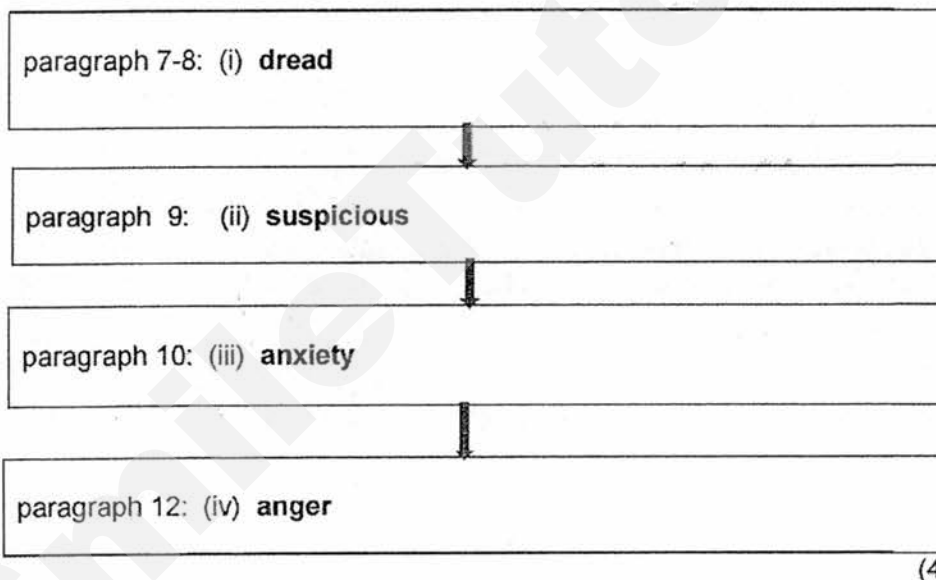
She paid no attention to them (1) and walked off into the house (1)

Taboo words : ignoring and stomp

15. The text reflects the main feelings of the writer on one 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

anger	puzzled	dread	jealousy	suspicious	anxiety
-------	---------	-------	----------	------------	---------



Section C (25marks)

Text 3

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

- 16 "Here, bobbing side-by-side on the gently lapping waters, are three of the last remaining houseboats in Sydney."

Identify the word in the given sentence which suggest:

- i) an up and down movement: **bobbing (1)**

17. Explain why the houseboats are referred to as "unusual residences". (2)

Although they are boats (1) they do not travel on sea / are permanently attached to the shoreline. (1)

18. "These three houseboats have found a more affordable way to gain a fantastic view" (lines 7-8)
Explain how this is so.

Homes with a harbour view can cost millions of dollars but not the boats.
Or

They only pay for the boats which are much cheaper than houses and can enjoy the harbour view as well

19. Why was Sydney's harbour once lined with clusters of houseboats? (1)

They were inhabited by people trying to escape homelessness during the Great Depression of 1929 – 1939.

20. Why did some residents and councillors try to get the licences of the houseboats cancelled? Answer in your own words. (1)

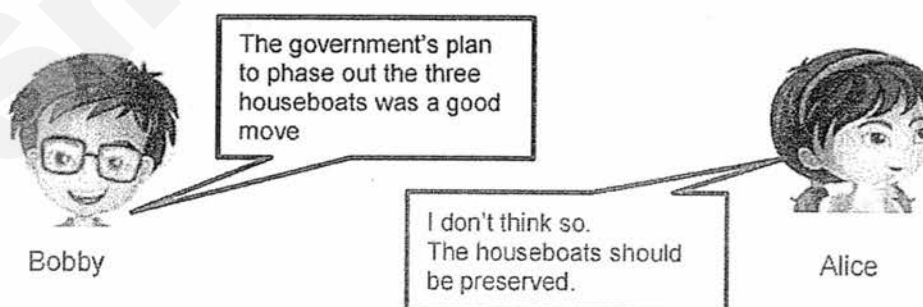
They consider the houseboats as ugly structures / not aesthetically pleasing

Taboo word: eyesore

21. How did the New South Wales Maritime Board contribute to the existence of the houseboats in Sydney? (1)

It refused to give up its authority over houseboats and continued to renew their leases.

22. Here is a part of a conversation between two people, Bobby and Alice, who have read the article.



- i) How would Alice explain her viewpoint with reference to paragraph 5? (1)

The houseboats are part of the rich cultural heritage of Pearl Bay.

- ii) Identify one example from paragraph 6 that Bobby can give to support his view. (1)

The waterways will be clean.

23. Why was the 21-day stay restriction on holiday houseboats imposed by the state government? (1)

It is to ensure that the waterways remain clean and comfortable for the boating community.

24. Using your own words as far as possible, summarise why people love to stay in houseboats and the problems they bring to the public and environment. (15)

Use only information from paragraphs 8 – 12.

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

Summary Points

1	Enjoy an unobstructive view of the harbour and the leafy coast
2	Life on a houseboat is very relaxing
3	A cheap <u>escape</u> from Australia's soaring property prices
4	Houseboats cost as little as A\$50,000
5	Allow you to budget your expenditure on fuel
6	Equipped with working kitchens and bathrooms
7	Enjoy nature and creatures on the bank
8	Increase in houseboats may lead to inaccessibility of important waterways
9	Damage fragile waterbird habitats
10	Obstruct public access along the coast
11	Affect social values of waterways/ fishing and recreation

SmileTutor.sg



BEATTY SECONDARY SCHOOL
MID YEAR EXAMINATION 2016

SUBJECT : ENGLISH LANGUAGE
PAPER : 1 [WRITING]
SETTER : MRS SHEILLA STEPHEN

LEVEL : SEC 1 EXPRESS
DURATION : 1 HR 15 MIN
DATE : May 2016

CLASS :	NAME :	REG NO :
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INSTRUCTIONS TO CANDIDATES

- 1 Write your name, class and register number in the spaces provided above.
- 2 Answer Section A and Section B.
- 3 Section A is an Insert.
For Section A, write your answers on the Insert.
For Section B, write your answers on the writing paper provided.
- 4 Hand in Section A and Section B separately.
- 5 The number of marks is given in the brackets [] at the head of each section.

This question paper consists of 2 printed pages and 1 Insert

[Turn over]

Section C [30 marks]

Begin your answer on a fresh sheet of paper.

You are advised to write between 280 and 450 words on one of the following topics.

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

1. Write about a time when there was no water supply in your neighbourhood on a Saturday just before your mid-year exam. What lesson did you learn from this experience?
2. Write about an occasion when you were given a stern warning by your friend's father. In what way did this change you?
3. Your family just arrived at the beach with picnic baskets when a heavy downpour started. Write about your experience during this outing.

BEATTY SECONDARY SCHOOL
MID YEAR EXAMINATION 2016



SUBJECT : ENGLISH LANGUAGE **LEVEL : SEC 1 EXPRESS**
PAPER : 1 (INSERT) **DURATION : 1 HOUR 50 MINUTES**
SETTER : MRS SHEILLA STEPHEN **DATE : 9 MAY 2016**

CLASS :	NAME :	REG NO :
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READ THESE INSTRUCTIONS FIRST

The insert contains Section A.

Write your answers in the spaces provided.

This document consists of 2 printed pages.

[Turn over

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about a daughter helping her mother to make dumplings. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

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

If the line is incorrect, circle the incorrect word and write the correct word in the space provided.

