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Name	Class	Index Number
 ANG MO KIO SECONDARY SCHOOL MID-YEAR EXAMINATION 2016 SECONDARY TWO EXPRESS INSERT		
ENGLISH LANGUAGE PAPER 1		1128/01
Total Mark: 70	29 Apr 2016 / Friday	
INSERT		
Setter: Mrs Lee Hui Min		1 hour 50 minutes
Instructions to candidates: 1. This insert contains Section A. 2. Write your answers in the spaces provided. 3. Hand in this section separately from Section B and Section C.		
This document consists of <u>2</u> printed pages, including the cover page.		
[Turn over]		

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, on the hieroglyphic code. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

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

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

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

Examples:

I arrived to my destination at 2 pm.

at

My mother always wears sensible clothes.

✓

Ancient Egypt still fascinates us more than any other ancient civilisation. For almost two thousand years, no Greek or Roman can 1. _____
 read the elaborate Egyptian hieroglyphs and the hieroglyphic script 2. _____
 became a 'lost language' until a discovery of the Rosetta Stone by 3. _____
 Napoleon's soldiers at Egypt in 1799. Despite the efforts of some of 4. _____
 the more intelligent scholars in the region to crack the hieroglyphic 5. _____
 code, it was an impoverished, arrogant and brilliant children of the 6. _____
 French Revolution, Jean-Francois Champollion, that made the vital 7. _____
 breakthrough. He concluded that hieroglyphics have originally been 8. _____
 pictographs, but the symbols stood for sounds in later times. 9. _____
 Champollion's obsession in cracking the hieroglyphic code eventually: 10. _____
 led to his early death at the age of only 41 years old.

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

ENGLISH LANGUAGE PAPER 1

1128/01

29 Apr 2016 / Friday

Total Mark: 70

1 hour 50 minutes

Setter: Mrs Lee Hui Min

Instructions to candidates :

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

This document consists of **4** printed pages and **1** insert.

[Turn over]

Section B [30 marks]

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

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

To create a more vibrant arts culture in your school, your Principal wants all the students to participate in some programmes offered by National Arts Council as well as to initiate two arts activities.

As the Student Representative of the Secondary Two level, you have been tasked by your Principal to select two activities that are suitable for your cohort based on the interests of the students.

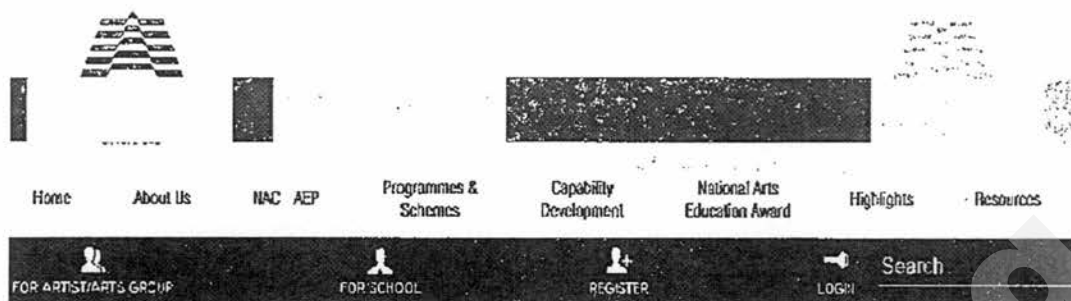
Write a proposal to your Principal to:

- describe two activities found on the webpage which are suitable for your cohort and give reasons for your choices.
- explain how these two activities can help to promote a love for the arts amongst the students; and
- suggest two activities the students can participate in to showcase what they have learnt.

Write your report in **clear, accurate** English and in an enthusiastic tone to your Principal, showing that your cohort is keen to participate in these arts activities.

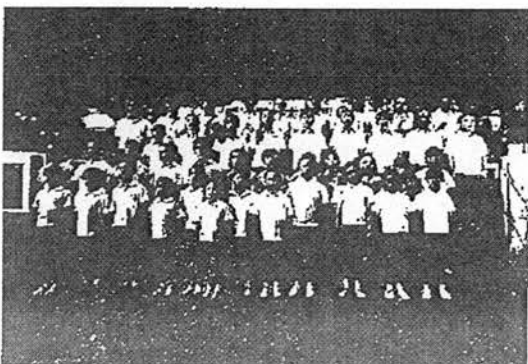
You may add any other details that might be of interest.

You should use your own words as much as possible.



Artist-in-School Scheme

- Local artists provide students with exposure to visual art forms such as painting, drawing, sculpturing and photography.
- Supports extended collaborations of up to one year between schools and practising Singaporean artists



Song Singing Workshop

- Learn the different vocal techniques such as pitch accuracy and control and vocal projection
- Learn to sing new songs in a fun and engaging way

Section C [30 marks]

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 a time when you had an unexpected visitor who made your day.
2. Write a story to illustrate that there are some things in life that we cannot recover once lost.
3. Write a story about how someone learnt a valuable lesson the hard way.
4. Write a story about an overdue apology made that enabled two friends to reconcile.

Name	Class	Index Number
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ANG MO KIO SECONDARY SCHOOL

MID-YEAR EXAMINATION 2016

SECONDARY TWO EXPRESS

INSERT

ENGLISH LANGUAGE

1128/2

PAPER 2

Total Mark: 50

3 May 2016 / Tuesday

Setter: Miss Tan Chui Ling

1 hour 50 minutes

Instructions to Candidates :

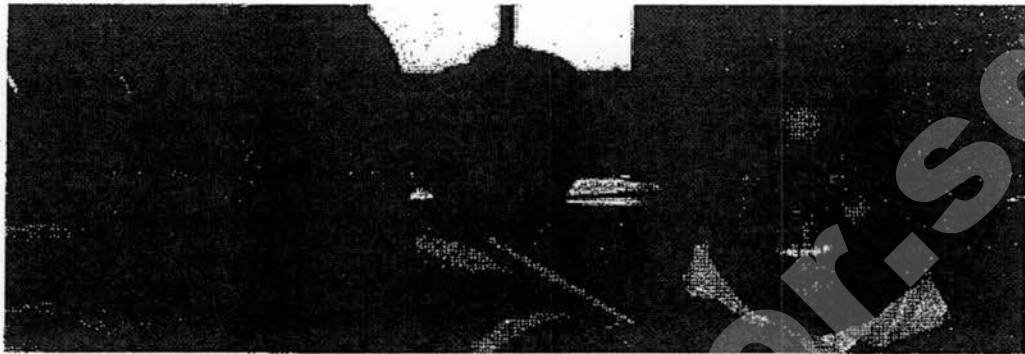
1. The Insert contains the texts for all the sections.
2. Submit the Insert at the end of the examination.

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

[Turn over]

Text 1

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



Adoption and Orphan care – The choice is up to you!

There are approximately **143,000,000** orphans in the world.

There are only 2 options to care for them.

Why 'Adoption'?		Why 'Orphan Care'?
- Adoption is the best option for the many orphaned children whose parents have died and who have no other family to care for them. - There are many children waiting to be adopted into a loving, stable family!		- Orphan Care is CRITICAL for the children who cannot be or will never be adopted. - Most orphans are not eligible for adoption because they have a living relative.
<u>Commitments</u>		<u>Commitments</u>
Adopting a child means making a lifelong commitment to the child as if you had given birth to them by providing: Spiritual Education, Academic Education, Medical Needs, Food, Shelter, Love, Nurturing and Security.	VS	Orphans are typically taken to orphanages by a family member or neighbour who cannot provide for them, but do not want them subjected to labour and crime.
Adoption Costs are: Local foster parent - \$0 International adoption - \$40, 000 We are happy to provide FREE Adoption Consultation and Agency Referral.		Committing to Orphan Care means making a monthly commitment to a child which provides them with: Spiritual Education, Academic Education, Medical Needs, Food, Shelter, Love, Nurturing and Security.
Visit The Adoption Hub		Orphan Care Costs are: \$35 per month per child
		

Text 2

A family has just moved into another house and they are unpacking and exploring the new place. Read the passage and answer Questions 5 – 14 in the Question Booklet.

1	The garden was another place that was supposed to be wonderful. There were going to be benches and a table and a swing. There were going to be goalposts on one of the walls by the house. There was going to be a pond with fish and frogs in it. But there was none of that. There were just nettles and thistles and weeds and half-bricks and lumps of stone. I glared at this dump and kicked the heads off a million dandelions.	5
2	After a while, Mum shouted to ask if I were coming in for lunch and I said, 'No, I am staying out in the garden.' She brought me a sandwich and a can of coke. 'Sorry it's so rotten and we're all in such rotten moods,' she said. She touched my arm. 'You understand, though. Don't you, Michael? Don't you?' I shrugged. 'Yes,' I said. She touched me again and sighed, 'It'll be great again when everything's sorted out.'	10
3	I ate the sandwich and finished the coke, waited a minute, then went down to the garage again. The timbers holding the roof were rotten and it was sagging in. There was mortar that had fallen from the walls. The place stank of rot and dust. Even the bricks were crumbling like they could not bear the weight anymore.	15
4	It was like the whole thing was sick of itself and would collapse in a heap and have to get bulldozed away. I heard something scratching in one of the corners and something scuttling about; then it all stopped and it was dead quiet in there.	20
5	I did not have time to dare myself or to stand there listening to the scratching. I switched the torchlight on, took a deep breath, and tiptoed straight inside. Something little and black scuttled across the floor. The door creaked and cracked for a moment before it was still.	25
6	I tiptoed further in and felt spiderwebs breaking on my brow. Everything was packed in tight – ancient furniture, kitchen units, rolled-up carpets, pipes and crates and planks. I kept ducking down under the hoses and ropes and duffel bags that hung from the roof. There was dust clogging my throat and nose. The floor was broken and crumbly. I opened a cupboard an inch, shined the flashlight in, and saw a million wood lice scattering away.	30
7	There were ancient newspapers and magazines. I peered closer and saw that it came from nearly fifty years ago. They'd be yelling for me soon and I'd better get out. I leaned across a heap of tea chests and shined the flashlight into the space behind and that's when I saw him.	35
8	I thought he was dead. He was sitting with his legs stretched out and his	

	head tipped back against the wall. He was covered in dust and webs like everything else and his pale skin was stretched tight against his face like a death mask. The flashlight wavered on his bloodless face and black suit. 'What do you want?' he said. His voice rasped like he hadn't used it in years. He opened his eyes and looked at me. I was caught in his gaze, trapped.	40
9	My heart thudded and thundered. 'I said, what do you want?' That raspy growl again. What do you say to a corpse-like vagabond you find in your own garage questioning you? Before I could think of an answer, I heard them yelling for me from the house. 'Michael! Michael! Michael!' I wrenched my eyes away and shuffled out. I backed out through the door. It was Dad.	45
<i>Adapted from Skellig by David Almond</i>		

Text 3

The article below is on the harvesting of argan oil in Morocco. Read it carefully and answer Questions 15 -20 in the Question Booklet.