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

Example:

I arrived to my destination at 2 p.m.

.....at.....

My mother always wears sensible clothes.

.....✓.....

The most important lesson of my life came from the art of making dumplings.

It all began on the quiet Saturday afternoon. I was staring from my computer 1.....

screen, wishing fervent that some idea would pop into my head. Mother 2.....

was making dumpling. Rows and rows of them. I sat down beside Mother and 3.....

picked up a wrapper. Looking briefly at her for approval, I could detect bead 4.....

of perspiration beginning to form on the front of her forehead. I sat silently, 5.....

applying the filling and finishing each dumpling off with the clumsy pinch. 6.....

However, after ten dumplings or so, I began to being rather dissatisfied with 7.....

my handiwork. Mother said they were mine and I should be proud of them. 8.....

Stealing a glance at Mother's face, I could see that she hasstopped making 9.....

dumplings. Her eyes glazed over and her expression were something I had 10.....

never seen before.

**BEATTY SECONDARY SCHOOL****MID YEAR EXAMINATION 2016**

SUBJECT : ENGLISH LANGUAGE LEVEL : SEC 1 EXPRESS
PAPER : 1 (WRITING) DURATION : 1 HOUR 50 MINUTES
SETTER : MRS SHEILLA STEPHEN DATE : 9 MAY 2016

CLASS :	NAME :	REG NO :
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READ THESE INSTRUCTIONS FIRST

Write your name, class and register number in the spaces provided above.
Write in dark blue or black pen.
Do not use correction tape or fluid.

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

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

This document consists of 4 printed pages.

[Turn over

Section B [30 marks]

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

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

Your primary school friend who now lives in Korea is enrolled in a School for Junior Chefs. He has written to you to say that he is visiting Singapore during the June holidays. He loves cooking and is trying out new recipes. He wishes to taste local food again and if possible see how popular Singaporean dishes are cooked. This experience will help him in his cooking project at his school. According to him, a good project should show and explain why the dish is unique.

You came across a brochure featuring three interesting food outlets with free demonstrations offered.

Write a letter to your friend suggesting:

- two places shown in the brochure where your friend might enjoy the local food
- one place other than the ones shown in the brochure that offers an interesting Singaporean dish
- why you think one of your recommendations can be used for his school project.

Write your letter in clear, accurate English and in a welcoming tone to encourage your cousin to look forward to the visit.

You should use your own words as much as possible.

LOCAL FOOD ATTRACTIONS! COME, TASTE AND TRY COOKING!



Newton Food Centre offers:

Satay -

A Malay delicacy, this is made of skewered chicken or beef cubes that are grilled till soft. The satay sauce is made from peanuts.

- Served with Ketupat, which is steamed rice cut into cubes
- Cucumber and raw onions are also served
- Free Satay making demonstration at 3pm everyday
- Visitors' participation in satay making session at 3.45 pm daily, if minimum of 5 sticks are purchased.



Lau Pa Sat, otherwise known as Telok Ayer Market offers:

Chicken Rice -

This Chinese dish is steamed rice cooked in chicken broth and garnished with coriander leaves.

- Served with cucumber, chilli sauce and black soya sauce
- Served with a bowl of chicken broth
- Cooking demonstration at 10 am on Wednesdays at no cost.



Little India at Serangoon Road offers:

Local famous Roti prata -

Grilled on a hot metal surface, this Indian pancake made out of flour is very tasty.

- Can be eaten plain or with egg
- Gravy is served together with the prata
- "Live" demonstrations at every purchase
- Gravy recipes freely available.

Section C [30marks]

Begin your answer on a fresh page.

You are advised to write between 280 and 450 words on one of the following topics.

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

- 1 Write about a time when there was no water supply in your neighbourhood on the day just before your mid-year examination.
- 2 Write about an occasion when you learnt the importance of teamwork.
- 3 Your family just arrived at the beach with picnic baskets when it started pouring heavily. Write about your experience during this outing.

Section C (30marks)

Begin your answer on a fresh page.

You are advised to write between 300 and 400 words on one of the following topics.

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

1. Write about a time when there was no water supply in your neighbourhood on a Saturday just before your mid-year exam. What lesson did you learn from this experience?
2. Write about an occasion when you were given a stern warning by your friend's father. In what way did this change you?
3. Your family just arrived at the beach with picnic baskets when thunder clouds rolled and rain started pouring. Write about your experience during this outing.

SmileTutor.sg

**BEATTY SECONDARY SCHOOL****MID YEAR EXAMINATION 2016**

SUBJECT : ENGLISH LANGUAGE LEVEL : SEC 1 EXPRESS
PAPER : 2 (INSERT) DURATION : 1 HOUR 15 MINUTES
SETTER : MS RAISTLINA KWEK DATE : 9 MAY 2016

CLASS :	NAME :	REG NO :
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READ THESE INSTRUCTIONS FIRST

Write your name, class and register number in the spaces provided above.

This Insert contains Text 1 and Text 2.

This document consists of 4 printed pages.

[Turn over

Section A

Text 1

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

MANAGED BY
Lend Lease

Official Partner


PP
PARKWAY PARADE

TOY SWOP

7 - 20 MAR 2016
BASEMENT ATRIUM

THE HIDEOUT
Level 1 (near Dome)
Look out for our brand new kids playground, set to be ready in April!

To a little kid,
your toy can make
a big difference



<p>TOY SWOP BOOTH* BASEMENT ATRIUM 7 - 20 Mar 12pm - 8pm</p> <p>Bring a smile to a less privileged child by donating your pre-loved toys to The Salvation Army. The first 300 shoppers who donate each day will stand to win shopping vouchers in our exciting Drop & Win game.</p> <p>All toys are welcome except stuffed or used stuffed toys due to potential health and safety issues.</p>	<p>FUN & GAMES BASEMENT ATRIUM 7 - 20 Mar 12pm - 8pm</p> <p>Enjoy carnival games for kids of all ages at game booths made from recycled materials. Fire at CD-rom targets, launch catapults at toy soldiers, or knock over recycled plastic bottles with a ball. Free for all shoppers!</p>	<p>TOY BAZAAR BASEMENT ATRIUM 7 - 20 Mar</p> <p>Discover heaps of great deals on toys from Isetan and The Better Toy Store. From crafts and games, to puzzles and dolls, it's every kid's dream come true!</p>	<p>ECO-FRIENDLY CRAFT WORKSHOP* BASEMENT ATRIUM 7 - 20 Mar 12pm - 8pm</p> <p>Kids can learn how to make their own Kendama (cup-and-ball toy) with recycled materials in a fun 20-minute session. Limited to 15 children per session. Simply spend a minimum of \$30 in a single receipt (same-day purchase) and register at the Customer Service Centre.</p> <p>The first 3 PP Junior Club members per session enjoy free registration.</p>	<p>LIGHTS OUT 10 Mar 8pm - 10pm</p> <p>Everyone can play a part in stopping climate change. In conjunction with Earth Hour 2016, we'll be switching off all non-essential and advertising lights for an hour.</p>
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Section B

Text 2

The text below describes a man's encounter with a spider. Read it carefully and answer Questions 5 -19 in the Question Booklet.