1	The road from Marrakesh to Essaouira is craggy and bleak, an arid moonscape dotted only by a few roadside towns and the occasional Berber village. In the '60s and '70s, Essaouira was a stop on the way to Marrakesh; load up your magic bus and head west for the windswept beaches and clear blue waters of this former Portuguese fishing village. Essaouira still has remnants of its bohemian past: surfers come to lap up the waves in what is now one of the world's top windsurfing and kiteboarding spots; and a dilapidated fort, is just south of town.	5
2	In recent years, well-heeled Europeans have started to flee the more touristy Marrakesh for Essaouira. There, they stay in luxurious townhouses in the old city. The town has also developed a vibrant cultural life. The real treasure in Essaouira, however, is argan oil, made from the nuts of the argan tree, which grows almost exclusively in this region.	10
3	Approaching Essaouira's sandy-colored walls, passing the olive groves and grazing donkeys, you see signs announcing women-run argan cooperatives: Argan Co-Op, Women's Argan Collective, Miracle Oil. And so on. If you pull over to a cooperative, the Berber women — and it is only women who make argan oil — will often invite you in to watch them work. In most of the cooperatives, the older village women sit in the courtyard and work as the younger bilingual girls walk you around, giving a tutorial about the process.	15 20
4	The nuts, which look like a cross between a walnut and an almond, are picked out of the fruit of the squat, gnarled argan trees that dot the yellow hills above Essaouira. Depending on the season, there might be goats up in the branches, munching on the fruit. The nuts destined for salad oil are roasted on an open flame over a large steel drum, like chestnuts, which brings out their distinctive peppery flavor; those that will be used for skin- and hair-care products are left raw.	25
5	The women first crack the shells with sharp stones. They then place the kernels between two Flintstone-size slabs of rock, grinding them into a brown paste, which resembles chunky peanut butter. The paste, kneaded by hand to extract the oil, transforms into a solid hunk and is sent to nearby factories, mainly in Agadir, where more oil is extracted by a press. Some are made into soaps, creams and shampoos, but it is the pure oil that is most sought after.	30 35
6	Liz Earle, who runs an organic skin-care line in England, uses argan oil that she buys from two of the cooperatives in Essaouira in her Superskin Concentrate. "When I first found argan oil, I brought it back to the U.K. to have it analysed," says Earle, who forages the globe for	40

	raw ingredients. "It was so remarkably high in vitamin E and had these very interesting phytosterols, which are good for scar tissue and so many other things" — including, she says, that hard-to-define problem of lacklustre skin.	
7	Because the extraction of argan oil is a labor-intensive task perfected by the Berber women native to the area (it takes a few days to produce one litre), the government has established a fund for the cooperatives. Outside groups, like the government of Monaco, have gotten involved as backers. Women from the villages nearby are invited to work half days (so they can still tend to their families) in exchange for fair wages and good working conditions. Eventually, the cooperatives should pay for themselves. Unesco has designated the 10,000-square-mile argan-growing region as a biosphere reserve.	45 50
<i>Adapted from New York Time Magazine</i>		

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

**ENGLISH LANGUAGE
PAPER 2**

1128/2

Total Mark: 50

3 May 2016 / Tuesday

Setter: Miss Tan Chui Ling

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 8 printed pages, including the cover page.

[Turn over]

Section A [5 marks]

Text 1

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

- 1 The headline of the webpage is *Adoption and Orphan care – The choice is up to you!* What effect is this intended to have on the reader?

.....

.....

..... [1]

- 2 Refer to the statement 'There are approximately **143,000,000** orphans in the world'. Suggest a reason why the statistics is in bold.

.....

.....

..... [1]

- 3 Refer to the table under the heading of **Why Adoption?** and the information presented under it.
How does the information presented make it clear to the reader that adoption is a serious decision?

.....

.....

..... [2]

- 4 Look at the logo on the bottom left of the webpage. How does the logo support the idea of adoption?

.....

.....

..... [1]

Section B [20 marks]

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

- 5 Paragraph 1 begins with 'The garden was another place that was **supposed** to be wonderful'.

With close attention to the word in bold, what does it suggest about Michael's opinion of the garden?

.....
 [1]

- 6 In paragraph 1 'I glared at this dump and kicked the heads off a million dandelions' (lines 5 – 6).

(i) Identify the expression in the given sentence which suggest

A violent action [1]

(ii) What can we tell about Michael's feeling at this point of time?

.....
 [1]

- 7 How did Michael's mother show that she was sorry for how Michael felt about the new home and garden?

.....
 [2]

- 8 In paragraph 3, the writer describes the garage vividly. Explain how the description shows that it may not be safe to enter the garage. [2]

State of the garage	Possible danger
'timbers holding the roof were rotten and it was sagging in'	
'bricks were crumbling'	

- 9 At the beginning of paragraph 4, the writer says 'It was like the whole thing was sick of itself and have to get bulldozed away.'

(i) Which phrase suggests that the garage is a person?

..... [1]

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

.....

..... [1]

- 10 From paragraph 4, what are the signs that showed that there are living creatures inside the garage?

.....

..... [1]

- 11 In paragraph 5, 'The door creaked and cracked for a moment before it was still.' (Line 24 – 25)

Suggest another word or phrase with the same meaning to replace 'still' in this sentence.

..... [1]

- 12 In paragraph 6, Michael entered the garage. Explain how the description of the garage shows that nobody had been inside for a long time.

Support your idea with three details from paragraph 6.

.....

.....

.....

.....

..... [3]

- 13 Michael used the phrase 'corpse-like' (line 45) to describe the man he found in the garage.

Is this description valid? Give two pieces of evidence to support your answer.

.....

.....

..... [2]

- 14 The structure of the text reflects the main feelings of Michael as he decides to enter the garage and explore it. 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.

Michael's feelings

trepidation	shock	sulky	boredom	curiosity	fear
-------------	-------	-------	---------	-----------	------

Flow chart

Paragraphs 3 – 5: (i)



Paragraphs 6 – 7: (ii)



Paragraph 8: (iii)



Paragraph 9: (iv)

[4]

Section C [25 marks]

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

- 15 Pick out one phrase from paragraph 1 that has the same meaning as **dry and desert-like**.

..... [1]

- 16 (i) How has the tourists' perspective of Essaouira changed, according to paragraphs 1 and 2?

Previous	
Now	

[2]

- (ii) What attract Europeans to the town of Essaouira other than the luxurious townhouses? **Answer in your own words.**

.....

 [1]

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



Simon

So, the women runs the co-op independently without help.



Trudi

No, without help from the government, the co-op cannot be sustained.

- (i) Identify two pieces of evidence from paragraph 3 that Simon can give to support his view.

.....

 [2]

- (ii) How would Trudi explain her position with reference to lines 45 – 47?

.....

 [1]

- 18 What are the two advantages of having a backer to support the cooperatives?

.....

 [2]

- 19 '*Eventually*, the cooperatives should pay for themselves' (line 51 – 52) With reference to the italicised word, explain the current situation of the cooperatives.

.....

 [1]

- 20 Using your own words as far as possible, summarise how argan oil is produced and the benefits of using the oil.

Use only information from paragraphs 4 to 6.

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



After the nuts are harvested, those meant for consumption will.....

..No of words: [15]

Answers

1. can could
2. ✓
3. a the
4. at in
5. more most
6. children child
7. that who
8. have had
9. ✓
10. in with

SmileTutor.sg

Secondary 2E Situational Writing (MYE 2016)

Marker's Report

General Comments:

- Majority of the students passed this section of the EL exam.
- However, only a handful of the students fully comprehended the requirements of the question.
- In terms of the report format, most of the students were able to provide the correct format of the report. Only a small handful of students provided the wrong format (formal letter) or a hybrid format (between a report and a formal letter)
- Most students were able to begin their introductory paragraph stating the purpose of the report and provide a reasonable conclusion at the end. However, some of the students had problems with their paragraphs. They ended up having only four paragraphs with the two body paragraphs being exceedingly long as they were trying to cramp too many things within the paragraph. It would be better if they were able to organise their information in a different way.

Task Fulfilment:

- Most students were able to provide two out of the three activities that were provided in the visual text. Often, students tend to lift the information from the visual text for the two activities. Most of the students also managed to come up with some reasons to provide justification for the choice of the two activities, such as helping to keep the students fit, done a survey on the student population, etc.
- The second point was the one that students had the most difficulty with. Some of the students did not answer this point at all or they were unable to explain how the chosen activities helped to promote a love for the arts. Most of the students tend to provide answers such as "the students will love the activities, hence this will promote a love for the arts" or "they can help to promote a love for the arts by telling/teaching their friends and family". Explanation tends to be quite weak in most cases. Only a handful will be able to handle this part of the question well.
- As for the last point, some of the students misunderstood what the question was asking for. As the task is for the students to come up with two activities to showcase what they have learnt, they talked about two other activities that the students could learn from, such as drama, guitar lessons, etc.
- For those of the students who understood the last point well, they were able to provide well-elaborated answers such as having a dance competition, art gallery, lunchtime performances, art auctions, etc. Many of them were also able to elaborate on how the event would be carried out and how the judging would take place.

Language:

- Several of the students were still relatively unfamiliar/uncomfortable with the formal way of writing. Hence, there would be slips in their tone within the report.
- Quite a number of students used words like "trending" repeatedly within their report. Students should be more discerning in their choice of words. Students should also take note of their choice of words as it will affect the tone of the report.
- Some of the students also had problems with their sentence structures. Some of the more common mistakes are they tend to drop their determiners when referring to a subject within a sentence.

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

**ENGLISH LANGUAGE
PAPER 2**

1128/2

Total Mark: 50

3 May 2016 / Tuesday

Setter: Miss Tan Chui Ling

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 **8** printed pages, including the cover page.

[Turn over]

Section A [5 marks]

Text 1

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

- 1 The headline of the webpage is *Adoption and Orphan care – The choice is up to you!* What effect is this intended to have on the reader?

To involve the reader/ make them feel obliged to help through adoption/ orphan care [1]

- 2 Refer to the statement 'There are approximately **143,000,000** orphans in the world.' Suggest a reason why the statistics given is in bold.

To emphasize/ stress on the number of orphans in the world. [1]

- 3 Refer to the table under the heading of **Adoption** and the information presented under it.
How does the information presented make it clear to the reader that adoption is a serious decision not to be taken lightly?

- It is a lifetime commitment
- need to provide them with Spiritual Education, Academic Education, Medical Needs, Food, Shelter, Love, Nurturing and Security.

[2]

- 4 Look at the logo on the bottom left of the webpage. How does the logo support the idea of adoption?

- it shows two taller figures embracing a smaller one which depicts a family
- the heart shaped symbol represents a child who is loved by the parents/ family
- it shows a complete family with parents and child [1]

Any one of the above.

Section B [20 marks]

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

- 5 Paragraph 1 begins 'The garden was another place that was supposed to be wonderful'.

What was Michael's opinion of the garden?

He is disappointed by the new house and garden/ did not live up to his expectations/ it was not as good as expected. [1]

- 6 In paragraph 1 'I glared at this dump and kicked the heads off a million dandelions' (lines 5 – 6).

- (i) Identify the expression in the given sentence which suggest

A violent action **kicked (the heads off) [1]**

- (ii) What can we tell about Michael's feeling at this point of time?