- 1 The ancient wooden door swung open. Inside it was pitch black. Johnson hesitated. What was it that made him apprehensive? His mouth felt dry and he tried to swallow.
- 2 There was a peculiar smell, too. It reminded him of a package of chicken that he once left in the trunk of his car on a hot summer day. It was the sickly, sweet scent of rotting meat. 5
- 3 Suddenly, the door was slammed shut and locked.
- 4 "Let me out! Let me out!" shouted Johnson, pounding on the door.
- 5 But it was no use. The dried-out wooden door was like iron. Pausing to catch his breath, his fists throbbing, Johnson looked around. Slowly his eyes grew accustomed to the dark. What appeared to be a black chasm was, in fact, the side entrance to the barn. There must be another way out, he thought. But where? 10
- 6 Slowly, he made his way across the barn and was soon standing in front of the boarded-up window. Blocking his exit were three boards nailed haphazardly into the frame. 15
- 7 Gripping the board with both hands, he began pulling. The nails squealed in protest and the board started to move. Then it stopped. Desperately, Johnson yanked at the board, but it was no use. It would not yield.
- 8 In his frustration, Johnson did not hear the soft tap...tap...tap on the floor behind him. Tap...tap....tap. It sounded like a blind man with his cane. Tap...tap...tap. Then it was too late. It struck. 20
- 9 The force of the attack rammed him face first up against the wall knocking the wind out of him. Warm blood trickled from his nose and ran down his cheek. 25
- 10 Turning around slowly, he could see, in the light from the window, his attacker. It was crouched inside an empty stall along the opposite wall. The legs tensed ready to spring. It was a spider. But this was no ordinary spider. It was huge. About the size of a pit bull, with legs that extended out three or four feet on either side. Its eyes stared coldly at him. 30
- 11 Johnson did a quick tally of his injuries. Except for his bloody nose, he was unharmed. Perhaps the large size of the creature made it difficult for it to mount an attack, he conjectured. Possibly it did not even recognise him as its prey.

- 12 *Spiders normally eat moths and insects*, he reminded himself. *Not human* 35
beings.
- 13 From its vantage point at the other end of the barn, the creature seemed puzzled - unsure of itself. *Spiders are cautious*, he told himself. *It's waiting for me to make the next move.* Although every fiber in his body screamed to him to run, his brain told him to stay still. The spider was too big and too 40
fast to out-run.
- 14 *I need a weapon*, he told himself. Quickly looking about, he saw the rotten board from the window lying at his feet. It was about two feet long with a jagged point at one end. *It'll have to do.* Slowly, he bent down to pick it up.
- 15 The spider crouched low, like a sprinter, ready to strike again. Johnson 45
froze - his fingers only inches from the board.
- 16 Deliberately, it began to move forward. Tap...tap...tap. Johnson was amazed by the creature's grace. Like a ballerina tiptoeing in from the darkened wings of a theatre, it was a marvel of beauty and design. The body, covered by fine grey hair, had the look of velvet, while the eight legs 50
that extended from the thorax provided speed and balance.
- 17 As it approached Johnson, the spider carefully extended one foreleg towards him. Johnson quickly knocked it away with his hand. The creature stopped and cocked its plate-sized head to one side. The eight eyes looked like black fists. Then the leg came forward again. At the tip, 55
Johnson could see the spike-like claw for catching prey. It touched his left shoulder. Through his jacket he could feel the sharp point digging into his skin. Johnson winced and stepped backwards into the wall. But there was no place to go. Slowly, the other foreleg came forward. Johnson recoiled, trying to ward off the attack with his free arm. It brushed his arm aside, as 60
if it was a piece of lint, and planted a second claw into his other shoulder. Johnson cried out, "Help! Help!"
- 18 Then the spider reared up on its hind legs, forcing Johnson to his knees. For a brief moment, he and the creature looked into each other's eyes. It was almost like love. Then he saw the six-inch fangs that extended from 65
the head. Drops of venom gleamed in the half-light. He watched in fascination as the cruel daggers arched high over him; then he screamed as they plunged deeply into his chest. Instantly, white hot pain ripped through his body.
- 19 Shimmering like a great overcoat, there was something on the spider's 70
back. It moved and undulated like a small wave flowing back and forth. Then a piece of the wave pulled away and dropped to the floor. It was another spider, only a lot smaller - about the size of a rat. Johnson recalled that some spiders carry their young on their backs. Horrified, he realised that he had stumbled into their nursery and it was feeding time. 75

Adapted from The Petting Zoo by Peter de Niverville



BEATTY SECONDARY SCHOOL
MID YEAR EXAMINATION 2016

SUBJECT : ENGLISH LANGUAGE LEVEL : SEC 1 EXPRESS
PAPER : 2 (COMPREHENSION) DURATION : 1 HOUR 15 MINUTES
SETTER : MS RAISTLINA KWEK DATE : 9 MAY 2016

CLASS :	NAME :	REG NO :
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READ THESE INSTRUCTIONS FIRST

Write your name, class and register number in the spaces provided above.
 Write in dark blue or black pen.
 Do not use correction tape or 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.

This document consists of 6 printed pages.

[Turn over

Section A [5 marks]

Text 1

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

- 1 Who do you think is the target audience of the poster?

.....[1]

- 2 How does the picture illustrate the message 'To a little kid, your toy can make a big difference'?

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

- 3 Refer to the information below the heading 'Toy Swop Booth'. Why would the information appeal to the readers?

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

- 4 Write down a sentence which shows that Parkway Parade carries out promotional activities which are environmentally friendly.

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

Section B [25 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5–19.

- 5 From paragraph 1, write down **two** phrases which suggest that Johnson was feeling tensed.

.....[1]

- 6 From paragraphs 1 and 2, explain **in your own words** what made Johnson feel uneasy when he entered the barn.

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

- 7 In paragraph 6, why was Johnson unable to escape from the barn through the window?

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

- 8 From paragraph 7, write down an expression whereby the writer gives human qualities to objects.

.....[1]

- 9 'Tap...tap....tap' (line 21). Explain what you think the tapping sound was.

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

- 10 From paragraph 9, what injury did Johnson suffer when he was first attacked by the spider?

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

- 11 From paragraph 10, provide evidence to show that the spider was not an ordinary one.

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

- 12 Explain how Johnson reassured himself after the first attack by the spider.

.....

.....

.....

.....[2]

- 13 In your own words, explain why Johnson did not run from the spider.

.....

.....

.....[2]

- 14 What do the following phrases suggest about the spider's movements?

Description	Spider's movements
'like a sprinter' [line 45]	
'like a ballerina' [line 48]	

[2]

- 15 'It brushed his arm aside, as if it was a piece of lint' (lines 60-61)

- (i) What does the writer mean by this sentence?

.....

.....[1]

- (ii) What does the sentence suggest about the spider?

.....[1]

- 16 'For a brief moment, he and the creature looked into each other's eyes. It was almost like love.' (Lines 64-65)

Why is it ironic for the writer to describe Johnson and the spider in this way?

.....

.....

.....

.....[2]

- 17 From paragraph 18, write down **two** phrases which suggest that the spider was a dangerous creature.

.....[1]

- 18 'Shimmering like a great overcoat, there was something on the spider's back. It moved and undulated like a small wave flowing back and forth' (lines 70-71).

What do the following word or phrase suggest about the young spiders?

- (i) 'shimmering' :[1]
- (ii) 'small wave' :[1]

- 19 The structure of the text reflects the main stages of Johnson's encounter with the spider. 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 that you do not need to use.