He was feeling frustrated/ upset/ angry. [1]

- 7 How did Michael's mother show that she was sorry for how Michael felt about the new home and garden?

- **She brought him lunch at the garden**
- **She apologised for the situation**
- **She touched him to comfort him [2]**

Any 2 of the above.

- 8 In paragraph 3, Michael approached the garage. Do you think it was safe for him to enter the garage? Explain your answer fully.

State of the garage	Possible danger
'timbers holding the roof were rotten and it was sagging in'	<i>The roof/ ceiling may collapse/ the supporting beams are falling apart and may give way</i>
'bricks were crumbling'	<i>The walls are breaking down/ the garage may fall down</i>

- 9 At the beginning of paragraph 4, the writer says 'It was like the whole thing was sick of itself and have to get bulldozed away.'

(i) Which phrase suggests the garage is a person?

'sick of itself' [1]

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

To show that the garage was very derelict/ run down. [1]

- 10 From paragraph 4, what are the signs that showed that there are living creatures inside the garage?

There were scratching and scuttling sounds to be heard. [1]

- 11 In paragraph 5, 'The door creaked and cracked for a moment before it was still.' (Line 24 – 25)

Suggest another word or phrase with the same meaning to replace 'still' in this sentence.

The word/ phrase is motionless/ stationary/ stopped moving. [1]

- 12 In paragraph 6, Michael entered the garage. Explain how the description of the garage shows that nobody had been inside for a long time.

Support your idea with three details from paragraph 6.

'Spiderwebs breaking on my brow' – there were cobwebs hanging down, blocking the way.

'There was dust clogging my throat and nose.' - The place was dusty and had not been cleaned.

'saw a million wood lice scattering away' – the garage was infested with insects.

[3]

- 12 Michael used the phrase 'corpse-like' to describe the man he found in the garage.

Is this description valid? Give two pieces of evidence to support your answer.

- His face was too pale/ bloodless
- His skin was stretched tightly against his face like a death mask

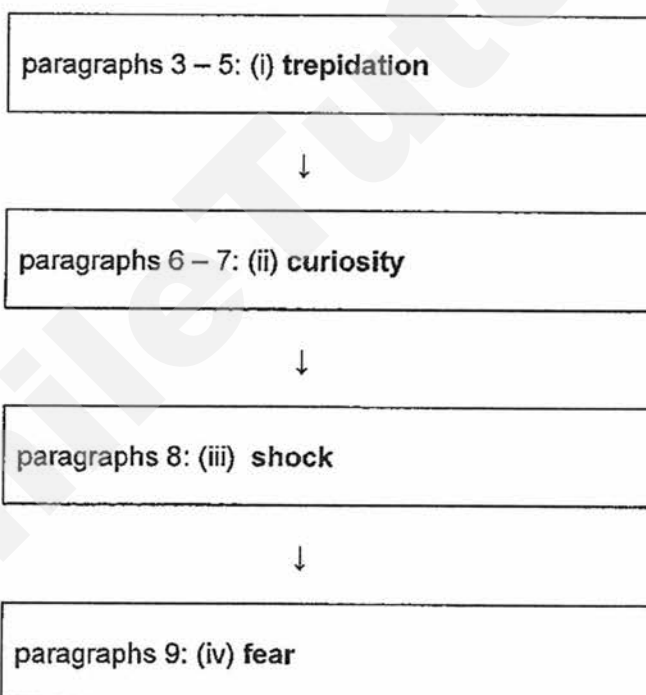
[2]

- 13 The structure of the text reflects the main feelings of Michael as he decides to enter the garage and explore it. 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.

Michael's feelings

trepidation	shock	sulky	boredom	curiosity	fear	anger
-------------	-------	-------	---------	-----------	------	-------

Flow chart



Section C [25 marks]

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

- 15 Pick out a phrase from paragraph 1 that has the same meaning as **dry and desert-like**.

'arid moonscape' [1]

- 16 (i) How has the tourists' perspectives of Essaouira changed, according to paragraphs 1 and 2?

Previous	It was only a stop on the way to Marrakesh
Now	Essaouira has become a popular tourist destination itself

[2]

- (ii) What attract Europeans to the town of Essaouira now? **Answer in your own words.**

The town has a colourful cultural atmosphere. [1]

Taboo: vibrant, life

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



Simon

So, the women runs the co-op independently without help.

No, without help from the government, the co-op cannot be sustained.



Trudi

- (i) Identify two pieces of evidence from paragraph 3 that Simon can give to support his view.

- The signs said that these are women-run argan cooperatives/ only women who make argan oil
- The older women make the argan oil while the younger women show the buyers/ customers around. [2]

(ii) How would Trudi explain her position with reference to lines 45 – 47?

Extracting argan oil is labor-intensive so government fund is needed to support the women. [1]

18 What are the advantages of having a backer to support the cooperatives?

The women need only work half-day[1] and they have fair wages and good working conditions. [1]

19 '*Eventually*, the cooperatives should pay for themselves' (line 51 – 52) With reference to the italicised word, explain the current situation of the cooperatives.

Right now, the cooperatives are not able to support themselves/ make a profit yet. [1]

20 **Using your own words as far as possible**, summarise how argan oil is produced and the benefits of using the oil.

Use only information from paragraphs 4 to 6.

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

After the nuts are harvested, those meant for consumption will

1. Roasted on an open flame over a large steel drum	1. Roasted on open fire over big steel drum
2. Those that will be used for skin and hair products are left raw	2. Those used for cosmetic purpose are not roasted
3. Women will crack the shells with sharp stones	3. Shells are cracked/ shattered with sharp stones
4. Put the kernels two slabs of stones to grind into a brown	4. Kernels are placed between two slabs of stones to be ground

paste 5. Paste to be kneaded by hand to extract the oil 6. Remaining paste is sent to factories where more oil is extracted by press 7. Argan oil is remarkably high in vitamin E 8. Contain interesting phytosterols which are good for scar tissue 9. and lacklustre skin	into a brown paste. 5. Paste is hand-kneaded to extract the oil 6. Leftover paste is sent to factories where a press can extract more oil from it 7. Argan oil is extremely high in vitamin E 8. Contains phytosterols which are beneficial for scar tissue 9. Improves dull skin
---	---

.....No of words:

[15]

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BEATTY SECONDARY SCHOOL
MID YEAR EXAMINATION 2016

SUBJECT : ENGLISH LANGUAGE LEVEL : SEC 2 EXPRESS
PAPER : 1 (INSERT) DURATION : 1 HOUR 50 MINUTES
SETTER : MS GOH HONG YI DATE : 3 MAY 2016

CLASS :	NAME :	REG NO :
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READ THESE INSTRUCTIONS FIRST

This insert contains Section A.

Write your answers in the spaces provided.

This document consists of 2 printed pages.

[Turn over

Section A [10 marks]

Carefully read the text below, consisting of 12 lines about Pulau Ubin, an island in the northeastern part of Singapore. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

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

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

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

Examples:

I arrived to my destination at 2 p.m.

_____ at _____

My mother always wears sensible clothes.

_____ ✓ _____

Be transported back in time to 1960s Singapore as you embark on a trip to nearby Pulau Ubin. Home for Singapore's last village, the island still retains the rustic beauty and simplicity of a bygone era. With no access to a modern and efficient public utilities on mainland Singapore, the villagers rely on wells for water and noisy diesel generators for electricity, and depends on traditional farming and fishing for subsistence. In the early days, granite mining supports a few thousand settlers. Much of the original vegetation were cleared for the cultivation of rubber and crop like coffee, pineapple and coconut. Today, abandoned granite quarries remain as picturesque relics of the past while forests and grasslands have regenerate to cover up the ravages of human activities.

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



BEATTY SECONDARY SCHOOL

MID YEAR EXAMINATION 2016

SUBJECT : ENGLISH LANGUAGE **LEVEL : SEC 2 EXPRESS**
PAPER : 1 (WRITING) **DURATION : 1 HOUR 50 MINUTES**
SETTER : MS GOH HONG YI **DATE : 3 MAY 2016**

CLASS :	NAME :	REG NO :
----------------	---------------	-----------------

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

Your school library is currently undergoing renovation to make it a conducive place for students to learn. As the President of the Student Council, you have been asked to make some suggestions to make the library more attractive and useful for students. While researching online, you came across a website that features ideas for school libraries. Choose two of the ideas presented in the website and write a proposal to your Principal to explain why they will appeal to the students in your school.

You must include the following details:

- what students currently feel about the library
- which two ideas you have chosen and why
- one other way not from the website which can promote reading among the students.

Write your proposal in clear, accurate English and in a formal, polite tone to convince your Principal to accept your suggestions.

You may add any other details that might be of interest.

You should use your own words as much as possible.

WE LOVE LIBRARIES!

Home | About Us | Events | Library Ideas | Contact

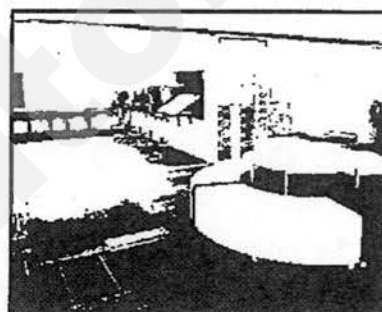
More than just books!

The library is more than just shelves of books. Libraries in schools may serve many purposes and the design of the library has to reflect the needs of its users. Here are some ideas for your school library!



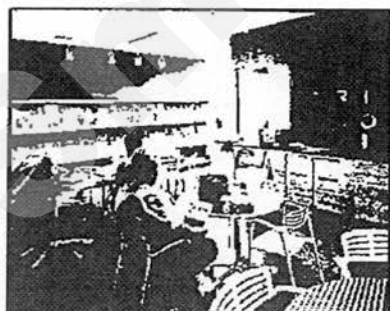
Computer Corner

Students need computers for research or to record what they have learnt from books. Having a printer and photocopier nearby will be handy for the young scholars too!



Discussion Rooms

Some like a quiet environment. Others use the library to discuss homework and projects. Why not create separate rooms for individual and group study so everyone will feel at home?



Library Cafe

Food is banned in most libraries so hungry people have no choice but to leave. A cafe in the library is a convenience for those who can't study without snacks or drinks nearby!



Read and Relax

To encourage people to read, make sure they are comfortable doing so! Sofas, cushions and beanbags create an inviting place for leisurely reading. Bookworms are sure to be hooked!

Section C [30 marks]

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

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

- 1 Write about a time when you lost something important and how you searched for it. What lesson did you learn from the incident?
- 2 Write about an occasion when something you learnt in school helped you out of a difficult situation. How did you feel about yourself afterwards?
- 3 Rivals.
- 4 Traditions.



BEATTY SECONDARY SCHOOL

MID YEAR EXAMINATION 2016

SUBJECT : ENGLISH LANGUAGE LEVEL : SEC 2 EXPRESS
PAPER : 2 (INSERT) DURATION : 1 HOUR 50 MINUTES
SETTER : MS GOH HONG YI DATE : 3 MAY 2016
MRS SHEILA STEPHEN

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 6 printed pages.

[Turn over

Section A

Text 1

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

Do you know smoking can cause blindness?



Don't let your vision go up in smoke! 

Smoking is associated with a number of eye conditions such as cataract and Age-related Macular Degeneration (AMD). AMD causes loss of central vision leaving only the peripheral, or side vision intact. AMD is one of the leading causes of severe visual loss and blindness. Most cases of AMD are irreversible and are difficult to treat.

Quit smoking now!
Call 1800-438 2000

 Health
Promotion
Board



Section B

Text 2

The text below is about a boy who was travelling to a new orphanage. Read it carefully and answer Questions 5 - 15 in the Question Booklet.

- 1 The train station at Pebbleton, dark and sooty though it was, glistened in the mist. Electric lamps above the platform cast their light upon a thousand reflecting surfaces: the puddles along the tracks, the streaked windows of the station house and the umbrellas hoisted over huddled indistinct figures on the platform. To a person of whimsical mind, the scene might resemble something from a magical story. 5
- 2 There was, in fact, such a person watching from the window of the approaching train, a boy of whimsical mind to be sure, and the fairy-tale qualities of the scene occurred to him at once. However, foremost in his mind was the awareness that Pebbleton station was his stop – the end of his train journey, the beginning of a new unknown. 10
- 3 He turned to his chaperone, a plump old woman who was peering out of the grimy window.
- 4 "Shall I tell you what I'm thinking, Mrs Ferrier?"
- 5 The old woman turned from the window, appraised him for a moment and exclaimed, "Heavens no, Nicholas! That would take hours, and we have only moments. There, we've stopped." 15
- 6 Mrs Ferrier and Nicholas were the only passengers to disembark. Several were boarding, however, and they crowded the aisles most inconveniently as they struggled to close their umbrellas. By the time the old woman and her charge managed to descend the steps, the platform was empty, save for one man in a sombre grey suit and hat, standing rigidly beneath his umbrella. At the sight of them, he strode forward to shield Mrs Ferrier with it. He was so tall that when he stood over Nicholas his face appeared mostly as a sharp, jutting chin and cavernous nostrils. He introduced himself as Mr Collum, the director of Pebbleton Orphanage. 20 25
- 7 Nicholas began to ask a question, but though he spoke politely, Mr Collum and Mrs Ferrier continued talking as if Nicholas had not uttered a word. 30
- 8 "May I just have a brief word with you, Mr Collum?" asked Mrs Ferrier. "A private word?"

- 9 "Of course," said Mr Collum, who had yet to look directly at Nicholas, but did seem aware of him, for he held up a finger to indicate that the boy should stay put. He drew Mrs Ferrier over to the ticket counter, where they stood with their backs to the room and spoke in hushed voices. 35
- 10 Nicholas strained his ears but could not make out a word of their conversation. Naturally he wanted to know what they were saying about him. However, the clamour of the departing train was so overwhelming that Nicholas could not have heard them even if they had shouted. The windows rattled; the plank floors trembled. Then, a ghostly reflection appeared in the window behind his own and Nicholas turned around to discover Mrs Ferrier looking down on him with grave finality. 40
- 11 For what would be the last time, the old woman and the young boy regarded each other. He had wondered what sort of expression Mrs Ferrier would put on for their parting, and now that the moment was at hand, he found it to be rather what he had expected: polite, businesslike and almost comically serious. She was serious for his sake, he knew, in case he was afraid or sad. She was not much attached to Nicholas, perhaps because of his habitual impertinence, but Mrs Ferrier believed there was a way of doing things and so she always made an effort. 45 50
- 12 She need not have bothered, at least not for Nicholas's sake. He was anything but sad. The last orphanage had been the worst yet, and he was glad to leave it. In fact, his time there had been so awful that before his departure he had clandestinely deposited sardines in many a tormentor's pillowcase and skipped out of the door in glee. No, he was far from sad and he was not afraid either. The new orphanage could hardly be worse than the last place, and there was always the chance it would be better. 55

*Adapted from "The Extraordinary Education of Nicholas Benedict",
by Trenton Lee Stewart*

Section C

Text 3

The text below is about the relationship between humans and nature. Read it carefully and answer Questions 16 - 21 in the Question Booklet.

- 1 Humans cannot live without nature. Therefore, we should respect nature and treat it with consideration. The earth has enabled us to stay alive. It has given us air to breathe, food to eat, clothes to wear, places to live, the warmth of the daytime and the peace of night, and it has absorbed our waste. In a sense, the earth has been our provider, and yet, has been at the mercy of us – a strange irony. 5
- 2 Can we save this earth? What we must save first is not the earth; it is our hearts and minds that have forgotten how precious the natural environment really is. We are losing our beautiful natural environment because we failed to appreciate it, following only our desires for material comfort, blind to the negative consequences of our choices of lifestyles. 10
- 3 In our ignorance, the earth seemed to us that it could never be polluted. Today, we know better and have no further excuse for polluting it. We must realise how wrong we have been. We must admit that we have forgotten to respect and appreciate nature. 15
- 4 How can we appreciate nature? The answer is simple. We should begin by admiring nature. Pausing for a moment to let ourselves be impressed by the beauty of the trees and flowers is one way. Realising how delicious our food is and all the natural processes that went into making it is another. When we admire things, we feel refreshed. To retain this feeling, we must practise morality. 20
- 5 Morality includes respecting nature as it is. When we live conscious of our indebtedness to and dependence upon nature, our mode of living turns into an appreciation of nature. If we live in this way, we would never waste resources nor discard poisons into the natural environment. 25
- 6 The Japanese of old planted two saplings whenever they cut down one tree. They knew that giving nothing in return to nature was foolish and sinful. Fishermen and hunters limited what they took so that there would always be adequate fish and game in future seasons.
- 7 Our efforts to purify the polluted earth by higher levels of technology are certainly significant. However, it is even more important that we put our hearts in tune with nature. We should listen to the cries of the earth. Nature is greater than all mankind that has ever existed; it has lived in harmony with humans for 30

billions of years before human civilisations began. The beauty of nature, the complexities in the way each organism is created and the mysteries of the death and birth of life - we humans cannot help but feel humbled when we reflect upon the power and grandeur of any aspect of nature. 35

- 8 If we appreciate nature, we will naturally act on this appreciation. We shall no longer discard trash without thinking of its effects on the environment. We shall choose to consume less and be willing to spend more for products that protect nature rather than for those that ultimately injure it. We shall bear hotter or colder conditions, walk more and drive less, rise with the sun and avoid using electricity needlessly. We shall become aware that each time we hit an electric switch we are affecting the fate of the environment, and that each time we buy a commodity we are sending a message to manufacturers, packagers, and distributors about the kinds of materials we are willing to dump upon nature. In turn, nature will compensate our appreciation. Nature will respond to the decision of the human heart, as we act them out in our lives of consumption or conservation. 40 45
- 9 If the six billion people living on the earth can realise this, our lives of thoughtful appreciation for nature will surely restore the earth close to its former beautiful balance. 50

Adapted from "Practical Ethics for Our Time" by Eiichi Uehiro



BEATTY SECONDARY SCHOOL

MID YEAR EXAMINATION 2016

SUBJECT : ENGLISH LANGUAGE **LEVEL** : SEC 2 EXPRESS
PAPER : 2 (COMPREHENSION) **DURATION** : 1 HOUR 50 MINUTES
SETTER : MS GOH HONG YI **DATE** : 3 MAY 2016
 MRS SHEILA STEPHEN

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 8 printed pages.

[Turn over

Section A [5 marks]

Refer to Text 1 on Page 2 of the Insert for Questions 1 - 4.

- 1 Who is the intended audience of this poster?

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

- 2 How does the image in the poster support the main message of the poster?

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

- 3 Explain the effect that the title "Do you know smoking can cause blindness?" is intended to have on the reader.

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

- 4 Identify the expression in the poster that shows that AMD is incurable most of the time.

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

Section B [20 marks]

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

- 5 From paragraph 1, write down two expressions that make the scene resemble something from a magical story.
-
- [2]
- 6 Why do you think reaching Pebbleton station was 'the beginning of a new unknown' (line 11) for Nicholas?
-
- [1]
- 7 Identify a word in paragraph 6 that means the same as
- (i) dark and dull:
- (ii) huge: [2]
- 8 (a) 'Nicholas began to ask a question, but though he spoke politely, Mr Collum and Mrs Ferrier continued talking as if Nicholas had not uttered a word.' (lines 28 – 30)
- What does this suggest about the adults' attitude towards Nicholas?
- [1]
- (b) Pick out a phrase in paragraph 9 that conveys the same idea.
- [1]

- 9 In paragraph 9, how did the adults ensure that Nicholas could not hear what they were saying?

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

- 10 Why would Nicholas not have been able to hear what the adults were saying even if they had shouted? **Explain in your own words.**

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

- 11 'He had wondered what sort of expression Mrs Ferrier would put on for their parting' (lines 45 – 46). What does this suggest about Nicholas's view of Mrs Ferrier?

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

- 12 The writer described Mrs Ferrier's expression to be "comically serious" (line 48). Explain why this is an effective description.

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

- 13 What does 'habitual impertinence' (line 50) suggest about Nicholas's behaviour towards Mrs Ferrier?

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

- 14 In paragraph 12, what made Nicholas happy to leave the last orphanage he was in? Provide evidence to support your answer.

.....

.....

[2]

- 15 The structure of the text reflects the main feelings of Nicholas as he reacts to the events happening around him. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box that you do not need to use.

Feelings:

Hopeful	Disappointed	Neglected	Curious
Reflective	Anxious	Exhilarated	

Flow chart:

Paragraphs 1-4:

↓

Paragraphs 5-9:

↓

Paragraphs 10-11:

↓

Paragraph 12:

[4]

Section C [25 marks]

Refer to Text 3 on Pages 5 - 6 of the Insert for Questions 16 - 21.

- 16 Why does the writer use the phrase 'a strange irony' (lines 5 - 6)?

.....
 [2]

- 17 (a) From paragraph 2, 'our hearts and minds that have forgotten how precious the natural environment really is' (lines 7 - 8). What does this suggest about the writer's view of mankind?

.....
 [1]

- (b) What evidence can you find from paragraph 2 that supports your view of this attitude?

.....
 [2]

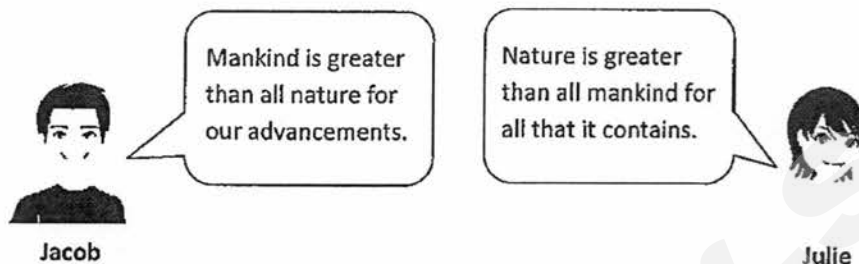
- 18 'Nature is greater than all mankind that has ever existed; it has lived in harmony with humans for billions of years before human civilisations began.' (lines 32 - 34) Which word in paragraph 9 gives the same sense of 'harmony'?