Main focus

the amazing spider
poison taking effect
exploring a new environment
realising there was no escape
first encounter with the spider
trapped in the barn
facing another attack

Flow chart

Paragraphs 1 - 7: (i)



Paragraphs 8 - 13: (ii)



Paragraphs 14 - 17: (iii)



Paragraphs 18 -19: (iv)

[4]

ANSWERS

The most important lesson of my life came from the art of making dumplings.	
It all began on a quiet Saturday afternoon. I was staring <u>from</u> my computer	1 at (prep)
screen, wishing <u>fervent</u> that some idea would pop into my head. Mother	2 fervently (WF)
was making <u>dumpling</u> . Rows and rows of them. I sat down beside Mother and	3 dumplings (pl)
picked up a wrapper. Looking briefly at her for approval, I could detect <u>bead</u>	4 beads (nc.)
of perspiration beginning to form on the front of her forehead. I sat silently,	5 ✓
applying the filling and finishing each dumpling off with <u>the</u> clumsy pinch.	6 a (article)
However, after ten dumplings or so, I began to <u>being</u> rather dissatisfied with	7 be (tense)
my handiwork. Mother said they were mine and I should be proud of them.	8 ✓
Stealing a glance at Mother's face, I could see that she <u>has</u> stopped making	9 had (tense)
dumplings. Her eyes glazed over and her expression <u>were</u> something I had	10 was (s-v agr)
never seen before.	

Sec 1 2016 MYE Paper 2 Answer Scheme

Section A [5 marks]

Text 1

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

- 1 Who do you think is the target audience of the poster?

People with toys/OLD TOYS, USELESS TOYS. [1]

Do not accept 'general public', 'children' or 'children with toys'.

- 2 How does the picture illustrate the message 'To a little kid, your toy can make a big difference'?

The smiling/happy faces of the children/ The children who seem to be enjoying themselves/ having fun [1] show that the donated toys can bring a lot of joy/happiness to the children who receive them. [1]

- 3 Refer to the information below the heading 'Toy Swop Booth'. Why would the information appeal to the readers?

They can bring happiness to less privileged children by donating their used toys / have the opportunity to win shopping vouchers if they are among the first 300 shoppers to donate the toys. [1]

HELP/BE A GOOD CAUSE

NOT ACCEPTABLE: smile/joy

- 4 Write down a sentence which shows that Parkway Parade carries out promotional activities which are environmentally friendly.

'Enjoy carnival games for kids of all ages at game booths made from recycled materials.'

OR

'Kids can learn how to make their own Kendama (cup-and-ball toy) with their recycled materials in a fun 20-minute session.' [1]

Do not accept 'In conjunction with Earth Hour 2016, we'll be switching off all non-essential and advertising lights for an hour.' [This is not a promotional activity]

Section B [25 marks]

Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5–19.

- 5 From paragraph 1, write down two phrases which suggest that Johnson was feeling tensed. [1]

'mouth felt dry' and 'tried to swallow' [1]

NO HALF MARK TO BE AWARDED

- 6 From paragraphs 1 and 2, explain **in your own words** what made Johnson feel uneasy when he entered the barn. [2]

From the passage:

'It was pitch black', 'there was a peculiar smell'.

It was totally/completely/ENTIRELY dark OR there was no light at all [1] and there was a strange/WEIRD smell. [1]

(0 mark for 'dark' or 'very dark' or lifting of any of the underlined words.)

- 7 In paragraph 6, why was Johnson unable to escape from the barn through the window? [1]

It was boarded up / there were three boards nailed (haphazardly) into the frame. [1]

- 8 From paragraph 7, write down an expression whereby the writer gives human qualities to objects. [1]

'The nails squealed in protest' [1]

- 9 'Tap...tap....tap' (line 21). Explain what you think the tapping sound was. [1]

It was the sound of the spider/spider's legs

moving/ crawling/ walking across the floor. [1]

Accept: it was the spider's footsteps

(0 mark for 'It was the sound made by the spider' as it is vague.)

- 10 From paragraph 9, what injury did Johnson suffer when he was first attacked by the spider? [1]

His nose bled/ He had a bleeding /bloody nose./ He hurt/INJURED his nose/INJURED NOSE. [1]

(Accept lifting of 'Warm blood trickled from his nose' but award 0 mark if the answer includes 'and ran down his cheek'.)

(No mark awarded if the answer includes 'rammed him face first up against the wall knocking the wind out of him'. Excess denies rule applies.)

- 11 From paragraph 10, provide evidence to show that the spider was not an ordinary one. [1]

It was as huge as a pit bull, with legs that extended out three or four feet on either side. [1]

(Accept lifting of 'It was huge. About the size of a pit bull, with legs that extended out three or four feet on either side'.)

(0 mark for the answer 'It was as huge as a pit bull' as the answer is incomplete.)

(Apply the rule 'excess denies' for irrelevant information included in the students' answers.)

- 12 Explain how Johnson reassured himself after the first attack by the spider. [2]

He reassured himself that the large size of the creature might make it difficult for it to mount an attack / it might not even recognise him as its prey. / Spiders normally eat moths and insects but not human beings. [Any two, one mark each]

(Apply the rule 'excess denies' if any irrelevant details are included in addition to the answers above.)

- 13 In your own words, explain why Johnson did not run from the spider. [2]

Answer from the passage :

The spider was too big and too fast to out-run. (No mark for lifting)

He felt that he would not be able to move as swiftly/QUICKLY/TOO QUICK as the spider [1] as it was too huge/HUMONGOUS/ENORMOUS/GIGANTIC. [1]

OR

He felt that he would not be able to move swiftly enough to escape from the spider [1] as it was too huge. [1]

OR

He felt that the spider could move more swiftly than him [1] as it was huge. [1]

NOT ACCEPTABLE: SPEEDY
LARGE

- 14 What do the following phrases suggest about the spider's movements? [2]

Description	Spider's movements
'like a sprinter' [line 45]	<u>Very/ EXTREMELY fast/SWIFT/VERY QUICKLY</u> [1]
'like a ballerina' [line 48]	<u>Graceful /MOVE WITH GRACE</u> [1]

- 15 'It brushed his arm aside, as if it was a piece of lint' (lines 60-61)

- (i) What does the writer mean by this sentence?

It means that the spider **pushed** Johnson's arm **away easily**/WITH NO DIFFICULTIES/WITH LITTLE EFFORT.

OR

The spider **pushed** Johnson's arm away **easily**, like it was a piece of cloth/fluff. [1]

NOT ACCEPTABLE: EFFORTLESSLY

- (ii) What does the sentence suggest about the spider?

It was very strong/POWERFUL/STRONG AND POWERFUL/POWERFUL AND HAD STRENGTH. [1]

NOT ACCEPTED: BIG AND STRONG/HUGE AND STRONG

- 16 'For a brief moment, he and the creature looked into each other's eyes. It was almost like love.' (Lines 64-65)

Why is it ironic for the writer to describe Johnson and the spider in this way? [2]

When people are in love, they usually care/LIKE for each other/ treat each other well [1] but the spider wanted to attack/eat/harm/hurt/KILL/DEVOUR the writer. [1]

- 17 From paragraph 18, write down two phrases which suggest that the spider was a dangerous creature. [1]

'six-inch fangs' / 'drops of venom' / 'cruel daggers' [Any two, one mark.]

- 18 'Shimmering like a great overcoat, there was something on the spider's back. It moved and undulated like a small wave flowing back and forth.' (Lines 70-71)

What do the following word or phrase suggest about the young spiders? [2]

- (i) 'shimmering' : **shiny** [1]
- (ii) 'small wave' : **constant / continuous movement** [1]
- 19 The structure of the text reflects the main stages of Johnson's encounter with the spider.
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 that you do not need to use.

Main focus

the amazing spider
poison taking effect
exploring a new environment
realising there was no escape
first encounter with the spider
trapped in the barn
facing another attack

Flow chart

Paragraphs 1 - 7: (i) **trapped in the barn** [1]



Paragraphs 8 - 13: (ii) **first encounter with the spider** [1]



Paragraphs 14 - 17: (iii) **facing another attack** [1]



Paragraphs 18 -19: (iv) **realising there was no escape** [1]

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Mid-Year Examination 2016

1E

[illegible]

PAPER 1 Writing

Writing paper

DATE 4 May 2016
TIME 0750 - 0940
DURATION 1 hour 50 minutes

Answer **all** questions.

For **Section A**, write your answers on the spaces provided on the question paper.
For **Sections B and C**, write your answers on the writing paper provided.
Please start Section C on a fresh sheet of paper.

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

Answer **Section A**, **Section B** and one question from **Section C**.
Submit the question paper and your answers for Section B and C **separately**.

The number of marks is given in brackets [] at the end of each question or part question.
The total number of marks for this paper is 70.

PARENT'S SIGNATURE	FOR EXAMINER'S USE				Highest Mark	Lowest Mark
	Sect A	Sect B	Sect C	<div>70</div>		

Vetters: Mrs Seah, Miss Chua, Miss Wee, Miss Lim

This question paper consists of 5 printed pages including this page.

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about an English teacher, Miss Maria Seetoh, who sees herself as a simple soul who only wants to be a good and happy person. 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 (✓) 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 5 pm.

at

My mother always wears sensible clothes.

✓

Weeks after her husband's death, Miss Maria Seetoh reverted

back to her maiden name. Miss Seetoh had train her students 1

to use the desired name when they stand up to greet her as 2

she entered the classroom each morning. She has planned a 3

systematic retraining of forty young voices to made the switch from 4

the old address, however she succeeded in a week. If a few forgot, 5

the rest will giggle and watch her reaction, a full-blown ritual of pure 6

entertainment. Due to her students' insensitivity, she would step 7

out and wait outside for a few second and then re-enter to face the 8

forty boys and girls who was standing still at their desks. She would 9

wait for the little ripples of giggling whispers to subdue into silence and 10

as a last act of the ritual, correct the greeting.

Adapted from Miss Seetoh in the World by Catherine Lim

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 5. Study the information carefully and plan your answer before beginning to write.

Your aunt who lives in London, is planning to visit Singapore with your 10 year-old cousin during the June holidays. Your cousin is a nature lover who loves being outdoors and is excited to visit Singapore's beautiful nature parks. Your 10 year-old cousin has written to you about how he and your aunt are excited to visit Singapore and would like you to recommend two enjoyable and meaningful activities that both your cousin and you can do together during their visit.

You came across a website which features the various activities held all over Singapore and thought that it would be suitable for your cousin's visit.

Write an email to your cousin suggesting:

- One activity shown in the webpage printout that you and your cousin can participate in.
- One activity not shown in the webpage printout that you and your cousin can participate in.
- Why you think your cousin will find these activities enjoyable and meaningful.

Write in clear, accurate English and in a welcoming, enthusiastic tone to persuade your aunt and cousin to look forward to the visit.

You should use your own words as far as possible.

Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 250 and 400 words on one of the following topics.

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

1. Write about an occasion when you lost something irreplaceable.
2. Write about a time when you lost the trust of someone dear to you.
3. Write about a bullying incident that caused a friendship to break apart.
4. Write about a day in school that had an unexpected incident.



Activities in our parks

Our parks, park connectors and nature reserves offer a host of activities for individuals, families, the young and the old. Choose from the array of activities below to learn about everything you can experience during your visit to our parks.

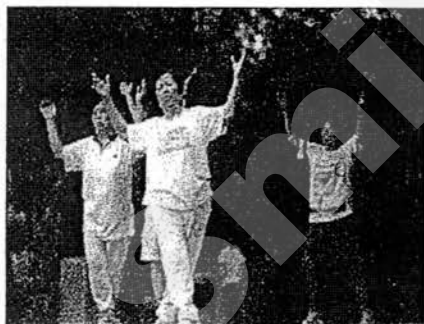


Forest Adventure

Challenge yourself today and get ready for some fun and action at our parks with our unique adventure courses available. Maneuver through a myriad of obstacle courses five metres above ground. Located in the lush Bedok Reservoir Park, Forest Adventure is where you can get your treetop adventure fixes. This is one sensational adventure that will give you an adrenaline rush! Suitable for ages 13 and above.

Inline Skating

Have a wheel of a time at our lovely parks with your family and friends! Slip on a pair of inline skates and glide along our parks and park connector network. If you do not own a pair of skates, fret not! Skate rental kiosks are available at our parks such as East Coast Park as well as along selected park connectors. Simply rent a pair and embark on an exciting adventure around our parks on wheels.



Tai Chi

Build your inner core strength with the traditional Chinese art of tai chi. Breathe in the fresh air and listen to the sweet chirpings of the birds as you sway your body and swing your hands slowly in accordance to the instructor's demonstrations. Join like-minded Tai Chi enthusiasts in the west at Chinese Gardens!

Hiking

Take a break from the hustle and bustle of city life and go on a hike or nature walk. Over at the Central Catchment Nature Reserve, you will be captivated by the amazingly wide variety of plants, animals and insect life as you trek along the trails. You will discover not just rare tree species and interesting wildlife, but also a healthier you!



End of paper

Candidate Name: _____ Class _____ Index No. _____



FUHUA SECONDARY SCHOOL

Secondary One Express

Mid-Year Examination 2016

1E

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ENGLISH LANGUAGE

1128/02

PAPER 2

INSERT

Additional Materials:

Question Booklet

DATE 4 May 2016
TIME 1045 – 1215
DURATION 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

This Insert contains Text 1 and Text 2.

This Insert consists of 4 printed pages including this page.

Section A [20 marks]

Text 1

The text below is a mother's recount of an experience with her daughter. Read it carefully and answer questions 1–12 in the Question Booklet.