..... [1]

- 19 Pick out a phrase from paragraph 7 which means the same as 'one with the world.'

..... [1]

- 20 Here is part of a conversation between two friends, who have read the article.



- (a) From paragraph 7, provide an example of mankind's advancements to support Jacob's views.

.....

.....

[1]

- (b) Explain how Julie could justify her position with respect to paragraph 7.

.....

.....

[2]

- 21 Using your own words as far as possible, summarise what humans would do if they care for nature. Use only information from paragraph 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).

When we care for nature, we

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.....

No. of words:

[15]

Bentley SS AULS
2

Section A [10 marks]

Carefully read the text below, consisting of 12 lines about Pulau Ubin, an island in the northeastern part of Singapore. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

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

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

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

Examples:

I arrived to my destination at 2 p.m.

at

My mother always wears sensible clothes.

✓

Be transported back in time to 1960s Singapore as you embark on a trip to nearby Pulau Ubin. Home for Singapore's last village, the island still retains the rustic beauty and simply of a bygone era. With no access to a modern and efficient public utilities on mainland Singapore, the villagers rely on wells for water and noisy diesel generators for electricity, and depends on traditional farming and fishing for subsistence. In the early days, granite mining supports a few thousand settlers. Much of the original vegetation were cleared for the cultivation of rubber and crop like coffee, pineapple and coconut. Today, abandoned granite quarries remain as picturesque relics of the past while forests and grasslands have regenerate to cover up the ravages of human activities.

- 1 to (pp)
- 2 simplicity (wf)
- 3 the (art)
- 4 ✓
- 5 depend (sva)
- 6 supported (t)
- 7 was (sva)
- 8 crops (number)
- 9 ✓
- 10 regenerated (t)



SmileTutor.sg

ANS ✓

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

SUBJECT : ENGLISH LANGUAGE LEVEL : SEC 2 EXPRESS
PAPER : 2 (COMPREHENSION) DURATION : 1 HOUR 50 MINUTES
SETTER : MS GOH HONG YI DATE : 3 MAY 2016
MRS SHEILA STEPHEN

CLASS :	NAME :	REG NO :
----------------	---------------	-----------------

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 5 printed pages and 1 blank page.

[Turn over

Section A [5 marks]

Refer to Text 1 on Page 2 of the Insert for Questions 1 - 4.

- 1 Who is the intended audience of this poster? [Inference]

Smokers / People who smoke.

[1]

- 2 How does the image in the poster support the main message of the poster?
[Inference]

The image shows letters that are blurred / obscured by smoke. [1] This shows the loss of vision that smokers may experience if they continue to smoke. [1] [2]

Other accepted answers for 1st part

- Faded
- Distorted
- Unclear
- Not clear

Other accepted answers for 2nd part

- Becoming blind

- 3 Explain the effect that the title "Do you know smoking can cause blindness?" is intended to have on the reader. [Inferential + Evaluative]

As smoking is not usually related to blindness, readers will feel surprised and be interested to read on OR it will arouse the reader's interest and they will want to read on. [1]

The answer must show a feeling or a change in mindset

Feeling

- Surprise
- Arouse reader's interest

Mindset

- Realise
- Understand
- Become aware
- Question oneself
- Reflect

Connect to Outcome –

- of the consequences of smoking
- That smoking can lead to blindness

- 4 Identify the expression in the poster that shows that AMD is incurable most of the time.

'Most cases of AMD are irreversible'.

[1]

Section B [20 marks]

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

- 5 From paragraph 1, write down two expressions that make the scene resemble something from a magical story. [Quotation]

'glistened in the mist' [1] and 'cast their light upon a thousand reflecting surfaces' / 'a thousand reflecting surfaces' [1].

**'Pebbleton, dark and sooty though it was, glistened in the mist' – 0
'Electric lamps above the platform cast their light upon a thousand reflecting surfaces' - 0**

[2]

- 6 Why do you think reaching Pebbleton station was 'the beginning of a new unknown' (line 11) for Nicholas? [Inferential]

**He has never been to Pebbleton before so the area was unknown to him. OR
He was starting life in a new orphanage / a new place and do not know how it would be like.**

**He is going to another orphanage – 0
He does not know what the orphanage / Pebbleton will be like - 0
He has just arrived - 0**

[1]

- 7 Identify a word in paragraph 6 that means the same as [Vocabulary]

(i) dark and dull: **sombre**

[2]

(ii) huge: **cavernous**

- 8 (a) 'Nicholas began to ask a question, but though he spoke politely, Mr Collum and Mrs Ferrier continued talking as if Nicholas had not uttered a word.' (lines 28 – 30)

What does this suggest about the **adults' attitude** towards Nicholas? [Inferential]

They are dismissive of him / They do not think that he was important / They were disrespectful / They were not bothered about him.

[1]

Not accepted: They disrespected him, they did not care about him, they were rude / inconsiderate – 0

(b) Pick out a phrase in paragraph 9 that conveys the same idea. [Quotation]

[1]

'had yet to look directly at Nicholas'.

'had yet to look directly' - 0

- 9 In paragraph 9, how did the adults ensure that Nicholas could not hear what they were saying? [Literal]

[1]

They stood with their backs to the room and spoke in hushed voices. (must have both)

- 10 Why would Nicholas not have been able to hear what the adults were saying even if they had shouted? Explain in your own words. [Own words]

From line 39: the clamour of the departing train was so overwhelming

Overwhelming clamour → extremely noisy, overpowering noise / racket / commotion / din / a lot of noise / sound was so loud that ...

Departing → leaving, outgoing, moving away (moving not accepted)

[2]

The noise from the train that was leaving was overpowering.

- 11 'He had wondered what sort of expression Mrs Ferrier would put on for their parting' (lines 45 – 46). What does this suggest about Nicholas's view of Mrs Ferrier? [Inference]

[1]

This suggests that Nicholas thought Mrs Ferrier was very fake / was a hypocrite / was not a sincere person.

- 12 The writer described Mrs Ferrier's expression to be "comically serious" (line 48). Explain why this is an effective description. [Language for impact]

[2]

'Comically serious' means that something appears solemn yet amusing / funny at the same time. [1]

It is effective as this shows that Mrs Ferrier's expression was too solemn in an occasion that does not require it, making it funny.

OR Nicholas found her solemn expression amusing as he knew she was only trying to appear solemn for the occasion. [1]

- 13 What does 'habitual impertinence' (line 50) suggest about Nicholas's behaviour towards Mrs Ferrier? [Language for impact]

[1]

He was constantly rude to her.

- 14 Based on paragraph 12, what made Nicholas happy to leave the last orphanage he was in? Provide evidence to support your answer. [Literal]

He was bullied in the last orphanage / He had an awful experience there / It was awful / The last orphanage had been the worst / He was treated badly there. [1]

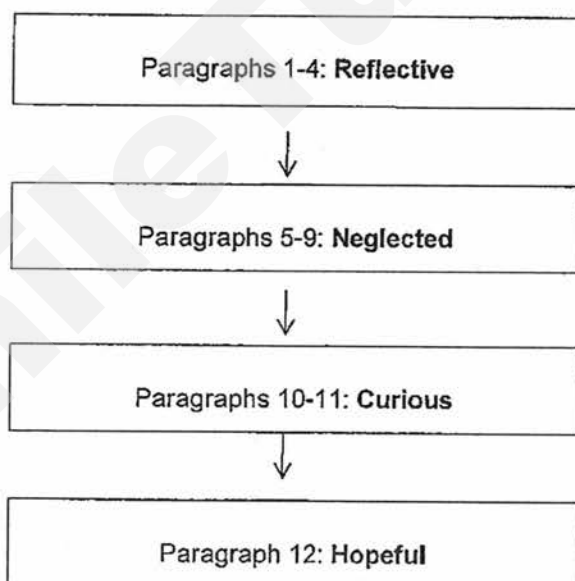
The evidence is that he 'deposited sardines in many a tormentor's pillowcase' OR he was tormented by the children at the last orphanage. [1] [2]

- 15 The structure of the text reflects the main feelings of Nicholas as he reacts to the events happening around him. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box that you do not need to use. [Evaluative]

Feelings:

Hopeful	Disappointed	Neglected	Curious	Reflective	Anxious	Exhilarated
---------	--------------	-----------	---------	------------	---------	-------------

Flow chart:



[4]

Section C [25 marks]

Refer to Text 3 on Pages 5 - 6 of the Insert for Questions 16 - 21.

- 16 Why does the writer use the phrase 'a strange irony' (lines 5 - 6)?

On the one hand, we rely on the earth to provide us with what we need to live, [1] on the other hand, its very existence is being undermined by human activities OR we are putting the earth at risk with our activities. [1] [2]

- 17 (a) From paragraph 2, 'our hearts and minds that have forgotten how precious the natural environment really is' (lines 7-8). What does this suggest about the writer's view of mankind?

Mankind has become indifferent / ungrateful /selfish. [1]

(b) What evidence can you find from paragraph 2 that supports your view of this attitude?

'Following only our desires for material comfort' [1] and 'blind to the long-range consequences of our choices of lifestyles.' [1] [2]

- 18 'Nature is greater than all mankind that has ever existed; it has lived in harmony with humans for billions of years before human civilisations began.' (lines 32 – 34) Which word in paragraph 9 gives the same sense of 'harmony?'

'balance' [1]

- 19 Pick out a phrase from paragraph 7 which means the same as 'one with the world.'

'in tune with nature' [1]

- 20 Here is part of a conversation between two friends, who have read the article.



(a) From paragraph 7, provide an example of mankind's advancements to support Jacob's views.

Mankind is able to use technology to purify the polluted earth.

[1]

(b) Explain how Julie could justify her position with respect to paragraph 7.

Nature is powerful as it involves the complex creation of organisms [1] and the mysteries of birth and death [1].

[2]

- 21 Using your own words as far as possible, summarise what humans would do if they care for nature. Use only information from paragraph 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).

Main Point from passage	Line	Rephrased point
1. Will act on the appreciation of nature	38	Will show our respect for nature through our deeds
2. We shall no <u>longer discard trash</u>	38-39	by being frugal about wastage,
3. <u>without thinking of its effects on the environment.</u>	39	mindful of the consequences on the world.
4. We shall <u>choose to consume less</u>	40	And will decide to use less while paying for items
5. and be <u>willing to spend more for products that protect nature than for</u>		

<u>those that ultimately injure it.</u>	40-41	that are environmentally-friendly.
6. shall bear hotter or colder conditions,	41-42	We will decide to endure higher or lower temperatures
7. walk more and drive less	42	Use our feet instead of vehicles
8. rise with the sun and avoid using electricity needlessly	42-43	and wake up early so as to use less electricity
9. shall become aware that each time we hit an electric switch we are affecting the fate of the environment	43-44	Realizing that every electric switch that is used Will impact negatively on nature.
10. that each time we buy a commodity	45	And with each purchase of a product,
we are sending a message to manufacturers, packagers, and distributors	45-46	we are creating more waste
about the kinds of materials we are willing to dump upon nature	46	to pollute the environment.