- 1 There is a country music song that goes, "She's a wild one with an angel's face." That is my younger daughter, Lulu. When I think of her, I think of trying to tame a feral horse. Even when she was in my womb she kicked so hard it left visible imprints on my stomach. Lulu's real name is Louisa, which means "famous warrior". I am not sure how we called that one so early. 5
- 2 It is hard to find the words to describe my relationship with Lulu. "All-out nuclear warfare" does not quite capture it. The irony is that Lulu and I are very much alike. She inherited my hot-tempered, viper-tongued, fast-forgiving personality.
- 3 Speaking of personalities, I do not believe in astrology — and I think people who do have serious problems — but the Chinese Zodiac describes Sophia and Lulu perfectly. 10
 Sophia was born in the Year of the Monkey, and Monkey people are curious, intellectual, and "generally can accomplish any given task. They appreciate challenging work as it stimulates them". By contrast, people born in the Year of the Boar are "wilful" and "obstinate" and often "fly into a rage," although they "never harbour a grudge" as they are honest and warm-hearted. That is Lulu exactly. 15
- 4 I had my first face-off with Lulu when she was about three. It was a freezing winter afternoon in New Haven, Connecticut, one of the coldest days of the year. My husband Jed was at work — he was a professor at Yale Law School — and Sophia was at kindergarten. I decided that it would be the perfect time to introduce Lulu to the piano. Excited about working together — with her brown curls, round eyes, and china doll face, 20
 Lulu was deceptively cute — I put her on the piano bench, on top of some comfortable pillows. I then demonstrated how to play a single note with a single finger, evenly, three times, and asked her to do the same. A small request, but Lulu refused, preferring instead to smash at many notes at the same time with two open palms. When I asked her to stop, she smashed harder and faster. When I tried to pull her away from the 25
 piano, she began yelling, crying, and kicking furiously.
- 5 Fifteen minutes later, she was still yelling, crying, and kicking, and I had had it. Dodging her blows, I dragged the screeching demon to our back porch door, and threw it open.
- 6 The wind chill was twenty degrees, and my own face hurt from just a few seconds' exposure to the icy air. But I was determined to raise an obedient Chinese child — in the West, obedience is associated with dogs and the caste system, but in Chinese culture, it is considered among the highest of virtues — if it killed me. "You can't stay in the house if you don't listen to Mommy," I said sternly. "Now, are you ready to be a good girl? Or do you want to go outside?" 30
- 7 Lulu stepped outside. She faced me, defiant. 35
- 8 A dull dread began seeping through my body. Lulu was wearing only a sweater, a ruffled skirt and tights. She had stopped crying. Indeed, she was eerily still.
- 9 "Okay good — you've decided to behave," I said quickly. "You can come in now."
- 10 Lulu shook her head.

- 11 "Don't be silly, Lulu." I was panicking. "It's freezing. You're going to get sick. Come in now." 40
- 12 Lulu's teeth were chattering, but she shook her head again. And right then I saw it all, as clear as day. I had underestimated Lulu and not understood what she was made of. She would sooner freeze to death than give in.
- 13 I had to change tactics immediately; I could not win this one. Plus, I might be locked up by Child Services. My mind racing, I reversed course, now begging, coddling, and bribing Lulu to come back into the house. When Jed and Sophia arrived home, they found Lulu contentedly soaking in a hot bath, dipping a brownie in a steaming cup of hot chocolate with marshmallows. 45
- 14 But Lulu had underestimated me too. I was just re-arming. The battle lines were drawn, and she did not even know it. 50

Adapted from 'Battle Hymn of the Tiger Mother' by Amy Chua

Section B [15 marks]

Text 2

The text below is about the benefits of learning a musical instrument. Read it carefully and answer Question 13 in the Question Booklet.

- 1 The Chinese philosopher Confucius said long ago that "Music produces a kind of pleasure which human nature cannot do without." Playing a musical instrument has many benefits and can bring joy to you and everyone around you.
- 2 Research has shown that both listening to music and playing a musical instrument stimulate your brain and can increase your memory. If you learn how to play an instrument, the parts of your brain that control motor skills, hearing, storing audio information and memory actually grow and become more active. 5
- 3 A good musician knows that the quality of practice time is more valuable than the quantity. In order for a musician to progress quicker, he or she will learn how to organise his or her practice time and plan different challenges to work on, making efficient use of time. Thus, learning how to play an instrument helps you to learn how to be organised and to manage your time wisely. 10
- 4 Team skills are a very important aspect of being successful in life. Playing an instrument boosts your teamwork skills as it requires you to work with others to make music. In band and orchestra settings, you must learn how to cooperate with the people around you. Furthermore, in order for a group to make beautiful music, each player and section must learn how to listen to each other and play together. 15
- 5 Learning to play an instrument takes time and effort, which really teaches you patience and perseverance. Most people cannot play every piece of music perfectly the first time. In fact, the majority of musicians have to work difficult sections of music multiple times in a row before they can play it correctly. 20
- 6 Reading music requires counting notes and rhythms and can help improve your math skills. Learning music theory includes many mathematical concepts. Studies have shown that students who play instruments or study the arts are often better in math and achieve higher grades in school than students who do not. 25
- 7 Playing an instrument comes with its responsibilities. Maintenance and care are very important in keeping an instrument in good working condition. Each instrument has different procedures to keep it functioning properly. In addition to being responsible for maintaining one's instrument, there are other aspects such as remembering music events like rehearsals and performances, and making time for practice. Thus, learning an instrument increases your sense of responsibility. 30
- 8 Playing music by yourself requires you to concentrate on things like pitch, rhythm, tempo and quality of sound. Playing in a group involves even more concentration because you must learn to not only hear yourself, but you must listen to all the other sections and play in harmony with the rest of the group. Therefore, learning a musical instrument sharpens your concentration skills. 35

Adapted from '18 Benefits of Playing a Musical Instrument' by Michael Matthews

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Candidate Name: _____

Class _____ Index No. _____

**FUHUA SECONDARY SCHOOL**

Secondary One Express

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ENGLISH LANGUAGE**PAPER 2 Comprehension
QUESTION BOOKLET**

DATE 4 May 2016
TIME 1045 - 1215
DURATION 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATESAnswer **all** questions.Write **all** your answers on the spaces provided in this question booklet.

Write in dark blue or black pen.

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

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

The total number of marks for this paper is **35**.

PARENT'S SIGNATURE	FOR EXAMINER'S USE			Highest Mark	Lowest Mark
	Section A	Section B			
	20	15	35		

Setters: Ms Angeline Chua

Vetters: Mrs Seah, Mr Fitri, Miss Wee & Miss Lim

This question paper consists of 4 printed pages including this page.

Section A [20 marks]

Refer to Text 1 for Questions 1 to 12.

- 1a Which phrase in paragraph 1 tells us that Lulu was like a wild animal? ()
.....
..... [1]
- b Give an example of how Lulu was like a wild animal even before she was born. ()
.....
..... [1]
- 2 In what ways are the writer and Lulu similar? ()
.....
..... [1]
- 3 With reference to paragraph 3, what type of work do people born in the Year of the Monkey appreciate? **Answer in your own words.** ()
.....
..... [1]
- 4 Explain what the writer means by the expression, 'never harbour a grudge' (line 14).
()
.....
..... [2]
- 5 Quote a word from paragraph 4 that has the same meaning as confrontation. ()
.....
..... [1]
- 6 With reference to paragraph 4, state two things that made Lulu seem cute? ()
.....
..... [2]

- 7 From paragraph 4, what did Lulu do instead of following the writer's instructions?
Answer in your own words. ()

.....

 [2]

- 8 With reference to paragraph 5, explain what the writer means by the expression, 'I had had it'. ()

.....

 [2]

- 9 From paragraph 6, what made the writer realise how cold it really was outside? ()

.....
 [2]

- 10 Quote two words from paragraph 3 that would accurately describe how Lulu is portrayed in paragraph 12. ()

.....
 [2]

- 11 With reference to paragraphs 12 and 13, explain fully why the writer had to change tactics in dealing with Lulu. ()

.....
 [2]

- 12 Which phrase in paragraph 13 indicates that the writer was thinking in a panicked state? ()

..... [1]

Section B [15 marks]

Refer to Text 2 for Question 13.