[15]

Sample paragraph

When we care for nature, we will show our respect for nature through our deeds by being frugal about wastage, mindful of the consequences on the world. We will decide to use less while paying for items that are environmentally-friendly. We will decide to endure higher or lower temperatures, use our feet instead of vehicles and wake up early so as to use less electricity, realising that every electric switch that is used will impact

negatively on nature [78 words, 9 points] and with each purchase of a product, we are creating more waste to pollute the environment.

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Candidate Name	Class	Register No.



Geylang Methodist School (Secondary) Mid-Year Examination 2016

ENGLISH LANGUAGE

1128/1

Paper 1

2 Express

Setters : Ms Vimal Johney
Mr Cheong Kim Gin
Mrs Ma Yi Qing

1 hour 50 minutes

27 April 2016

Additional materials : Writing Paper

READ THESE INSTRUCTIONS FIRST

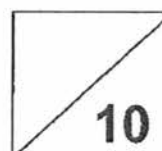
Write your name, index number and class on all the work you hand in.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Sections A and B are compulsory.

For Section C, choose one question and write the number in the margin.

Hand in Sections A (Question paper), B and C (writing paper) **separately**.

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



This document consists of 5 printed pages.

GMSS/2E/EL/P1/Final MYE 2016

Section A [10 marks]

Carefully read the text below, consisting of 12 lines about gold. The first line and last lines are correct. For the remaining eight lines, there is one grammatical error in each line. There are two more lines with no errors.

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

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

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

Examples:

I arrived (to) my destination at 2 pm.

...at.....

My mother always wears sensible clothes.

...✓.....

Gold is a metal that is durable, easy to work with and will not tarnish or corrode. It is also quite rare, and so is high prized and valuable. From the earliest times it is found in river sand. Its presence was detected by the gleaming grains of metal washed down from mountains, bit on bit. Further search sometimes led to the discover of nuggets of gold of various sizes. Primitive men and women used the precious metal to deck a body with ornaments or beads string together. Later, people learnt how to melt gold and cast it into moulds to form jewellery. In ancient Egyptian tombs, archaeologists had unearth exquisitely fine gold necklaces and bracelets, as well as furnitures, coffins and other objects finely inlaid with gold.

1

2

3

4

5

6

7

8

9

10

Section B [30 marks]

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

You should look at the result of a poll conducted and some students' suggestions on page 4 carefully and plan your answer before beginning to write.

There is an increasing trend among students choosing to stay behind in school after lessons and Co-Curricular Activities. An idea of having a recreation room as a space for students to enhance their school experience was brought up during a Student Council meeting.

You are the Head of Student Welfare of the Student Council in your school. Write a letter to your principal to explain the need for a recreation room in your school. You should include the following:

- what two problems students face in your school
- what is one item you suggest should be included in the recreation room
- how your chosen item can help resolve the problems faced by students

Your letter should have a **respectful tone**, and be written in clear, accurate English. You also need to be **persuasive and convincing**.

You may add any additional details to make your letter more convincing.
You should use your own words as much as possible.

GMSS/2E/EL/P1/Final MYE 2016

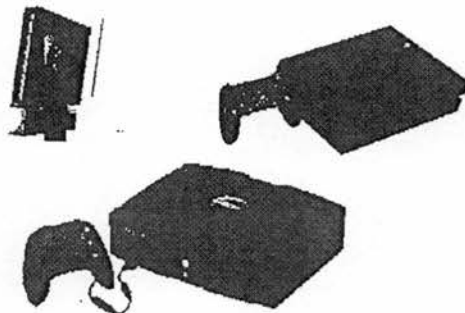
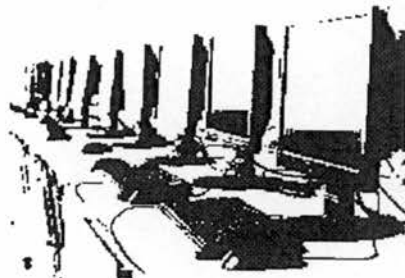
Poll result on how the recreation room should be equipped

■ Item 1: Computers (50%) ■ Item 2: Game Consoles (33%) ■ Item 3: Board Games (17%)



"I had such a good time playing board games with my friends whenever we are at a chalet" – Hui Ping, Sec 2

"More computers! Those in the library are always being utilised." – Kayne, Sec 4



"Some hi-tech game consoles would be perfect!" – Jamie, Sec 1

Section C [30 marks]

Begin your answer on a fresh page.

You are advised to write between 300 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. What are the advantage and disadvantage of being an only child in the family?
2. "A friend in need is a friend indeed." Write about an occasion which made you realise that friendship is valuable.
3. "Students should participate in outdoor activities more often." Discuss the advantage and disadvantage of engaging in outdoor learning.
4. What are the things you like most about school?

End of Paper

GMSS/2E/EL/P1/Final MYE 2016

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GMSS/2016/S2E/EL/MY/P2



Geylang Methodist School (Secondary)
Mid-Year Examination 2016

ENGLISH LANGUAGE**1128/02**

Paper 2 Comprehension

2 Express**27 April 2016**

INSERT

1 hour 50 minutes

Setter : Mr Chin Khai Ying
Ms Yeo Peng Peng
Ms Michell Foo

READ THESE INSTRUCTIONS FIRST

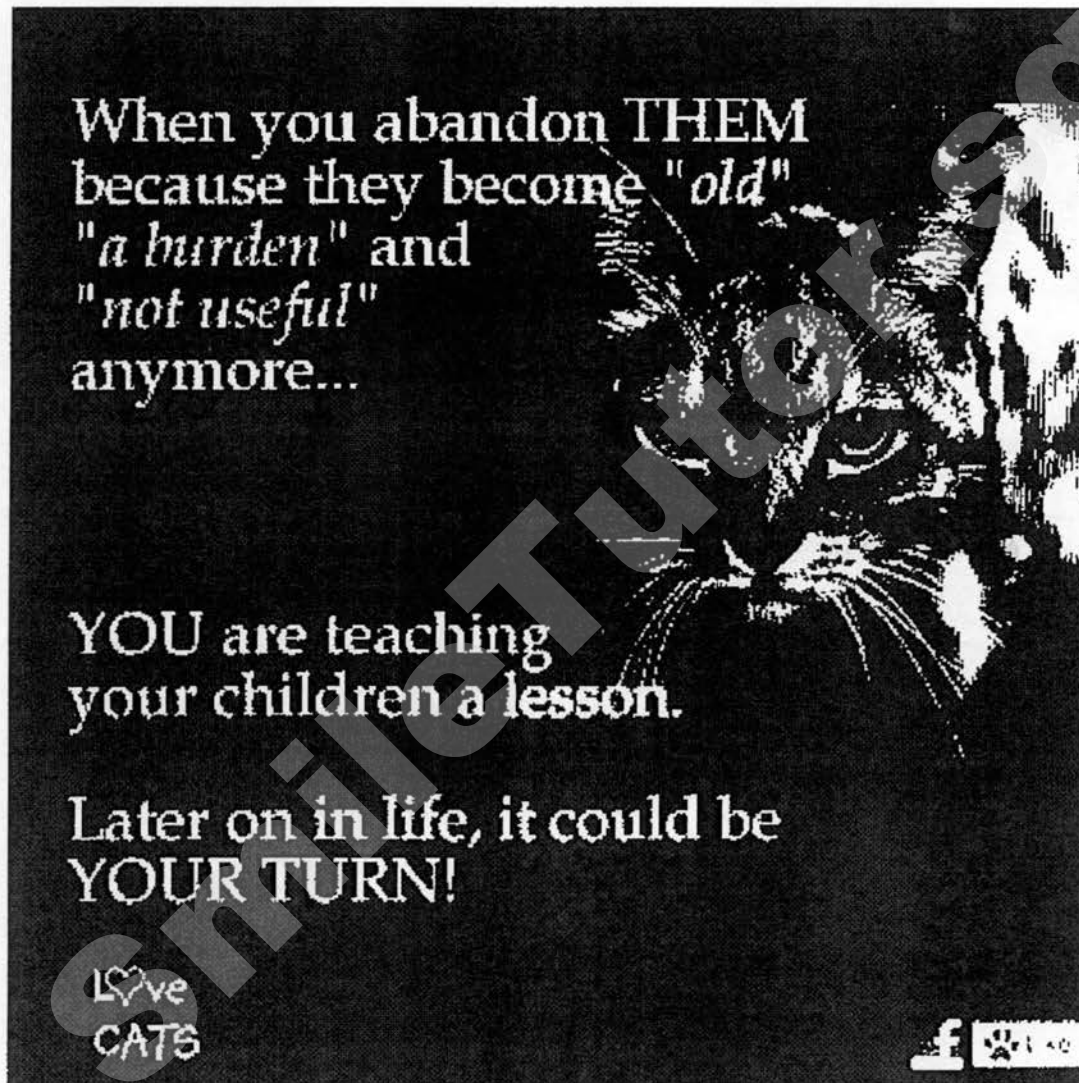
This insert contains the visual text and comprehension passage(s) for Paper 2.

This document consists of 6 printed pages and 0 blank page.

Section A

Text 1

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



Section B

Text 2

The text below is about Jane Goodall, a scientist, where she describes some of her early experiences when trying to study the 'chimps' in the wild. Read the text carefully and answer Questions 5 – 14 in the Question Booklet.

- 1 I remember feeling very excited when I first came across a group of chimpanzees feeding in a large tree. But I was also very disappointed, for although they remained there for two hours while I crouched – cramped and hardly daring to breathe – I saw little except an occasional glimpse of a hairy arm reaching out from the thick foliage and pulling branches of fruits out of sight. When I tried to move nearer, the large males hooted in a hostile way and shook the branches aggressively while the whole group climbed down and vanished into the forest. 5
- 2 In the days that followed, I searched constantly for the chimpanzees. However, the undergrowth was often thick, and while the noise of the stream certainly drowned any noise I made, it also effectively obliterated the sounds which might have told me of the whereabouts of the chimps. Those which I did see were usually so close by the time I came upon them that they fled instantly. I can well imagine, now, how many times they must have seen me coming and silently disappeared without my even being aware of their presence. In between the disappointing days when I only saw chimps too far off to observe properly or for a few minutes close by before they fled, there were even worse days when I saw no chimps at all. The more I thought about the task I had set myself, the more despondent I became. 10 15
- 3 Nevertheless, those weeks did serve to acquaint me with the rugged terrain. My skin became hardened to the rough grasses of the valleys, and my blood immune to the poison of the tsetse fly. I became increasingly sure-footed on the treacherous slopes that were equally slippery whether they were bare and eroded or carpeted by dry, trampled grass. Eventually I found that some of the chimpanzees would tolerate my presence provided they were in fairly thick forest and I sat still and did not move closer than seventy metres. Because I always wore similar, dull coloured clothes and because I never tried to follow or harass them, the chimps began to realise that I was not, after all, so terrifying. 20 25
- 4 But when the rainy season came and the grass shot up until it was over four metres high in places. When I left the tracks which I had used previously – if, indeed, I could now find them at all – I could not tell where I was going, and had to stop every so often and climb a tree to get my bearings. Also, when I came across a group of chimpanzees, I was no longer able to sit down wherever I happened to be or wherever was convenient, for usually my view would then be totally obscured by grasses. I have never been able to work with binoculars for long periods of time while standing, so I had either to bend down hundreds of grass stems or else climb a tree. This was unsatisfactory for I lost time in looking for a suitable tree and in breaking away branches that obstructed my view of the chimps. When there was wind, which was often, I couldn't keep the binoculars still anyway. 30 35
- 5 I found it difficult, also to shield my binoculars from the rain. I made a sort of tube from polythene, which kept out much of the wet, and pulled a large piece of plastic forward over my head while watching the animals. Even so, there were many days when I couldn't use my binoculars because they were clouded over inside with droplets of condensed moisture. Even when it was not actually raining, the long grass remained drenched nearly all day and there were periods when I seemed to be wet through for days on end. 40

GMSS/2016/S2E/EL/MY/P2

- 6 But, on the whole, I preferred rainy season. Gone was the heat which distorted my long 45
distance observations. I have always loved to feel myself as much a part of nature as
the animals. In the dry season the crunching of my feet on the cracking leaf carpet of
the forest floor bothered me. But when the leaves became soft and damp during the
rains, I could move through the trees as silently as the animals, catch more than fleeting
glimpses of the shyer chimpanzees, and continually learn more about their behaviour. 50
I found that I could usually get closer to a group of them when it was cold and wet; it
was though they were too fed-up with the conditions to bother with me.