- 13 Summarise the benefits of learning a musical instrument. Use suitable connectors to join your content points.

Use only the material from paragraphs 2 to 8.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words, not counting the words given to help you begin. [15]

[15]

According to the passage, learning to play a musical instrument will

This image shows a blank sheet of handwriting practice paper. It features multiple horizontal rows, each consisting of a solid top line, a dashed midline, and a solid bottom line. A large, light gray watermark with the text "SmileTutor" is oriented diagonally across the page from the bottom-left towards the top-right. The background is white, and the lines are evenly spaced.

Total number of words: _____

Content	/ 8
Language	/ 7
Summary Mark	/ 15

End of Paper

2016 1E MYE P1

Setter: Mr Muhammad Fitri

Section A: Editing [10 marks]

Difficulty	No of questions	Marks
Difficult	2	2
Medium	2	2
Easy	6	6

Weeks after her husband's death, Miss Maria Seetoh reverted		
back to her maiden name. Miss Seetoh had <u>train</u> her students	1	trained Past Perfect Tense Medium
to use the desired name when they <u>stand</u> up to greet her as	2	stood Irregular Verb Easy
she entered the classroom each morning. She has planned a	3	had Past Perfect Difficult
systematic retraining of forty young voices to <u>made</u> the switch from	4	make Infinitive Easy
the old address, <u>however</u> she succeeded in a week. If a few forgot	5	and Addition Connector Difficult
the rest <u>will</u> giggle and watch her reaction, a full-blown ritual of pure	6	would Past Tense Medium
entertainment. Due to her students' insensitivity, she would step	7	✓ Easy
out and wait outside for a few <u>second</u> and then re-enter to face the	8	seconds Noun Form Easy
forty boys and girls who <u>was</u> standing still at their desks. She would	9	were SVA Easy
wait for the little ripples of giggling whispers to subdue into silence and	10	✓ Easy
as a last act of the ritual, correct the greeting.		

Section B: Situational Writing [30 marks]
Question Analysis – IARPR

Identity	Nephew/Niece
Audience	Cousin
Register	Informal, welcoming, enthusiastic tone
Purpose	Recommend two enjoyable and meaningful activities for cousin to do during visit
Requirements	<ul style="list-style-type: none"> - Event 1 from visual text + description of activities (R1) - Event 2 not from visual text + description of activities (R2) - Why you think they will find the activities enjoyable (R3) & meaningful (R4)

Sample Format

Email

To: Recipient's email address From: Sender's email address Subject: [Insert title as the subject]	To: <u>janetan@gmail.com.sg</u> From: <u>ambertan@gmail.com.sg</u> Subject: Holiday Fun in Singapore
Dear ...	
Introduction	Dear Jane
Body	
Conclusion	
Yours ...	
Sender's Full Name	Love Amber
	Informal

Marks	Requirements
9 – 10 marks	4/4 addressed and ALL points well amplified Appropriate and well developed intro + conclusion
8 marks	4/4 addressed and SOME points amplified (with injections of <u>original examples</u> and <u>personalised</u> explanations of <u>how</u> and <u>why</u> the recipient will find the event meaningful & enjoyable) E.g. <ul style="list-style-type: none"> • It is enjoyable because I remember you love being outdoors, regularly cycling and jogging around the parks back in London. Inline skating will give you a chance to visit different parks in Singapore, such as East Coast Park and Jurong Lake Park where you can enjoy the trees and be able to be out in nature just like back home, minus the cold weather of course! With the beautiful

	<p>scenery and clean fresh air, I have no doubt that you will enjoy inline-skating very much.</p> <ul style="list-style-type: none"> Last winter, when I visited you, I remember you gliding along the ice skating rink like a professional ice-skater! I'm sure inline skating will be easy for you. I think it will be meaningful for you as I know you have been wanting to learn inline skating for the longest time and have not had the opportunity to do so. Going for the inline skating will give you an opportunity to fulfill your desire and New Year resolution of learning a new sport! Plus, we may get to meet new people and make new friends while we are there.
7 marks	<p>4/4 mentioned and SOME points amplified with elaboration. I.e. need to explain <u>how</u> and <u>why</u> each event is meaningful & enjoyable, and not just state that they are so.</p> <p>E.g.</p> <ul style="list-style-type: none"> It is enjoyable because I remember you love being outdoors. Inline skating will give you a chance to visit different parks in Singapore, such as East Coast Park and Jurong Lake Park where you can enjoy the trees and be able to be out in nature. I have no doubt that you will enjoy inline-skating very much. I think it will be meaningful for you as I know you have been wanting to learn inline skating. Going for the inline skating will give you an opportunity to fulfill your desire of learning a new sport!
6 marks	<p>3/4 mentioned and SOME points amplified with elaboration.</p> <p>OR</p> <p>4/4 mentioned and SOME points amplified without elaboration.</p> <p>E.g.</p> <ul style="list-style-type: none"> It is enjoyable because I remember you love being outdoors. It is meaningful because I know you have been wanting to learn inline skating.
5 marks	<p>3/4 mentioned, with information MOSTLY lifted from visual text and MINIMAL original input or development.</p> <p>OR</p> <p>4/4 mentioned, with information COMPLETELY lifted from the visual text. Only Introduction and Conclusion consist of own words.</p>

	<p>E.g.</p> <ul style="list-style-type: none"> It is enjoyable because you can slip on a pair of inline skates and glide along our parks and park connector network (words in bold come from text). It is meaningful because you will discover not just rare tree species and interesting wildlife, but also a healthier you! (words in bold come from text).
3 – 4 marks	<p>Information COMPLETELY lifted from visual text WITHOUT any reference to the criteria “meaningful” or “enjoyable” at all.</p> <p>2/4 addressed and SOME points amplified</p> <p>OR</p> <p>2/4 addressed, information from visual text not used to support opinion.</p>
1 – 2 marks	1/4 addressed
0 marks	0/4 addressed

Wrong Format	Deduct 1 mark from TF scores
Wrong Audience	Deduct 1 mark
Wholesale copying information off the visual text	<p>Penalised under language marks</p> <ul style="list-style-type: none"> Cap language marks at 12 if there are errors and much lifting from visual text. Cap language marks at 13 if own words are mostly accurate but there is much lifting from visual text.