Adapted from:
In the Shadow of Man by Jane Goodall

Section C

Text 3

The text below is about vertical gardening in Chandipur, where the soil is too salty. Read the text carefully and answer Questions 15 to 19 in the Question Booklet.

- 1 As storms have flooded the village of Chandipur with seawater, the soil there has become increasingly salty. As a result, farmland has been ruined and growing crops has become more difficult.
- 2 Chandipur is a village in south-western Bangladesh and is regularly hit with extreme weather and flooding. The situation became considerably more acute after Cyclone Aila in 2009, which brought storm surges that broke embankments and flooded farmland. After 2009, vegetable crops planted in the ground in Chandipur yielded only meagre returns. Some failed completely. 5
- 3 As a delta formed by three of Asia's largest rivers, Bangladesh is also naturally prone to flooding and water-logging. With most of its land found to be at or below sea level, the country is highly susceptible to extreme weather, one that has been steadily exacerbated by climate change. Indeed, rising sea levels and violent storms have compounded the problem of increased soil salinity across the country. Salt from seawater soaks into the soil, which makes it hard to grow crops, especially in coastal areas along the surrounding rivers. 10 15
- 4 There is no doubt that the resulting decline in cultivatable land has become a pressing concern in Bangladesh, a densely populated country with a population of 156 million. Growing enough food for all of those people is already a challenge in such a small country, and this is made direr by the loss of land due to flooding. Moreover, it is expected that Bangladesh's population will increase to around 250 million by 2050. 20
- 5 For the past three years, therefore, hundreds of Chandipur villagers have begun to grow crops in "vertical gardens." Vertical gardens consist of a variety of containers in backyards and on rooftops, large and specially constructed "towers" that are filled with soil and crops. Such gardens can produce a lot of vegetables while taking up very little space. Also, they protect soil from being soaked with floodwater and becoming too salty thereafter. They let farmers adapt to climate change and cultivate vegetables despite the damage done to farmland. 25
- 6 Growing the vertical gardens is a relatively straightforward process. In November, villagers prepare soil to use it later for harvest during planting season. The soil is generally favoured at this time of year, from roughly July to October, when Bangladesh experiences heavy monsoon rains. These rains are depended on to wash away salt from the soil. 30
- 7 Villagers then put the soil into containers and mix it with fertilizer. To avoid water-logging, the containers are raised off the ground on bricks. They are also packed with brick chips that improve water circulation and drainage. Small holes are cut into the sides where short-rooted vegetables such as Indian spinach and tomatoes can grow. Long-rooted vegetables such as gourds grow on top. 35
- 8 Small containers, which cost about \$1.30 to \$2.00 to build, can produce up to 18 pounds of vegetables. Larger containers can produce more than 220 pounds of vegetables, at a cost of around \$11.50 to \$13.00 for materials and seeds. All in all, the 40

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hope is that vertical gardens can increase food supply in Bangladesh. In the past, the villagers had to be frugal in their food expenses because they had to eke out a living on a few dollars a day. With the vertical gardens, a lot of extra food is now produced, which goes a long way for the rural poor in Bangladesh.

Adapted from:
Scientific American (January 2015)

GMSS/2016/S2E/EL/MY/P2

Name		Class		Register Number	
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Geylang Methodist School (Secondary)
Mid-Year Examination 2016

ENGLISH LANGUAGE**1128/02**

Paper 2 Comprehension

2 Express**27 April 2016****QUESTION BOOKLET****1 hour 50 minutes**

Setter : Mr Chin Khai Ying
 Ms Yeo Peng Peng
 Ms Michell Foo

READ THESE INSTRUCTIONS FIRST

This question booklet contains the questions for Paper 2 Comprehension.

There are a total of 19 questions in this paper.

Answer all the questions in the question booklet.

INFORMATION FOR CANDIDATES

The number of marks for each question is in brackets.

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

 this document consists of 8 printed pages and 0 blank page.

GMSS/2016/S2E/EL/MY/P2

Section A [5 marks]**Text 1***For
examiner's
use***Refer to the poster (text 1) on page 2 of the Insert for Questions 1 to 4.**

- 1 Who is the target audience of the poster?

.....[1]

- 2 What do you find effective about the use of quotation marks in the poster?

.....
[1]

- 3 'You are teaching your children a lesson'. What lesson can children learn?

.....
[1]

- 4 Later on in life, it could be YOUR TURN! Explain fully what the poster means by this statement.

.....

[2]

GMSS/2016/S2E/EL/MY/P2

Section B [20 marks]

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

For
Examiner's
Use

- 5 In paragraph 1, the writer expressed disappointment in seeing 'little except an occasional glimpse' of the chimpanzees. Why was she unable to see the chimpanzees clearly?

.....
 [1]

- 6 Which **two** separate words in the same paragraph suggest that the chimpanzees were ready to attack the writer when she tried to move nearer to them?

.....[2]

- 7 Why did the chimpanzees shake the branches (line 6)?

.....[1]

- 8 The 'noise of the streams' (line 9) was both a hindrance and a help to the writer. Explain why this is so.

The noise of the stream was a...	because...
hindrance	
help	

[2]

GMSS/2016/S2E/EL/MY/P2

- 9 The chimpanzees were more willing to 'tolerate' the writer's presence provided they were in fairly thick forest (line 22). Why do you think this is so?

For
Examiner's
Use

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

- 10 In paragraph 3, the writer became acquainted with the 'rugged terrain'. Pick out **two** pieces of evidence from the paragraph and show in what ways the writer had become more accustomed to her environment.

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

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

- 11 The writer always wore 'similar, dull-coloured clothes (line 24). How did her clothes make her appear less 'terrifying'?

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

- 12 (i) Why did the writer have to 'bend down hundreds of grass stems' (line 34) to watch the chimpanzees?

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

GMSS/2016/S2E/EL/MY/P2

- (ii) Why did the writer find climbing a tree 'unsatisfactory'?

For
examiner's
use

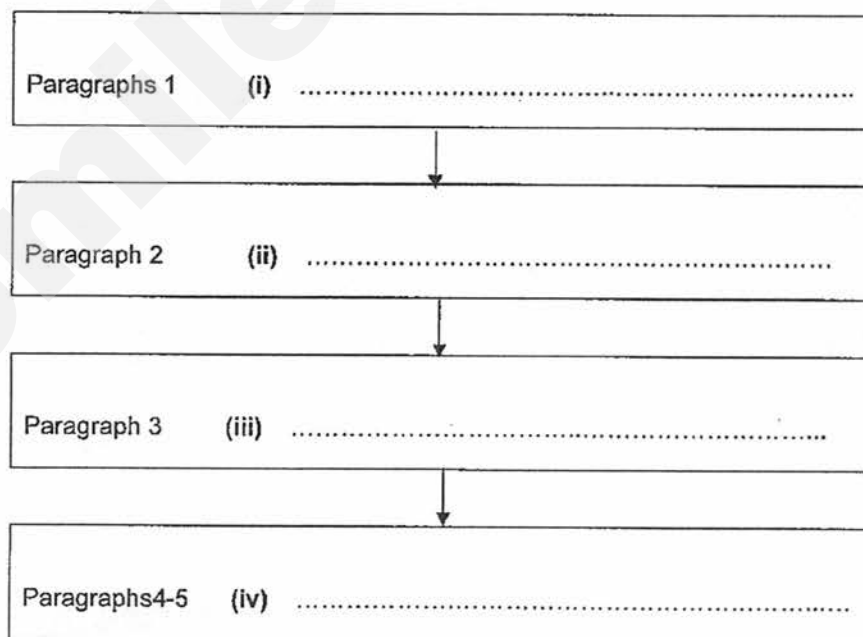
[2]

- 13 In this text, the writer went through different stages in her study of the chimpanzees in the wild. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the text. There are some extra phrases in the box you do not need to use.

Main focus

expecting a close encounter	defending against the attack of the beasts	using the binoculars in rainy season	fending off the elements of nature
adapting to the region	disheartening search	close encounter with the animals	

Flow chart



[4]

Section C [25 marks]

For
examiner's
use

Refer to Text 3 on page 5-6 of the Insert for Questions 14 - 19.

- 14 The situation became considerably more acute after Cyclone Aila in 2009, which brought storm surges that broke embankments and flood farmland.' (lines 5-7)

(i) What does 'the situation' in the sentence above refer to?

.....[1]

(ii) How did 'the situation' affect farming in later years? Answer in your own words.

.....[1]

- 15 With reference to paragraph 3, why is Bangladesh naturally prone to flooding and water-logging? Answer in your own words.

.....

[3]

- 16 Here is a part of a conversation between two students, Alicia and Alex, who have read the article.



Alicia

Growing enough food for a country like Bangladesh is difficult.

I don't agree. With vertical gardens, crops can grow and there will be enough food for everyone.



Alex

- (i) Identify one detail from paragraph 4 to support Alicia's point of view.

.....
[1]

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(ii) Identify one detail from paragraph 5 that explain Alex's position.

For
examiner's
use

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

17 Which phrase in paragraph 6 provides evidence that vertical gardens are not difficult to build?

.....[1]

18 From paragraph 8, explain the difference in the way the people in Bangladesh manage their food supply in the past and now.

In the past	
Present	

[2]

GMSS/2016/S2E/EL/MY/P2

- 19 Summarise the steps taken by the villagers in Bangladesh to build vertical gardens, and how these gardens can be used as a solution to existing problems.

Use only material from paragraphs 6 to 8.