Secondary 1 Express
Mid-Year Examination 2016
Paper 2

Answers and Marker's Report - Section A

1a	Which phrase in paragraph 1 tells us that Lulu was like a wild animal? The phrase is <u>'feral horse'</u> . [1]	LU- Q (E)				
1b	Give an example of how Lulu was like a wild animal even before she was born. Even in her mother's womb, she kicked so hard it left visible imprints on her mother's stomach. [1]	F (E)				
2	In what way is the writer and Lulu similar? The writer and Lulu have a hot-tempered, viper-tongued, fast-forgiving personality. [1]	F (E)				
3	With reference to paragraph 3, what type of work do people born in the Year of the Monkey appreciate? Answer in your own words. <table border="1"><tr><td>From the passage</td><td>In your own words</td></tr><tr><td>'challenging' work</td><td><u>difficult / hard / complex / tricky</u> <u>/ tough / not easy to</u> <u>accomplish / work [1]</u> <u>/ work that requires them to</u> <u>think hard.</u></td></tr></table> People born in the Year of the Monkey appreciate doing work that is difficult.	From the passage	In your own words	'challenging' work	<u>difficult / hard / complex / tricky</u> <u>/ tough / not easy to</u> <u>accomplish / work [1]</u> <u>/ work that requires them to</u> <u>think hard.</u>	OW (E)
From the passage	In your own words					
'challenging' work	<u>difficult / hard / complex / tricky</u> <u>/ tough / not easy to</u> <u>accomplish / work [1]</u> <u>/ work that requires them to</u> <u>think hard.</u>					
4	Explain what the writer means by the expression, 'never harbour a grudge' (line 14). The writer means <u>not holding resentment / negative thoughts / feelings [1] against another person [1] at all [1].</u>	LU (D)				
5	Quote a word from paragraph 4 that has the same meaning as confrontation. [1] <u>'face-off'</u> [1]	LU- Q (M)				

6	With reference to paragraph 4, state two things that made Lulu seem cute? Lulu had <u>brown curls / round eyes / a china doll face</u> . [2] Any 2 features will be awarded the marks.	F (E)								
7	From paragraph 4, what did Lulu do instead of following the writer's instructions? Answer in your own words. <table><tr><td>From the passage</td><td>In your own words</td></tr><tr><td>'<u>smash</u> at many notes'</td><td><u>Hit / bang many keys</u> [1]</td></tr><tr><td>'<u>at the same time</u>'</td><td><u>together / simultaneously / at once / at one go / concurrently</u> [1]</td></tr><tr><td><u>Smashed harder and faster</u></td><td><u>Hit with more force (1) and speed / more quickly (1)</u></td></tr></table> Lulu used her palms to <u>hit many keys together (1) simultaneously (1)</u> . Lulu hit the keys with <u>more force (1) and speed (1)</u> .	From the passage	In your own words	' <u>smash</u> at many notes'	<u>Hit / bang many keys</u> [1]	' <u>at the same time</u> '	<u>together / simultaneously / at once / at one go / concurrently</u> [1]	<u>Smashed harder and faster</u>	<u>Hit with more force (1) and speed / more quickly (1)</u>	OW (M)
From the passage	In your own words									
' <u>smash</u> at many notes'	<u>Hit / bang many keys</u> [1]									
' <u>at the same time</u> '	<u>together / simultaneously / at once / at one go / concurrently</u> [1]									
<u>Smashed harder and faster</u>	<u>Hit with more force (1) and speed / more quickly (1)</u>									
8	With reference to paragraph 5, explain what the writer means by the expression, 'I had had it'. The writer means that she <u>had enough</u> [1] <u>of Lulu's behaviour</u> [1]. OR The writer means that she <u>could not tolerate / stand</u> [1] <u>Lulu's behaviour</u> anymore [1].	LU (M)								
9	From paragraph 6, what made the writer realise how cold it really was outside? She realised how cold it really was because <u>her own face hurt</u> [1] <u>from just a few seconds' exposure to the icy air</u> [1]	F (E)								
10	Quote two words from paragraph 3 that would accurately describe how Lulu is portrayed in paragraph 12.'	LU- Q (D)								

	<u>'wilful'</u> [1] and <u>'obstinate'</u> [1]	
11	With reference to paragraphs 12 and 13, explain fully why the writer had to change tactics in dealing with Lulu. The writer had to change tactics in dealing with Lulu because <u>she realised that she could not win</u> [1]. <u>If Lulu were to continue standing outside, she would freeze to death or get very sick</u> [1].	F (M)
12	Which phrase in paragraph 13 indicates that the writer was thinking in a panicked state? <u>'[my] mind racing'</u> [1]	LU- Q (E)

Answers – Section B

13	<p>Summarise the benefits of learning a musical instrument. Use suitable connectors to join your content points. Use only the material from paragraphs 2 to 8.</p> <p>Passage Analysis</p> <p>Research has shown that both listening to music and playing a musical instrument stimulate your brain [CP1] and can increase your memory [CP2]. If you learn how to play an instrument, the parts of your brain that control motor skills, hearing, storing audio information and memory actually grow and become more active [E].</p> <p>A good musician knows that the quality of practice time is more valuable than the quantity [TS]. In order for a musician to progress quicker, he or she will learn how to organise his or her practice time and plan different challenges to work on, making efficient use of time [E]. Thus, learning how to play an instrument helps you to learn how to be organised [CP3] and to manage your time wisely [CP4].</p> <p>Team skills are a very important aspect of being successful in life [TS]. Playing an instrument boosts your teamwork skills [CP5] as it requires you to work with others to make music [E]. In band and orchestra settings, you must learn how to cooperate with the people around you [E]. Furthermore, in order for a group to make beautiful music, each player and section must learn how to listen to each other and play together [E].</p> <p>Learning to play an instrument takes time and effort, which really teaches you patience [CP 6] and perseverance [CP7]. Most people cannot play every piece</p>	F (E)
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of music perfectly the first time [E]. In fact, the majority of musicians have to work difficult sections of music multiple times in a row before they can play it correctly [E].

Reading music requires counting notes and rhythms and can help **improve your math skills** [CP8]. Learning music theory includes many mathematical concepts [E]. Studies have shown that students who play instruments or study the arts are often better in math and achieve higher grades in school than students who do not [E].

Playing an instrument comes with its responsibilities [TS]. Maintenance and care are very important in keeping an instrument in good working condition [E]. Each instrument has different procedures to keep it functioning properly [E]. In addition to being responsible for maintaining one's instrument, there are other aspects such as remembering music events like rehearsals and performances, and making time for practice [E]. Thus, learning an instrument **increases your sense of responsibility** [CP9].

Playing music by yourself requires you to concentrate on things like pitch, rhythm, tempo and quality of sound [E]. Playing in a group involves even more concentration because you must learn to not only hear yourself, but you must listen to all the other sections and play in harmony with the rest of the group [E]. Therefore, learning a musical instrument **sharpens your concentration skills** [CP10].

Content Points

	From the passage
1	stimulate your brain
2	increase your memory
3	helps you to learn how to be organised
4	manage your time wisely
5	boosts your teamwork skills
6	teaches you patience
7	and perseverance
8	improve your math skills
9	increases your sense of responsibility
10	sharpens your concentration skills

Marking Rubrics for Language Use Component [7 marks]:

Marks	Language
1 - 2	<ul style="list-style-type: none"> - No connectors used - Presence of fragments - Use of only commas - Poor grammar and spelling
3 - 4	<ul style="list-style-type: none"> - Minimal use of connectors - Occasional slips in grammar and spelling - Occasional slips in punctuation
5 - 6	<ul style="list-style-type: none"> - Use of many connectors - Very few slips in grammar and spelling

	- Generally accurate punctuation	
7	<ul style="list-style-type: none"> - Use of many connectors - Accurate grammar and spelling - Accurate punctuation 	
<p>Sample summary: <i>According to the passage, learning to play a musical instrument will stimulate your brain and increase your memory. Additionally, learning an instrument help you to learn how to be organized, and thus enable you to manage your time wisely. Furthermore, your teamwork skills will be boosted. Moreover, learning a musical instrument also teaches you patience as well as perseverance. Lastly, your math skills can also be improved through learning an instrument.</i></p>		