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

To build a vertical garden,

For
examiner's
use

Word Count: _____

[15]

-End of Paper-

8

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Answers – Editing

Gold is a metal that is durable, easy to work with and will not tarnish or corrode. It is also quite rare, and so is <u>high</u> prized and valuable. From the earliest times it <u>is</u> found in river sand. Its presence was detected by the gleaming grains of metal washed down from mountains, bit <u>on</u> bit. Further search sometimes led to the <u>discover</u> of nuggets of gold of various sizes. Primitive men and women used the precious metal to deck <u>a</u> body with ornaments or beads <u>string</u> together. Later, people learnt how to melt gold and cast it into moulds to form jewellery. In ancient Egyptian tombs, archaeologists had <u>unearth</u> exquisitely fine gold necklaces and bracelets, as well as <u>furnitures</u>, coffins and other objects finely inlaid with gold.	1highly..... 2was..... 3✓..... 4by..... 5discovery..... 6the..... 7strung..... 8✓..... 9unearthed.... 10furniture..
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GMS

Answer Scheme

Secondary Two Express MY P2 2016

Text 1

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

For
examine
r's use

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

Cat owners /People who are interested/considering owning a cat or pet/ considering abandoning their cat or pet

- 2 What do you find effective about the use of quotation marks in the poster?
[1]

It is effective as it highlights/emphasizes/ indicates that these are the actual excuses said/uttered by people when they abandoned their cats/pets.

(The word 'said' or 'uttered' must be present in order to be awarded the mark)

- 3 'You are teaching your children a lesson'. What lesson can children learn?
[1]

Responsibility
(accept any reasonable answers)

- 4 'Later on in life, it could be YOUR TURN!' Explain fully what the poster means by this statement.

You could be abandoned by your children later on in life/in future [1] when you become 'old'/'a burden'/'not useful anymore' [1]. [2]

[Need to include the underlined phrase in order to be awarded the mark]

GMSS/2015/S2E/EL/EOY/P2

Section B [20 marks]

For
examine
r's use

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

- 5 In paragraph 1, the writer expressed disappointment in seeing 'little except an occasional glimpse' of the chimpanzees. Why was she unable to see the chimpanzees clearly? [1]

They were hidden behind the thick foliage by the tree they were in.

- 6 Which two separate words in the same paragraph suggest that the chimpanzees were ready to attack the writer when she tried to move nearer to them? [2]

'hostile' and 'aggressively'

- 7 Why did the chimpanzees shake the branches (line 6)? [1]

They wanted to warn Jane to back off/not to move too close to them/to frighten her. [1]

- 8 The 'noise of the streams' (line 9) was both a hindrance and a help to the writer. Explain why this is so. [2]

The noise of the stream was a...	because...
hindrance	It obliterated any sound that might indicate to her the whereabouts of the chimpanzees
help	It concealed any noise she might make which would give away her presence to the chimpanzees.

- 9 The chimpanzees were more willing to 'tolerate' the writer's presence provided they were in fairly thick forest (line 22). Why do you think this is so? [2]

GMSS/2015/S2E/EL/EOY/P2

They would most probably feel more secure [1] as they could easily escape to the safety of the thick forest should the need arise [1]

- 10 In paragraph 3, the writer became acquainted with the 'rugged' terrain'. Pick out two pieces of evidence from the paragraph and show in what ways had the writer become more accustomed to her environment.

- (i) 'my skin became hardened to the rough grasses of the valleys' shows that her skin had become thicker and was not so easily cut/hurt by the sharp grasses as before. [2]
- (ii) 'my blood immune to the poison of the tsetse fly' suggests that she was no longer susceptible to the poison of the tsetse fly/poison had no effect on her.
- (iii) 'became increasingly sure-footed on the treacherous slopes' shows that over time, she was less likely to stumble/slip/fall/learn to balance herself on the slippery slopes.

- 11 The writer always wore 'similar, dull-coloured clothes' (line 24). How did her clothes make her appear less 'terrifying'?

The similarity in her clothes enabled the chimpanzees to identify/recognise her [1] as in time, they had grown accustomed to her presence. The dull colour could easily blend with the environment [1].

- 12 (i) Why did the writer have to 'bend down hundreds of grass stems' (line 34) to watch the chimpanzees? [2]

She was trying to flatten them [1] as the tall/over four metres tall grasses were obstructing her view of the chimpanzees [1].

- (ii) Why did the writer find climbing a tree 'unsatisfactory'? [2]

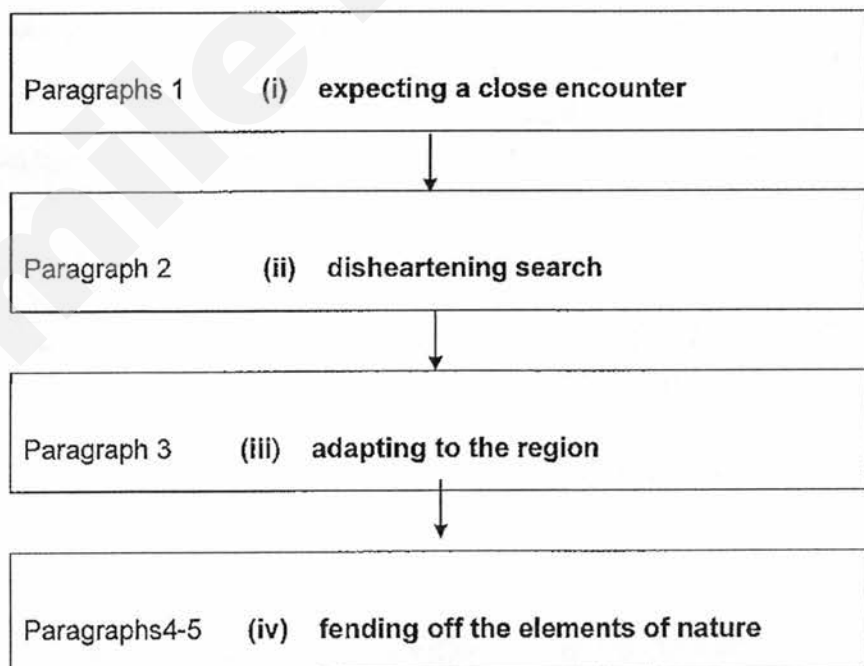
She lost time in looking for a suitable tree [1] and in breaking away branches that obstructed her view of the

GMSS/2015/S2E/EL/EOY/P2

chimpanzees [1].

- 13 In this text, the writer went through different stages in her study of the chimpanzees in the wild. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the text. There are some extra phrases in the box you do not need to use.

expecting a close encounter	defending against the attack of the beasts	using the binoculars in rainy season	fending off the elements of nature
adapting to the region	disheartening search	close encounter with the animals	

Main focus**Flow chart**

[4]

Section C [25 marks]

Text 3

Refer to Text 3 on page 5-6 of the Insert for Questions 14 - 21.

For
examine
r's use

- 14 The situation became considerably more acute after Cyclone Aila in 2009, which brought storm surges that broke embankments and flood farmland.' (lines 5-7)

What does 'the situation' in the sentence above refer to?

[1]

(i)

It refers to extreme weather and flooding.

- (ii) How did 'the situation' affect farming in later years? Answer in your own words.

[1]

From text: "vegetable crops planted in the ground yielded only meagre returns. Some failed completely."

The vegetable crops produced little harvest (yielded meagre returns) and were not successful (failed completely).

OR

Farmland is destroyed and growing crops is a challenge.

Answers with "meagre" and "failed" were not awarded any mark.
Answers with "ruined" and "more difficult" were not awarded any mark.

X some returns. "meagre" does not have the same meaning as "some".

- 15 With reference to paragraph 3, why is Bangladesh naturally prone to flooding and water-logging? Answer in your own words.

[3]

Most of its land is found to be at or below sea level (1m), causing the country to be very prone to drastic weather conditions [1m] (susceptible to extreme weather), which is worsened/ aggravated by

GMSS/2015/S2E/EL/EOY/P2

climate change [1] (exacerbated by climate change).

- 16 Here is a part of a conversation between two students, Alicia and Alex, who have read the article.

- (i) Identify **one detail** from paragraph 4 to support Alicia's point of view.
[1]

Bangladesh is a densely populated country/ It currently faces a loss of land due to flooding/ population is going to increase over the years.

Either stem is awarded 1m.

*For
examine
r's use*

- (ii) Identify **one detail** from paragraph 5 that explain Alex's position.
Vertical gardens take up little space/ they protect the soil from being soaked with floodwater and becoming too salty.
[1]

Either stem is awarded 1m.

- 17 Which phrase in Paragraph 6 provides evidence that vertical gardens are not difficult to build?
[1]

'Relatively straightforward process/ 'straightforward process'



GMSS/2015/S2E/EL/EOY/P2

- 18 From Paragraph 8, explain the difference in the way the people in Bangladesh manage their food supply in the past and now. [2]

In the past	People are <u>frugal</u> in their food expenses because they have to <u>eke out a living</u> on a few dollars a day. [1]
Present	Now, there is <u>a lot of extra food</u> which can go a <u>long way to the rural poor</u> in Bangladesh. [1] OR Now, there is <u>a lot of extra food</u> so <u>people do not have to be so frugal/ so people can make more profits out of their selling.</u> X increase in food supply. Different from "extra food". Having an increase in food supply does not mean a surplus of food.

- 21 Summarise the steps taken by the villagers in Bangladesh to build vertical gardens, and how these gardens can be used as a solution to existing problems.

Use only material from paragraphs 6 to 8.

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

	From the passage	Paraphrased
Step 1	'Villagers prepare soil to use it later for harvest in the planting season' (lines 30-31)	Villagers get the soil ready for the coming planting season.
Step 2	'Villagers then put soil into containers' (line 35)	The soil is then placed into vessels / receptacles.
Step 3	'...and mix it with fertiliser' (line 35)	...and combined / put together with fertiliser.
Step 4	'the containers are raised off the ground on bricks' (lines 36-37)	These vessels are lifted / elevated above the ground with bricks
Step 5	The containers 'are also packed with brick chips' (lines 37)	The vessels are also filled with brick chips
Step 6	'Small holes are cut into the sides' of the containers (line 38)	The sides of the vessels are perforated / pierced with small holes
Solution 1	'to avoid water-logging' (line 36)	Prevent the soil from being saturated / filled with water.
Solution 2	'to improve water circulation and drainage' (lines 37-38)	Help water to flow and leave the soil.
Solution 3	'...where short-rooted vegetables can grow. Long-rooted vegetables grow on	Allow short-rooted and long-rooted vegetables to grow

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	top.' (lines 38-40)	
Solution 4	'a lot of extra food is now produced' (line 46)	Provide more than enough food
Solution 5	'...which goes a long way for the rural poor in Bangladesh' (lines 46-47)	...that is cheap / affordable for the villagers in Bangladesh.

To build a vertical garden, villagers in Bangladesh get the soil ready for the coming planting season. The soil is then placed into vessels. These vessels are elevated above the ground with bricks. They are also filled with brick chips. Their sides are perforated with small holes. These gardens prevent the soil from being filled with water, and help water to flow and leave the soil. They also allow short-rooted and long-rooted vegetables to grow. They provide more than enough food that is cheap for the villagers. [79 words]

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